Curriculum Committee
Meeting Agenda
Thursday, October 16, 2014
3:00pm-4:30pm
Jackson Hall 14

Debi Gresham    Martha Joyce    David Farrington    Karen Carroll
Roger Kennedy    Ali Mageehon    Georgann Willis    Clara Smithey

Business to be reviewed by Curriculum Committee:
Approval of the following Curriculum Committee Minutes- October 7, 2014  Pages 3-5

New Courses:
To be presented by Terrance Bradford:  Pages 6-15
- College Literacy
- HD 107 Practicing Success with Emotional Intelligence

To be presented by John Blakely:  Pages 16-55
- TTEN 100 Intro to Toyota
- TTEN 151 Suspension and Alignment
- TTEN 151 Engines
- TTEN 155 Brakes
- TTEN 168 Electricity I
- TTEN 169 Electricity II
- TTEN 259 Electronic Engine Controls I
- TTEN 260 Electronic Engine Controls II
- TTEN 261 Power Trains
- TTEN 263 Automatic Transmissions
- TTEH 286 Climate Control

To be presented by Dee Winn:  Pages 56-59
- MTH 98 Math Literacy

To be presented by Tamra Sampson:  Pages 60-63
- NRS 115 LPN Transition to OCNE

New Programs:
To be presented by Ian Fisher:  Pages 64-79
- AAS Degree Welding
- Justification & LMI Included

To be presented by John Blakely:  Pages 80-89
- AAS Automotive Service Technology- TTEN
- Certificate Automotive Service Technology-TTEN

Program Revisions:
To be presented by Dwayne Bershaw:  Pages 90-93
- Viticulture and Enology AAS

Course Revisions:
To be presented by Amy Fair  Pages 94-99
- ENG 230
- ENG 288

To be presented by NiAodagain:  Pages 100-101
- FEP 211 Foreign Exchange Program
To be presented by Terrance Bradford: Pages 102-103
• ED 125 Foundations of Learning Assistance

To be presented by Dwayne Bershaw: Pages 104-112
• VE 202
• VE 203
• VE 204

To be presented by Cheryl Yoder: Pages 113-115
• PE 284 Snowboarding-Skiing

To be presented by John Blackwood: Pages 116-127
• CS 171 Computer Organization and Assembly Language
  o Request to Change CS 171 to CS 271
  o Notice of Intent & LMI Included

Course Outlines:
To be presented by Amy Fair: Pages 128-129
• ENG 230
• ENG 288

To be presented by NiAodagain: Pages 130
• FEP 211 Foreign Exchange Program

To be presented by Ian Fisher: Pages 131-150
• WLD 150 GTAW – Gas Tungsten Arc Welding I
• WLD 222 Pipe Welding & Fitting I
• WLD 223 Pipe Welding & Fitting II
• WLD 240 Blueprint Reading II
• WLD 251 GTAW- Gas Tungsten Arc Welding II
• WLD 252 GTAW- Gas Tungsten Arc Welding III

To be presented by Terrance Bradford: Pages 151-160
• ED 125 Foundations of Learning Assistance
• College Literacy
• HD 107 Practicing Success with Emotional Intelligence

To be presented by Dee Winn: Pages 161-162
• MTH 98 Math Literacy

To be presented by Dwayne Bershaw: Pages 163-168
• VE 202 Sensory Evaluation of Wine
• VE 203 Wines of the World
• VE 204 Wines of the Pacific Coast

To be presented by Tamra Sampson: Missing
• NRS 115
Business to be reviewed by Curriculum Committee:
Approval of the following Curriculum Committee Minutes- May 13, 2014  

Course Outlines:
To be presented by Sandra Angeli-Gade:
- HS 100 Introduction to Human Services
- HS 102 Addiction Pharmacology
- HS 107 Gerontology
- HS 144 Creating Effective Programs
- HS 146 Values Clarification I
- HS 147 Cognitive Behavioral Decision Making I
- HS 150 Personal Effectiveness for Human Services Workers
- HS 154 COMMUNITY RESOURCES
- HS 155 Counseling Skills I
- HS 205 Treatment of Addiction
- HS 217 Group Counseling Skills
- HS 226 Ethics and Law
- HS 227 Understanding Dysfunctional Families
- HS 229 Crisis Intervention and Prevention
- HS 246 Values Clarification II
- HS 247 Cognitive Behavioral Decision Making II
- HS 265 Counseling Skills II
- HS 266 Case Management for Human Services Workers
- HS 267 Cultural Competency in Human Services
- HS 280 Cooperative Work Experience: Human Services

To be presented by Crystal Sullivan:
- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
  - LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits
    - Reducing the number of required electives

To be presented by Bettie Wright:
- MED 260- Beginning Medical Transcription
To be presented by Dwayne Bershaw:
- VE 102 Integrated Pest Control for Grapes
- VE 103 Vineyard Soils, Plant Nutrition & Irrigation
- VE 201 Winemaking for Viticulturists
- VE 202 Winemaking for Viticulturists
- VE 209 Laboratory Analysis of Musts and Wine

New Courses:
To be presented by Ken Carloni:
- BI 101A-Evolution, Diversity and Ecology of the Baja Peninsula
  Move Forward to IC with following changes: lecture hours need to be changed to 3, lab hours need to be changed to 3, needs CIPS code

New Programs:
To be presented by Sandra Angeli-Gade:
- Certificate; Case Aide- 18 Credits
  Move forward to IC
- 1 Year Certificate; Addiction Treatment Certificate (CADC 1 Pathway)
  Move forward to IC with following revisions:
  Change designation on form from 1 year certificate to less than one year certificate
  Update all dates to 2015
- 1 Year Certificate; Addiction Studies Certificate
  Move forward to IC with following revisions:
  Add HS154 to courses so that credits add to 46
  Remove #12 on list of program outcomes

Program Revisions:
To be presented by Crystal Sullivan:
- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
  Move forward to IC
- LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits
  Move forward to IC

To be presented by Tamra Samson:
- RN Program
  Move forward to IC with following revisions:
  Clarify language with regard to “other classes that would meet the requirements: Arts & Letters and Social Sciences” and change credit designation to 3-8 credits

To be presented by Ian Fisher:
- AAS Welding
  Tabled. Ian will complete course revision form as well as new program form.

Course Revisions:
To be presented by Crystal Sullivan:

- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
  Move forward to IC with additional information added to revision justification

- LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits
  Move forward to IC with additional information added to revision justification

To be presented by Bettie Wright:

- Med 260- Beginning Medical Transcription
  Move forward to IC

To be presented by Dwayne Bershaw:

- VE 102 Integrated Pest Control for Grapes

- VE 103 Vineyard Soils, Plant Nutrition & Irrigation

- VE 201 Winemaking for Viticulturists

- VE 202 Winemaking for Viticulturists

- VE 209 Laboratory Analysis of Musts and Wine
  Move forward to IC for revision request to add all courses to AAOT approved course list

- VE 202 Winemaking for Viticulturists
  Move forward to IC for revision request to change credit hours from 3-4 with revision to add more information in justification and add course outcome. Dwayne will bring forward a program revision at next CC to adjust credit hours in overall program because of this course revision.

Informational Items:

- There is a new folder on the G drive to archive electronic copies of letters from the HECC (formerly CCWD) notifying UCC of approval and suspension of programs.
  G:\SHARED\Instruction\HECC - Program Approvals and Suspensions

Next Curriculum Committee Meeting- October 16, 2014 Jackson Hall 14
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

Basic Information
Name of New Course Contact: Terrance Bradford
Contact Title: Director of Learning Skills
Department: Learning Skills
Supervisor: Dr. Ali Mageehon
Program: Developmental Education

New Course Information
Date, Year, and Term of Proposed Implementation: 01.02.15
Course Title: College Literacy
Course Number: N/A
Number of Credits: 5
Activity Code:
__100 - Lower Division Collegiate
__210 - CTE Preparatory
__211 - Stand-alone (Independent) CTE Preparatory
__220 - CTE Supplemental
__230 - CTE Apprenticeship
__310 - English as a Second Language
__320 - Adult Basic Education
__330 - General Education Development Test Preparation
__340 - Adult High School Diploma, High School Completion
X 350 - Post-Secondary Remedial, Reading or Writing
__351 - Post-Secondary Remedial, Math
X 352 - Post-Secondary Remedial, Electives
__360 - ACE – Unknown
__361 - ACE - Health and Fitness
__362 - ACE – Safety
__363 - ACE – Workforce
__510 - Non-Reimbursable – Unknown
__511 - Non-Reimbursable - Hobby and Recreation
__512 - Non-Reimbursable - Other/Administrative

Course Type
(If your course is a combination of the below options, please define it in ‘other’)

__Lecture (11 hrs/credit)
__Lab (30 hrs/credit)
X Lecture/Lab (20 hrs/credit)
__Other:

**Number of Hours: 100 hrs**
*See 'course type' above for guidance*

**Co- and Pre-Requisite Information**
*Please define any co- or pre-requisite information.*
College Literacy will be apart of the Dedicated Learning Communities. The following will be co-requisites for the course:
- HD 107 Practicing Success
- HD 136 Strategies for Success

**Co- and Pre-Requisite Enforcement**
*Please choose an enforcement option for the information listed above.*
X Registration Enforced
__Instructor Enforced
__Combination or Other Enforcement

*If you chose ‘Combination or Other Enforcement’ above, please describe.*

**Catalog Course Description – see attached course outline**

**Grading Option:**
A – F

**Load Factor:**
5.0

**Award Information:**
*Please select all that apply.*

__AA
__AS
__AAS
__Below 100-Level
X Elective
__Certificate
__AAOT

*If you selected ‘AAOT’ above, please select the area of distribution below.*

__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
Speech/Oral Communication
Writing
Cultural Literacy

CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?
Minutes must be submitted to IC
__ Yes
__ No

Course on "LDC Course List" with ODE?
__ Yes
__ No (Course has been approved for transfer.)
__ To Be

Course Type:
__ Occupational Preparatory (organized degree/cert. program)
__ Occupational Supplementary
__ Foundational Requirement
__ Discipline Studies
__ Elective

Required Course Information
Please list all programs for which this course will be required

New Course Justification
Student Need for Course (Please describe)
At present students who place into the Learning Communities are required to enroll in 4 courses for a total of 11 credits. 6 of those credits are below 100 level and non-transferrable. This course will replace the non-transferrable courses by embedding reading, writing and digital literacy into a college success course that serves as the foundational course for the learning community. This would decrease the cost of developmental education to students while also allowing them to progress in their goals for earning a degree or certificate. Also, current placement issues with students receiving veterans benefits would be mitigated.

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

Course Impact Description
For any of the course impacts listed above, please describe.
None. The course will utilize Open Education Resources.

Replacement Course For:
- Reading 90
- Writing 95
- HD 100
However these courses should stay present in the catalog.

Additional Process Items
Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

X Course Outline - required
__ Start-Up Budget (if needed)
__ Advisory Committee Minutes (if needed)
Basic Information
Name of Course Revision Contact: Terrance Bradford
Date: 10.13.14
Contact Title: Director of Learning Skills
Department: Learning Skills
Course Number: HD 107
Course Title: Practicing Success

Course Revision Information

Type of change
_X_ Revision
_X_ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: Fall 2014

Parent Program: Learning Skills

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The dedicated learning communities have become a primary focus of the Learning Skills department. Preliminary data suggests that students who enroll in and complete the homeroom component of the cohort (DLSC 20 or HD 107) outperform those who don’t. The curriculum focuses on enhancing the college experience of students enrolled in the cohort by addressing transitions students experience through instructive and supportive aid.

It is unknown why the course was removed from the catalog.

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...
None
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:
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**

Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Intro to Toyota  
Course Number: TTEN 100  
Number of Credits: 5  
Activity Code:  
__100 - Lower Division Collegiate  
X_210 - CTE Preparatory  
__211 - Stand-alone (Independent) CTE Preparatory  
__220 - CTE Supplemental  
__230 - CTE Apprenticeship  
__310 - English as a Second Language  
__320 - Adult Basic Education  
__330 - General Education Development Test Preparation  
__340 - Adult High School Diploma, High School Completion  
__350 - Post-Secondary Remedial, Reading or Writing  
__351 - Post-Secondary Remedial, Math  
__352 - Post-Secondary Remedial, Electives  
__360 - ACE – Unknown  
__361 - ACE - Health and Fitness  
__362 - ACE – Safety  
__363 - ACE – Workforce  
__510 - Non-Reimbursable – Unknown  
__511 - Non-Reimbursable - Hobby and Recreation  
__512 - Non-Reimbursable - Other/Administrative

**Course Type**  
*(If your course is a combination of the below options, please define it in ‘other’)*

__Lecture (11 hrs/credit)  
__Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
_X_Other: Lecture 25% and Lab 75%

Number of Hours: 96
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
Instructor approval

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
7.5 ILC
Award Information:
Please select all that apply.

__AA
__AS
_X_AAS
__Below 100-Level
__Elective
_X_Certificate
__AAOT

If you selected ‘AAOT’ above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
**CTE and Lower Division Collegiate Proposals Only**

Approved by Advisory Committee?  X

Minutes must be submitted to IC

X__Yes
__No

Course on "LDC Course List" with ODE?

__Yes
__No (Course has been approved for transfer.)

Course Type:

X__Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

**Required Course Information**

*Please list all programs for which this course will be required*

Certificate – Automotive Service Technology – T-TEN

Associate of Applied Science Automotive Service Technology – T-TEN

**New Course Justification**

Student Need for Course *(Please describe)*

T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

**Course Impacts *(Select all that apply)***

X__Instructional costs (staff, materials, equipment, or facilities) are required.

X__Additional instructional costs (staff, materials, equipment, or facilities) are needed.

__Impact to other divisions in terms of classes and staffing

__Other

**Course Impact Description**

*For any of the course impacts listed above, please describe.*

With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program.

**Replacement Course For:**
Additional Process Items
Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

*Name of New Course Contact:* John Blakely  
*Contact Title:* Department Chair  
*Department:* Automotive  
*Supervisor:* Jesse Morrow  
*Program:* T-TEN

**New Course Information**

*Date, Year, and Term of Proposed Implementation:* Fall 2015  
*Course Title:* Suspension and Alignment - Toyota  
*Course Number:* TTEN 150  
*Number of Credits:* 5

*Activity Code:*
- __100 - Lower Division Collegiate
- X_210 - CTE Preparatory
- __211 - Stand-alone (Independent) CTE Preparatory
- __220 - CTE Supplemental
- __230 - CTE Apprenticeship
- __310 - English as a Second Language
- __320 - Adult Basic Education
- __330 - General Education Development Test Preparation
- __340 - Adult High School Diploma, High School Completion
- __350 - Post-Secondary Remedial, Reading or Writing
- __351 - Post-Secondary Remedial, Math
- __352 - Post-Secondary Remedial, Electives
- __360 - ACE – Unknown
- __361 - ACE - Health and Fitness
- __362 - ACE – Safety
- __363 - ACE – Workforce
- __510 - Non-Reimbursable – Unknown
- __511 - Non-Reimbursable - Hobby and Recreation
- __512 - Non-Reimbursable - Other/Administrative

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

- __Lecture (11 hrs/credit)
- __Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

**Number of Hours:** 105

*See 'course type' above for guidance*

**Co- and Pre-Requisite Information**

*Please define any co- or pre-requisite information.*

1. TTEN 100 Intro to Toyota
2. TTEN 168 Auto Electricity I – Toyota
3. TTEN 169 Auto Electricity II – Toyota

**Co- and Pre-Requisite Enforcement**

*Please choose an enforcement option for the information listed above.*

__Registration Enforced

X_Instructor Enforced

__Combination or Other Enforcement

*If you chose 'Combination or Other Enforcement' above, please describe.*

**Catalog Course Description** – *see attached course outline*

**Grading Option:**

A,B,C,D,F

**Load Factor:**

8.2 ILC

**Award Information:**

*Please select all that apply.*

__AA

__AS

X_AAS

__Below 100-Level

__Elective

X_Certificate

__AAOT

*If you selected 'AAOT' above, please select the area of distribution below.*

__Arts and Letters

__Mathematics

__Science or Computer Science

__Social Science

__Speech/Oral Communication

__Writing

__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  X
Minutes must be submitted to IC
X_Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X_Instructional costs (staff, materials, equipment, or facilities) are required.
X_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
For any of the course impacts listed above, please describe.
With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program.

Replacement Course For:
**Additional Process Items**

*Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)*

- [ ] Course Outline - required
- [ ] Start-Up Budget (if needed)
- [ ] Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**
- **Name of New Course Contact:** John Blakely
- **Contact Title:** Department Chair
- **Department:** Automotive
- **Supervisor:** Jesse Morrow
- **Program:** T-TEN

**New Course Information**
- **Date, Year, and Term of Proposed Implementation:** Fall 2015
- **Course Title:** Internal Combustion Engines - Toyota
- **Course Number:** TTEN 151
- **Number of Credits:** 6
- **Activity Code:**
  - 100 - Lower Division Collegiate
  - 210 - CTE Preparatory
  - 211 - Stand-alone (Independent) CTE Preparatory
  - 220 - CTE Supplemental
  - 230 - CTE Apprenticeship
  - 310 - English as a Second Language
  - 320 - Adult Basic Education
  - 330 - General Education Development Test Preparation
  - 340 - Adult High School Diploma, High School Completion
  - 350 - Post-Secondary Remedial, Reading or Writing
  - 351 - Post-Secondary Remedial, Math
  - 352 - Post-Secondary Remedial, Electives
  - 360 - ACE – Unknown
  - 361 - ACE - Health and Fitness
  - 362 - ACE – Safety
  - 363 - ACE – Workforce
  - 510 - Non-Reimbursable – Unknown
  - 511 - Non-Reimbursable - Hobby and Recreation
  - 512 - Non-Reimbursable - Other/Administrative

**Course Type**
*(If your course is a combination of the below options, please define it in ‘other’)*

- Lecture (11 hrs/credit)
- Lab (30 hrs/credit)
Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

Number of Hours:  120
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
1. AUT 100 Intro to Toyota
2. AUT 168 Auto Electricity I - Toyota
3. AUT 169 Auto Electricity II - Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
9.3 ILC
Award Information:
Please select all that apply.

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected ‘AAOT’ above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  X
Minutes must be submitted to IC
X_Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
*Please list all programs for which this course will be required*
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course *(Please describe)*
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts *(Select all that apply)*
X_Instructional costs (staff, materials, equipment, or facilities) are required.
X_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
*For any of the course impacts listed above, please describe.*
With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program.
Replacement Course For:
**Additional Process Items**

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)

- Course Outline - required
- Start-Up Budget (if needed)
- Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

**Name of New Course Contact:** John Blakely  
**Contact Title:** Department Chair  
**Department:** Automotive  
**Supervisor:** Jesse Morrow  
**Program:** T-TEN

**New Course Information**

**Date, Year, and Term of Proposed Implementation:** Fall 2015  
**Course Title:** Automotive Brakes - Toyota  
**Course Number:** TTEN 155  
**Number of Credits:** 6  
**Activity Code:**  
- _100 - Lower Division Collegiate_  
- _X_210 - CTE Preparatory  
- _211 - Stand-alone (Independent) CTE Preparatory_  
- _220 - CTE Supplemental_  
- _230 - CTE Apprenticeship_  
- _310 - English as a Second Language_  
- _320 - Adult Basic Education_  
- _330 - General Education Development Test Preparation_  
- _340 - Adult High School Diploma, High School Completion_  
- _350 - Post-Secondary Remedial, Reading or Writing_  
- _351 - Post-Secondary Remedial, Math_  
- _352 - Post-Secondary Remedial, Electives_  
- _360 - ACE – Unknown_  
- _361 - ACE - Health and Fitness_  
- _362 - ACE – Safety_  
- _363 - ACE – Workforce_  
- _510 - Non-Reimbursable – Unknown_  
- _511 - Non-Reimbursable - Hobby and Recreation_  
- _512 - Non-Reimbursable - Other/Administrative_

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

- _Lecture (11 hrs/credit)_  
- _Lab (30 hrs/credit)_
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

Number of Hours: 120
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
1. TTEN 100 Intro to Toyota
2. TTEN 168 Auto Electricity I – Toyota
3. TTEN 169 Auto Electricity II – Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
9.3 ILC
Award Information:
Please select all that apply.

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only

Approved by Advisory Committee?  X

Minutes must be submitted to IC
X_Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information

Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification

Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X_Instructional costs (staff, materials, equipment, or facilities) are required.
X_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description

For any of the course impacts listed above, please describe.
With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program.

Replacement Course For:
**Additional Process Items**

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**

Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Automotive Electricity I - Toyota  
Course Number: T-TEN 168  
Number of Credits: 6  
Activity Code:  
  __100 - Lower Division Collegiate  
  X_210 - CTE Preparatory  
  __211 - Stand-alone (Independent) CTE Preparatory  
  __220 - CTE Supplemental  
  __230 - CTE Apprenticeship  
  __310 - English as a Second Language  
  __320 - Adult Basic Education  
  __330 - General Education Development Test Preparation  
  __340 - Adult High School Diploma, High School Completion  
  __350 - Post-Secondary Remedial, Reading or Writing  
  __351 - Post-Secondary Remedial, Math  
  __352 - Post-Secondary Remedial, Electives  
  __360 - ACE – Unknown  
  __361 - ACE - Health and Fitness  
  __362 - ACE – Safety  
  __363 - ACE – Workforce  
  __510 - Non-Reimbursable – Unknown  
  __511 - Non-Reimbursable - Hobby and Recreation  
  __512 - Non-Reimbursable - Other/Administrative

**Course Type**  
*(If your course is a combination of the below options, please define it in ‘other’)*

  __Lecture (11 hrs/credit)  
  __Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

**Number of Hours: 120**
*See 'course type' above for guidance*

**Co- and Pre-Requisite Information**
*Please define any co- or pre-requisite information.*
TTEN 100 Introduction to Toyota

**Co- and Pre-Requisite Enforcement**
*Please choose an enforcement option for the information listed above.*
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

*If you chose 'Combination or Other Enforcement' above, please describe.*

**Catalog Course Description** – *see attached course outline*

**Grading Option:**
A,B,C,D,F

**Load Factor:**
9.3 ILC

**Award Information:**
*Please select all that apply.*

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

*If you selected ‘AAOT’ above, please select the area of distribution below.*
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  X
Minutes must be submitted to IC
X Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X Instructional costs (staff, materials, equipment, or facilities) are required.
X Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
Additional Process Items

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

**Name of New Course Contact:** John Blakely  
**Contact Title:** Department Chair  
**Department:** Automotive  
**Supervisor:** Jesse Morrow  
**Program:** T-TEN

**New Course Information**

**Date, Year, and Term of Proposed Implementation:** Fall 2015  
**Course Title:** Automotive Electricity II - Toyota  
**Course Number:** TTEN169  
**Number of Credits:** 6  
**Activity Code:**  
- _100 - Lower Division Collegiate  
- X_210 - CTE Preparatory  
- _211 - Stand-alone (Independent) CTE Preparatory  
- _220 - CTE Supplemental  
- _230 - CTE Apprenticeship  
- _310 - English as a Second Language  
- _320 - Adult Basic Education  
- _330 - General Education Development Test Preparation  
- _340 - Adult High School Diploma, High School Completion  
- _350 - Post-Secondary Remedial, Reading or Writing  
- _351 - Post-Secondary Remedial, Math  
- _352 - Post-Secondary Remedial, Electives  
- _360 - ACE – Unknown  
- _361 - ACE - Health and Fitness  
- _362 - ACE – Safety  
- _363 - ACE – Workforce  
- _510 - Non-Reimbursable – Unknown  
- _511 - Non-Reimbursable - Hobby and Recreation  
- _512 - Non-Reimbursable - Other/Administrative

**Course Type**  
*(If your course is a combination of the below options, please define it in ‘other’)*

- _Lecture (11 hrs/credit)  
- _Lab (30 hrs/credit)*
__Lecture/Lab (20 hrs/credit)
X__Other: Lecture 25% and Lab 75%  

**Number of Hours: 120**
*See 'course type' above for guidance*

**Co- and Pre-Requirement Information**
*Please define any co- or pre-requirement information.*
TTEN 100 Introduction to Toyota
TTEN 168 Automotive Electricity I - Toyota  

**Co- and Pre-Requirement Enforcement**
*Please choose an enforcement option for the information listed above.*
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

*If you chose 'Combination or Other Enforcement' above, please describe.*

**Catalog Course Description – see attached course outline**

**Grading Option:**
A,B,C,D,F

**Load Factor:**
9.3 ILC

**Award Information:**
*Please select all that apply.*

__AA  
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

*If you selected 'AAOT' above, please select the area of distribution below.*

__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee? X
Minutes must be submitted to IC
__Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
*Please list all programs for which this course will be required*
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course *(Please describe)*
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts *(Select all that apply)*
X/Instructional costs (staff, materials, equipment, or facilities) are required.
X/Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
*For any of the course impacts listed above, please describe.*
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
Additional Process Items
Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**

Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Electronic Engine Controls I - Toyota  
Course Number: TTEN259  
Number of Credits: 6  
Activity Code:  
__100 - Lower Division Collegiate  
X_210 - CTE Preparatory  
__211 - Stand-alone (Independent) CTE Preparatory  
__220 - CTE Supplemental  
__230 - CTE Apprenticeship  
__310 - English as a Second Language  
__320 - Adult Basic Education  
__330 - General Education Development Test Preparation  
__340 - Adult High School Diploma, High School Completion  
__350 - Post-Secondary Remedial, Reading or Writing  
__351 - Post-Secondary Remedial, Math  
__352 - Post-Secondary Remedial, Electives  
__360 - ACE – Unknown  
__361 - ACE - Health and Fitness  
__362 - ACE – Safety  
__363 - ACE – Workforce  
__510 - Non-Reimbursable – Unknown  
__511 - Non-Reimbursable - Hobby and Recreation  
__512 - Non-Reimbursable - Other/Administrative

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

__Lecture (11 hrs/credit)  
__Lab (30 hrs/credit)
Lecture/Lab (20 hrs/credit)
X_Other: Lecture 25% and Lab 75%

Number of Hours: 120
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
1. TTEN 100 Intro to Toyota
2. TTEN 168 Auto Electricity I – Toyota
3. TTEN 169 Auto Electricity II – Toyota
4. TTEN 151 Internal Combustion Engines - Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
9.3 ILC
Award Information:
Please select all that apply.
__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
Cultural Literacy

CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee? X
Minutes must be submitted to IC
X Yes  
__ No

Course on "LDC Course List" with ODE?
__ Yes
__ No (Course has been approved for transfer.)
__ To Be

Course Type:
X Occupational Preparatory (organized degree/cert. program)
__ Occupational Supplementary
__ Foundational Requirement
__ Discipline Studies
__ Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X Instructional costs (staff, materials, equipment, or facilities) are required.
X Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__ Impact to other divisions in terms of classes and staffing
__ Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
**Additional Process Items**

*Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)*

- [ ] Course Outline - required
- [ ] Start-Up Budget (if needed)
- [ ] Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**
Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**
Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Electronic Engine Controls II - Toyota  
Course Number: TTEN 260  
Number of Credits: 6  
Activity Code:  
__100 - Lower Division Collegiate  
X_210 - CTE Preparatory  
__211 - Stand-alone (Independent) CTE Preparatory  
__220 - CTE Supplemental  
__230 - CTE Apprenticeship  
__310 - English as a Second Language  
__320 - Adult Basic Education  
__330 - General Education Development Test Preparation  
__340 - Adult High School Diploma, High School Completion  
__350 - Post-Secondary Remedial, Reading or Writing  
__351 - Post-Secondary Remedial, Math  
__352 - Post-Secondary Remedial, Electives  
__360 - ACE – Unknown  
__361 - ACE - Health and Fitness  
__362 - ACE – Safety  
__363 - ACE – Workforce  
__510 - Non-Reimbursable – Unknown  
__511 - Non-Reimbursable - Hobby and Recreation  
__512 - Non-Reimbursable - Other/Administrative

**Course Type**  
*(If your course is a combination of the below options, please define it in ‘other’)*

__Lecture (11 hrs/credit)  
__Lab (30 hrs/credit)
Lecture/Lab (20 hrs/credit)
X_Other: Lecture 25% and Lab 75%

Number of Hours: 120
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
TTEN 259 Electronic Engine Controls I - Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
9.3 ILC
Award Information:
Please select all that apply.

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee? X
Minutes must be submitted to IC
X Yes
__ No

Course on "LDC Course List" with ODE?
__ Yes
__ No (Course has been approved for transfer.)
__ To Be

Course Type:
X Occupational Preparatory (organized degree/cert. program)
__ Occupational Supplementary
__ Foundational Requirement
__ Discipline Studies
__ Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X Instructional costs (staff, materials, equipment, or facilities) are required.
X Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__ Impact to other divisions in terms of classes and staffing
__ Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
Additional Process Items

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

*Name of New Course Contact:* John Blakely  
*Contact Title:* Department Chair  
*Department:* Automotive  
*Supervisor:* Jesse Morrow  
*Program:* T-TEN

**New Course Information**

*Date, Year, and Term of Proposed Implementation:* Fall 2015  
*Course Title:* Power Trains - Toyota  
*Course Number:* TTEN 261  
*Number of Credits:* 5  
*Activity Code:*  
  __100 - Lower Division Collegiate  
  X_210 - CTE Preparatory  
  __211 - Stand-alone (Independent) CTE Preparatory  
  __220 - CTE Supplemental  
  __230 - CTE Apprenticeship  
  __310 - English as a Second Language  
  __320 - Adult Basic Education  
  __330 - General Education Development Test Preparation  
  __340 - Adult High School Diploma, High School Completion  
  __350 - Post-Secondary Remedial, Reading or Writing  
  __351 - Post-Secondary Remedial, Math  
  __352 - Post-Secondary Remedial, Electives  
  __360 - ACE – Unknown  
  __361 - ACE - Health and Fitness  
  __362 - ACE – Safety  
  __363 - ACE – Workforce  
  __510 - Non-Reimbursable – Unknown  
  __511 - Non-Reimbursable - Hobby and Recreation  
  __512 - Non-Reimbursable - Other/Administrative

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

__Lecture (11 hrs/credit)  
__Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

Number of Hours: 90
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
1. TTEN 100 Intro to Toyota
2. TTEN 168 Auto Electricity I – Toyota
3. TTEN 169 Auto Electricity II – Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F

Load Factor:
7.0 ILC

Award Information:
Please select all that apply.

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  X
Minutes must be submitted to IC
X_Yes  
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X_Instructional costs (staff, materials, equipment, or facilities) are required.
X_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
Additional Process Items

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**

Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Automatic Transmissions - Toyota  
Course Number: TTEN 263  
Number of Credits: 6

Activity Code:  
__100 - Lower Division Collegiate  
X_210 - CTE Preparatory  
__211 - Stand-alone (Independent) CTE Preparatory  
__220 - CTE Supplemental  
__230 - CTE Apprenticeship  
__310 - English as a Second Language  
__320 - Adult Basic Education  
__330 - General Education Development Test Preparation  
__340 - Adult High School Diploma, High School Completion  
__350 - Post-Secondary Remedial, Reading or Writing  
__351 - Post-Secondary Remedial, Math  
__352 - Post-Secondary Remedial, Electives  
__360 - ACE – Unknown  
__361 - ACE - Health and Fitness  
__362 - ACE – Safety  
__363 - ACE – Workforce  
__510 - Non-Reimbursable – Unknown  
__511 - Non-Reimbursable - Hobby and Recreation  
__512 - Non-Reimbursable - Other/Administrative

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

__Lecture (11 hrs/credit)  
__Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

Number of Hours: 120
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
TTEN 259 Electronic Engine Controls I - Toyota

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
A,B,C,D,F
Load Factor:
9.3 ILC
Award Information:
Please select all that apply.

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  X
Minutes must be submitted to IC
X_Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
X_Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X  Instructional costs (staff, materials, equipment, or facilities) are required.
X_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.
Replacement Course For:
**Additional Process Items**

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)

___ Course Outline - required
___ Start-Up Budget (if needed)
___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: John Blakely  
Contact Title: Department Chair  
Department: Automotive  
Supervisor: Jesse Morrow  
Program: T-TEN

**New Course Information**

Date, Year, and Term of Proposed Implementation: Fall 2015  
Course Title: Climate Control - Toyota  
Course Number: TTEN 263  
Number of Credits: 5

Activity Code:

- 100 - Lower Division Collegiate  
- 210 - CTE Preparatory  
- 211 - Stand-alone (Independent) CTE Preparatory  
- 220 - CTE Supplemental  
- 230 - CTE Apprenticeship  
- 310 - English as a Second Language  
- 320 - Adult Basic Education  
- 330 - General Education Development Test Preparation  
- 340 - Adult High School Diploma, High School Completion  
- 350 - Post-Secondary Remedial, Reading or Writing  
- 351 - Post-Secondary Remedial, Math  
- 352 - Post-Secondary Remedial, Electives  
- 360 - ACE – Unknown  
- 361 - ACE - Health and Fitness  
- 362 - ACE – Safety  
- 363 - ACE – Workforce  
- 510 - Non-Reimbursable – Unknown  
- 511 - Non-Reimbursable - Hobby and Recreation  
- 512 - Non-Reimbursable - Other/Administrative

**Course Type**

*(If your course is a combination of the below options, please define it in ‘other’)*

- Lecture (11 hrs/credit)  
- Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
X_Other:Lecture 25% and Lab 75%

**Number of Hours: 105**
*See 'course type' above for guidance*

**Co- and Pre-Requisite Information**
*Please define any co- or pre-requisite information.*
TTEN 259 Electronic Engine Controls I - Toyota

**Co- and Pre-Requisite Enforcement**
*Please choose an enforcement option for the information listed above.*
__Registration Enforced
X_Instructor Enforced
__Combination or Other Enforcement

*If you chose 'Combination or Other Enforcement' above, please describe.*

**Catalog Course Description – see attached course outline**

**Grading Option:**
A,B,C,D,F

**Load Factor:**
8.2 ILC

**Award Information:**
*Please select all that apply.*

__AA
__AS
X_AAS
__Below 100-Level
__Elective
X_Certificate
__AAOT

*If you selected ‘AAOT’ above, please select the area of distribution below.*

__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee? X
Minutes must be submitted to IC
X Yes
__ No

Course on "LDC Course List" with ODE?
__ Yes
__ No (Course has been approved for transfer.)
__ To Be

Course Type:
X Occupational Preparatory (organized degree/cert. program)
__ Occupational Supplementary
__ Foundational Requirement
__ Discipline Studies
__ Elective

Required Course Information
Please list all programs for which this course will be required
Certificate – Automotive Service Technology – T-TEN
Associate of Applied Science Automotive Service Technology – T-TEN

New Course Justification
Student Need for Course (Please describe)
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Course Impacts (Select all that apply)
X Instructional costs (staff, materials, equipment, or facilities) are required.
X Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__ Impact to other divisions in terms of classes and staffing
__ Other

Course Impact Description
For any of the course impacts listed above, please describe.
T-TEN (Toyota) now requires all T-TEN programs to have standalone programs with specific course content as compared to previous infused courses.

Replacement Course For:
Additional Process Items

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces

__ Course Outline - required
__ Start-Up Budget (if needed)
__ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**
Name of New Course Contact: Dee Winn  
Contact Title: Mathematics Dept. Chair  
Department: Mathematics  
Supervisor: Jason Aase  
Program:

**New Course Information**
Date, Year, and Term of Proposed Implementation: Winter 15  
Course Title: Math Literacy  
Course Number: 98  
Number of Credits: 4  
Activity Code:
- _100 - Lower Division Collegiate
- _210 - CTE Preparatory
- _211 - Stand-alone (Independent) CTE Preparatory
- _220 - CTE Supplemental
- _230 - CTE Apprenticeship
- _310 - English as a Second Language
- _320 - Adult Basic Education
- _330 - General Education Development Test Preparation
- _340 - Adult High School Diploma, High School Completion
- _350 - Post-Secondary Remedial, Reading or Writing
- _x_351 - Post-Secondary Remedial, Math
- _352 - Post-Secondary Remedial, Electives
- _360 - ACE – Unknown
- _361 - ACE - Health and Fitness
- _362 - ACE – Safety
- _363 - ACE – Workforce
- _510 - Non-Reimbursable – Unknown
- _511 - Non-Reimbursable - Hobby and Recreation
- _512 - Non-Reimbursable - Other/Administrative

**Course Type**  
(If your course is a combination of the below options, please define it in ‘other’)

- _x_ Lecture (11 hrs/credit)
- __ Lab (30 hrs/credit)
__Lecture/Lab (20 hrs/credit)
__Other:

Number of Hours: 44
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
Pre-req MTH 60 or placement into MTH 65 and above

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__x_ Registration Enforced
__ Instructor Enforced
__ Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.

Catalog Course Description – see attached course outline

Grading Option:
S
Load Factor:
4.0
Award Information:
Please select all that apply.

__AA
__AS
__AAS
__x_Below 100-Level
__Elective
__Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.

__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?
Minutes must be submitted to IC
__Yes
__No

Course on "LDC Course List" with ODE?
__Yes
__No (Course has been approved for transfer.)
__To Be

Course Type:
__Occupational Preparatory (organized degree/cert. program)
__Occupational Supplementary
__Foundational Requirement
__Discipline Studies
__Elective

Required Course Information
Please list all programs for which this course will be required
AAOT

New Course Justification
Student Need for Course (Please describe)
Non-STEM students often struggle with advanced algebraic concepts covered in MTH’s 65 and 95. Many of these students are prevented from progressing through Dev Ed in a timely fashion because of this. Also, the math covered in those courses is rarely used in the fields that they pursue, especially MTH 95. This course provides an alternate pathway through Dev Ed and into 100 level credit. Students would take MTH 98, which will serve as a pre-req to MTH 105. If necessary, the student could also then (after passing MTH 105) take MTH 243.

Course Impacts (Select all that apply)
__Approximately $6,222.22 if you count the added cost of me (Dee) teaching the new class. However, since I’d be teaching a 4 credit course anyway, the added cost would really be significantly lower from having a part-time instructor cover the class that I would have taught.__Instructional costs (staff, materials, equipment, or facilities) are required.
__Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__Impact to other divisions in terms of classes and staffing
__Other

Course Impact Description
For any of the course impacts listed above, please describe.
Stated above
Replacement Course For:
MTH’s 65 and 95 for non-STEM students

**Additional Process Items**

Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at http://new.umpqua.edu/resources-and-services/faculty-and-staff-committees-taskforces

- _x_ Course Outline - required
- ___ Start-Up Budget (if needed)
- ___ Advisory Committee Minutes (if needed)
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

Name of New Course Contact: Tamra Samson  
Contact Title: Nursing Department Chair  
Department: Nursing  
Supervisor: Jesse Morrow  
Program: Nursing

**New Course Information**

Date, Year, and Term of Proposed Implementation: Summer, 2015  
Course Title: LPN Transition to OCNE  
Course Number: NRS115  
Number of Credits: 6  
Activity Code:  
_x_100 - Lower Division Collegiate  
_210 - CTE Preparatory  
_211 - Stand-alone (Independent) CTE Preparatory  
_220 - CTE Supplemental  
_230 - CTE Apprenticeship  
_310 - English as a Second Language  
_320 - Adult Basic Education  
_330 - General Education Development Test Preparation  
_340 - Adult High School Diploma, High School Completion  
_350 - Post-Secondary Remedial, Reading or Writing  
_351 - Post-Secondary Remedial, Math  
_352 - Post-Secondary Remedial, Electives  
_360 - ACE – Unknown  
_361 - ACE - Health and Fitness  
_362 - ACE – Safety  
_363 - ACE – Workforce  
_510 - Non-Reimbursable – Unknown  
_511 - Non-Reimbursable - Hobby and Recreation  
_512 - Non-Reimbursable - Other/Administrative

**Course Type**  
(If your course is a combination of the below options, please define it in ‘other’)  

_Lecture (11 hrs/credit)  
_Lab (30 hrs/credit)
Lecture/Lab (20 hrs/credit)

Other:

Number of Hours: 88
See 'course type' above for guidance

Co- and Pre-Requisite Information
Please define any co- or pre-requisite information.
NRS 230, NRS 231, NRS 232, NRS 233 and program director permission. Student also needs to have practiced as a LPN for 1000 hours.

Co- and Pre-Requisite Enforcement
Please choose an enforcement option for the information listed above.
__Registration Enforced
__Instructor Enforced
x__Combination or Other Enforcement

If you chose 'Combination or Other Enforcement' above, please describe.
Student needs to get acceptance into the LPN Advanced Placement Program by the Nursing Admissions Committee, complete the prior courses of Pharmacology and Pathophysiology, and receive program directors approval.

Catalog Course Description – see attached course outline

Grading Option:
A-F
Load Factor:
6

Award Information:
Please select all that apply.

__AA
_x AS
__AAS
__Below 100-Level
__Elective
__Certificate
__AAOT

If you selected 'AAOT' above, please select the area of distribution below.
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy

CTE and Lower Division Collegiate Proposals Only

Approved by Advisory Committee?  x
Minutes must be submitted to IC
  _x_ Yes
  _No

Course on "LDC Course List" with ODE?
  _Yes
  _x_No (Course has been approved for transfer.)
  _To Be

Course Type:
  _x_Occupational Preparatory (organized degree/cert. program)
  ___Occupational Supplementary
  ___Foundational Requirement
  ___Discipline Studies
  ___Elective

Required Course Information

Please list all programs for which this course will be required

New Course Justification

Student Need for Course (Please describe)

In 2010-2011 the nursing program at UCC began to offer the "Advanced Placement Program" for practicing LPNs. This is the first year that I am aware of that we have students that have applied and have been accepted into the Advanced Placement Program to bridge to RN. Without this program the students can not apply for the 2nd year RN program to earn their AS ADN or their Associates in Science from UCC. The course is required by Oregon Consortium for Nursing Education (OCNE) prior to entry into the Fall Term, of the second year of nursing. Students can not bridge into the RN program as a practicing LPN without this course.

Course Impacts (Select all that apply)

  _x_Instructional costs (staff, materials, equipment, or facilities) are required.
  _x_Additional instructional costs (staff, materials, equipment, or facilities) are needed.
  ___Impact to other divisions in terms of classes and staffing
  ___Other

Course Impact Description

For any of the course impacts listed above, please describe.

Additional instructional costs (staff, materials, equipment, or facilities) are needed. , Summer Faculty
Replacement Course For:

**Additional Process Items**

*Please check all of the additional forms and documents you have completed and submit along with this form Curriculum Committee. Links to fill-able versions of these forms can be found at [http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://new.umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces)*

- [x] Course Outline - required
- [__] Start-Up Budget (if needed)
- [__] Advisory Committee Minutes (if needed)
Basic Information
Name of Program: Welding
Contact Name and Title: Ian Fisher, Welding Instructor/Coordinator/CWI
Department: Welding
Supervisor: John Blakely

Program-Specific Information
Date, Year, and Term of Proposed Implementation:
2015-2016 catalog

Program Award:
__Less than 1 year certificate
__1 year certificate
__2 year certificate
__Career Pathway certificate
__AAS_Degree

Number of Credits: 95

New Program/Certificate Title: AAS Degree Welding

Program Description
(This is the description that will appear in the catalog, so make sure it is exactly what you want)

Program Description
The welding program focuses on skills sets required to meet or exceed industry standards and the American Welding Society. Graduates will have basic knowledge and skills that are required to achieve entry-level positions as welders, welder operators, and fabricators. Basic tools and PPE for fabrication and welding are required, a list of tools are available from the welding instructors.

The Welding Department seeks to maximize the ability of its students to compete in the job market by offering relevant and up to date courses in welding technology. To achieve this goal, the department emphasizes current technology trends in both the welding shop and classroom environment. Welding courses are offered during the day and in the evening. In addition, courses are adapted to meet the diverse needs of the student, potential employers, and respond to changes and advancements in the welding industry.

The UCC Welding program is an Educational Institutional Member of the American Welding Society, and offers AWS - SENSE curriculum and certificates.

Labor Market Need (Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates):

Supportive Data for Program Growth:
In researching supportive data, I found it interesting that so many other employment opportunities were connected to welding. There are literally hundreds occupations that have some dependency upon the skill of a welder to contribute to production, or, in some cases, even make work possible. Thus, current employment opportunities are plentiful for welders.

Employment opportunities include: mining, logging, oil and gas extraction, bridge work, construction, automobile production and transportation, millwork and millwrights (not just timber mills, there are all sorts of mills that require millwrights), waste treatment, waste water treatment, fisheries, forestry, agriculture, etc. (Bureau Of Labor Statistics).

In addition to these findings local employers are looking for qualified welders in our back yard. Starting in Glendale and going north to Sutherlin I have compiled a list of potential welding employment possibilities for graduates. The following list is just on the I-5 corridor and does not include business and industries east or west of I-5. Such businesses include; Swanson Lumber, Glendale Plywood, ATM Trucking, Victory Builders, Canyon Hydraulics, C&D Lumber, Herbert Lumber, Roseburg Forest Products, Roseburg Forest Products EWP, Riddle Machine, Ireland Trucking, Cam Cat, Roseburg Lumber, City of Roseburg, All School Districts, Douglas County, ODT, DFPA, Con-Vey Keystone, Killkenny Machine, North River Boats, Douglas County Lumber, Whit-Log Trailers, Great Northern Trailers, North Star, Nix Machine, FCC, JP Fabrication, Steel Outlet, Double-A-Metal Fabrication, Jack Mathis Construction, Pacific Power, Douglas COOP Power, CP Construction, Caddok, Cow Creek Tribe, Corner Stone, Brown & Babbit, Fab Form, Orenco, A&C Fab, Bentley Welding, Extendo Construction, Indy Weld, Superior Metal, Murphy, Caldwell Construction, Weekley Brothers, Romtec, BLM, River Wolf Boats, Parks Department, Mercy Medical, VA Hospital, and all vinyards, Wineries, and Breweries.

These broad employment opportunities make it difficult to pinpoint or distill growth and wages for welding graduates. This is also why prevailing wage and Davis Bacon are common industry terms for welders. The truth is that welding graduates have many employment opportunities, both within Douglas County and Nationwide. Never the less, wages for welders in Douglas County vary from $10 to $25 an hour (Oregon Employment Department).

The current average annual salary for welders within the state of Oregon is: (Oregon Employment Department)

- $36,078 – Douglas County
- $37,155 – Lane County
- $34,277 – Tillamook County
- $40,486 – Statewide Average (Oregon Employment Department).
Welders, cutters, solderers, and braziers, are at the very top 10 year projected percent growth jobs (Oregon Employment Department). Second on this same list (fastest growth over 20%) were assemblers and fabricators, and fourth within this same search are structural metal fabricators and fitters (Oregon Employment Department). A quick search at Bureau of Labor and Statistics revealed over 20 current openings listed in Glide, Albany, Salem, Canby, and Portland to name a few (Bureau Of Labor Statistics). Demand for this type of employment continues to grow both locally and nationwide. The Oregon Labor Market Information System (OLMIS) site currently is listing Trade and Transportation, as well as, Manufacturing as the largest sector of employment by industry followed by Natural Resources & Mining, Construction. These industries require skilled welders. In addition to these findings, more than 40 welding related positions were currently listed in the Portland area, over 17 positions were listed Lane County (Oregon Employment Department). Information from these sources do give a good thumbnail view of current employment opportunities. However, in my experiences and field work with our advisory members most employers and employment offerings do not use OLMIS for job listings.

**Works Cited**


**Target Student Population:**

High School Graduates, displaced workers, and industry professionals seeking further certifications. Ages will vary from 16 to 50

**Program Outcomes: (please list numerically)**

See attachment

**Program Impacts:**

Instructional fees and cost have been summarized, submitted, and approved within the previous additional 2nd year courses for welding, and 2nd year carrier pathway certificate. Submission and approval 2013-2014 academic school year. No new courses are being requested for the AAS Degree in welding. This request is simply to package its “stackable” program certificates and pathways into an AAS Degree.
Standard Instructional Costs (staff, materials, equipment or facilities) are required. Instructional fees and cost have been summarized, submitted, and approved within the previous additional 2\textsuperscript{nd} year courses for welding, and 2\textsuperscript{nd} year carrier pathway certificate within welding. Submission and approval 2013-2014 academic school year. No new courses are being requested for the AAS Degree in welding. This request is simply to package its “stackable” program certificates and pathways into an AAS Degree.

Additional instructional costs ((staff, materials, equipment or facilities) are needed. Growth of FTE campus wide is no doubt a positive side effect with the addition of a new AAS degree. Students that are participating in this program will have 31 credit requirements outside of the welding program courses for this AAS degree. When the project is complete, our UCC’s Welding Program will have the ability to more effectively and successfully serve this community. Our program will develop the AAS Degree in Welding, and become the first ATF in Oregon. We can reach our goals and potential in becoming a Nationally Recognized Industry Leader of Welding Instruction.

Impact to other divisions in terms of scheduling or staffing.

\textbf{Program Impact Description (for any of the program impacts listed above, please describe):} 
Our Welding Program has grown to a point where it needs to dramatically change in order to enhance its services to the community, and begin to reach the program’s full potential. My vision, as the Welding Instructor/Coordinator and Certified Welding Inspector (CWI) is to create a program that leads the way amidst all other Welding Instructional facilities nationwide. We can reach this goal! UCC’s Welding Program can serve this community more effectively!

I strongly believe that some of the need for change within the welding program is the building where it houses its students. And, I think that most of the college would not dispute that a facility built in the late 1960’s is probably in desperate need of modernization. I also know that our board and administration are aware of this as well. I also feel strongly that this program is in need of more fulltime faculty to help provide more sections of instruction. As stated previously the department chair for CTE, CTE Dean, and VPI all have been involved in multiple discussions regarding these additional growth requests for the welding program.

Our goal as the welding department is to become a community leader in Career and Technical Education. Currently, this program has only one full-time Instructor/Coordinator/CWI for all welding students. This includes welding students and community members who are: on and off campus, apprenticeship students, certificate students, as well as community education. This leaves very little time for all the other duties attached to coordinating community relations for the Welding Program. Local High schools, local welding industries, and bridging the extremely important gap between instruction and jobs for our graduates are extremely important and time consuming tasks. Furthermore, I feel that this program has extreme potential for growth. This program has a strong desire to grow FTE, to make improvements to existing facilities, to further our connections with industries and local High Schools, and to make curriculum improvements. I strongly feel that UCC’s Welding Program needs to grow towards both a two year AAS Degree in Welding, as well as, the ATF (or Accredited Testing Facility) - Accreditation from AWS (American Welding Society). This program needs to become an ATF and offer its graduates and community professionals this type of Industry recognized - AWS Standardized testing and Welding Certifications. This type of Instructional facility along with the ATF endorsement would be the very first of its kind in the state of Oregon. Other ATF’s do exist North, South and even East of UCC, but currently none exist in Oregon. Other AWS recognized ATF’s include; Washington, California, and Nevada. Again, currently not one ATF exists in Oregon. I would like to see UCC’s welding program be the first!
Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):
Additional Staffing has been, and is currently being discussed within department meetings. In attendance at said meetings were; newly appointed CTE Department head John Blakely, CTE Dean Jesse Morrow, and VPI Dr. Roxanne Kelly.
Program Standards

Using new or parent program information, create a short description that provides the requested data. These descriptions will be entered exactly as they appear in the New Program Form into the official record with the State of Oregon. The maximum number of characters for each standard is 4,000.

Standard A – Need:
The community college provides clear evidence of the need for the program.

As stated previously, our Welding Program has grown to a point where it needs to dramatically change in order to enhance its services to the community, and begin to reach the program’s full potential. My vision, as the Welding Instructor/Coordinator and Certified Welding Inspector (CWI) is to create a program that leads the way amidst all other Welding Instructional facilities nationwide. We can reach this goal! UCC’s Welding Program can serve this community more effectively!

Also stated previously, was a list of more than 70 local employers on the I-5 corridor that need skilled and qualified welders. Currently, local fabrication companies such as North River Boats has seen the demand for their product elevate to the point where they have had to fill a second shift of welders. Hydro-electrical, solar, wind, and other means alternative energy production continue to see growth and advancements. Weekley brothers, Con-Vey Keystone, Caldwell construction, North Star, and Double – A Metal Fabrication are local manufactures in our back yard that competitively bid on and build these type of projects.

Now is the time for this Community College to get behind its Welding Program. Help support this program to reach its goal in becoming a recognized leader in industrial training of welding professionals. Help bring this standard of high quality industry training to our community so that we can better serve this community.

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

A Community College is meant to serve its community. It is meant to strive to create programs that are effective in generating successful graduates with skill sets that make them marketable in a changing world. With regards to our Community College and its CTE programs, these programs are often the highest form of formal training and education. This is especially true for a welding professional. Four year Colleges and Universities do not exist on the west coast that offers degrees in welding. At the moment, UCC does not offer a degree program in welding either.

This has been discussed on several occasions with the welding department and its advisory committee members. Let us serve this community better by offering a welding program that better prepares its graduates to be competitive. Let us create a program that prepares its graduates with the skills that they need to compete in a profession where there is work locally, nationally, and internationally.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.

This program has both a one year, and a two carrier pathway certificate. The welding program is ready for the next step, the AAS Degree in welding.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Eight years ago this college revitalized its welding program. Upon doing so a lot of money and effort was dedicated to equipment, instruction, and creating a program that aligns with industrial welding standards. Since that time your instructor has become a Certified Welding Inspector, implemented American Welding Society curriculum and certificates, and strengthened its connections and bond with local welding manufactures. Job placement for its graduates has been successful, with positive feedback coming back from employers and graduates. This program has not lost sight of its original goal. Many program reviews have been written, all with sights set on growth and alignment of this program to industry standards. My vision, as the Welding Instructor/Coordinator and Certified Welding Inspector (CWI) is to create a program that leads the way amidst all other Welding Instructional facilities nationwide. We can reach this goal! UCC’s Welding Program can serve this community more effectively!

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.

As stated previously, additional Staffing has been, and is currently being discussed within department meetings. In attendance at said meetings were; newly appointed CTE Department head John Blakely, CTE Dean Jesse Morrow, and VPI Dr. Roxanne Kelly. Also I previously stated that I feel strongly that this program has extreme potential for growth. This program has a strong desire to grow FTE, to make improvements to existing facilities, to further our connections with industries and local High Schools, and to make curriculum improvements. I strongly feel that UCC’s Welding Program needs to grow towards both a two year AAS Degree in Welding, as well as, the ATF (or Accredited Testing Facility) - Accreditation from AWS (American Welding Society). This program needs to become an ATF and offer its graduates and community professionals this type of Industry recognized - AWS Standardized testing and Welding Certifications. This type of Instructional facility along with the ATF endorsement would be the very first of its kind in the state of Oregon. Other ATF's do exist North, South and even East of UCC, but currently none exist in Oregon. Other AWS recognized ATF's include; Washington, California, and Nevada. Again, currently not one ATF exists in Oregon. I would like to see UCC's welding program be the first!
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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<td>WLD 101</td>
<td>Welding Processes &amp; Applications</td>
<td>4</td>
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<td>WLD 111</td>
<td>Shielded Metal Arc Welding</td>
<td>4</td>
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<tr>
<td>WLD 131</td>
<td>Metallurgy</td>
<td>3</td>
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<td>MTH 052</td>
<td>Intro Algebra for the Trades</td>
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<td>WLD 112</td>
<td>Shielded Metal Arc Welding I</td>
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<td>Shielded Metal Arc Welding II</td>
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<td>Shielded Metal Arc Welding III</td>
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<td>3</td>
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<tr>
<td>WR 115</td>
<td>Intro to Expository Writing</td>
<td>4</td>
</tr>
<tr>
<td>WLD 121</td>
<td>Gas Metal Arc Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLD 122</td>
<td>Gas Metal Arc Welding –Pulse</td>
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<tr>
<td>WLD 141</td>
<td>Flux-Cored Arc Welding I (Gas Shielded)</td>
<td>3</td>
</tr>
<tr>
<td>WLD 142</td>
<td>Flux-Cored Arc Welding II (Self Shielded)</td>
<td>3</td>
</tr>
<tr>
<td>WLD 150</td>
<td>Gas Tungsten Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Psychology of Human Relations</td>
<td>3</td>
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<tr>
<td></td>
<td>Total credits 1st yr. program</td>
<td>50</td>
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<tr>
<td>WLD 123</td>
<td>Advanced Welding I</td>
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<tr>
<td>DRF 112</td>
<td>Auto CAD I</td>
<td>3</td>
</tr>
<tr>
<td>WLD 251</td>
<td>Gas Tungsten Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLD 280</td>
<td>CWE</td>
<td>TBA</td>
</tr>
<tr>
<td>WR 121</td>
<td>English Composition Expository Writing</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HPE 295</td>
<td>Wellness/Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>WLD 124</td>
<td>Advanced Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLD 222</td>
<td>Pipe Welding &amp; Fitting I</td>
<td>3</td>
</tr>
<tr>
<td>WLD 252</td>
<td>Gas Tungsten Arc Welding III</td>
<td>3</td>
</tr>
<tr>
<td>MFG 111</td>
<td>Machine Shop I</td>
<td>3</td>
</tr>
<tr>
<td>WLD 280</td>
<td>CWE</td>
<td>TBA</td>
</tr>
<tr>
<td>SP 105</td>
<td>Listening</td>
<td>3</td>
</tr>
<tr>
<td>WLD 161</td>
<td>Advanced Welding Problems</td>
<td>4</td>
</tr>
<tr>
<td>WLD 240</td>
<td>Blueprint Reading II</td>
<td>3</td>
</tr>
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<td>WLD 223</td>
<td>Pipe Welding &amp; Fitting II</td>
<td>3</td>
</tr>
<tr>
<td>WLD 280</td>
<td>CWE</td>
<td>TBA</td>
</tr>
<tr>
<td>MTH 105</td>
<td>Introduction to Contemporary Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total credits 2nd program: 45

Total credits for Program: 95

**Additional Process Items**

Please check all of the additional forms and documents you have completed and submitted to Curriculum Committee. Links to fill-able versions of these forms can be found at [http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces).

- _x_ Required: Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
- _x_ Required: Course Outlines for all courses
- __Specialized Form: Advisory Committee
- __Specialized Form: Start Up Budget
AAS Welding Justification

Over the course of the 2013-2014 school year the welding program has submitted 6 new courses designed for program growth and compliance to industry standards. This submission is to simply "Package" these courses together for students to receive an AAS Degree in Welding. In addition to this many of the supplemental preexisting courses were specifically chosen to develop a graduate with a "cross trained" skill set. This type of individual would be able to fit into a multitude of entry level production positions, and have a more broadened overall prospective on industry and production. Furthermore, many of the courses chosen for the AS in welding "Package" are also preexisting UCC courses, thus improving FTE for other programs and the college as a whole.

Supportive Data for Program Growth:

In researching supportive data, I found it interesting that so many other employment opportunities were connected to welding. There are literally hundreds occupations that have some dependency upon the skill of a welder to contribute to production, or, in some cases, even make work possible. Thus, current employment opportunities are plentiful for welders.

Employment opportunities include: mining, logging, oil and gas extraction, bridge work, construction, automobile production and transportation, millwork and millwrights (not just timber mills, there are all sorts of mills that require millwrights), waste treatment, waste water treatment, fisheries, forestry, agriculture, etc. (Bureau Of Labor Statistics).

In addition to these findings local employers are looking for qualified welders in our back yard. Starting in Glendale and going north to Sutherlin I have compiled a list of potential welding employment possibilities for graduates. The following list is just on the I-5 corridor not including business and industries east and west of I-5. Such businesses include; Swanson Lumber, Glendale Plywood, ATM Trucking, Victory Builders, Canyon Hydraulics, C&D Lumber, Herbert Lumber, Roseburg Forest Products, Roseburg Forest Products EWP, Riddle Machine, Ireland Trucking, Cam Cat, Roseburg Lumber, City of Roseburg, All School Districts, Douglas County, ODT, DFPA, Con-Vey Keystone, Killkenny Machine, North River Boats, Douglas County Lumber, Whit-Log Trailers Great Northern Trailers, North Star, Nix Machine, FCC, JP Fabrication
Steel Outlet, Double-A-Metal, Jack Mathis Construction, Pacific Power, Douglas COOP Power, CP Construction Caddok, Cow Creek Tribe, Corner Stone, Brown & Babbit, Fab Form, Orenco, A&C Fab, Bentley Welding, Extendo Construction, Indy Weld, Superior Metal, Murphy, Caldwell Construction, Weekley Brothers, Romtec, BLM, River Wolf Boats, Parks Department, Mercy Medical, VA Hospital, All vinyards, Wineries, and Breweries.

These broad employment opportunities make it difficult to pinpoint or distill growth and wages for welding graduates. This is also why prevailing wage and Davis Bacon are common industry terms for welders. The truth is that welding graduates have many employment opportunities, both within Douglas County and Nationwide. Never the less, wages for welders in Douglas County vary from $10 to $25 an hour (Oregon Employment Department).

The average annual salary for welders within the state of Oregon is: (Oregon Employment Department)

- $36,078 – Douglas County
- $37,155 – Lane County
- $34,277 – Tillamook County
- $40,486 – Statewide Average (Oregon Employment Department).

Welders, cutters, solders, and braziers, are at the very top 10 year projected percent growth jobs (Oregon Employment Department). Second on this same list (fastest growth over 20%) were assemblers and fabricators, and fourth within this same search are structural metal fabricators and fitters (Oregon Employment Department). A quick search at Bureau of Labor and Statistics revealed 20 current openings listed in Portland, Astoria, Salem, Milwaukie, and Clackamas (Bureau Of Labor Statistics). Demand for this type of employment continues to grow both locally and nationwide. The Oregon Labor Market Information System (OLMIS) site currently is listing 8 welding related positions in Douglas County, 24 positions listed Lane County, and Coos County has listed 7 current positions (Oregon Employment Department).

Works Cited


# Proposed Associate of Applied Science
## AAS Degree Welding

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 101</td>
<td>Welding Processes &amp; Applications</td>
<td>4</td>
</tr>
<tr>
<td>WLD 111</td>
<td>Shielded Metal Arc Welding</td>
<td>4</td>
</tr>
<tr>
<td>WLD 131</td>
<td>Metallurgy</td>
<td>3</td>
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<tr>
<td>MTH 052</td>
<td>Intro Algebra for the Trades</td>
<td>4</td>
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<tr>
<td>WLD 123</td>
<td>Advanced Welding I</td>
<td>3</td>
</tr>
<tr>
<td>DRF 112</td>
<td>Auto CAD I</td>
<td>3</td>
</tr>
<tr>
<td>WLD 251</td>
<td>Gas Tungsten Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLD 220</td>
<td>CWE</td>
<td>TBA</td>
</tr>
<tr>
<td>WR 121</td>
<td>English Composition Writing</td>
<td>4</td>
</tr>
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<td>HPE 295</td>
<td>Wellness/Health Assessment</td>
<td>3</td>
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<td>WLD 112</td>
<td>Shielded Metal Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>WLD 113</td>
<td>Shielded Metal Arc Welding II</td>
<td>3</td>
</tr>
<tr>
<td>WLD 114</td>
<td>Shielded Metal Arc Welding III</td>
<td>3</td>
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<td>WLD 140</td>
<td>Blueprint Reading</td>
<td>3</td>
</tr>
<tr>
<td>MTH 105</td>
<td>Introduction to Contemporary Mathematics</td>
<td>4</td>
</tr>
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<td>WLD 150</td>
<td>Gas Tungsten Arc Welding I</td>
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<tr>
<td>MTH 105</td>
<td>Introduction to Contemporary Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>WR 115</td>
<td>Intro to Expository Writing</td>
<td>4</td>
</tr>
<tr>
<td>SP 105</td>
<td>Listening</td>
<td>3</td>
</tr>
<tr>
<td>WLD 121</td>
<td>Gas Metal Arc Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLD 122</td>
<td>Gas Metal Arc Welding</td>
<td>3</td>
</tr>
<tr>
<td>WLD 141</td>
<td>Flux-Cored Arc Welding I (Gas Shielded)</td>
<td>3</td>
</tr>
<tr>
<td>WLD 142</td>
<td>Flux-Cored Arc Welding II (Self Shielded)</td>
<td>3</td>
</tr>
<tr>
<td>WLD 150</td>
<td>Gas Tungsten Arc Welding I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Psychology of Human Relations</td>
<td>3</td>
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</tbody>
</table>

Total credits 1st yr. program: 50

Total credits 2nd program: 45

Total credits AAS Degree Welding Program: 95
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>APR 288</td>
<td>Rigging</td>
<td>3</td>
</tr>
<tr>
<td>DRF 113</td>
<td>Auto CAD II</td>
<td>3</td>
</tr>
<tr>
<td>MFG 112</td>
<td>Machine Shop II</td>
<td>3</td>
</tr>
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</table>
### Expanded Justification/Rational

#### 2nd yr. Certificate pathway & Proposed AS Degree

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Welding I (WLD 123) 3 credits</td>
<td>Advanced Welding II (WLD 124) 3 credits</td>
<td>Advanced Welding Problems (WLD 161) 4 credits</td>
</tr>
<tr>
<td>Auto CAD I (CIV 112) 3 credits</td>
<td></td>
<td>Blueprint Reading II (WLD 240) 3 credits</td>
</tr>
<tr>
<td>GTAW II (WLD 251) 3 credits</td>
<td>Pipe Welding &amp; Fitting I (WLD 222) 3 credits</td>
<td>Pipe Welding &amp; Fitting II (WLD 223) 3 credits</td>
</tr>
<tr>
<td>(WLD 280) TBA credits</td>
<td>GTAW III (WLD 252) 3 credits</td>
<td></td>
</tr>
<tr>
<td>CWE</td>
<td>Machine Shop I (MFG 111) 3 credits</td>
<td>CWE (WLD 280) TBA credits</td>
</tr>
</tbody>
</table>

**Note:**
- Color indicated existing classes in Welding Program
- Color indicated new classes to be developed in Welding Program
- Color indicated existing classes in Engineering Program
- Color indicated existing classes in Apprenticeship Program
- Color indicated existing classes in Humanities Program
- Color indicated existing classes in Mathematics Department
- Color indicated existing classes in Health & Wellness Department

### General Education Requirements — AS Degree

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition Expository Writing (WR 121) 4 credits</td>
<td>Interpersonal Communication (SP 105) 3 credits</td>
<td>College Algebra (MTH 105) 4 Credits</td>
</tr>
<tr>
<td>Wellness/Health Assessment (HPE 295) 3 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***KEY POINT:*** 20 Credits outside of WLD Program for 2nd year program, 31 total credits for 1st year & 2nd year combined credits contributing towards overall FTE generation for the college...

### Other Potential classes & Certificates that could be offered with 2yr. AS in Welding
- Fork lift Cert.
- Electrical Systems
- Hydraulic Systems
- AWS – SENSE Level II
- Miller Weld School
- Industrial Tour
**Labor Market Information Worksheet**

**Program Name:** Welding

**CIP:**

### What are the common job titles for the occupations that use the skills your program will teach?

- Welder, Welder Operator, Fabricator, Iron Worker, Millwright, Metal Worker, Brazer, Solderer, Cutter, Machinist Operator, Fitters, Pipe Welders, Boiler Maker, Shipyard Welder, etc.

### What occupational title(s) most closely describes the above occupations?

<table>
<thead>
<tr>
<th>Occupational Title(s)</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELDER</td>
<td>NATIONAL/INTERNATIONAL</td>
</tr>
<tr>
<td>FABRICATOR</td>
<td>NATIONAL/INTERNATIONAL</td>
</tr>
<tr>
<td>IRON WORKER</td>
<td>NATIONAL/INTERNATIONAL</td>
</tr>
</tbody>
</table>

### What are the national percentages currently in this occupation?

- **Male:** 92.2%  
  Nontraditional by gender? ❌  
- **Female:** 7.8%

### Is a license required by the state of Oregon to perform this occupation? □

If yes, how many licenses were held in the most recent year? ______

### What are the potential career ladder, or "lattice," steps or the career pathway for programs completers?

- Sweeper, Welder Helper/Fitter, Weld Operator, Welder, Fabricator, Leadman, Shift Supervisor, Management, Quality Control, CEO ...

### What are the minimum educational requirements for these jobs?

- High School Diploma + 3 to 5 Years Welding Experience
Is training available for related career ladder/pathway occupation(s) and at what types of institutions?

**MOST TRAINING FOR LADDER/PATHWAY OCCUPATIONS IS DONE "ON THE JOB". CTE PROGRAMS FROM COMMUNITY COLLEGES ARE THE HIGHEST "FORMAL" TRAINING ON WEST COAST.**

Please describe any other labor market information that may be relevant to this program.


For instructions, forms, handouts and other useful resources Click the following link
http://www.odccwd.state.or.us/orgapproval/appsandwksits.aspx or call (503) 947-1233.
Basic Information
Name of Program: Automotive – T-TEN
Contact Name and Title: John E Blakely Department Chair
Department: Automotive
Supervisor: Jesse Morrow

Program-Specific Information
Date, Year, and Term of Proposed Implementation:
Summer term 2015

Program Award:
__Less than 1 year certificate
__1 year certificate
__2 year certificate
__Career Pathway certificate
_X_Degree

Number of Credits: 91

New Program/Certificate Title: Associate of Applied Science – Automotive Service Technology – T-TEN

Program Description (This is the description that will appear in the catalog, so make sure it is exactly what you want)
The goal of the T-TEN program is to train future automotive technicians to work for Toyota dealership service departments. The T-TEN standard requires student technicians to receive 2 years of training that is divided between technical college classroom/lab education and Toyota dealership internship education experience.

The T-TEN program requires each student to be sponsored by a Toyota dealer before entry into the program. The student works at the dealer in a paid internship position for approximately one half of the T-TEN training program. When students complete the program, they are available for full time employment at the sponsoring dealer. The individual sponsorship agreements are determined using recruiting and application processes between the student and the T-TEN coordinator prior to entry in the program.

The T-TEN program at UCC consists of four quarter/terms of classroom and hands-on automotive systems instruction and 4 quarter/terms of Toyota dealer internship hands-on instruction. Each college quarter (term), the student-technicians alternate between instruction classes at UCC and internships at the sponsoring Toyota dealer. This alternate instruction will give the student-technician on the job training to support their UCC instruction classes. The student will achieve Toyota technician certifications upon completion of the T-TEN program.
Labor Market Need *(Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates):*
There is a great need for certified technicians at Toyota dealerships. With certified and Master Techs retiring or changing positions within the dealerships and the increased work load in the new facilities there is a need to have entry level trained technicians with certification that can progress to fill these vacancies. With the T-TEN program students are interning at the dealerships while they are completing training to gain their certification.

**Target Student Population:**
Umpqua’s T-TEN program is a regional training program. The program works with partner Toyota dealerships in most of Oregon, Northern California, and North West Nevada to train technicians for positions in these dealerships. There is a need to produce 18 to 24 graduates out of the program every year.

**Program Outcomes: (please list numerically)**
Students who successfully complete this program will be able to:

1. Apply fundamentals of automotive service training, including the basics of automotive diagnostics and repair, pre-delivery inspection and warranty repair procedures.
2. Identify, inspect, disassemble and assemble basic components of automotive power plants.
3. Apply knowledge of the function, construction, operation troubleshooting and service of disc, drum and ABS brake systems, steering, suspension and wheel alignment.
4. Use electronic engine analyzers and scanners to test and tune ignition, fuel injection, and emission systems.
5. Apply understanding of electrical principles, semi-conductors, microprocessors and wiring diagrams to diagnose and repair malfunctions of automotive electrical systems.
6. Apply knowledge of the function, construction, operation, troubleshooting and service of front and rear wheel drive manual and automatic transmissions and transaxles.
7. Test, service and repair heating and air-conditioning systems.

**Program Impacts:**
X_Standard Instructional Costs (staff, materials, equipment or facilities) are required.
X_Additional instructional costs (staff, materials, equipment or facilities) are needed.
__Impact to other divisions in terms of scheduling or staffing.

**Program Impact Description (for any of the program impacts listed above, please describe):**
With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program.

**Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):**
Two F/T Instructors will be required to cover the basic instruction. Additional P/T instructors will be used as needed depending on enrollment. The department chair will be in charge of the recruiting efforts. Support staff will be able to be shared with the general automotive program.
Program Standards

Using new or parent program information, create a short description that provides the requested data. These descriptions will be entered exactly as they appear in the New Program Form into the official record with the State of Oregon. The maximum number of characters for each standard is 4,000.

Standard A – Need:
The community college provides clear evidence of the need for the program.
UCC has been a T-TEN school for the last 25 years with graduates filling needs at several Toyota dealers across the state. With the new standards and regional area the program is going to grow. UCC is one of the approximately 40 T-TEN schools across the United States fulfilling the need for training of the students entering the workforce at all of the Toyota and Lexus dealerships.

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
The partnership between Toyota Corporate, The T-TEN Instructor Community, The T-TEN Advisory Committee, and UCC is what drives UCC’s T-TEN program.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.
The partnership between Toyota Corporate, The T-TEN Instructor Community, The T-TEN Advisory Committee, and UCC is what drives UCC’s T-TEN program.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
UCC’s T-TEN program has gone through the entrée and certification process to be a certified T-TEN School. The certification process insures that the program has the proper approved curriculum in place and is delivering it. The certification also insures correct assessment, qualified Instructors with proper certification, proper facilities and equipment, and administrative support to provide the program.

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.
UCC has been running the T-TEN program in good standings with Toyota for the past 25 years. The new standalone program is part of the increasing requirements for student success.
### Proposed Courses – please attach course outlines

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTEN 100</td>
<td>Introduction to Toyota</td>
<td>5</td>
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<tr>
<td>TTEN 168</td>
<td>Auto Electricity I – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 169</td>
<td>Auto Electricity II – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 151</td>
<td>Internal Combustion Engines – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 150</td>
<td>Suspension and Alignment – Toyota</td>
<td>5</td>
</tr>
<tr>
<td>TTEN 155</td>
<td>Automotive Brakes – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 259</td>
<td>Electronic Engine Controls I – Toyota</td>
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</tr>
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<td>TTEN 260</td>
<td>Electronic Engine Controls II – Toyota</td>
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<tr>
<td>TTEN 263</td>
<td>Automatic Transmissions – Toyota</td>
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</tr>
<tr>
<td>TTEN 261</td>
<td>Power Trains – Toyota</td>
<td>5</td>
</tr>
<tr>
<td>TTEN 286</td>
<td>Climate Control – Toyota</td>
<td>5</td>
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<tr>
<td>TTEN 280</td>
<td>CWE – Toyota</td>
<td>12</td>
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<tr>
<td>MTH 052</td>
<td>Intro to Algebra for the Trades (or Higher)</td>
<td>4</td>
</tr>
<tr>
<td>CIS 100</td>
<td>Intro to Windows and PCs</td>
<td>3</td>
</tr>
<tr>
<td>WR 115</td>
<td>Introduction to Expository Writing (or higher)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Psychology of Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>HE 252 or HPE 295</td>
<td>First Aid or Wellness and Health Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
### Additional Process Items

Please check all of the additional forms and documents you have completed and submitted to Curriculum Committee. Links to fill-able versions of these forms can be found at [http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces](http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces).

- **Required:** Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
- **Required:** Course Outlines for all courses
- **Specialized Form:** Advisory Committee
- **Specialized Form:** Start Up Budget

| Total credits for Program | 91 |
Basic Information
Name of Program: Automotive – T-TEN
Contact Name and Title: John E Blakely Department Chair
Department: Automotive
Supervisor: Jesse Morrow

Program-Specific Information
Date, Year, and Term of Proposed Implementation:
Summer term 2015

Program Award:
__Less than 1 year certificate
__1 year certificate
X_2 year certificate
__Career Pathway certificate
__Degree

Number of Credits: 74

New Program/Certificate Title: Certificate – Automotive Service Technology – T-TEN

Program Description (This is the description that will appear in the catalog, so make sure it is exactly what you want)
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The T-TEN program at UCC consists of four quarter/terms of classroom and hands-on automotive systems instruction and 4 quarter/terms of Toyota dealer internship hands-on instruction. Each college quarter (term), the student-technicians alternate between instruction classes at UCC and internships at the sponsoring Toyota dealer. This alternate instruction will give the student-technician on the job training to support their UCC instruction classes. The student will achieve Toyota technician certifications upon completion of the T-TEN program.
Labor Market Need (Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates):
There is a great need for certified technicians at Toyota dealerships. With certified and Master Techs retiring or changing positions within the dealerships and the increased work load in the new facilities there is a need to have entry level trained technicians with certification that can progress to fill these vacancies. With the T-TEN program students are interning at the dealerships while they are completing training to gain their certification.

Target Student Population:
Umpqua’s T-TEN program is a regional training program. The program works with partner Toyota dealerships in most of Oregon, Northern California, and North West Nevada to train technicians for positions in these dealerships. There is a need to produce 18 to 24 graduates out of the program every year.

Program Outcomes: (please list numerically)
Students who successfully complete this program will be able to:
1. Apply fundamentals of automotive service training, including the basics of automotive diagnostics and repair, pre-delivery inspection and warranty repair procedures.
2. Identify, inspect, disassemble and assemble basic components of automotive power plants.
3. Apply knowledge of the function, construction, operation troubleshooting and service of disc, drum and ABS brake systems, steering, suspension and wheel alignment.
4. Use electronic engine analyzers and scanners to test and tune ignition, fuel injection, and emission systems.
5. Apply understanding of electrical principles, semi-conductors, microprocessors and wiring diagrams to diagnose and repair malfunctions of automotive electrical systems.
6. Apply knowledge of the function, construction, operation, troubleshooting and service of front and rear wheel drive manual and automatic transmissions and transaxles.
7. Test, service and repair heating and air-conditioning systems.

Program Impacts:
X_Standard Instructional Costs (staff, materials, equipment or facilities) are required.
X_Additional instructional costs (staff, materials, equipment or facilities) are needed.
__Impact to other divisions in terms of scheduling or staffing.

Program Impact Description (for any of the program impacts listed above, please describe):
With the T-TEN program becoming standalone, there will be costs with recruiting, instructional staff, and specialized equipment that will be associated with the T-TEN program instead of infused into the general automotive program. These requirements are included with the T-TEN degree not additional.

Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):
Two F/T Instructors will be required to cover the basic instruction. Additional P/T instructors will be used as needed depending on enrollment. The department chair will be in charge of the recruiting efforts. Support staff will be able to be shared with the general automotive program. These requirements are included with the T-TEN degree not additional.
Program Standards
Using new or parent program information, create a short description that provides the requested data. These descriptions will be entered exactly as they appear in the New Program Form into the official record with the State of Oregon. The maximum number of characters for each standard is 4,000.

Standard A – Need:
The community college provides clear evidence of the need for the program.

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.
# Proposed Courses – please attach course outlines

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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<td>TTEN 100</td>
<td>Introduction to Toyota</td>
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<tr>
<td>TTEN 168</td>
<td>Auto Electricity I – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 169</td>
<td>Auto Electricity II – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 151</td>
<td>Internal Combustion Engines – Toyota</td>
<td>6</td>
</tr>
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<td>TTEN 150</td>
<td>Suspension and Alignment – Toyota</td>
<td>5</td>
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<td>TTEN 155</td>
<td>Automotive Brakes – Toyota</td>
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<td>Electronic Engine Controls I – Toyota</td>
<td>6</td>
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<td>TTEN 260</td>
<td>Electronic Engine Controls II – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 263</td>
<td>Automatic Transmissions – Toyota</td>
<td>6</td>
</tr>
<tr>
<td>TTEN 261</td>
<td>Power Trains – Toyota</td>
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</tr>
<tr>
<td>TTEN 286</td>
<td>Climate Control – Toyota</td>
<td>5</td>
</tr>
<tr>
<td>TTEN 280</td>
<td>CWE – Toyota</td>
<td>12</td>
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</tbody>
</table>
Total credits for Program  74

Additional Process Items
Please check all of the additional forms and documents you have completed and submitted to Curriculum Committee. Links to fill-able versions of these forms can be found at http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces.

__Required: Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
__Required: Course Outlines for all courses
__Specialized Form: Advisory Committee
__Specialized Form: Start Up Budget
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: Dwayne Bershaw  
Contact Title: Associate Director of the Southern Oregon Wine Institute  
Department: VE

**Program Revision Information**

Date, Year, and Term of Proposed Revision: 10/16/2014  
Program Title: Viticulture and Enology AAS

**Revision Type - select all that apply**

- [ ] Credits  
- [ ] Title  
- [x] Summary  
- [ ] Outcomes  
- [ ] Curriculum  
- [ ] Suspension  
- [ ] Reactivate  
- [ ] Delete  
- [ ] 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.  
The SOWI program wishes to increase the credit hours for several courses in order to reflect the work load and course outcome of the course. In some cases (VE203, VE204), we also wish to add more rigor and critical thinking to these courses to increase the student learning experience and to more closely match similar courses in other institutions.  
The SOWI program also wishes to include several of our classes in the UCC AA/OT advising worksheet list. Individual justification for each course is given in the respective course revision sheet.  
The Writing 115 credit hour was changed last year, but has not been reflected in our course description.

**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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<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
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<tr>
<td>VE202</td>
<td>Sensory Analysis of Wine</td>
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<tr>
<td>VE203</td>
<td>Wines of the World</td>
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<tr>
<td>VE204</td>
<td>Wines of the Pacific Coast</td>
</tr>
<tr>
<td>WR115</td>
<td>Introduction to Expository Writing</td>
</tr>
</tbody>
</table>

- VE202: Sensory Analysis of Wine (3 Credits) changed to 4 Credits.
- VE203: Wines of the World (1 Credit) changed to 3 Credits.
- VE204: Wines of the Pacific Coast (1 Credit) changed to 3 Credits.
- WR115: Introduction to Expository Writing (3 Credits) changed to 4 Credits.
Total credits for Program | 101

**Additional Documentation**

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

- **Curriculum Revision Form**
- **Start-Up and First Year Budget**
- _x_ **Other**: VE Wine Marketing Assistant Pathway Cert. increases from 13 to 18 credits, VE Viticulture Cert. increases from 49 to 50 credits
Title: Environmental Literature (ENG230)

X _____ Amy L. Fair, Department Chair ________________________________ 10/08/14

Supervisor Signature and date

X Revise

Division: A & S

Reactivate

Department: Humanities

Delete

Program: Writing

Current course number ENG230 Revised Course Number ENG230

Current Course Title ______ Revised Course Title no change

Credits 3 Revised Credits 4

Lecture Hrs/Wk 3 Revised Lecture Hrs/Wk 4

Lec /Lab Hrs/Wk ______ Revised Lec /Lab Hrs/Wk no change

Lab Hrs/Wk ______ Revised Lab Hrs/Wk no change

Practicum ______ Revised Practicum no change

Banner/Instr. Prerequisites ______ Revised Banner/Instruc. Prerequisites no change

Co-requisites ______ Revised Co-requisites no change
Reason for request:

In an effort to better align UCC’s humanities offerings with those at the majority of 2-year and 4-year institutions in Oregon, the UCC Humanities Department is moving all writing and literature courses to four credit hours, starting in Fall 2014. This will allow students a smoother transfer to other colleges and universities, and it will allow the college to show alignment with other colleges’ focus on a more developed informational literacy component in writing courses.

Revision(s) requested: ATTACH NEW COURSE OUTLINE SHOWING REVISIONS

Cost of revision:

X No additional instructional costs (staff, materials, equipment, or facilities) are required.

The cost of this course will be covered by (i.e. fewer sections of course):

A combination of fewer sections of the course and fewer sections assigned to each faculty member. WR123 will become less popular with students once they can obtain 8 writing credits from WR121/WR122 alone, and we will cease offering the third term of literature sequences for the same reason (students need 8 credits, not 9, so the third term will become obsolete in our offerings.)

☐ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s).

COMPLETE -- REVISED COURSE JUSTIFICATION
Title: Environmental Literature (ENG230)

Student need for course: this course fulfills humanities and A & L requirements.

Course Information: AA X  AAS X  AS X  Certificate☐  Learning Skill:☐

Cost of this course:

☐ No additional instructional costs (staff, material, equipment, or facilities) are required. The cost of this course will be covered by (i.e. fewer sections of course):

☐ Additional instructional costs (staff, materials, equipment or facilities) are needed to offer this course. Itemize and estimate:

☐ Library resources reviewed _____________

Signature/date

☐ Facility/office space/cleaning _____________

Signature/date

☐ IT Resources reviewed _____________

Signature/date

Course impact on:

a. Student enrollment in other courses: N/A

b. Current program: No change

Replacement course for: Course Number: N/A  Title: N/A

____________________________________________________

Disposition: Signature  Date  Recommendation

Curriculum Committee Chair ______________________________
Title: Survey of American Literature II (ENG254)

X ___ Amy L. Fair, Department Chair _____________________________ 10/8/14
Supervisor Signature and date

X Revise
Division: A & S

Reactivate
Department: Humanities

Delete
Program: Writing

Current course number ENG288
Revised Course Number ENG288

Current Course Title _____
Revised Course Title no change

Credits 3
Revised Credits 4

Lecture Hrs/Wk 3
Revised Lecture Hrs/Wk 4

Lec /Lab Hrs/Wk _____
Revised Lec /Lab Hrs/Wk no change

Lab Hrs/Wk _____
Revised Lab Hrs/Wk no change

Practicum _____
Revised Practicum no change

Banner/Instr. Prerequisites _____
Revised Banner/Instr. Prerequisites no change

Co-requisites _____
Revised Co-requisites no change
Length (Wks) 11 Revised Length (Wks) 11

Terms Offered Fall, Summer Revised Terms Offered no change

Proposed implementation date: Term Fall Year 2014
Grading Option no change Load Factor 4 ILCs

Reason for request:
In an effort to better align UCC’s humanities offerings with those at the majority of 2-year and 4-year institutions in Oregon, the UCC Humanities Department is moving all writing and literature courses to four credit hours, starting in Fall 2014. This will allow students a smoother transfer to other colleges and universities, and it will allow the college to show alignment with other colleges’ focus on a more developed informational literacy component in writing courses.

Revision(s) requested: ATTACH NEW COURSE OUTLINE SHOWING REVISIONS

Cost of revision:
X  No additional instructional costs (staff, materials, equipment, or facilities) are required.

The cost of this course will be covered by (i.e. fewer sections of course):
A combination of fewer sections of the course and fewer sections assigned to each faculty member. WR123 will become less popular with students once they can obtain 8 writing credits from WR121/WR122 alone, and we will cease offering the third term of literature sequences for the same reason (students need 8 credits, not 9, so the third term will become obsolete in our offerings.)

☐ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s).

COMPLETE -- REVISED COURSE JUSTIFICATION
Title: Cultural Diversity in Contemporary American Literature (ENG288)

**Student need for course:** this course fulfills humanities and A & L requirements.

**Course Information:** AA X  AAS X  AS X  Certificate☐  Learning Skill:☐

**Cost of this course:**

☐ No additional instructional costs (staff, material, equipment, or facilities) are required. The cost of this course will be covered by (i.e. fewer sections of course):

☐ Additional instructional costs (staff, materials, equipment or facilities) are needed to offer this course. Itemize and estimate:

☐ Library resources reviewed __________

  Signature/date

☐ Facility/office space/cleaning __________

  Signature/date

☐ IT Resources reviewed __________

  Signature/date

**Course impact on:**

  a. Student enrollment in other courses: N/A

  b. Current program: No change

Replacement course for: Course Number: N/A  Title: N/A

**Disposition:**

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<thead>
<tr>
<th>Disposition</th>
<th>Signature</th>
<th>Date</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Curriculum Committee Chair __________________________________________
Basic Information
Name of Course Revision Contact:  H. Ni Aodagain
Date:  10/6/14
Contact Title:  Assoc Professor
Department:  World Languages
Course Number:  211
Course Title:  Spanish Foreign Exchange Program

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision:  10/6/14, Fall

Parent Program:

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change. Historically this course allowed students to participate in an immersion experience in Spanish-speaking cultures. As part of our effort to internationalize the campus, we would like to broaden the range of the Foreign Exchange program, to include other countries/cultures in addition to Spanish-speaking environments.

Course Revision Impacts - select all that apply

_x_ 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...
To facilitate the coordination of the Immersion program, and offset the expenses of instructor travel, we will be asking for a $100.00 fee to be connected to the course.
List current information and proposed changes

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<td><strong>Lecture Hrs/Wk</strong></td>
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<tr>
<td><strong>Lec/Lab Hrs/Wk</strong></td>
<td><strong>Lec/Lab Hrs/Wk</strong></td>
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<tr>
<td><strong>Lab/Hrs/Wk</strong></td>
<td><strong>Lab/Hrs/Wk</strong></td>
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<td><strong>Practicum</strong></td>
<td><strong>Practicum</strong></td>
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<tr>
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<td><strong>Banner/Instr. Prerequisites</strong></td>
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<tr>
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<tr>
<td><strong>Length (Weeks)</strong></td>
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<td>To be determined by instructor</td>
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<td><strong>Load Factor</strong></td>
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</table>

Additional Documentation

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

_x_ Course Outline - required

__ Other:
Basic Information
Name of Course Revision Contact: Terrance Bradford
Date: 10.13.14
Contact Title: Director of Learning Skills
Department: Learning Skills
Course Number: ED 125
Course Title: Tutoring Adults

Course Revision Information

Type of change
X Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: Winter Term 2015

Parent Program: Learning Skills/Success Center

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The purpose of this course is to introduce students to the field of learning assistance and the methods of effective academic support (tutoring, coaching). At present, the current 1 credit course load does not meet the required “training” hours for certification. Raising the credit load to 3 hours will allow students the required hours for up to 3 levels of certification.

I also seek to offer the course at no cost to the students.

Course Revision Impacts - select all that apply

X 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...
Certification is a requirement for employment in the Success Center. I would like to propose that the course be offered at no cost to the students because it is connected to employment. Also, instructional costs (the cost of an instructor) are absorbed by the Director of Learning Skills salary.
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:
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE202
Course Title: Sensory Evaluation of Wine

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: 1/1/2015, Winter term

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The VE program would like to increase the credit hours of this class from 3 to 4. The reading and lab reporting requirements for this course necessitate increasing the credit hours required. The text for this course has been updated to a more rigorous sensory analysis text and statistical analyses of lab sensory experiments has been added to the in-class lab sessions. It is critical for students to understand how statistically valid sensory data is obtained and to apply this knowledge in their understanding and interpretation of sensory research. New research in this field continues to be applied to winemaking problems and processes, thus students need some personal perspective on how to analyze and interpret this type of data.

The VE program would also like to add this course to Area 3: Science/Math/Computer Science section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This science-based laboratory course utilizes concepts from physiology, chemistry, statistics, and sensory science to examine the use of sensory science in the wine industry and to discuss and interpret wine tastes and styles. The learning outcomes for the course match those which the science department has outlined as critical for qualifying for inclusion in the AA/OT approved course list.

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.
_x_ 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...* 
Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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
- X Other: List of Science Dept. Outcomes
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/16/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE203
Course Title: Wines of the World

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: 1/1/2015, Fall 2015 term

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change. The VE program would like to increase the credit hours of this class from 1 to 3. The reading requirements and added course objective for this course necessitate increasing the credit hours required. The reading and lecture hours for this course have never accurately reflected the amount of time required for completion. In addition we would like to add a term paper for this course to give students the opportunity to delve more deeply into the subject matter and how it relates to the history, religion, culture, and business practices of particular regions. Assessment of a term paper will critically evaluate the students’ ability to synthesize core course themes with outside research.

The VE program would also like to add this course to the Area 1: Arts and Letters section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This class delves into the history and geography of an important agricultural commodity and gives students an understanding of how local climate, religion, and culture have shaped grape growing and winemaking in the old and new world.

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.
_x_ 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...*

Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
**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:
**Basic Information**
Name of Course Revision Contact: Dwayne Bershaw  
Date: 10/16/14  
Contact Title: Associate Director of SOWI  
Department: VE  
Course Number: VE204  
Course Title: Wines of the Pacific Coast

**Course Revision Information**

Type of change  
_x_ Revision  
__ Reactivation  
__ Deletion

Date, Year, and Term of Proposed Revision: 1/1/2015, Winter 2015 term

Parent Program: Viticulture and Enology

**Course Revision Description and Justification**

Please give as many details as possible about the revision, including justification for the change. The VE program would like to increase the credit hours of this class from 1 to 3. The reading requirements and added course objective for this course necessitate increasing the credit hours required. The reading and lecture hours for this course have never accurately reflected the amount of time required for completion. In addition we would like to add a term paper for this course to give students the opportunity to delve more deeply into the subject matter and how it relates to the history, religion, culture, and business practices of particular regions. Assessment of a term paper will critically evaluate the students' ability to synthesize core course themes with outside research.

The VE program would also like to add this course to the Area 1: Arts and Letters section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This class delves into the history and geography of an important agricultural commodity and gives students an understanding of how local climate, religion, and culture have shaped grape growing and winemaking in the countries of North and South America.

**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.  
_X_ 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...*

Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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:
UCC COURSE REVISION FORM - Page 1 of 2

Document brought forward by: Cheryl Yoder

X  Date 10/7/14

Supervisor Signature (Please type in the box with the X by it.)

X  Revise  Division: HHP

X  Reactivate  Department: PE

X  Delete  Program: Outdoor Rec

Current course number  PE 284  Revised Course Number PE 284

Current Course Title: Snowboarding-Skiing  Revised Course Title same

Credits: 2  Revised Credits: 1

Lecture Hrs/Wk 4  Revised Lecture Hrs/Wk 4

Lec /Lab Hrs/Wk ______  Revised Lec /Lab Hrs/Wk ______

Lab Hrs/Wk 33  Revised Lab Hrs/Wk 33

Practicum ______  Revised Practicum ______

Banner/Instr. Prerequisites ______  Revised Banner/Instruc. Prerequisites ______

Co-requisites ______  Revised Co-requisites ______

Length (Wks) 7 wks  Revised Length (Wks). 7 wks

Terms Offered Wi  Revised Terms Offered Wi

Proposed implementation date: Term Wi Year 2015  Grading Option ______  Load Factor 2.1

Reason for request: Our class has joined Lane CC’s class. They charter a bus up to Mt. Bachelor. We want to keep it the same cr. load as Lane with the same fee’s as Lane. They offer their course as a 1 cr. PE, Fee: 250. (Currently, our Snowboarding class has decreased dramatically in #’s due to the high fees (primarily transportation costs), which currently is a 2 cr. PE class with Fee’s: 450.

Revision(s) requested: ATTACH NEW COURSE OUTLINE SHOWING REVISIONS

Cost of revision: lower costs

X  No additional instructional costs (staff, materials, equipment, or facilities) are required.

The cost of this course will be covered by (i.e. fewer sections of course):
Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s).

UCC REVISED COURSE OUTLINE Page 2 of 3

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Course Title: Snowboarding/Skiing  
Developed By: Cheryl Yoder  
Development Date: 10/7/14  
Revision Date:

**COURSE DESCRIPTION:** Snowboarding is an Introduction to Advanced level of instruction in either snowboarding or skiing. The class is held at either Mt. Bachelor or Willamette Pass, with certified instructors employed by the Ski resort. Instruction lasts 2 hrs., then practical application of instruction is followed for the rest of the day. Students go up for 6 visits to the mountain, and 4 lecture sessions in the Fitness Center.

**COURSE OUTCOMES:** By the end of the course:
Gain Knowledge of and apply physical skills related to snowboarding or skiing.  
Apply endurance techniques and challenge muscular development and stamina.  
Develop goal setting from the beginning of the season to the end of season, achieving the course objectives.

**REQUIRED TEXT/MATERIALS:** none. Student must provide own equipment or rent.

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

Week 1 Lecture Orientation. Fitness Center  
Week 2 Lecture Strength conditioning. Fitness Center  
Week 3 Go up to Mt./ Snowboard Lessons  
Week 4 Go up to Mt./ Snowboard Lessons  
Week 5 Go up to Mt./ Snowboard Lessons  
Week 6 Go up to Mt./ Snowboard Lessons  
Week 7 Go up to Mt./ Snowboard Lessons  
Week 8 Go up to Mt./ Snowboard Lessons
Document brought forward by: Cheryl Yoder

X  10/7/14  Date   10/7/14
Supervisor Signature: (Please type in the box with the X by it.)

Course Number  PE 284      Course Name  Snowboarding/Skiing

Student need for course: Outdoor Rec Elective

Course Information:

□ AA  □ AS  □ AAS  □ Below 100 level  X□ Elective  □ Certificate

X □ AAOT (Area of distribution): Elective

Cost of this course:

X□ No additional instructional costs (staff, material, equipment, or facilities) are required. The
cost of this course will be covered by (i.e. fewer sections of _________ course):

□ Additional instructional costs (staff, materials, equipment or facilities) are needed to offer this
course. Itemize and estimate:

Course impact on:

a.  Student enrollment in other courses:

b.  Current program: **will increase enrollment in this class**

Replacement course for:  Course Number:  Title:

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Director of Curriculum Support  Vice President of Instruction
Basic Information

Name of Course Revision Contact:  John Blackwood
Date:   October 10, 2014
Contact Title:  Associate Professor, faculty
Department:  Computer Information Systems
Course Number:  CS 171
Course Title:  Computer Organization and Assembly Language

Course Revision Information

Type of change

_X_ Revision
_X_ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision:  Fall 2015, first offered Spring 2016

Parent Program:  AS-Computer Science

Course Revision Description and Justification

Please give as many details as possible about the revision, including justification for the change.

New course number and name: CS 271 - Computer Architecture & Assembly Language
Updating course so that its name, number, and outcomes align with the same course at 4-year Oregon colleges graduating students will select from to complete their BS - Computer Science degree.

Course Revision Impacts - select all that apply

_X_ 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...

Current CIS/CS/HI faculty will teach this course. It is currently an approved UCC course not listed in the UCC catalog, and not offered during any term.

Our documentation shows this course was last revised in 1999 by Dale Bryson.
### 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:

Link to edit the Program Revision Form I submitted on 10/10/2014 @ 10:35 AM:
### Associate of Science - Computer Science (OSU Transfer)

*Program prerequisites: MTH 112 placement; compass testing into W*

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**TOTAL CREDITS**

90

* Please refer to the current UCC catalog for course selection.
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We can use our existing course for LDT CS transfer. Not articulated with OSU.  
**CS transfer degree requirement.**  
**CS transfer degree requirement. Articulated with OSU.**

We can use our existing course for LDT CS transfer. Not articulated with OSU.  

In catalog; not currently offered @ UCC. Not articulated with OSU. OSU CS students can transfer (earn) credit for either CS 225 or MTH 231, but not both. I removed CS 225 from this degree so that we can offer the math. Ask Dee about this course.  
AS degree requirement.  
AS degree requirement (Science).  
**In catalog; not currently offered @ UCC. CS transfer degree requirement. Not articulated with OSU.**

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'R 121 and reading score of 81 or higher.'
CS transfer degree requirement.

Current course CS 171. Submitting course revision to CS 271 with updated outcomes. CS transfer degree requirement.
OSU shows its CS 271 articulated with UCC course CS 171.
Fixed in this revision.

CS transfer degree requirement. Not articulated with OSU ECE 271.
Program Name: Associate of Science – Computer Science

First Offered Date: Fall 2015

Student Estimate: 12-20

College POC: John Blackwood

Business & Industry? No

Credits: 90

Award(s) for this Program: Associate of Science transfer degree

Other locations (Institutions) this Program will be offered: No other locations except UCC campus

CIP Family: 11.0

CIP: 11.0701

Associated Program: Computer Information Systems (CIS)

College Program Description:
Computer Science (CS) is the study of programs, data, computing machinery, and how these interact. Majors in computer science are offered at OSU, PSU, SOU, UO, and WOU in Oregon. Please be aware that the core CS curriculum and major options vary at the above-listed schools. Consult with a UCC faculty adviser before beginning your first term at the UCC as a CS transfer major.

Labor Market Need:
According to the OLMIS STEM forecast for 2012-2022, of the total STEM jobs projected, 38% will require a bachelor's degree, and 28% will require an associates degree. Further, for all STEM occupations, the Computer Occupations category represents 21%, and Engineers represent 14% of all STEM occupation openings.

Most analysts predict that the number of people trained for jobs in the computing industry will fall far short of the employment demand. The Oregon sources also listed in this document also sound the alarm that there is and will be a shortage of trained people with the ability to fill the projected job openings.

Data sources (also listed in LMI worksheet):
http://www.qualityinfo.org/olmisj/ArticleReader?itemid=00009371
http://www.qualityinfo.org/olmisj/ChartView?option=pcnt&area=01000000&occ type=8&graph=occproj&occ=150000
Target Population:
Douglas County high school students, UCC students who have not declared a
college major, and others seeking higher education who meet the criterion
for entry into the transfer degree program. Particular emphasis will be
placed on students from underrepresented populations.

Program Contact Information
Contact Name: John Blackwood
Contact Title: Associate Professor, CIS faculty
Contact Dept.: Computer Information Systems (CIS)
Contact Email: john.blackwood@umpqua.edu
Contact Phone: 541-440-7686
Contact Fax: 541-440-7835
Include Contact Info?: Yes
Labor Market Information Worksheet

Program Name: Associate of Science - Computer Science
CIP: 11.0701

What are the common job titles for the occupations that use the skills your program will teach?
Computer and Information Systems Managers (11-3021); Computer and Inform. Research Scientists (15-1111); Computer Systems Analysts (15-1121); Computer Programmers (15-1131); Software Dev, Apps (15-1132); Software Development, Systems Software (15-1133); Computer Hardware Engineers (17-2061).

What occupational title(s) most closely describes the above occupations?
Computer Systems Analysts (15-1121)

Occupational Title(s) Region:
Eugene through Portland, OR region. In addition, this occupation is in high demand in most large city centers throughout the USA.

What are the national percentages currently in this occupation?
Male: 75%
Nontraditional by gender? Yes: the field should include more females and the percentages should be more evenly distributed.
Female: 25%

Is a license required by the state of Oregon to perform this occupation?
No

If yes, how many licenses were held in the most recent year?
N/A

What are the potential career ladder, or "lattice," steps or the career pathway for programs completers?
Design & implement software (BS followed by MS); promotion to team leadership; promotion to division leadership (sometimes as a director); promotion to company leadership in VP or Chief Information Officer role. Graduates can also pursue the entrepreneurship by starting their own companies and/or new products.

According to the OLMIS STEM forecast for 2012-2022, of the total STEM jobs projected, 38% will require a bachelor's degree, and 28% will require an associates degree. Further, for all STEM occupations, the
Computer Occupations category represents 21%, and Engineers represent 14% of all STEM occupation openings.

Data sources:
http://www.qualityinfo.org/olmisj/ArticleReader?itemid=00009371
http://www.qualityinfo.org/olmisj/ChartView?option=pcnt&area=01000000&occ
type=8&graph=occproj&occ=150000

What are the minimum educational requirements for these jobs?
A bachelor's degree is required for entrance into the job market. However, promotional opportunities beyond those of a (corporate) director usually require a MS. The PhD is not usually required outside of employment at research institutions.

Is training available for related career ladder/pathway occupation(s) and at what types of institutions?
Yes, regional and national educational institutions offer MS and PhD training. Vendors also offer advanced training and certification throughout the US via focused bootcamps and conventions.

Please describe any other labor market information that may be relevant to this program.
Most analysts predict that the number of people trained for jobs in the computing industry will fall far short of the employment demand. The Oregon sources also listed in this document also sound the alarm that there is and will be a shortage of trained people with the ability to fill the projected job openings.

Other data sources:
http://computingcareers.acm.org/?page_id=8
http://www.acm.org/membership/careernews/extras/ProjectedEmployment.gif

For instructions, forms, handouts and other useful resources Click the following link
http://www.odccwd.state.or.us/prgapproval/appsandwkshts.aspx or call (503) 947-1233.
Course Title: Environmental Literature
Developed By: Amy Amoroso
Development Date: Fall 2008
Revision Date: October 2014

COURSE DESCRIPTION:

LEARNER OUTCOMES:
Upon successful completion of this course the student should be able to demonstrate achievement of:
Students must demonstrate achievement of the following outcomes in order to pass this class:
1. Familiarity with a variety of authors and their works, focusing on those that offer diverse literary responses to the environment and are part of the Western canon.
2. Ability to identify and articulate impressions about the characteristic elements of literature, i.e., plot, setting, character, style, theme, and unity of effect.
3. Acquisition of an appreciation for the power of environmental literature, including the deepened understanding of human nature, the human condition, and human relationships with the physical world.
4. Ability to think analytically/critically about literary works and to argue articulately the various interpretations of a work's meaning—in a coherent and unified manner with an underlying thesis.
5. An appreciation for the realities of an environmentally, socially, and culturally diverse world through exposure to the literature of multiple Western cultures.

REQUIRED TEXT/MATERIALS:
Literature and the Environment: A Reader on Nature and Culture; Anderson, Slovic & O'Grady

COURSE OUTLINE:
Week 1 Introduction
Week 2 Our Animal Selves
Week 3 Wildlife and Natural Creatures
Week 4 The Food Web and Responsibility
Week 5 Our Sense of Place
Week 6 The Meaning of Home
Week 7 Political Senses of Place
Week 8 Economy and Ecology
Week 9 Nature as Commodity
Week 10 Environmental Peril
Week 11 Final Exam
Course Title: Cultural Diversity in Contemporary American Literature
Developed By: Amy L. Fair
Development Date: unknown
Revision Date: October 2014

COURSE DESCRIPTION:
In ENG288, students are introduced to the conventions and characteristics of literary fiction. Through active reading, critical thinking, engaged discussion and effective writing, students will learn to interpret, analyze, critically evaluate and appreciate a variety of literature. The changing historical, political and cultural contexts in which the works were produced will be examined, as will the remarkable diversity of writers and subject matter, including issues of race, ethnicity, class, gender and sexual orientation. The courses also introduce students to literary theory, including technical terms and their application.

LEARNER OUTCOMES:
Upon successful completion of this course the student should be able to demonstrate achievement of:
1. Familiarity with some authors and literary works that are part of the cultural canon of literature in the United States.
2. Ability to identify and articulate impressions about the characteristic elements of literature, i.e., plot, setting, character, style, theme, and unity of effect.
3. Acquisition of an appreciation for the power of literature, including the deepened understanding of human nature and human condition that surfaces as a result of a story's ability to engage the imagination and arouse emotion.
4. Ability to think analytically/critically about literary works and to argue articulately the various interpretations of a work's meaning—in a coherent and unified manner with an underlying thesis.
5. An appreciation for the realities of a socially and culturally diverse world through exposure to the literature of a broad variety of American cultures and subcultures.
6. Demonstration of an advanced level of cultural awareness [per a score of 25-28 on the Cultural Literacy Rubric]

REQUIRED TEXT/MATERIALS:
Scribner Anthology of Short Fiction, Williford & Martone, eds.

COURSE OUTLINE:
Week 1  Fictions of Self (“invisible” cultural divisions)
Week 2  Fictions of Whiteness; “White Trash” Literature
Week 3  Working Class Literature
Week 4  Queer Literature
Week 5  Native American Literature
Week 6  Native American; Black American Literature
Week 7  Black American Literature
Week 8  Latino/a Literature
Week 9  Latino/a Literature; Asian American Literature
Week 10  Asian American Literature
Week 11  Final Exam
Course No: FEP 211
Course Credit: 3
Lecture Hrs/wk: 33
Lab Hrs/Wk:
Lecture/Lab Hrs/Wk:
Practicum Hrs/Wk:
Clock Hours:
Length of Course: to be determined
Banner enforced Prerequisite: Instructor Approval
Instructor enforced Prerequisite:
Co-Requisite:
Load Factor: Standard
Activity Code:
CIPS:

Course Title: Foreign Exchange Program
Developed By: H. Ni Aodagain
Development Date: 10/1/14
Revision Date:
Review Date:

COURSE DESCRIPTION:
Through an immersion experience, students will have daily exposure to the given
culture/language to be studied. Through visits to local sites of historical and cultural importance,
lectures, readings and classroom discussion, students will acquire a foundational knowledge of
the target culture’s history and culture, and be provided with an immersion experience of the
target language.

COURSE OUTCOMES:
Students will develop an understanding of major historical and cultural events that have played
an influential role in the development of the target culture

Students will further their knowledge and competency of the target language through use
of oral and listening skills on a daily basis, analysis of written materials, and the use of journal
writing as a means of communication.
Course Title: **GTAW – Gas Tungsten Arc Welding - I**  
Developed By: **Ian Fisher**  
Development Date: **10/29/2013**  
Revision Date: October 2014

**COURSE DESCRIPTION:** **WLD 150: Gas Tungsten Arc Welding GTAW - I (3)**  
Develops knowledge and manipulative skills using the Gas Tungsten Arc Welding process. Common base metals used in industry such as; mild steel, high carbon steel, stainless steel, and aluminum. Welding exercises will be performed in all positions and all joint types. This class also covers safety, users, nomenclature, equipment operation, setup, and shut down procedures. This is an outcomes based course utilizing a lecture/lab format. This course includes classroom discussions, video, and lab demonstrations of technical skills. Registration Enforced Prerequisite/Co-requisite: WLD 101.

**COURSE OUTCOMES:**

**Safety practices**

- Upon completion of this course, the successful student will continue to follow safe working practices demonstrated and tested on in WLD 101 and function safely in the UCC Welding Shop.
**Skills Building and Development**

- Build upon the skills learned in previous welding classes with a continuing emphasis on the fundamentals and mechanics of welding
- Demonstrate professional work habits including ethics & soft skills
- Recognize and perform Machine setup
- Demonstrate skills in polarity AC, DCEN, DCEP
- Demonstrate weld pool manipulation All Positions (e.g. weave patterns why, when to, and how)
- Demonstrate Bend Test Specimens All Positions
- Demonstrate Horizontal rolled 1G
- Demonstrate 2G Pipe Vertical & fixed, welder moves around
- Demonstrate 3G Vertical groove welds in plate
- Demonstrate Welding of Pipe & Plate (1G, 2G, 3G, 4G, 5G, 6G and 6GR)
- Demonstrate AWS Sense Level I GTAW Performance Qualifications (Carbon, Stainless, Aluminum)
- Operate PAC or Plasma Arc Cutting systems in accordance with industry standards
- Demonstrate a basic understanding of GTAW, advantages & disadvantages, operating characteristics, and uses.
- Know and practice all five common weld joints (Butt, Corner, Tee, Lap, & Edge joints)
- Weld common joints with the ER70S-6, ER308L, and ER4043 electrodes to AWS code quality standards in the flat, horizontal, vertical, and overhead positions
- Weld common joints to D1.1, D1.2, & D1.6 AWS code standards in all positions (methods will be demonstrated and practiced)
- Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances
- Repeat/continued practice in Oxy fuel cutting and Scarfing (OFC)
- Demonstrate Air Carbon Arc Cutting (ACAC) and other methods of weldment repairs will be discussed, demonstrated and practiced
REQUIRED TEXT/MATERIALS:

**Textbook**


**Materials & Supplies**

Students are required to purchase and bring safety goggles to all lab sessions; work will not be permitted without the proper safety equipment. A Lab coat and welding gloves should also be purchased for the new welding student, specific tools for lab use and fabrication will be discussed the first class meeting, such as tape measure and grinder more specific tools will be on the equipment list. Other safety equipment, such as welding hood, chipping hammer, etc. will be supplied for the students to use. For GTAW students will also need the following tools; Tillman Welding Gloves (Rebco. leather) *Til 25BL*, Small Scratch SS Brush (quantity = 4) *Rad 64000449*, EWG (Purple) 3/32”

Tungsten Electrodes (quantity = 2) *Rad 6400224*.

OUTLINE: [Topics taught by week 1-11]

Week 1 Equipment and machine setup
Week 2 Polarity and electrical characteristics
Week 3 Shielding gas characteristics
Week 4 Base metals properties and welding techniques
Week 5 Filler metals, selection of type, diameter
Week 6 Joint configuration and base metal prep
Week 7 GTAW Plate
Week 8 GTAW Pipe
Week 9 Trouble Shooting equipment and weld flaws
Week 10 AWS Code and Industrial applications of GTAW
Week 11 Final Exam
Course No: WLD 222  
Course Credit: 3  
Lecture Hrs/wk: 1  
Lab Hrs/Wk:  
Lecture/Lab Hrs/Wk: 4  
Practicum Hrs/Wk:  
Clock Hours: 55  
Length of Course: 11 Weeks  
Banner enforced Prerequisite: WLD 142  
Instructor enforced Prerequisite: Yes  
Co-Prerequisite:  
Load Factor: 3.8  
Activity Code: 210  
CIPS: 480508  

Course Title: Pipe Welding & Fitting I  
Developed By: Ian Fisher  
Development Date: 11/18/2013  
Revision Date: October 2014  

COURSE DESCRIPTION: WLD 222: Pipe Welding & Fitting I (3)  
Develops knowledge and manipulative skills utilizing multiple welding processes and electrodes on mild steel, stainless steel, and aluminum. This class is designed to better prepare the entry level welder for pipe welding. This class will cover API 1104 and ASME Section IX Pipe welding standards and code requirements for high pressure vessel type joint configurations. Weld manipulation and techniques will cover all positions on both pipe and plate applications. This course will build upon topics covered in the first year of welding instruction. This is an outcome based course utilizing both the lecture/lab format. This course includes classroom discussions, video, and lab demonstrations in the development of technical skills. Registration Enforced Prerequisite/Co-requisite: 1st year Welding Certificate Completion.
• Build upon the skills learned in previous welding classes with a continuing emphasis on the fundamentals and mechanics of welding
• Demonstrate professional work habits including ethics & soft skills
• Recognize and perform Machine setup
• Demonstrate skills in polarity AC, DCEN, DCEP
• Demonstrate Common Piping Angles and Their Solutions
• Demonstrate Solving Rolling Offsets
• Demonstrate Mitered Pipe Cuts
• Demonstrate True"Y" Layout
• Demonstrate 90° Saddle On (Tees) Standard Weight Pipe
• Demonstrate Pipe Circumference Divided Into Equal Parts
• Demonstrate 90° Saddle On (Tees) Extra Strong Pipe
• Demonstrate 90° Eccentric Pipe Intersections
• Demonstrate 45° Laterals
• Demonstrate Concentric and Eccentric Supports on 90° Long Radius Elbows 3 Types
• Demonstrate Angles Between Bolt Holes of Flanges
• Demonstrate Pipe Template Layout
• Demonstrate Orange Peel Head Layout
• Demonstrate Concentric Reducer Layout
• Demonstrate Eccentric Reducer Layout
• Demonstrate Laying Out Bolt Holes In Flanges
• Demonstrate Laying Out Ordinate Lines and Lengths
• Demonstrate Tank Coil Layout
• Demonstrate Angle Iron Miter Cuts and Brackets
• Demonstrate Layout of Centers of Eccentric Reducers and Eccentric Flanges
• Demonstrate Layout of Centers of 15°, 22 1/2°, 30°, & 60° Butt Weld Elbows Cut From 90° Long Radius Elbows
• Demonstrate Hand Signals For Boom Operated Equipment
• Demonstrate Hand Signals For Overhead & Gantry Cranes
REQUIRED TEXT/MATERIALS:

Textbook

Materials & Supplies
Students are required to purchase and bring safety goggles to all lab sessions; work will not be permitted without the proper safety equipment. A Lab coat and welding gloves should also be purchased for the new welding student, specific tools for lab use and fabrication will be discussed the first class meeting, such as tape measure and grinder more specific tools will be on the equipment list. Other safety equipment, such as welding hood, chipping hammer, etc. will be supplied for the students to use. For GTAW students will also need the following tools; Tillman Welding Gloves (Rebco. leather) Til 25BL, Small Scratch SS Brush (quantity = 4) Rad 64000449, EWG (Purple) 3/32” Tungsten Electrodes (quantity = 2) Rad 6400224.

OUTLINE: [Topics taught by week 1-11]
Week 1 API 1104 & ASME Section IX Code and Industrial applications
Week 2 Joint configuration and base metal prep
Week 3 Base metals properties and welding techniques
Week 4 Filler metals, selection of type, diameter
Week 5 Trouble Shooting equipment, weld flaws & NDE (Non-Destructive Examination)
Week 6 Common Pipe angles and fit up
Week 7 Offsets all positions Pipe
Week 8 Saddles all positions Pipe
Week 9 Flanges all positions Pipe
Week 10 Welder Qualification & Destructive Testing
Week 11 Final Exam
Course Title: **Pipe Welding & Fitting I**  
Developed By: **Ian Fisher**  
Development Date: **11/18/2013**  
Revision Date: **October 2014**

**COURSE DESCRIPTION:** **WLD 223: Pipe Welding & Fitting II (3)**

Develops knowledge and manipulative skills utilizing multiple welding processes and electrodes on mild steel, stainless steel, and aluminum. This class is designed to better prepare the entry level welder for pipe welding. This class will cover API 1104 and ASME Section IX Pipe welding standards and code requirements for high pressure vessel type joint configurations. Weld manipulation and techniques will cover all positions on both pipe and plate applications. This course will build upon topics covered in the first year of welding instruction. This is an outcome based course utilizing both the lecture/lab format. This course includes classroom discussions, video, and lab demonstrations in the development of technical skills. Registration Enforced Prerequisite/Co-requisite: WLD 222

**COURSE OUTCOMES:**

*Safety practices*

- Upon completion of this course, the successful student will continue to follow safe working practices demonstrated and tested on in WLD 101 and function safely in the UCC Welding Shop.
• Build upon the skills learned in previous welding classes with a continuing emphasis on the fundamentals and mechanics of welding
• Demonstrate professional work habits including ethics & soft skills
• Recognize and perform Machine setup
• Demonstrate skills in polarity AC, DCEN, DCEP
• Demonstrate Common Piping Angles and Their Solutions
• Demonstrate Solving Rolling Offsets
• Demonstrate Mitered Pipe Cuts
• Demonstrate True"Y" Layout
• Demonstrate 90° Saddle On (Tees) Standard Weight Pipe
• Demonstrate Pipe Circumference Divided Into Equal Parts
• Demonstrate 90° Saddle On (Tees) Extra Strong Pipe
• Demonstrate 90° Eccentric Pipe Intersections
• Demonstrate 45° Laterals
• Demonstrate Concentric and Eccentric Supports on 90° Long Radius Elbows 3 Types
• Demonstrate Angles Between Bolt Holes of Flanges
• Demonstrate Pipe Template Layout
• Demonstrate Orange Peel Head Layout
• Demonstrate Concentric Reducer Layout
• Demonstrate Eccentric Reducer Layout
• Demonstrate Laying Out Bolt Holes In Flanges
• Demonstrate Laying Out Ordinate Lines and Lengths
• Demonstrate Tank Coil Layout
• Demonstrate Angle Iron Miter Cuts and Brackets
• Demonstrate Layout of Centers of Eccentric Reducers and Eccentric Flanges
• Demonstrate Laying Out Centers of 15°, 22 1/2°, 30°, & 60° Butt Weld Elbows Cut From 90° Long Radius Elbows
• Demonstrate Hand Signals For Boom Operated Equipment
• Demonstrate Hand Signals For Overhead & Gantry Cranes
• Demonstrate API 1104 & ASME Section IX weld joints with commonly used electrodes such as; ER70S-6, ER308L, and ER4043, etc. electrodes to code quality standards in the flat, horizontal, vertical, and overhead positions
• Demonstrate common weld joints to API 1104 & ASME Section IX code standards on pipe in all positions (methods will be demonstrated and practiced)
• Demonstrate layout of various pipe joint configurations such as; butt joints, saddles, 90’s, take-offs, and flanges to API 1104 & ASME Section IX code quality standards.
• Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances

• Interpret and apply WPS or Weld Procedure Specifications

• Repeat/continued practice in Oxy fuel cutting and Scarfing (OFC)

• Demonstrate Air Carbon Arc Cutting (ACAC) and other methods of weldment repairs will be discussed, demonstrated and practiced
REQUIRED TEXT/MATERIALS:

**Textbook**


**Materials & Supplies**

Students are required to purchase and bring safety goggles to all lab sessions; work will not be permitted without the proper safety equipment. A Lab coat and welding gloves should also be purchased for the new welding student, specific tools for lab use and fabrication will be discussed the first class meeting, such as tape measure and grinder more specific tools will be on the equipment list. Other safety equipment, such as welding hood, chipping hammer, etc. will be supplied for the students to use. For GTAW students will also need the following tools; *Tillman Welding Gloves (Rebco. leather) Til 25BL, Small Scratch SS Brush (quantity = 4) Rad 64000449, EWG (Purple) 3/32” Tungsten Electrodes (quantity = 2) Rad 6400224.*

OUTLINE: [Topics taught by week 1-11]
Week 1  API 1104 & ASME Section IX Code and Industrial applications
Week 2  Joint configuration and base metal prep
Week 3  Weld Procedures Specification, WPS Interpretation
Week 4  Blueprint Reading & Symbols interpretation
Week 5  Trouble Shooting equipment, weld flaws & NDE (Non-Destructive Examination)
Week 6  Common Pipe angles and fit up
Week 7  Full penetration welds all positions Pipe
Week 8  T-Y-K welds all positions Pipe
Week 9  High pressure heavy wall welds all positions Pipe
Week 10  Welder Qualification & Destructive Testing
Week 11  Final Exam
**Course No**: WLD 240  
**Course Credit**: 3  
**Lecture Hrs/wk**: 2  
**Lab Hrs/Wk**: 2  
**Practicum Hrs/Wk**: 2  
**Clock Hours**: 44  
**Length of Course**: 11 Weeks  
**Banner enforced Prerequisite**: WLD 140  
**Instructor enforced Prerequisite**: Yes  
**Co-Requisite**:  
**Load Factor**: 3.4  
**Activity Code**: 210  
**CIPS**: 480508

**Course Title**: Blueprint Reading II  
**Developed By**: Ian Fisher  
**Development Date**: 11/18/2013  
**Revision Date**: October 2014

**COURSE DESCRIPTION**: WLD 240: Blueprint Reading - II (3)

This course develops knowledge and manipulative skills in advanced print reading and sketching. Reading and interpretation of shop drawings, piping, hydraulic & numeric lines, valves, gates and electrical symbols will be studied as well as welding symbols, lines types, and notation. This class will also assist graduates in a better understanding of API – 1104 & ASME Section IX national pipe welding standards and code requirements for high pressure vessels. This is an outcome based course utilizing a lecture, demonstrations and, lab formats. This course includes, but is not limited to: classroom discussions, multimedia presentations, and lab demonstrations covering technical skills. Registration Enforced Prerequisite/Co-requisite: WLD 140

**COURSE OUTCOMES**:

*Skills Building and Development*

- Build upon the skills learned in previous welding and blueprint reading classes with a continuing emphasis on the fundamentals and mechanics of drawing and symbols interpretation
- Demonstrate professional work habits including ethics & soft skills
• Recognize, implement, and convert different scales and units of measurement (standard & metric)

• Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances; all weld symbols are accordance to AWS, API 1104 & ASME Section IX standards.

• Demonstrate Common Piping Angles and Their Solutions
• Demonstrate Solving Rolling Offsets
• Demonstrate True "Y" Layout
• Demonstrate Pipe Circumference Divided Into Equal Parts
• Demonstrate Angles Between Bolt Holes of Flanges
• Demonstrate Concentric Reducer Layout
• Demonstrate Eccentric Reducer Layout
• Demonstrate Laying Out Bolt Holes In Flanges
• Demonstrate Laying Out Ordinate Lines and Lengths
• Demonstrate Tank Coil Layout
• Demonstrate Layout of Centers of 15°, 22 1/2°, 30°, & 60° Butt Weld Elbows Cut From 90° Long Radius Elbows

• Demonstrate layout of various pipe joint configurations such as; butt joints, saddles, 90’s, take-offs, and flanges to API 1104 & ASME Section IX code quality standards.

• Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances

• Interpret and apply WPS or Weld Procedure Specifications

• Interpret shop drawings, piping, hydraulic & numeric lines, valves, gates and electrical symbols, as well as, welding symbols, lines types, and notation
REQUIRED TEXT/MATERIALS:

Textbook

Materials & Supplies
Students are required to purchase and bring a T-square, engineers scale, compass, protractor, 30-60-90 & 45-90 triangles, pencil, eraser, clear 8½ x 11 paper to all lecture sessions. ACAD experience will also be necessary as most of the labs will require the use of this software for illustration purposes. Class work will often consist of completing drawings, either hand drawn with traditional drafting tools and methods, and or ACAD drawings. The specific materials for this class will be discussed at length the first class meeting.

OUTLINE: [Topics taught by week 1-11]
Week 1  API 1104 & ASME Section IX Code and Industrial applications
Week 2  Review of line types, 3-view drawings, and basic blueprint reading
Week 3  Weld Procedures Specification, WPS Interpretation
Week 4  Advanced Blueprint Reading & Symbols interpretation
Week 5  Hydraulic Symbols Interpretation
Week 6  Pneumatic Symbols Interpretation
Week 7  Electrical Symbols Interpretation
Week 8  NDE – Non-Destructive Examination Symbols Interpretation
Week 9  Design of piping systems
Week 10  Design of piping systems
Week 11  Final Exam
Course Title: **GTAW II – Gas Tungsten Arc Welding - II**
Developed By: **Ian Fisher**
Development Date: **11/18/2013**
Revision Date: **October 2014**

**COURSE DESCRIPTION:** **WLD 251: Gas Tungsten Arc Welding GTAW - II (3)**

Develops knowledge and manipulative skills using the Gas Tungsten Arc Welding process on mild steel, stainless steel, and aluminum. This class will cover API 1104 code requirements for high pressure vessel type joint configurations. Weld manipulation and techniques will cover all positions on both pipe and plate applications. This course will cover safety, users, nomenclature, equipment, operation, setup, and shut down procedures. This is an outcome based course utilizing both the lecture/lab format. This course includes classroom discussions, video, and lab demonstrations in the development of technical skills. Registration Enforced Prerequisite/Co-requisite: WLD 150

**COURSE OUTCOMES:**

**Safety practices**

- Upon completion of this course, the successful student will continue to follow safe working practices demonstrated and tested on in WLD 101 and function safely in the UCC Welding Shop.

**Skills Building and Development**
• Build upon the skills learned in previous welding classes with a continuing emphasis on the fundamentals and mechanics of welding
• Demonstrate professional work habits including ethics & soft skills
• Recognize and perform Machine setup
• Demonstrate skills in polarity AC, DCEN, DCEP
• Demonstrate weld pool manipulation All Positions (e.g. weave patters why, when to, and how)
• Demonstrate Bend Test Specimens All Positions
• Demonstrate Welding of Pipe (1G, 2G, 3G, 4G, 5G, 6G and 6GR)
• Demonstrate API 1104 GTAW Performance Qualifications (Carbon, Stainless, Aluminum)
• Operate PAC or Plasma Arc Cutting systems in accordance with industry standards
• Demonstrate a basic understanding of GTAW, advantages & disadvantages, operating characteristics, and uses.
• Know and practice all five common weld joints (Butt, Corner, Tee, Lap, & Edge joints)
• Demonstrate API 1104 weld joints with commonly used electrodes such as; ER70S-6, ER308L, and ER4043, etc. electrodes to code quality standards in the flat, horizontal, vertical, and overhead positions
• Demonstrate common weld joints to API 1104 code standards on pipe in all positions (methods will be demonstrated and practiced)
• Demonstrate layout of various pipe joint configurations such as; butt joints, saddles, 90’s, take-offs, and flanges to API 1104 code quality standards.
• Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances
• Interpret and apply WPS or Weld Procedure Specifications
• Repeat/continued practice in Oxy fuel cutting and Scarfing (OFC)
• Demonstrate Air Carbon Arc Cutting (ACAC) and other methods of weldment repairs will be discussed, demonstrated and practiced
REQUIRED TEXT/MATERIALS:

**Textbook**


**Materials & Supplies**

Students are required to purchase and bring safety goggles to all lab sessions; work will not be permitted without the proper safety equipment. A Lab coat and welding gloves should also be purchased for the new welding student, specific tools for lab use and fabrication will be discussed the first class meeting, such as tape measure and grinder more specific tools will be on the equipment list. Other safety equipment, such as welding hood, chipping hammer, etc. will be supplied for the students to use. For GTAW students will also need the following tools; **Tillman Welding Gloves (Rebco. leather) Til 25BL, Small Scratch SS Brush (quantity = 4) Rad 64000449, EWG (Purple) 3/32” Tungsten Electrodes (quantity = 2) Rad 6400224.**

OUTLINE: [Topics taught by week 1-11]

Week 1  API 1104 Code and Industrial applications of GTAW
Week 2  Joint configuration and base metal prep
Week 3  Base metals properties and welding techniques
Week 4  Filler metals, selection of type, diameter
Week 5  Trouble Shooting equipment, weld flaws & NDE (Non-Destructive Examination)
Week 6  GTAW Pipe 2G
Week 7  GTAW Pipe 5G
Week 8  GTAW Pipe 6G
Week 9  GTAW Pipe 6GR
Week 10  Welder Qualification & Destructive Testing
Week 11  Final Exam
Course Title: **GTAW – Gas Tungsten Arc Welding - III**
Developed By: **Ian Fisher**
Development Date: **11/11/2013**
Revision Date: **October 2014**

**COURSE DESCRIPTION:** **WLD 252: Gas Tungsten Arc Welding GTAW - III (3)**

Develops knowledge and manipulative skills using the Gas Tungsten Arc Welding process on mild steel, stainless steel, and aluminum. This class will cover ASME Section IX Boiler and Pressure Vessel Code requirements and joint configurations. Weld manipulation and techniques will cover all positions on both pipe and plate applications. This course will cover safety, users, nomenclature, equipment, operation, setup, and shut down procedures. This is an outcome based course utilizing both the lecture/lab format. This course includes classroom discussions, video, and lab demonstrations in the development of technical skills. Registration Enforced Prerequisite/Co-requisite: WLD 251

**COURSE OUTCOMES:**

**Safety practices**

- Upon completion of this course, the successful student will continue to follow safe working practices demonstrated and tested on in WLD 101 and function safely in the UCC Welding Shop.

**Skills Building and Development**
• Build upon the skills learned in previous welding classes with a continuing emphasis on the fundamentals and mechanics of welding

• Demonstrate professional work habits including ethics & soft skills

• Recognize and perform Machine setup

• Demonstrate skills in polarity AC, DCEN, DCEP

• Demonstrate weld pool manipulation All Positions (e.g. weave patterns why, when to, and how)

• Demonstrate Bend Test Specimens All Positions

• Demonstrate Welding of Pipe & Plate (1G, 2G, 3G, 4G, 5G, 6G and 6GR)

• Demonstrate ASME Section IX Performance Qualifications (Carbon, Stainless, Aluminum)

• Operate PAC or Plasma Arc Cutting systems in accordance with industry standards

• Demonstrate a basic understanding of GTAW, advantages & disadvantages, operating characteristics, and uses.

• Know and practice all five common weld joints (Butt, Corner, Tee, Lap, & Edge joints)

• Demonstrate welds using common base metals such as Carbon, Stainless, & Aluminum according to ASME Section IX code quality standards in the flat, horizontal, vertical, and overhead positions

• Demonstrate ASME Section IX weld joints with commonly used electrodes such as; ER70S-6, ER308L, and ER4043, etc. electrodes to code quality standards in the flat, horizontal, vertical, and overhead positions

• Demonstrate common weld joints to ASME Section IX code standards on pipe in all positions (methods will be demonstrated and practiced)

• Demonstrate layout of various pipe joint configurations such as; butt joints, saddles, 90’s, take-offs, and flanges to ASME Section IX code quality standards.

• Interpret drawings and symbols to accurately layout a project; prepare and assemble to specified tolerances

• Interpret and apply WPS or Weld Procedure Specifications

• Repeat/continued practice in Oxy fuel cutting and Scarfing (OFC)

• Demonstrate Air Carbon Arc Cutting (ACAC) and other methods of weldment repairs will be discussed, demonstrated and practiced
REQUIRED TEXT/MATERIALS:

**Textbook**


**Materials & Supplies**

Students are required to purchase and bring safety goggles to all lab sessions; work will not be permitted without the proper safety equipment. A Lab coat and welding gloves should also be purchased for the new welding student, specific tools for lab use and fabrication will be discussed the first class meeting, such as tape measure and grinder more specific tools will be on the equipment list. Other safety equipment, such as welding hood, chipping hammer, etc. will be supplied for the students to use. For GTAW students will also need the following tools; **Tillman Welding Gloves (Rebco. leather) Til 25BL, Small Scratch SS Brush (quantity = 4) Rad 64000449, EWG (Purple) 3/32”**

**Tungsten Electrodes (quantity = 2) Rad 6400224.**

OUTLINE: [Topics taught by week 1-11]

Week 1  ASME Section IX Code and Industrial applications of GTAW
Week 2  Joint configuration and base metal prep
Week 3  Base metals properties and welding techniques
Week 4  Filler metals, selection of type, diameter
Week 5  Trouble Shooting equipment, weld flaws & NDE (Non-Destructive Examination)
Week 6  GTAW Pipe 2G
Week 7  GTAW Pipe 5G
Week 8  GTAW Pipe 6G
Week 9  GTAW Pipe 6GR
Week 10 Welder Qualification & Destructive Testing
Week 11 Final Exam
Course Title: Foundations of Learning Assistance
Developed By: Terrance Bradford
Revision Date: Fall 2014

**COURSE DESCRIPTION:** The purpose of this course is to introduce students to the field of learning assistance and the methods of effective tutoring. Students will be introduced to various topics that include but not limited to:

1. Basic Tutoring Procedures
2. Effective Communication Strategies
3. Individual and Group Dynamics in learning assistance
4. The Role of Cultural Awareness and Understanding Culture Shock
5. Using Praise Effectively
6. The Socratic Method
7. Andragogy vs. Pedagogy
8. Critical Thinking
9. Thinking Ruts and Procrastination

Successful completion of this course will result in Advanced Certification for Tutoring and Learning Assistance, as well as a prerequisite for Academic Coaching certification.

**COURSE OUTCOMES:** Students will be able to:

- Improve their ability to analyze and incorporate appropriate ethics, etiquette and techniques within tutoring sessions.
- Learn the primary steps to prepare for the initial tutoring session with a new student and develop a basic lesson plan outline for later ones.
- Demonstrate understanding and use of better listening, speaking and non-verbal skills as well as strategies to improve tutor/student communication.
- Identify the primary distinctions between individual and small group tutorial sessions and list strategies for each type of situation
- Demonstrate how to manage small group tutoring sessions.
• Identify how verbal tone and emphasis alter the meaning of a spoken message.
• Understand how the four stages of culture shock relate to students.
• Study the use of effective versus ineffective use of praise during a tutorial session.
• Demonstrate Socratic questioning skills in an andragogical tutoring setting.
• Experience why critical thinking skills are important to one’s own academic and personal choices and to the academic and personal choices of students.
• Learn the common causes of student procrastination and how they can be avoided.
• Improve their ability to analyze and incorporate appropriate ethics, etiquette and techniques within tutoring sessions.
• Learn how to guide the student in creating an effective learning environment by creating appropriate study areas, understanding study preferences, and finding ways to actively engage in the process of academic studying.
• Review FERPA, HIPAA, IDEA, the Rehabilitation Act and the ADA and their impact on learning assistance.
• Analyze and select appropriate strategies for dealing with difficult students and the reasons why tutors must refrain from “labeling”.

**REQUIRED TEXT/MATERIALS:**

- Crossroads of Learning Workbook
- Composition Book for Notes and Journaling

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

**Week 1**

Level 1 topics:

1. Balancing Your Roles and Ethics, Etiquette and Technique
2. Basic Tutoring Procedures
3. Effective Listening Strategies

**Week 2**

Level 1 topics

4. Effective Speaking
5. Non-Verbal Communication
6. Individual and Group Dynamics
7. Using Praise Effectively
Week 3
Level 1 topics:
8. Cultural Awareness and Culture Shock
9. The Socratic Method
10. Critical Thinking, Thinking Ruts and Procrastination

Week 4
Level 2 topics:
1. Tutor Ethics
2. Prescriptive Learning
3. Assessment Methods
4. Bloom’s Taxonomy

Week 5
Level 2 topics:
5. Learning Styles
6. Test Prep
7. Barriers to Effective Reading

Week 6
Level 2 topics:
8. SQ3R Reading
9. Reading and Writing Development

Week 7
Level 3 topics:
1. Building Relationships
2. Dealing with Difficult Students and Situations
3. Conflict Resolution
**Week 8**
Level 3 topics:
4. Recognizing When You Need Assistance
5. Short and Long Term Benefits of Time Management
6. Causes of Stress and How to Reduce it

**Week 9**
Level 3 topics:
7. FERPA, HIPAA, IDEA, the Rehabilitation Act, and the ADA
8. Sexual Harassment
9. Copyright Issues

**Week 10**
Level 3 topics:
10. Leadership Development
COURSE OUTLINE

Course No:

Clock Hours: 100

Length of Course: 11 WEEKS

Course Title: College Literacy

Instructor: Terrance Bradford       Email: Terrance.Bradford@umpqua.edu

Development Date: FA 14       Phone: (541) 440-7689

Revision Date: 10.13.14

COURSE DESCRIPTION:

The aim of College Literacy is developing students critical reading, writing, and digital literacy skills necessary for college success and beyond. This student-centered course is offered as apart of the dedicated learning community which supports students cognitive and affective growth while embracing service learning and career exploration. The course is also designed to develop and support students’ online learning experiences and familiarity for success in other courses utilizing an online learning management system (LMS).

Created under the Kaleidoscope Project http://www.project-kaleidoscope.org/, which was funded by a Next Generation Learning Challenges Wave One grant, this course utilizes high-quality, peer reviewed and free OER (Open Educational Resources), which are embedded within the LMS (learning management system) and accessible via the Internet. This means students do not need to purchase textbooks.

COURSE OBJECTIVES:

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

1) Describe their individual learning styles and academic and career interests through inventories, research, and service learning opportunities.

   • Skills Emphasis: College Success & Workplace Readiness - Bloom’s Level 2
2) Apply learning strategies and campus resources for improving self-efficacy, resilience, time-management, study and test-taking skills, and budgeting.
   - Skills Emphasis: College Success and Workplace Readiness - Bloom’s Level 3

3) Apply digital literacy and technology skills related to online learning, applications, and netiquette for college and career success.
   - Skills Emphasis: Digital Literacy - Bloom’s Level 3

4) Describe the reading process and reading strategies to develop active reading skills for comprehension.
   - Skills Emphasis: Reading - Bloom’s Level 1

5) Analyze text to determine purpose, point of view, tone, and intended meaning.
   - Skills Emphasis: Reading - Bloom’s Level 4

6) Apply the writing process to interpret assignments, generate ideas, organize responses, revise, and edit.
   - Skills Emphasis: Writing - Bloom’s Level 3

7) Evaluate written responses using Standard Edited English reflecting attention to purpose, audience, arrangement, paragraphing, and style.
   - Skills Emphasis: Writing - Bloom’s Level 5

8) Analyze the relationship among ideas in written material and critically respond to text as writers.
   - Skills Emphasis: Reading & Writing - Bloom’s Level 4

To reach these outcomes, this course will focus on reading and writing as active and recursive processes encompassing different strategies for critical college literacy skills, including those related to digital technology and information literacy for success in college and beyond.

**REQUIRED TEXT/MATERIALS:**

- **No Required Texts**: This course utilizes OER (Open Educational Resources), which are high-quality, free materials. The OER are imbedded within the online Learning Management System (LMS). Students do not need to purchase texts.
- **Online Requirement**: To reduce the use of paper, all student work is submitted electronically via the LMS as directed.
OUTLINE:

- **Week 1:** Course Success Preparation; The Learning Cycle; Time Management; Literacy Narrative
  - Pre-Course Survey
  - How to Get Started
  - Course Success
  - Protecting Your Online Reputation
  - Twitter, Google Drive and WordPress
  - The Learning Cycle
  - Feynman Technique of Learning
  - Time Management and Battling Procrastination
  - Literacy Narrative

- **Week 2:** Active Processes of Learning, Reading, and Writing; Reading Strategies and Overview of Course Projects
  - Active Learning
  - Active Reading
  - The Writing Process
  - Reading Strategies
  - Course Projects

- **Week 3:** Annotating Media, Writing Strategies & Illustration/Example Essay
  - Annotating Media
  - Writing Strategies
  - Illustration/Example Essay

- **Week 4:** Career Exploration and Joining a Writing Community
  - Career and Interview Project Preparation
  - Major/ Journal Career Analysis
  - Developing Interview Skills

- **Week 5:** Revision (Grammar/Mechanics Mini-lessons) and Career Interview Project
  - Grammar/ Mechanics Report
  - Revise Literacy Narrative
  - Illustration/Example Essay Revision
  - Grammar/ Mechanics Mini-Lessons

- **Week 6:** Information Literacy, Annotated Bibliography and Campus/Community Activities Group Project
  - Information Literacy
  - Finding Quality Sources
  - Effective Searching
  - Website Evaluations
  - Citing Sources
  - Annotated Bibliography
  - Campus Community Activities Group Project

- **Week 7:** Academic Success Skills; Communication & Feedback; Compare and Contrast Essay
  - Communication and Feedback
  - Listening
• Nonverbal Communication
• Communicating with Instructors
• Feedback and Setting Goals
• Compare and Contrast Essay Introduction
• Writing for Success: Compare/ Contrast
• Academic Success Skills Introduction
• Preparing for and Taking Tests
• Listening, Taking Notes, Remembering
• Improving Memory
• **Week 8: Financial Literacy**
  o Financial Literacy Introduction
  o Credit Cards
  o Financial Planning
  o Service Learning Project
• **Week 9: Sharing Knowledge with Public Speaking**
  o Introduction to Sharing Knowledge with Public Speaking
  o Service Learning Project Feedback
• **Week 10 & 11: Portfolio Development and Final Reflection**
  o Introduction to the Portfolio
  o Portfolio Part 1: Reflection
  o Portfolio Part 2: Best Work
  o Portfolio Part 3: Post Course Plans
Course No: HD 107
Course Credit: 2
Lecture Hrs/wk: 2
Lab Hrs/Wk: Lecture/Lab Hrs/Wk: Practicum Hrs/Wk: Clock Hours: 22
Length of Course: 11 Weeks
Banner enforced Prerequisite: none
Instructor enforced Prerequisite: none
Co-Requisite: Enrollment in the Practicing Success Cohort which consists of: RD 90, WR 95, & HD 136
Load Factor: 2
Activity Code: 100
CIPS: 130101

 COURSE TITLE: Practicing Success with Emotional Intelligence
Developed By: Terrance Bradford
Revision Date: Fall 2014

 COURSE DESCRIPTION: This course is designed to enhance the college experience of students enrolled in the Practicing Success Dedicated Learning Community at UCC and those that independently choose to enroll for enrichment through instructive and supportive aid. Students will learn to cultivate traits, skills and habits that will lead them to achieving success and happiness in both college and career.

 COURSE OUTCOMES: Students will be able to:
- Connect with college faculty
- Define success beyond the normal academic and financial metrics
- Explore practical techniques based on brain research that will enable them to start positive thought patterns
- Discuss how to achieve social awareness and use this to successfully navigate the college experience
- Identify and utilize support services
- Apply the technique of Appreciative Inquiry to college success
- Understand the basics of neuroscience as it relates to skill development
- Exploit underutilized facets of thinking to encourage creativity and problem solving
- Address personal biases that prevent sound decision making
- Apply learning techniques that result in deliberate learning
- Understand the struggles of change
REQUIRED TEXT/MATERIALS:
Driving Performance by Dr. Mushtak Al-Atabi
Composition Book for Notes and Journaling

OUTLINE: [Topics taught by week 1-10.]
Week 1 Introduction; What is Success?
Week 2 Emotional Intelligence
Week 3 Law of Attraction
Week 4 Self Awareness
Week 5 Accurate Self Assessment
Week 6 Vision and Mission
Week 7 Setting SMART Goals and Utilizing Supportive Services
Week 8 Growing Your Success
Week 9 Social Awareness and Empathy
Week 10 Relationship & Conflict Management/ Communication for Success
Week 11 The Final
Course No: MTH 98
Course Credit: 4
Lecture Hrs/wk: 16
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 0
Practicum Hrs/Wk: 0
Clock Hours: 44
Length of Course 11 weeks
Banner enforced Prerequisite: MTH 60 or placement into MTH 65 or above
Instructor enforced Prerequisite:
Co-Requisite:
Load Factor: 4.0
Activity Code: 351 Post-
Secondary Remedial, Math

Course Title: Math Literacy
Developed By: Dee Winn
Development Date: 10-13-14
Revision Date:
Review Date:

COURSE DESCRIPTION: Math 98 provides algebra, quantitative reasoning, and problem-solving skills needed in Math 105 and in other college courses in programs not requiring calculus or trigonometry. For students who do not need calculus or trigonometry, Math 98 is an alternative to Math 65/95 as a pathway to Math 105.

COURSE OUTCOMES: Upon successful completion of this course the student will:

1. Engage effectively with contextual and open-ended mathematical problems.
   a. Interpret quantitative information presented numerically, verbally, or graphically.
   b. Create and use mathematical models.
   c. Demonstrate critical thinking in quantitative settings.
   d. Express mathematical ideas verbally and in writing.
   e. Make appropriate use of calculators.

2. Demonstrate mathematical skills for college readiness
   a. Numeracy: Perform operations with rational numbers; use unit analysis.
   b. Algebra: Simplify expressions; solve linear equations and proportions.
   c. Geometry: Apply perimeter, area, similarity, and the Pythagorean Theorem.
   d. Analytic Geometry: Graph linear equations and use slope-intercept form.
   e. Statistics: Interpret frequency graphs and measures of central tendency.
COURSE OUTCOMES:

1. Understand the basic physiology behind the senses of sight, taste and smell.
2. Recognize some common wine aroma and taste compounds.
3. Understand the importance of the components of balance in wine (i.e. how acidity, sweetness, bitterness, astringency, and ethanol content effect balance).
4. Recognize the flavor and aroma of different wine styles.
5. Recognize the aroma and flavor of common wine defects.
6. Understand the effectiveness of the different types of sensory experiments and the rigor required to obtain meaningful sensory data.
7. **Interpret statistical analysis of sensory data obtained during laboratory sessions.**
8. Interpret basic sensory analysis data in research and trade papers.
9. Understand personal taste and aroma thresholds, including potential sensory weaknesses.
10. Follow sound tasting procedure and tasting etiquette.
11. Write detailed and evocative tasting notes.
COURSE OUTLINE:

Week 1   Intro and Training
Week 2   Tasting Technique
Week 3   The Senses - Vision
Week 4   The Senses - Smell
Week 5   The Senses - Taste & Mouthfeel
Week 6   Wine Styles, Red Table, White Table
Week 7   Wine Styles, Dessert and Sparkling
Week 8   Wine Faults
Week 9   Blending and Quality in Wine
Week 10  Descriptive and Statistical Analysis
Course No: VE203
Course Credit: 4.3
Lecture Hrs/wk: 4.2
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 2.1.5
Practicum Hrs/Wk: 0
Clock Hours: 22 38.5
Length of Course: 11
Banner enforced Prerequisite: Age 18
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 1.4 3.05
Activity Code: 210 CTE

Preparatory
CIPS: 019999

Course Title: Wines of the World
Developed By: Greg Fishwick
Development Date: 1/30/2008
Revision Date: 10/16/2014
Review Date:

COURSE DESCRIPTION:
History, viticultural practices and winemaking styles of major wine regions, including particulars about climate, soil, varietals and unique facets of each. Class includes sensory assessment of representative samples. Students must be at least 18 years of age. 2 lecture, 1.5 lecture/lab hrs/wk. F

COURSE OUTCOMES:
Upon completion of this class the student will be able to:
Identify world wines regions.
Understand the basic effects that climate, viticultural practices, and winemaking style have on the qualities of a particular wine type.
Describe the characteristics of individual wine producing areas.
List grape varieties and wine types produced in different areas.
Demonstrate a basic understanding of the diversity of wine types and styles.
Critically analyze how the climate, culture, history, religion, or environment effects a particular wine region in terms of grape varieties, wine styles, or viticultural practices.
Week 1  Introduction to the World of Wine, Grape varieties and Wine Processing
Week 2  Special Wine Styles, How to Taste
Week 3  Old World Part 1 - AOC laws and France - Burgundy/Chablis, Rhone
Week 4  Old World Part 2 - France - Bordeaux, Champagne, Loire, Alsace
Week 5  Old World Part 3 - Germany, Eastern Europe, Mediterranean
Week 6  Old World Part 4 - Italy
Week 7  Old World Part 5 - Spain, Portugal
Week 8  New World Part 1 - USA labels, CA, OR, WA, NY, Canada
Week 9  New World Part 2 - Chile, Argentina, South Africa, Australia, New Zealand, Others
Week 10 Opening/Serving, Serving Temp., Food and Health, and Final Exam
Course Title: Wines of the Pacific Coast
Developed By: **Greg Fishwick**
Development Date: 1/30/2008
Revision Date: 10/16/2014
Review Date:

**COURSE DESCRIPTION:**

History, viticultural practices and winemaking styles of the Pacific region, including particulars about climate, soil, varietals and unique facets of Chile, Argentina, California, Oregon, Washington, and British Columbia. Class includes sensory assessment of representative samples. Students must be at least 18 years of age. 

**COURSE OUTCOMES:**

Upon completion of this class the student will be able to:
Identify the major wines regions along the eastern Pacific Coast.
Identify the most important viticultural and enological practices used within the wine regions of the Pacific Coast.
Evaluate and describe the typical wines produced in these regions.
Describe the distinguishing characteristics of the major wine producing areas in these regions.
List wine types produced in the Pacific Coast wine producing areas.
Evaluate the quality of wines from particular Pacific Coast wine producing areas.
Compare the characteristics of similar wine types from different Pacific Coast wine producing areas.
Critically analyze how the climate, culture, history, religion, or environment effects a particular wine region in terms of grape varieties, wine styles, or viticultural practices.
COURSE OUTLINE:

Week 1  Intro and Tasting Wines
Week 2  Wines of Chile and Argentina
Week 3  Wines of California, Part I
Week 4  Wines of California, Part II
Week 5  Wines of California, Part III
Week 6  Wines of Oregon
Week 7  Wines of Washington, Part I
Week 8  Wines of Washington, Part II
Week 9  Wines of British Colombia, Canada
Week 10 Wine and Food, Aging Wines, and Wine and Health