Instructional Council
Meeting Agenda
3:300 PM-5:00 PM
January 28, 2014
SNY 15

Roxanne Kelly, VPI Lisa Fields (Sec.) Jason Aase Debbie Hill
Jesse Morrow Martha Joyce Marie Gamblill Rick Aman
David Farrington Ali Mageehon Cheryl Yoder Mandie Pritchard
Paula Usrey Amy Fair Sandy Hendy Susan Rochester
David Hutchison Chris Grant Ken Carloni Dee Winn
Michelle Bergmann Joan Campbell Clay Baumgartner

Approval of Instructional Council Minutes- November 12, 2013 Pages 3-4

Approval of Curriculum Committee Consent Agenda (below)

Curriculum Committee Consent Agenda

<table>
<thead>
<tr>
<th>WR 227- Technical Report Writing</th>
<th>Course Revision</th>
<th>Amy Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Certificate</td>
<td>Program Revision</td>
<td>Bill Armstrong</td>
</tr>
<tr>
<td>Entry Management Programs</td>
<td>Program Revision</td>
<td>Bill Armstrong</td>
</tr>
<tr>
<td>AAS-Marketing</td>
<td>Program Revision</td>
<td>Deborah Gresham</td>
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</table>

New Programs:

<table>
<thead>
<tr>
<th>Certificate: Emergency Medical Services</th>
<th>Course Outlines Included: EMS 151/152/175</th>
<th>Roger Kennedy</th>
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<tbody>
<tr>
<td>Certificates:</td>
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<tr>
<td>CIS 1 Year Certificate</td>
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<tr>
<td>Junior Web Developer Certificate</td>
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<td>Junior DBA Certificates</td>
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<td>Junior Programmer Certificate</td>
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<td>Server Administrator Certificate</td>
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New Courses:

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<thead>
<tr>
<th>PE 185 AB- Advanced Baseball</th>
<th>Course Outlines Included: permission to proceed.</th>
<th>Cheryl Yoder</th>
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<tbody>
<tr>
<td>PE185 PB- Physical Conditioning Baseball</td>
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<tr>
<td>PE 185 SB- Baseball Strategies</td>
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<td>BA-Social Media Marketing</td>
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<td>Deborah Gresham</td>
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<tr>
<td>HD 136- Strategies for Success</td>
<td>Approval for Human Relation Course</td>
<td>Nancy Nowak</td>
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<tr>
<td>WLD 150-Gas Tungsten Arc Welding</td>
<td>Catalog Descriptions Included</td>
<td>Ian Fisher</td>
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<tr>
<td>WLD 240- Blueprint Reading II</td>
<td></td>
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<tr>
<td>WLD 222- Pipe Welding &amp; Fitting</td>
<td>Catalog Description Included</td>
<td>Ian Fisher</td>
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<tr>
<td>WLD 223- Pipe Welding &amp; Fitting</td>
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<tr>
<td>GTAW 251- Gas Tungsten ARC Welding</td>
<td>Catalog Description Included</td>
<td>Ian Fisher</td>
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### Program Revisions:

<table>
<thead>
<tr>
<th>Welding</th>
<th>Adding New Courses</th>
<th>Ian Fisher</th>
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<tbody>
<tr>
<td>WLD 150; WLD 222; WLD 223; WLD 240; GTAW II 251; GTAW II 252</td>
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<tr>
<td>AAS- Human Services</td>
<td></td>
<td>Stephen Cable</td>
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<td>AAS- Criminal Justice</td>
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### Course Revisions:

<table>
<thead>
<tr>
<th>BI 212- Principles of Biology</th>
<th>Ken Carloni</th>
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### Information Items:

- **CT&E Disciplines/Studies for Engineering**- Clay Baumgartner
- **Minor additions for catalog purposes**- Paula Usrey
  - ECON 201 (Micro)
  - ECON 202 (Macro)
  - ECON 203 (Global)
- **Scheduling of 5 Credit Classes**- Dee Winn
- **Frequency of offering MTH’s 241 & 241**- Dee Winn
- **Early Alert Network**- Mandie Pritchard
- **Course Evaluations System**- Roxanne Kelly
- **Independent Study**- Debbie Hill
- **Last Chance for Input**- New Curriculum Committee/Instructional Council Forms:
  - Follow the links to review new Curriculum/Instructional Council forms.
  - Email Joan with any additions or comments. The plan is to get these implemented by spring term 2014.
    - **New Program Form**: [https://docs.google.com/forms/d/1d64mTsPuy_hrEmR5uZLrTeA7Xra_oKbMGXLerDgZ0Zw/viewform](https://docs.google.com/forms/d/1d64mTsPuy_hrEmR5uZLrTeA7Xra_oKbMGXLerDgZ0Zw/viewform)
    - **New Course Form**: [https://docs.google.com/forms/d/1UQcF1IViakKChoi-gK_skSGIkes_GgKDTPZJ1L2ME8/viewform](https://docs.google.com/forms/d/1UQcF1IViakKChoi-gK_skSGIkes_GgKDTPZJ1L2ME8/viewform)
    - **Program Revision Form**: [https://docs.google.com/forms/d/1Q8EUSBmZmp0aNw1BnfpBFyLY57ZckJtCbGh sbF_mU/viewform](https://docs.google.com/forms/d/1Q8EUSBmZmp0aNw1BnfpBFyLY57ZckJtCbGh sbF_mU/viewform)
    - **Course Revision Form**: [https://docs.google.com/forms/d/1J4fpCVnS4cIW5negLb8pnsDF7y-rjX-eEWj57T1bX94/viewform](https://docs.google.com/forms/d/1J4fpCVnS4cIW5negLb8pnsDF7y-rjX-eEWj57T1bX94/viewform)
Approval of Instructional Council Minutes- October 12, 2013

Approval of Instructional Council Agenda- November 12, 2013

Curriculum Committee Consent Agenda

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<th>Course Title</th>
<th>Action</th>
<th>Instructor</th>
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<tr>
<td>CH 221</td>
<td>General Chemistry</td>
<td>Adding Pre-Requisites</td>
<td>Ken Carloni</td>
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<tr>
<td>MTH 243</td>
<td>Introduction to Probability &amp; Statistics</td>
<td></td>
<td>Mariah Beck</td>
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<tr>
<td>MTH 251</td>
<td>Calculus I</td>
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<td>Mariah Beck</td>
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<tr>
<td>SP 111</td>
<td>Fundamentals of Public Speaking</td>
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<td>Paula Usrey</td>
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<tr>
<td>MED 260</td>
<td>Beginning Medical Transcription</td>
<td></td>
<td>Bettie Wright</td>
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<tr>
<td>WR 115; WR 121; WR 122; WR 123 WR 227; WR 241; WR 242; WR 243 ENG 104; ENG 105; ENG 106; ENG 107 ENG 108; ENG 109; ENG 201; ENG 202 ENG 203; ENG 204; ENG 205; ENG 206 ENG 250; ENG 253; ENG 254; ENG 255</td>
<td></td>
<td>Amy Fair</td>
<td></td>
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<tr>
<td>Administrative Assistant AAS to Executive Business Assistant AAS</td>
<td>Embed six (6) credit of CWE in the Program</td>
<td>Martha Joyce</td>
<td></td>
</tr>
<tr>
<td>CIS Program Descriptions: 2014-2015 Catalog Descriptions Course Revisions &amp; Course Outcomes CIS 090; CIS 092; CIS 094; CIS 096; CIS 096</td>
<td></td>
<td>Vincent Yip</td>
<td></td>
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<tr>
<td>ENGR 245</td>
<td>Engineering Graphics</td>
<td>Previously DRF 245</td>
<td>Clay Baumgartner</td>
</tr>
<tr>
<td>CIV 114</td>
<td>CAD- Civil 3D</td>
<td>Previously DRF 114</td>
<td>Clay Baumgartner</td>
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<tr>
<td>GIS 134</td>
<td>Introduction to GIS (GIS I)</td>
<td>Previously DRF 134</td>
<td>Clay Baumgartner</td>
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<tr>
<td>Course Revisions should be lecture/lab hours. # lab hours or 2 lecture/lab hours for 1 credit.</td>
<td>Vincent Yip</td>
<td>M/S/A</td>
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### New Programs:

<table>
<thead>
<tr>
<th>Wine Business &amp; Entrepreneurship Degree</th>
<th>Students will register on the VESTA website. Dwayne will work with Joan Campbell and Ali Magee for state approval.</th>
<th>Chris Lake</th>
<th>M/S/A</th>
</tr>
</thead>
</table>

| Automotive Electrical Technician Career Pathways Certificate **31 Credits** | Course Outlines Included AUT 100; AUT 151; AUT 155; AUT 161; AUT 168; AUT 169; AUT 170 Certificate Approved | John Blakely | M/S/A |

| Automotive Systems Technician Career Pathways Certificate **30 Credits** | Course Outlines Included AUT 250; AUT 259; AUT 260; AUT 263; AUT 286; AUT 289 Approved with one additional credit added to reach 31 credits | John Blakely | M/S/A With Additions Send updated information to Lisa Fields to email to IC for closing the loop. |

Hospitality/Restaurant Industry Cost Controls

**35 Credits: Courses meet AAOT.**

**General Ed Requirement will be added to meet Financial Aid requirements.**

Communication, small group communications with an additional 10 credits of general elective and related Instruction credit. Needs a minimum of 600 Clock hours and 45 credits. Joan Campbell, Ali Mageehon and Michelle Bergmann with work together and Notice of Intent to be completed.

### New Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>PR 185</td>
<td>Pickleball</td>
<td>Cheryl Yoder</td>
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<tr>
<td>CIS 160</td>
<td>Orientation to Computer Science</td>
<td>Clay Baumgartner</td>
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<tr>
<td>CIS 260</td>
<td>Data Structures</td>
<td>Clay Baumgartner</td>
</tr>
<tr>
<td>ENGR 203</td>
<td>Electrical Fundamentals: Signal and Controls</td>
<td>Clay Baumgartner</td>
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<tr>
<td>ENGR 271</td>
<td>Digital Logic Design</td>
<td>Clay Baumgartner</td>
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<tr>
<td>ENGR 272</td>
<td>Digital Logic Design Lab</td>
<td>Clay Baumgartner</td>
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<tr>
<td>CIS 133CS</td>
<td>Introduction to Programming I- Visual C#</td>
<td>Vincent Yip</td>
</tr>
<tr>
<td>CIS 233 CS</td>
<td>Introduction to Programming II-Visual C#</td>
<td>Vincent Yip</td>
</tr>
<tr>
<td>CIS 288M</td>
<td>Microsoft Windows Server Administration II</td>
<td>Vincent Yip</td>
</tr>
<tr>
<td>CIS 289M</td>
<td>Microsoft Windows Server Administration III</td>
<td>Vincent Yip</td>
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### Course Revisions:

<table>
<thead>
<tr>
<th>Program</th>
<th>Revision Details</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>EMT Paramedic Program</td>
<td>Removal of CIS 120</td>
<td>Roger Kennedy</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Revisions &amp; Outlines</th>
<th>Pre-Requisites- Disclaimer in</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Amy Fair</td>
</tr>
</tbody>
</table>
Information Items:

- **Work In Progress**- New Curriculum Committee/Instructional Council Forms:
  Joan Campbell Follow the links to review new Curriculum/Instructional Council forms. Email Joan with any additions or comments. The plan is to get these implemented by spring term 2014.
  - New Program Form: [https://docs.google.com/forms/d/1d64mTsPuy_hrEmR5uZLtTeA7Xra_oKbMGXlerDgZ0Zw/viewform](https://docs.google.com/forms/d/1d64mTsPuy_hrEmR5uZLtTeA7Xra_oKbMGXlerDgZ0Zw/viewform)
  - New Course Form:
    - [https://docs.google.com/forms/d/1UQcF1iViakKChoi-gK_skSGfkes_GgzKDPZJ1L2ME8/viewform](https://docs.google.com/forms/d/1UQcF1iViakKChoi-gK_skSGfkes_GgzKDPZJ1L2ME8/viewform)
  - Program Revision Form: [https://docs.google.com/forms/d/1Q8EUSBmZmp0aSNw1BnfpBfyLY57ZckJtCbGh_sbf_mU/viewform](https://docs.google.com/forms/d/1Q8EUSBmZmp0aSNw1BnfpBfyLY57ZckJtCbGh_sbf_mU/viewform)
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- UCC & OIT Articulation Degree, Bachelor of Science, Geomatics-Surveying- **Information Item shared by Clay Baumgartner**

- Administrative Med Assistant Program- Bettie Wright
  This Program is to be removed from the catalog. It was an emphasis off the Administrative Assistant Program and was replaced with the Medical Office Administration stand-alone AAS program.

- Next Instructional Council Meeting: **January 28, 2014**
Course Number: WR227  
Course Credit: 4  
Lecture Hrs/Wk: 4  
Clock hrs: 44  
Length of Course: 11 wks  
Prerequisite (registration enforced): WR121 with C or better  
Load Factor: 4 ILC  
Activity Code: 100  
CIPS: 090401

Course Title: Technical Report Writing  
Developed by: Melinda Benton  
Date: 2004; revised 2011 (Benton); revised 2014 (Fair)

COURSE DESCRIPTION:

This course stresses principles of clear, concise, effective workplace report writing. Students learn to analyze workplace audience needs, gather information, problem solve, interpret data, draft and rewrite material into informal and formal technical reports.

Writing faculty strongly encourages students to complete WR122 before enrolling in WR227; however, the Banner-enforced prerequisite is the successful completion of WR121 (4 credits) with a grade of C or better.

LEARNER OUTCOMES:

Upon successful completion of this course students should be able to:
1. Practice professional standards and rules for ethical workplace communication. (OWEAC consideration)  
2. Use critical thinking skills to strategically analyze complex workplace issues in order to identify and communicate workable, criteria-driven solutions adapted to specific technical audience’s needs. (OWEAC consideration)  
3. Read, interpret, analyze, and create complex technical and professional documents and visuals (OWEAC+)  
4. Collect, interpret, and incorporate a variety of appropriate research so that communication meets workplace goals and the needs of message stakeholders. (OWEAC consideration)  
5. Integrate research and documentation to support report content by using a discipline-appropriate documentation style (OWEAC)  
6. Use Edited Standard Written English and industry standard templates to address a technical or professional audience (OWEAC-)


COURSE OUTLINE:

Week 1  Definition of Technical Writing  
Key Principles of Technical Writing Style, Work Styles for Audience Adaptation  
Explanation of Term Project (topics, requirements)  
Week 2  Decision Making Model: Critical Thinking for Workplace Decision Making in Problem Analysis  
Criteria: Definition, Purpose, Use, Communication Strategies  
Precise Writing Principles  
Week 3  Memo Templates and Principles  
Week 4  IMRD Report Format: Definition, Purpose, Variations  
Week 5  Proposal Writing  
Gantt Charts  
Week 6  Mechanism Descriptions  
Instructions  
Week 7  Researching a Technical Report: Government Sources, Use of Statistics, Focus, Research Plan, Description of Research Methodology and Materials  
Collaboration Strategies  
Week 8  Primary Research Tips  
Technical Illustrations  
Week 9  Field Tests  
Week 10  Resumes and Agendas  
Week 11  Final Projects Due
Repackage existing courses for a new area of concentration within an existing program

Program is being revised in accordance with recommendations by the General Business Advisory Committee. BA160 Accounting for Managers may be more appropriate for an entrepreneur than BA211 for starting a small business however we plan to retain BA211 as an alternative because the class is transferable and maintains the pathway to the Entry Management degree. Approved elective SDP112 Communicating Effectively in the Workplace is being eliminated from UCC curriculum so the elective will be replaced by BA214 Business Communications.

Other Program Impact:

☐ Instructional costs (staff, materials, equipment, or facilities) are required.
None

☐ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.
None

☐ Impact to other Divisions in terms of classes and staffing.
None

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<tr>
<th>Disposition:</th>
<th>Signature</th>
<th>Date</th>
<th>Recommendation</th>
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<tr>
<td></td>
<td>Director of Curriculum Support</td>
<td>Vice President of Instruction</td>
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Program revision for: Entrepreneurship Certificate

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<th>PROPOSED</th>
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<tr>
<td>(If course are re-designed, attach new course outlines)</td>
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<tr>
<th>Course #</th>
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<td>BA180</td>
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**Approved Electives**

Replace SDP112 Communicating Effectively in the Workplace (3 credits) with BA214 Business Communications (3 credits).
Program is being revised in accordance with recommendations by the General Business Advisory Committee. SDP112 Communicating Effectively in the Workplace is being eliminated from UCC curriculum because the class material is redundant with BA214 Business Communications. Also SP111, WR121, WR122, and WR227 have increased from 3 credits to 4 credits.

Other Program Impact:

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

None

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

None

☐ Impact to other Divisions in terms of classes and staffing.

None

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
Program revision for: Entry Management Program

<table>
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<th>CURRENT</th>
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(If course are re-designed, attach new course outlines)

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<td>BA223</td>
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Document brought forward by: Debi Gresham

Date January 6, 2014
Supervisor Signature:

x Revise             Division: CTE

☐ Reactivate           Program: Marketing, A.A.S.

☐ Delete              Effective for Catalog Year and Term: 2015-2016 Summer

☐ Repackage existing courses for a new area of concentration within an existing program

Per discussion with our advisory board in the fall of 2013, this request is being made to update the requirements and keep the overall credits at the 90/91 level. The change will include the addition of BA253 Social Media Marketing, the addition of BA160 Accounting for Managers, and allow for adjustments in the credits for Writing 121, 122, 227, and Speech 111. To accommodate these proposed changes, the following courses will be removed: CIS125D Microcomputer Applications Database and SP 219 Small Group Discussion.

Would also like to propose a change in wording for one of the Program Outcomes:

Change From:

  • Use appropriate current technology such as computers, fax machines, adding machines, copiers, and other office equipment.

To:

  • Use appropriate current technology such as computers, calculators, copiers, etc.

Other Program Impact:

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

n/a

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

n/a

☐ Impact to other Divisions in terms of classes and staffing.

Disposition:  Signature  Date  Recommendation

Director of Curriculum Support       Vice President of Instruction
Program revision for: Marketing, A.A.S.

### CURRENT

(If course are re-designed, attach new course outlines)

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- Choice of Human Relations course from approved list not already required by program.
Name and title: Roger Kennedy, EMS Program Coordinator

X________________________________________
Supervisor Signature

1. Description of Proposed Program EMT Career Pathways Certificate
   Degree
   ☐ Approved by Advisory Committee (Minutes Attached):
   Certificate (options are 1 year, 2 year, pathways) Pathways
   Division CTE Program EMS
   Effective for Catalog Year and Term 2014-2015

2. Courses proposed for new program (attached) with course outline (forms)

3. Program Outcomes (all courses attached)

4. Facility requirements: Existing facility – embedded certificate

5. Classroom availability: Existing classrooms – embedded certificate

6. Instructor requirements: Existing instructors – embedded certificate

Other Program Impact:

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

This does not require additional instructional costs, as it is an embedded Career Pathways Certificate in an existing degree.

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

☐ Impact to other Divisions in terms of classes and staffing.

No impact – this will, however, lead to completions for students and opportunities for employment as students are working on completing a one-year certificate.

Disposition: ____________________________
Signature ____________________________ Date ____________________________
Recommendation ____________________________
EMT Career Pathways Certificate

PROPOSED COURSES: (Attach course outlines)

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Total Credits of Program 13
Course Title: **EMT Basic B**  
Developed By: Roger Kennedy BS, EMT-P  
Development Date: 12/12 2011  
Revision Date: 12/12/2011  
Instructor:  

**COURSE DESCRIPTION:**  
Term one of a two-term series. EMT Basic is designed to train personnel to respond to emergency situations to render proper treatment in case of sudden emergencies, accidents, or disasters. Course focuses on the recognition and treatment of shock, various medical emergencies, fractures, poisonings, burns, stroke, and heart attack.

**COURSE OBJECTIVES:**  
At the completion of EMT Basic B term the student will be able to:  
- Perform cardio-pulmonary resuscitation following American Heart Association guidelines for Healthcare Providers.  
- Perform patient assessment skills following National Registry guidelines for EMT-Basic  
- Perform airway maintenance and oxygen administration National Registry guidelines for EMT-Basic  
- Recognize signs and symptoms of myocardial infarction, respiratory distress and shock from any and all causes.  
- Control bleeding, provide immobilization, apply splints and treat environmental emergencies following National Registry guidelines for EMT-Basic  
- Recognize and treat diabetic emergencies  
- Upon the completion of the two term course of study successful students will test and certify as National Registry and State of Oregon Emergency Medical Technician- Basic.

**REQUIRED TEXT/MATERIALS:**
Course Outcomes
At the completion of this module, the EMT Basic student will be able to:

1. Define his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers. (NHTSA NSC 1-1)*
2. Recognize and value the importance of personal wellness in EMS and serve as a healthy role model for peers. (NHTSA NSC 1-2)*
3. Recognize the implementation of primary injury prevention activities as an effective way to reduce death, disabilities and health care costs. (NHTSA NSC 1-3)*
4. Discuss the legal issues that impact decisions made in the out-of-hospital environment. (NHTSA NSC 1-4)*
5. Express the role that ethics plays in decision making in the out-of-hospital environment. (NHTSA NSC 1-5)*
6. Apply the general concepts of pathophysiology to the assessment and management of emergency patients. (NHTSA NSC 1-6)*
7. Apply the principles of therapeutic communication to effectively communicate with any patient while providing care. (NHTSA NSC 1-9)*
8. Establish and/or maintain a patent airway, oxygenate, and ventilate a patient. (NHTSA NSC 2-1)*
9. Use the appropriate techniques to obtain a medical history from a patient. (NHTSA NSC 3-1)*
10. Explain the pathophysiological significance of physical exam findings. (NHTSA NSC 3-2)*
11. Integrate the principles of history taking and techniques of physical exam to perform a patient assessment. (NHTSA NSC 3-3)*
12. Apply a process of clinical decision making to use the assessment findings to help form a field impression. (NHTSA NSC 3-4)*
13. Use an accepted format for dissemination of patient information in verbal form, either in person or over the radio. (NHTSA NSC 3-5)*
14. Effectively document the essential elements of patient assessment, care and transport. (NHTSA NSC 3-6)*


Course Prerequisites

Must be age eighteen and a high school graduate of equivalent.
Tested reading skills to ASSET score of 39 or a COMPASS score of 71 or completed RD 90 or equivalent with a grade of “C” or above.
Tested writing skills to ASSET score of 59 or completed WR 115 or equivalent with a grade of “C” or above.
Math skills to ASSET score of 36 or completed Math 20 with a grade of “C” or above.
Students must complete a background check provided by PreCheck. See the orientation packet for details.
Students must complete a fit for duty, physical agility test and a 10 panel drug screen provided by OccuHealth. The drug screen must be negative for tested drugs. See the orientation packet for details.
Students must provide records of the following vaccinations:
- Current PPD test. Date of test within the last year.
- Measles, Mumps and Rubella immunizations (MMR) must be two dates of immunization on record.
- Hepatitis B vaccinations, the first injection must be administered before the start of class and the other injections as they are received.
- Varicella (Chicken Pox) vaccine or a positive titer.
- Tetanus, Diphtheria, Pertussis (TDaP) vaccine if more than five years since last Td.

Student must provide a copy of their valid drivers’ license

Course Corequisites
None

Grading Policy
The following grading scale will apply to all graded work as well as the student’s final grade in the course.

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<tr>
<td>F</td>
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The student must successfully complete final written and practical examinations in order to pass the course regardless of course grade.

Attendance Policy
If a student is going to be absent from class, they must inform instructor by email, phone, or text message as soon as possible prior to class. This will be counted as an excused absence from class. If a student does not notify instructor of absence, this will be counted as an unexcused absence from class. The student will not be able to make up any assignments, quizzes, tests, etc. that occur during an unexcused absence. Any points that are issued in a lab setting, the student will be unable to make up the points. (This applies to any absence from class.)

The Oregon Administrative Rules contain OARs filed through August 15, 2007
DEPARTMENT OF HUMAN SERVICES, PUBLIC HEALTH DIVISION
DIVISION 265
EMERGENCY MEDICAL TECHNICIANS
333-265-0010
(6) Upon successful completion of the didactic, skills laboratory, clinical experience and field internship portion of an approved course and submission of a completed application and the appropriate fee, the student is eligible to take the certification examination(s). Successful completion includes, beginning with the effective date of these rules, completion of all objectives of the didactic curriculum, actual physical attendance of at least 85 percent of the didactic hours and 100 percent of clinical and field internship hours and completion of all required clinical and internship skills and procedures. At the discretion of the course director, scheduled class makeup sessions may be conducted under the instruction of the course director or others chosen by the course director.

Academic Integrity
The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, Umpqua Community College has adopted a code of academic conduct and a statement of student academic integrity. These may be found in the Umpqua Community College Catalog. The violations of academic integrity listed and defined are cheating and plagiarism. It is the student's responsibility to be aware of behaviors that constitute academic dishonesty.

Classroom behavior that interferes with the instructional process is not tolerated. The consequences are addressed in the catalog under Administrative Withdrawal.

Disability Policy
UCC is committed to supporting all students. Any student who feels he or she may need an accommodation for any type of disability should make contact with the Disability Services Office in the Advising and Career Service Center of the Center Building. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the “Approved Academic Accommodations” letter. To request academic accommodations for a disability, please contact a Disability Services. Phone (541) 440-7655 or (541) 440-4610 or Oregon Relay 1-800-735-2900.

- Additional information may be found at the Disability Services web page at: http://www.umpqua.edu/disability-services-home
- New and returning students may access information at: http://www.umpqua.edu/your-first-term
OUTLINE:

Week 1  Intro to EMS; Well being of the EMT; Medical Legal
Week 2  Anatomy & Physiology; Lifting & Moving patients; Airway management
Week 3  CPR-Adult, child, and infant
Week 4  Scene size-up; Assessment; Vital signs; History
Week 5  Patient assessment-medical; Ongoing assessment
Week 6  Communications; Documentation
Week 7  General pharmacology; Respiratory emergencies
Week 8  Cardiovascular emergencies
Week 9  Diabetic emergencies; Altered mental status
Week 10 Acute abdomen; allergic reactions
Course Title: **EMT Basic B**
Developed By: Roger Kennedy BS, EMT-P
Development Date: 12/12 2011
Revision Date: 12/12/2011
Instructor:

**COURSE DESCRIPTION:**
Term two of a two-term series. EMT Basic is designed to train personnel to respond to emergency situations to render proper treatment in case of sudden emergencies, accidents, or disasters. This course continues to focus on the recognition and treatment of shock, various medical emergencies, fractures, poisonings, burns, stroke, and heart attack.

**COURSE OBJECTIVES:**
At the completion of EMT Basic B term the student will be able to:

- Perform cardio-pulmonary resuscitation following American Heart Association guidelines for Healthcare Providers.
- Perform patient assessment skills following National Registry guidelines for EMT-Basic
- Perform airway maintenance and oxygen administration National Registry guidelines for EMT-Basic
- Recognize signs and symptoms of gynecological emergencies.
- Assist with childbirth and provide care to infants and children.
- Recognize and treat immunological distress and shock from any and all causes.
- Control bleeding, provide immobilization, apply splints and treat environmental emergencies following National Registry guidelines for EMT-Basic.
- Recognize and treat diabetic emergencies.
- Understand disaster and terrorism management.
- Be able to perform understand an incident management system.
Upon the completion of the two term course of study successful students will test and certify as National Registry and State of Oregon Emergency Medical Technician- Basic.

REQUIRED TEXT/MATERIALS:


Course Outcomes
At the completion of this module, the EMT Basic student will be able to:

1. Define his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers. (NHTSA NSC 1-1)*
2. Recognize and value the importance of personal wellness in EMS and serve as a healthy role model for peers. (NHTSA NSC 1-2)*
3. Recognize the implementation of primary injury prevention activities as an effective way to reduce death, disabilities and health care costs. (NHTSA NSC 1-3)*
4. Discuss the legal issues that impact decisions made in the out-of-hospital environment. (NHTSA NSC 1-4)*
5. Express the role that ethics plays in decision making in the out-of-hospital environment. (NHTSA NSC 1-5)*
6. Apply the general concepts of pathophysiology to the assessment and management of emergency patients. (NHTSA NSC 1-6)*
7. Apply the principles of therapeutic communication to effectively communicate with any patient while providing care. (NHTSA NSC 1-9)*
8. Establish and/or maintain a patent airway, oxygenate, and ventilate a patient. (NHTSA NSC 2-1)*
9. Use the appropriate techniques to obtain a medical history from a patient. (NHTSA NSC 3-1)*
10. Explain the pathophysiological significance of physical exam findings. (NHTSA NSC 3-2)*
11. Integrate the principles of history taking and techniques of physical exam to perform a patient assessment. (NHTSA NSC 3-3)*
12. Apply a process of clinical decision making to use the assessment findings to help form a field impression. (NHTSA NSC 3-4)*
13. Use an accepted format for dissemination of patient information in verbal form, either in person or over the radio. (NHTSA NSC 3-5)*
14. Effectively document the essential elements of patient assessment, care and transport. (NHTSA NSC 3-6)*


Course Prerequisites

Must be age eighteen and a high school graduate of equivalent. Tested reading skills to ASSET score of 39 or a COMPASS score of 71 or completed RD 90 or equivalent with a grade of “C” or above. Tested writing skills to ASSET score of 59 or completed WR 115 or equivalent with a grade of “C” or above. Math skills to ASSET score of 36 or completed Math 20 with a grade of “C” or above. Students must complete a background check provided by PreCheck. See the orientation packet for details.
Students must complete a fit for duty, physical agility test and a 10 panel drug screen provided by OccuHealth. The drug screen must be negative for tested drugs. See the orientation packet for details.

Students must provide records of the following vaccinations:

- Current PPD test. Date of test within the last year.
- Measles, Mumps and Rubella immunizations (MMR) must be two dates of immunization on record.
- Hepatitis B vaccinations, the first injection must be administered before the start of class and the other injections as they are received.
- Varicella (Chicken Pox) vaccine or a positive titer.
- Tetanus, Diphtheria, Pertussis (TDaP) vaccine if more than five years since last Td.

Student must provide a copy of their valid drivers’ license

**Course Corequisites**
None

**Grading Policy**
The following grading scale will apply to all graded work as well as the student’s final grade in the course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75</td>
</tr>
</tbody>
</table>

The student must successfully complete final written and practical examinations in order to pass the course regardless of course grade.

**Attendance Policy**
If a student is going to be absent from class, they must inform instructor by email, phone, or text message as soon as possible prior to class. This will be counted as an excused absence from class. If a student does not notify instructor of absence, this will be counted as an unexcused absence from class. The student will not be able to make up any assignments, quizzes, tests, etc. that occur during an unexcused absence. Any points that are issued in a lab setting, the student will be unable to make up the points. (This applies to any absence from class.)

The Oregon Administrative Rules contain OARs filed through August 15, 2007

DEPARTMENT OF HUMAN SERVICES, PUBLIC HEALTH DIVISION
DIVISION 265
EMERGENCY MEDICAL TECHNICIANS
333-265-0010

(6) Upon successful completion of the didactic, skills laboratory, clinical experience and field internship portion of an approved course and submission of a completed application and the appropriate fee, the student is eligible to take the certification examination(s). Successful completion includes, beginning with the effective date of these rules, completion of all objectives of the didactic curriculum, actual physical attendance of at least 85 percent of the didactic hours and 100 percent of clinical and field internship hours and completion of all required clinical and
internship skills and procedures. At the discretion of the course director, scheduled class makeup sessions may be conducted under the instruction of the course director or others chosen by the course director.

**Academic Integrity**
The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, Umpqua Community College has adopted a code of academic conduct and a statement of student academic integrity. These may be found in the Umpqua Community College Catalog. The violations of academic integrity listed and defined are cheating and plagiarism. It is the student's responsibility to be aware of behaviors that constitute academic dishonesty.

Classroom behavior that interferes with the instructional process is not tolerated. The consequences are addressed in the catalog under Administrative Withdrawal.

**Disability Policy**
UCC is committed to supporting all students. Any student who feels he or she may need an accommodation for any type of disability should make contact with the Disability Services Office in the Advising and Career Service Center of the Center Building. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the “Approved Academic Accommodations” letter. To request academic accommodations for a disability, please contact a Disability Services. Phone (541) 440-7655 or (541) 440-4610 or Oregon Relay 1-800-735-2900.

- **Additional information may be found at the Disability Services web page at:** [http://www.umpqua.edu/disability-services-home](http://www.umpqua.edu/disability-services-home)
- **New and returning students may access information at:** [http://www.umpqua.edu/your-first-term](http://www.umpqua.edu/your-first-term)
OUTLINE:

Week 1  Poisoning & Overdose; Environmental emergencies
Week 2  Behavioral emergencies; OB/GYN emergencies
Week 3  Injuries to the head and spine
Week 4  Bleeding, shock; soft tissue injuries
Week 5  Musculoskeletal injuries; multiple trauma patients
Week 6  Infants and children
Week 7  Special patients; geriatrics
Week 8  Ambulance operations
Week 9  Special operations
Week 10 Advanced airway
Course Number: EMS 175
Course Credit: 3
Lecture Hours: 33
Lab Hours:  
Clock Hours: 33
Length of Course: 11 wks
Prerequisites: none
Load Factor: 3
Activity Code: 210
CIPS: 510904

Course Title: Intro to Emergency Medical Services
Developed By: Roger Kennedy
Development Date: 
Revision Date: September 2010

COURSE DESCRIPTION:
This course covers the role and responsibilities of the paramedic, emergency medical services systems, medical-legal considerations, major incident response, hazardous materials awareness, history and trends, organization, funding, and role of ambulance and rescue services in medical care; leadership, personal and career development.

COURSE OBJECTIVES:
Upon completion of this course, the student should be able to:

- Define EMS System
- List the 15 components of EMS Systems and the 14 attributes
- Recall important milestones in the evolution of EMS
- Describe the federal role in EMS
- Describe the role of state government in EMS
- Identify laws and legislation associated with EMS
- Describe the levels of prehospital care providers
- Describe medical oversight
- Identify various configurations of EMS delivery systems
- Summarize the recommendations and findings in “EMS Education Agenda for the Future”
- State the role of public education and prevention in EMS
- Describe the role of EMS in disasters
- State role of communications and communications technology in EMS
- Identify the fundamentals of emergency medical dispatching
- Describe the sources of EMS funding
- Describe the role of information systems and evaluation in EMS
- Summarize the role of research in EMS
- Completion of FEMA ICS 100, 200, 700

REQUIRED TEXT/MATERIALS:
ISBN: 9781435480278

OUTLINE:
Week 1  Introduction to Emergency Medical Systems
Week 2  History of Emergency Medical Systems; Human Resources
Week 3  Educational Systems; Transportation
Week 4  Medical Oversight
Week 5  Public Access and communications
Week 6  Clinical care and Hospital Emergency Medicine
Week 7  System Finances; Legislation and Regulation
Week 8  Public education and injury prevention; EMS and disaster response
Week 9  Information systems and evaluation
Week 10  Research
New Program Title: CIS One-Year Certificate  
State Program Code: 15-1071

Initiator John Blackwood  
Desired starting term Fall 2014

Degree/Certificate: Certificate

Program Description: (Attach program outcomes and initial draft curriculum):

This is a new Completion Certificate based on the first year of the new CIS degree, totaling 45-46 credit hours, depending on the accounting course the student selects. The entire first year actually totals up to 45-46 credits.

Career Description:

This Completion Certificate is short-term educational goals aimed towards specific areas in Computer Information Systems. This certificate will address the need for a logical pathway of success for students. Student will be able to earn the certification and then continue seamlessly on to second-year, existing CIS courses. Those who are already employed in the profession that want to upgrade their skills may also benefit from this certificate. This certificate may also lead to employment in network administration, computer programming, database administration, or router/switch administration.

Program Outcomes:

45-46 Credit Hours. The CIS One-Year Certificate is a completion certificate. All courses in the certificate are found in the CIS AAS Degree. This certificate will benefit those who want to:

- Be prepared for entry- or mid-level employment in desktop and/or server administration
- Be prepared for entry- or mid-level employment in computer programming
- Be prepared for entry- or mid-level employment in database administration
- Be prepared for entry- or mid-level employment in router or switch administration
- Learn new or upgrade existing skills in the fields listed above

Department/Division for new Program: CIS/CTE

Anticipated Need for program (district/region): (Can attach Labor Management Information - LMI- form in this section) (include labor market data, feedback from potential analysis, survey data, industry communications, etc.):
Students sometimes complete the first year in the CIS degree program and take more than one year to complete the second year to earn the CIS AAS degree.

Adding this certificate to our offerings recognizes the student’s achievement and validates their skills learned in the first year of the program. In addition, the achievement can be placed on the student’s resume, increasing their chances of obtaining employment while continuing to attend college.

According to Oregon Labor Statistics (OLMIS), the total number of job openings for the **Network and Computer Systems Administrators (15-1071)** “is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2020.”

[Link to Occupational Report for 15-1071](#)

According to Oregon Labor Statistics (OLMIS), the total number of job openings for Computer Programmers (15-1021) “is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2020.”

[Link to Occupational Report for 15-1021](#)

According to Oregon Labor Statistics (OLMIS), the total number of job openings for Database Administrators (15-1061) “is expected to grow at about the statewide average rate for all occupations through 2020.”

[Link to Occupational Report for 15-1061](#)

**Potential interest in program** (include recruitment techniques, marketing to be done, demographics to focus on, estimated enrollment for year 1 and 2):

This is a new Completion Certificate based on existing courses. Students have asked for a one-year certificate because of the reasons outlined in the ‘anticipated need’ section above. Creating this Completion Certificate as part of the new degree recognizes its need and respects their request.

**Estimated Financial Impact** (include budget for years 1 and 2, potential revenue, potential promotional funding, general fund requirements, equipment needs, facility/space requirements, etc.):

None.
Faculty needs (FT/PT, number, qualifications, ability to recruit):
None

Curriculum Committee Chair:
Recommendation Not recommended
Explanation:

Executive Council:
Recommendation Not recommended
Explanation:

Instructional Council:
Recommendation Not recommended
Explanation:
Name and title: *CIS One-Year Certificate*

Supervisor Signature

1. Description of Proposed Program: A certificate made up of the first year courses of CIS AAS degree program.
   
   Degree □ Approved by Advisory Committee (Minutes Attached):
   
   Certificate (options are 1 year, 2 year, pathways) One-year
   
   Division CTE Program CIS
   
   Effective for Catalog Year and Term Fall 2014

2. Courses proposed for new program (attached) with course outline (forms) □: No new courses are needed to implement this certificate beyond the existing courses in the CIS AAS degree.

3. Program Outcomes (all courses attached) □

4. Facility requirements: N/A

5. Classroom availability: N/A

6. Instructor requirements: N/A

**Other Program Impact:**

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

□ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

□ Impact to other Divisions in terms of classes and staffing.

---

**Disposition:**  
Signature  
Date  
Recommendation

Curriculum Committee Chair  
Vice President of Instruction
CIS Certificate

PROPOSED COURSES: (Attach course outlines)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Orientation to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 140M</td>
<td>Introduction to Microsoft Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>BA 151 or 211</td>
<td>Practical Accounting I or Principles of Accounting I</td>
<td>4 or 3</td>
</tr>
<tr>
<td>WR 121</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CIS 133CS</td>
<td>Introduction to Programming I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 240M</td>
<td>Installing &amp; Configuring Microsoft Windows Server</td>
<td>4</td>
</tr>
<tr>
<td>WR 122</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>CIS 233CS</td>
<td>Introduction to Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 151C</td>
<td>Networking Essentials</td>
<td>4</td>
</tr>
<tr>
<td>CIS 279M</td>
<td>Microsoft Windows Server Administration I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Introduction to DBMS I</td>
<td>4</td>
</tr>
<tr>
<td>MTH 105 or higher</td>
<td>Intro to Contemporary Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits of Program 45 or 46
New Program Title: Junior Web Developer  
State Program Code: 15-1134

Initiator: Vincent Yip  
Desired starting term: Fall 2014

Degree/Certificate: Certificate

Program Description: (Attach program outcomes and initial draft curriculum):

This is a new certificate based on three existing CIS courses: CIS 195, CIS 295, and CIS 275.

Career Description:

This Pathway Certificate is short-term educational goals aimed towards specific areas in Computer Information Systems. This certificate will address the need for a logical pathway of success for students. Student will be able to earn the certification and then continue seamlessly on to our existing CIS programs. Those who have already employed in the profession that want to upgrade their programming skills may also benefit from this certificate. This certificate may also lead to entry-level web developer jobs.

Program Outcomes:

12 Credit Hours. The Junior Web Developer Certificate is a pathway certificate. All courses in the certificate are found in the CIS AAS Degree. This certificate will benefit those who want to:

- Be prepared for entry-level jobs in web development
- Learn new or upgrade their web development skills

Department/Division for new Program: CIS/CTE

Anticipated Need for program (district/region): (Can attach Labor Management Information - LMI- form in this section) (include labor market data, feedback from potential analysis, survey data, industry communications, etc.)

According to Oregon Labor Statistics (OLMIS), the total number of job openings for Web Developer (15-1134) “Faster than average (20% to 28%) through 2020.”
Potential interest in program (include recruitment techniques, marketing to be done, demographics to focus on, estimated enrollment for year 1 and 2:

In the updated CIS AAS degree, all of the core CIS degree courses will be offered in a hybrid format beginning in the Fall 2014 term. Because working professionals will now have access to our courses, we expect a slight increase in enrollment.

We will work with UCC’s Community Relations department to advertise the new CIS AAS degree and certificate programs to raise awareness. Our advisory committee already approved all of our degree changes and their awareness should also positively impact enrollment.

Estimated Financial Impact (include budget for years 1 and 2, potential revenue, potential promotional funding, general fund requirements, equipment needs, facility/space requirements, etc.):

None
Faculty needs (FT/PT, number, qualifications, ability to recruit):

None

Curriculum Committee Chair:
Recommendation Not recommended
Explanation:

Executive Council:
Recommendation Not recommended
Explanation:

Instructional Council:
Recommendation Not recommended
Explanation:
Name and title: Junior Web Developer

X________________________________________
Supervisor Signature

1. Description of Proposed Program
   Degree
   □ Approved by Advisory Committee (Minutes Attached):
   Certificate (options are 1 year, 2 year, pathways) Pathways
   Division CTE Program CIS
   Effective for Catalog Year and Term Fall 2014

2. Courses proposed for new program (attached) with course outline (forms)✓

3. Program Outcomes (all courses attached)☐

4. Facility requirements: N/A

5. Classroom availability: N/A

6. Instructor requirements: N/A

Other Program Impact:

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

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

☐ Impact to other Divisions in terms of classes and staffing.

Disposition: ____________________ Signature: ____________________ Date: __________ Recommendation: ____________________

Curriculum Committee Chair: ____________________ Vice President of Instruction: ____________________
Junior Web Developer

PROPOSED COURSES: (Attach course outlines)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 195</td>
<td>Authoring for the World Wide Web I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 295</td>
<td>Authoring for the World Wide Web II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Introduction to Database Management Systems I</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits of Program 12
New Program Title **Junior DBA**  
State Program Code: **15-1061**

Initiator **Vincent Yip**  
Desired starting term **Fall 2014**

Degree/Certificate: **Certificate**

**Program Description:** (Attach program outcomes and initial draft curriculum):

This is a new certificate based on three existing CIS courses: CIS 233CS, CIS 275, and CIS 276.

Career Description:

This Pathway Certificate is short-term educational goals aimed towards specific areas in Computer Information Systems. This certificate will address the need for a logical pathway of success for students. Student will be able to earn the certification and then continue seamlessly on to our existing CIS programs. Those who have already employed in the profession that want to upgrade their programming skills may also benefit from this certificate. This certificate may also lead to entry-level database administrator jobs.

Program Outcomes:

12 Credit Hours. The Junior DBA Certificate is a pathway certificate. All courses in the certificate are found in the CIS AAS Degree. This certificate will benefit those who want to:

- Be prepared for entry-level jobs in database administration
- Learn new or upgrade their database administration skills

Department/Division for new Program: **CIS/CTE**

**Anticipated Need for program** (district/region): (Can attach Labor Management Information - LMI- form in this section) (include labor market data, feedback from potential analysis, survey data, industry communications, etc.)

According to Oregon Labor Statistics (OLMIS), the total number of job openings for Database Administrators (15-1061) “is expected to grow at about the statewide average rate for all occupations through 2020.”

[Link to Occupational Report for 15-1061](#)
Potential interest in program (include recruitment techniques, marketing to be done, demographics to focus on, estimated enrollment for year 1 and 2):

The updated CIS AAS degree adds one additional programming course (CIS 233CS) to the degree. In addition, all of the core CIS degree courses will be offered in a hybrid format beginning in the Fall 2014 term. Because working professionals will now have access to our courses, we expect a slight increase in enrollment.

We will work with UCC’s Community Relations department to advertise the new CIS AAS degree and certificate programs to raise awareness. Our advisory committee already approved all of our degree changes and their awareness should also positively impact enrollment.

Estimated Financial Impact (include budget for years 1 and 2, potential revenue, potential promotional funding, general fund requirements, equipment needs, facility/space requirements, etc.):

None
Faculty needs (FT/PT, number, qualifications, ability to recruit):
None

Curriculum Committee Chair:
Recommendation Not recommended
Explanation:

Executive Council:
Recommendation Not recommended
Explanation:

Instructional Council:
Recommendation Not recommended
Explanation:
Name and title: Junior DBA

X________________________________________
Supervisor Signature

1. Description of Proposed Program

   Degree   □ Approved by Advisory Committee (Minutes Attached):
   Certificate (options are 1 year, 2 year, pathways)  Pathways
   Division   CTE   Program   CIS
   Effective for Catalog Year and Term Fall 2014

2. Courses proposed for new program (attached) with course outline (forms)  □

3. Program Outcomes (all courses attached) □

4. Facility requirements: N/A

5. Classroom availability: N/A

6. Instructor requirements: N/A

**Other Program Impact:**

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

□ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

□ Impact to other Divisions in terms of classes and staffing.

__________________________  ________________  __________
Disposition:         Signature  Date  Recommendation

_________________________________________________________
Curriculum Committee Chair        Vice President of Instruction
Junior DBA

PROPOSED COURSES: (Attach course outlines)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 233CS</td>
<td>Introduction to Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Introduction to Database Management Systems I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 276</td>
<td>Introduction to Database Management Systems II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits of Program 12
New Program Title: Junior Programmer  State Program Code: 15-1021

Initiator: Vincent Yip  Desired starting term: Fall 2014

Degree/Certificate: Certificate

Program Description: (Attach program outcomes and initial draft curriculum):

This is a new certificate based on three existing CIS courses: CIS 122, CIS 133CS, and CIS 233CS.

Career Description:

This Pathway Certificate is short-term educational goals aimed towards specific areas in Computer Information Systems. This certificate will address the need for a logical pathway of success for students. Student will be able to earn the certification and then continue seamlessly on to our existing CIS programs. Those who have already employed in the profession that want to upgrade their programming skills may also benefit from this certificate. This certificate may also lead to entry-level computer programming jobs.

Program Outcomes:

12 Credit Hours. The Junior Programmer Certificate is a pathway certificate. All courses in the certificate are found in the CIS AAS Degree. This certificate will benefit those who want to:

- Be prepared for entry-level jobs in computer programming
- Learn new or upgrade their programming skills

Department/Division for new Program: CIS/CTE

Anticipated Need for program (district/region): (Can attach Labor Management Information - LMI- form in this section) (include labor market data, feedback from potential analysis, survey data, industry communications, etc.)
According to Oregon Labor Statistics (OLMIS), the total number of job openings for Computer Programmers (15-1021) “is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2020.”

**Link to Occupational Report for 15-1021**

**Potential interest in program** (include recruitment techniques, marketing to be done, demographics to focus on, estimated enrollment for year 1 and 2):

The updated CIS AAS degree adds one additional programming course (CIS 233CS) to the degree. In addition, all of the core CIS degree courses will be offered in a hybrid format beginning in the Fall 2014 term. Because working professionals will now have access to our courses, we expect a slight increase in enrollment.

We will work with UCC’s Community Relations department to advertise the new CIS AAS degree and certificate programs to raise awareness. Our advisory committee already approved all of our degree changes and their awareness should also positively impact enrollment.

**Estimated Financial Impact** (include budget for years 1 and 2, potential revenue, potential promotional funding, general fund requirements, equipment needs, facility/space requirements, etc.):

None

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**NEW CREDIT PROGRAM CONCEPT FORM – page 2 of 2**

**Faculty needs** (FT/PT, number, qualifications, ability to recruit):

None

**Curriculum Committee Chair:**

Recommendation: Not recommended

Explanation:

**Executive Council:**

Recommendation: Not recommended

Explanation:
Instructional Council:

Recommendation: Not recommended

Explanation:
Name and title: Junior Programmer

X________________________________________
Supervisor Signature

1. Description of Proposed Program

Degree □ Approved by Advisory Committee (Minutes Attached):
Certificate (options are 1 year, 2 year, pathways) Pathways
Division CTE Program CIS

Effective for Catalog Year and Term Fall 2014

2. Courses proposed for new program (attached) with course outline (forms)

3. Program Outcomes (all courses attached)

4. Facility requirements: N/A

5. Classroom availability: N/A

6. Instructor requirements: N/A

Other Program Impact:

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

□ Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

□ Impact to other Divisions in terms of classes and staffing.

Disposition: ___________________________ Signature ___________________________ Date ___________________________ Recommendation ___________________________

Curriculum Committee Chair Vice President of Instruction
Junior Programmer

PROPOSED COURSES: (Attach course outlines)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 122</td>
<td>Orientation to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 133CS</td>
<td>Introduction to Programming I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 233CS</td>
<td>Introduction to Programming II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits of Program 12
New Program Title **Server Administrator**  State Program Code: **15-1071**

Initiator **John Blackwood**  Desired starting term **Fall 2014**

Degree/Certificate: **Certificate**

**Program Description:** (Attach program outcomes and initial draft curriculum):

This is a new certificate based on four CIS courses: CIS 240M, CIS 279M, CIS 288M, and CIS 289M. These four courses are each mapped to Microsoft industry-based certifications based on current Microsoft Server technologies and practices.

Career Description:

This Pathway Certificate is short-term educational goals aimed towards specific areas in Computer Information Systems. This certificate will address the need for a logical pathway of success for students. Student will be able to earn the certification and then continue seamlessly on to existing CIS courses. Those who are already employed in the profession that want to upgrade their server administration skills may also benefit from this certificate. This certificate may also lead to employment in server administration.

Program Outcomes:

16 Credit Hours. The Server Administrator Certificate is a pathway certificate. All courses in the certificate are found in the CIS AAS Degree. This certificate will benefit those who want to:

- Be prepared for entry- or mid-level employment in Microsoft Windows Server administration
- Learn new or upgrade existing server administration skills

Department/Division for new Program: **CIS/CTE**

**Anticipated Need for program** (district/region): (Can attach Labor Management Information - LMI- form in this section) (include labor market data, feedback from potential analysis, survey data, industry communications, etc.).
According to Oregon Labor Statistics (OLMIS), the total number of job openings for the Network and Computer Systems Administrators (15-1071) “is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2020.”

Link to Occupational Report for 15-1071

**Potential interest in program** (include recruitment techniques, marketing to be done, demographics to focus on, estimated enrollment for year 1 and 2):

The updated CIS AAS degree adds two additional server courses (CIS 288M and CIS 289M) to the degree. In addition, all of the core CIS degree courses will be offered in a hybrid format beginning in the Fall 2014 term. Because working professionals will now have access to our courses, we expect a slight increase in enrollment.

We will work with UCC’s Community Relations department to advertise the new CIS AAS degree and certificate programs to raise awareness. Our advisory committee already approved all of our degree changes and their awareness should also positively impact enrollment.

**Estimated Financial Impact** (include budget for years 1 and 2, potential revenue, potential promotional funding, general fund requirements, equipment needs, facility/space requirements, etc.):

None
Faculty needs (FT/PT, number, qualifications, ability to recruit):
None

Curriculum Committee Chair:
Recommendation Not recommended
Explanation:

Executive Council:
Recommendation Not recommended
Explanation:

Instructional Council:
Recommendation Not recommended
Explanation:
Name and title: Server Administrator

X________________________________________
Supervisor Signature

1. Description of Proposed Program
   Degree □ Approved by Advisory Committee (Minutes Attached):
   Certificate (options are 1 year, 2 year, pathways) Pathways
   Division CTE Program CIS
   Effective for Catalog Year and Term Fall 2014

2. Courses proposed for new program (attached) with course outline (forms)✓

3. Program Outcomes (all courses attached)✓

4. Facility requirements: N/A

5. Classroom availability: N/A

6. Instructor requirements: N/A

Other Program Impact:

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

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

☐ Impact to other Divisions in terms of classes and staffing.

Disposition: ____________________________  Signature ____________________________  Date ____________________________  Recommendation ________________

Curriculum Committee Chair                                      Vice President of Instruction
Server Administrator

PROPOSED COURSES: (Attach course outlines)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CIS 240M</td>
<td>Installing &amp; Configuring Microsoft Windows Server</td>
<td>4</td>
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<tr>
<td>CIS 279M</td>
<td>Microsoft Windows Server Administration I</td>
<td>4</td>
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<tr>
<td>CIS 288M</td>
<td>Microsoft Windows Server Administration II</td>
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<tr>
<td>CIS 289M</td>
<td>Microsoft Windows Server Administration II</td>
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Total Credits of Program 16
Document brought forward by: Cheryl Yoder

Supervisor’s name: Cheryl Yoder  Date  1/7/14

Course title: Advanced Baseball

Division PE  Department PE  Program Athletics

Course No PE 185 AB  Title Advanced Baseball  Offered Fall, Spring

Credits 1  Lec hrs/wk  Lec/Lab hrs/wk  Lab hrs/wk 3  Prac hrs/wk

Banner Pre-req.  Instructor Pre-req.  Co-requisites  Length (wks)

Proposed implementation date Term Sp  Year 2014  Grading Option Load Factor 2.1 ILC

Catalog Course Description: Advanced Baseball is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition. Occurs during the In-Season portion of the sport.

VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY

☐ Approved by Advisory Committee (Minutes Attached):

Is this course on the "LDC Course List" of the State Department  ☐ To be ☐ Yes  ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary

Support Course: Indicate all programs for which this course will be required.

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<th>PROGRAM</th>
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Overlap

COURSE DEVELOPED BY Cheryl Yoder  DATE: 1/7/14

ATTACH the documents 1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
Course No: **PE 185 AB**
Course Credit: 1
Lecture Hrs/wk:
Lab Hrs/Wk: 3
Lecture/Lab Hrs/Wk:
Practicum Hrs/Wk:
Clock Hours: 33
Length of Course: 11 weeks
Banner enforced Prerequisite:
Instructor enforced Prerequisite:
Co-Requisite:
Load Factor: 2.1
Activity Code: 100
CIPS: 131314

Course Title: Advanced Baseball
Developed By: **Cheryl Yoder**
Development Date: **1/7/14**
Revision Date:

**COURSE DESCRIPTION:** Advanced Baseball is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition. Occurs during the In-Season portion of the sport.

**COURSE OUTCOMES:** By the end of the course students will:
1) Gain knowledge of and apply Baseball fitness concepts
2) Apply techniques and gain daily improvement related to Baseball skills
3) Apply goals of daily improvement in the sport of Baseball
4) Apply advanced Baseball techniques for intercollegiate competition
REQUIRED TEXT/MATERIALS: glove, bat and cleats

OUTLINE: [Topics taught by week 1-10.]
Week 1  Discuss how course is run, location, access to indoor facilities as well as outdoor facilities, equipment required, time commitment.
Week 2  Drills and Conditioning
Week 3  Drills and Conditioning
Week 4  Drills and Conditioning
Week 5  Drills and Conditioning
Week 6  Inner Squad Competition
Week 7  Inner Squad Competition
Week 8  Inner Squad Competition
Week 9  Scrimmages
Week 10 Scrimmages
Week 11 Scrimmages

Grading Option: Letter grade (Standard A-F) or Pass/Fail option.
Student need for course: Baseball will be an Intercollegiate program at UCC, starting first as a club program in the Spring, 2014, and then as an Intercollegiate sport in the NWAACC starting in the Fall, 2014.

Course Information:

- AA
- AS
- AAS
- Below 100 level
- Elective
- Certificate

- AAOT (Area of distribution):
  - Arts & Letters
  - Science/Math/Computer Science
  - Social Sciences
  - Electives

- Approved Disciplines Studies Listings
  - Arts & Letters
  - Science/Math/Computer Science
  - Social Sciences
  - Human Relations

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: coaches load covers this class, materials will be fund raised.

Course impact on:
- a. Student enrollment in other courses:
- b. Current program:

Replacement course for: Course Number: Title:

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
Document brought forward by: Cheryl Yoder
Supervisor’s name Cheryl Yoder Date 1/7/14
Course title: Physical Conditioning - Baseball
Division PE Department PE Program Athletics
Course No PE 185 PB Title Physical Conditioning - Baseball Offered Fall, Spring
Credits 1 Lec hrs/wk Lec/Lab hrs/wk Lab hrs/wk 3 Prac hrs/wk
Banner Pre-req. Instructor Pre-req. Co-requisites Length (wks)
Proposed implementation date Term Sp Year 2014 Grading Option Load Factor 2.1 ILC
Catalog Course Description: Physical Conditioning for Baseball is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition.
VOCATIONAL TECHNICAL PROPOSALS ONLY LOWER DIVISION COLLEGIATE PROPOSALS ONLY
☐ Approved by Advisory Committee (Minutes Attached):
Is this course on the "LDC Course List" of the State Department ☐ To be ☐ Yes ☐ No
If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)
☐ Occupational Preparatory (organized degree/cert program) ☐ Occupational Supplementary
Support Course: Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Cheryl Yoder DATE: 1/7/14

ATTACH the documents 1. COURSE OUTLINE 2. COURSE JUSTIFICATION FORM
Course Title: Physical Conditioning - Baseball
Developed By: Cheryl Yoder
Development Date: 1/7/14
Revision Date:

COURSE DESCRIPTION: Physical Conditioning for Baseball is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition.

COURSE OUTCOMES: By the end of the course students will:
1) Gain knowledge of and apply Baseball fitness concepts
2) Apply techniques and gain daily improvement related to Baseball skills
3) Apply goals of daily improvement in the sport of Baseball
REQUIRED TEXT/MATERIALS: glove, bat and cleats

OUTLINE: [Topics taught by week 1-10.]
Week 1  Discuss how course is run, location, access to indoor facilities as well as outdoor facilities, equipment required, time commitment.
Week 2  Drills and Conditioning
Week 3  Drills and Conditioning
Week 4  Drills and Conditioning
Week 5  Drills and Conditioning
Week 6  Inner Squad Competition
Week 7  Inner Squad Competition
Week 8  Inner Squad Competition
Week 9  Scrimmages
Week 10 Scrimmages
Week 11 Scrimmages

Grading Option: Letter grade (Standard A-F) or Pass/Fail option.
Student need for course: Baseball will be an Intercollegiate program at UCC, starting first as a club program in the Spring, 2014, and then as an Intercollegiate sport in the NWAACC starting in the Fall, 2014.

Course Information:

☐ AA  ☐ AS  ☐ AAS  ☐ Below 100 level  ☐ Elective  ☐ Certificate

☐ AAOT (Area of distribution):

☐ Arts & Letters

☐ Science/Math/Computer Science

☐ Social Sciences

☐ Electives

☐ Approved Disciplines Studies Listings

☐ Arts & Letters

☐ Science/Math/Computer Science

☐ Social Sciences

☐ Human Relations

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: coaches load covers this class, materials will be fund raised.

Course impact on:

a. Student enrollment in other courses:

b. Current program:

Replacement course for: Course Number: Title:

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
Document brought forward by: Cheryl Yoder
Supervisor’s name: Cheryl Yoder Date 1/7/14

Course title: Baseball Strategies
Division PE Department PE Program Athletics
Course No PE 185 SB Title Baseball Strategies Offered Fall, Spring
Credits 1 Lec hrs/wk Lec/Lab hrs/wk Lab hrs/wk 3 Prac hrs/wk
Banner Pre-req. Instructor Pre-req. Co-requisites Length (wks)

Proposed implementation date Term Sp Year 2014 Grading Option Load Factor 2.1 ILC

Catalog Course Description: Baseball Strategies is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition. It also offers strategic situations that occur in the game of Baseball. This course occurs during the In-Season portion of the sport.

VOCATIONAL TECHNICAL PROPOSALS ONLY LOWER DIVISION COLLEGIATE PROPOSALS ONLY
☐ Approved by Advisory Committee (Minutes Attached):
Is this course on the "LDC Course List" of the State Department ☐ To be ☐ Yes ☐ No
If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)
☐ Occupational Preparatory (organized degree/cert program) ☐ Occupational Supplementary

Support Course: Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Cheryl Yoder DATE: 1/7/14

ATTACH the documents 1. COURSE OUTLINE 2. COURSE JUSTIFICATION FORM
Course Title: **Baseball Strategies**  
Developed By: **Cheryl Yoder**  
Development Date: **1/7/14**  
Revision Date:

**COURSE DESCRIPTION:** Baseball Strategies is a course offered for the athletes involved in the Baseball program here at UCC. The course covers conditioning drills, game like situations, scrimmages and inner-squad competition. It also offers strategic situations that occur in the game of Baseball. This course occurs during the In-Season portion of the sport.

**COURSE OUTCOMES:** By the end of the course students will:

1) Gain knowledge of and apply Baseball fitness concepts
2) Apply techniques and gain daily improvement related to Baseball skills
3) Apply goals of daily improvement in the sport of Baseball
4) Apply Baseball strategies and techniques for intercollegiate competition
REQUIRED TEXT/MATERIALS:    glove, bat and cleats

OUTLINE:  [Topics taught by week 1-10.]
Week 1  Discuss how course is run, location, access to indoor facilities as well as outdoor facilities, equipment required, time commitment.
Week 2  Drills and Conditioning
Week 3  Drills and Conditioning
Week 4  Drills and Conditioning
Week 5  Drills and Conditioning
Week 6  Inner Squad Competition
Week 7  Inner Squad Competition
Week 8  Inner Squad Competition
Week 9  Scrimmages
Week 10 Scrimmages
Week 11 Scrimmages

Grading Option:  Letter grade (Standard A-F) or Pass/Fail option.
Student need for course: Baseball will be an Intercollegiate program at UCC, starting first as a club program in the Spring, 2014, and then as an Intercollegiate sport in the NWAACC starting in the Fall, 2014.

Course Information:

☐ AA  ☐ AS  ☐ AAS  ☐ Below 100 level  ☐ Elective  ☐ Certificate

☐ AAOT (Area of distribution):
  ☐ Arts & Letters
  ☐ Science/Math/Computer Science
  ☐ Social Sciences
  ☐ Electives

☐ Approved Disciplines Studies Listings
  ☐ Arts & Letters
  ☐ Science/Math/Computer Science
  ☐ Social Sciences
  ☐ Human Relations

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):

X ☐ Additional instructional costs (staff, materials, equipment or facilities) are needed to offer this course. Itemize and estimate: coaches load covers this class, materials will be fund raised.

Course impact on:

a. Student enrollment in other courses:

b. Current program:

Replacement course for: Course Number: Title:

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
Course title: Social Media Marketing

Division CTE Department Business Program Marketing, A.A.S.

Course No BA253 Title Social Media Marketing Offered Spring

Credits 3 Lec hrs/wk 3 Lec/Lab hrs/wk Lab hrs/wk Prac hrs/wk

Banner Pre-req. Instructor Pre-req. BA101, BA231, BA223, or instructor approval Co-requisites

Length (wks) 11

Proposed implementation date Term Spring Year 2016 Grading Option A-F Load Factor 3.0 ILCS

Catalog Course Description: Social Media Marketing covers the basics of social media marketing, creating online conversations through social media outlets, social media strategy, branding through social media sites, value in the organization's content, and aligning offline marketing strategies with social media.

VOCATIONAL TECHNICAL PROPOSALS ONLY LOWER DIVISION COLLEGIATE PROPOSALS ONLY

x Approved by Advisory Committee (Minutes Attached): see end of document

Is this course on the "LDC Course List" of the State Department

☐ To be ☐ Yes ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program) ☐ Occupational Supplementary

Support Course: Indicate all programs for which this course will be required.

<table>
<thead>
<tr>
<th>PROGRAM</th>
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<tbody>
<tr>
<td>Marketing, A.A.S.</td>
<td>CTE</td>
<td>2015/2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**offer as elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014/2015 school year</td>
</tr>
</tbody>
</table>

Overlap

COURSE DEVELOPED BY Debi Gresham DATE: January 6, 2014

ATTACH the documents 1. COURSE OUTLINE 2. COURSE JUSTIFICATION FORM
Course Title: Social Media Marketing
Developed By: Debi Gresham
Development Date: January 6, 2014
Revision Date:

COURSE DESCRIPTION: Social Media Marketing covers the basics of social media marketing, creating online conversations through social media outlets, social media strategy, branding through social media sites, value in the organization's content, and aligning offline marketing strategies with social media.

COURSE OUTCOMES:
1. Research social media sites to gain an understanding of how marketers are utilizing social media sites.

2. Evaluate how effective various efforts are by several organizations social media policies and practices. Understand how to use various social media sites.

3. Effectively navigate and search the Internet using a browser.

4. Evaluate several social media sites for effectiveness, usefulness, and appropriateness for

5. Create and organize a simulated social media marketing campaign on several social media sites.

6. Navigate and understand the layout of several social media outlets.

7. Communicate in writing using correct marketing terminology.

OUTLINE: [Topics taught by week 1-10.]
Week 1: The Basics of Social Media—Understanding Social Media Strategies
Week 2: Social Media from the Inside Out
Week 3: Engaging with Audience through ongoing conversations
Week 4: Learning from comments and customers
Week 5: Content and sharing
Week 6: Connecting with the Audience
Week 7: How Social Media fits into Online Marketing
Week 8: Buzz Marketing and Audience Research
Week 9: Align Offline Strategies with Social Media
Week 10: Search Engine Optimization
Week 11: Final Project
Student need for course: Update student’s skills and prepare them to take on entry-level positions in the marketing field.

Course Information:

☐ AA  ☐ AS  x AAS  ☐ Below 100 level  ☐ Elective  ☐ Certificate

☐ AAOT (Area of distribution):

☐ Arts & Letters
☐ Science/Math/Computer Science
☐ Social Sciences
☐ Electives

☐ Approved Disciplines Studies Listings

☐ Arts & Letters
☐ Science/Math/Computer Science
☐ Social Sciences
☐ Human Relations

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:$521/ILC *3 = $1563

Course impact on:

a. Student enrollment in other courses: Draw students from the CIS125D as this course will be replacing it in the A.A.S. Marketing program

b. Current program:

Replacement course for: Course Number: Title:

Disposition: Signature Date Recommendation

________________________________________

Director of Curriculum Support Vice President of Instruction
Members in Attendance
Bill Armstrong   Sandra Huffstutter   Garry Quist
Toni Clough     Allen Huffstutter    David Van Dermark
Don Cook        Chuck Mercer        Kerrie Wylam
Debi Gresham    Chris Patoine

Previous Minutes
Minutes of the previous meeting were reviewed and approved. The committee asked if the student loan default rate had increased. During spring term the default rate exceeded 38%. At 40% UCC would be placed on probation by the federal government and might lose the privilege of offering Pell Grant and student loans for three years. UCC hired a consulting firm, SALT, to help students manage their student loans and become more financially savvy. Due to SALT’s education program and more stringent controls on student loans implemented by UCC during the past two years, student default rates have dropped slightly but continue to be a concern.

Enrollment Trends
Enrollment for General Business degrees and certificates continued to drop, falling by 12% during the past year. Enrollment in Entry Management decreased while both Marketing and Retail increased. Bill pointed out that business enrollment is approaching more normal levels from 2008 and earlier.

Both Retail and Entrepreneurship enjoyed their first graduates this past spring.

Entry Management Curriculum Changes
SDP112, Communicate Effectively in the Workplace, is being eliminated by the Business Department because all of the course material is covered or can be covered by other classes. The change deletes three credit hours from the management degree.

SP111, Fundamentals of Public Speech, WR121, English Composition, WR122, English Composition, and WR227, Technical Report Writing are increasing from three credits to four credits. The change adds four credit hours to the management degree.

The combined effect of the two changes increases the number of credits required for the management degree by one credit, from 90 to 91 credits. Bill pointed out that 90 credits is not a hard limit and the committee could add a class to replace SDP112 if they wanted to increase the credit limit to 94. He presented a list of classes that could be considered for addition.

The committee decided not to add another class. The committee voted to approve the revised curriculum for Entry Management.

The committee made the following recommendations regarding Entry Management curriculum:
• Rather than adding another class to the curriculum offer students a list of alternatives. For example a student could complete BA238 or BA165 or BA207. These alternatives would have to be kept within reason in order not to increase costs at UCC.
• UCC should limit the number of business classes (BA) required for two-year degree programs because students are limited as to the number of business credits that can be accepted at four-year institutions. For example, BA180 and 181 might be replaced with MTH classes.
• BA165, Customer Service, is an important course that could be added to the Entry Management program but rather than adding the class, customer service should be embedded in other business classes. UCC should select a concept like customer service and carry that culture or theme throughout business programs.

Entrepreneurship Curriculum Changes
Bill proposed that BA160, Accounting for Managers, be offered as an alternative to BA211, Principles of Accounting. BA160 is more oriented toward entrepreneurs because in addition to accounting it builds skills in Excel, financial analysis, cost analysis, and budgeting. However BA211 should stay on the curriculum as BA211 is transferrable for an upper-degree and BA160 is not. Also BA211 is included in the Entry Management program and BA160 is not.

On the approved electives, SDP112, Communicating Effectively in the Workplace, will be replaced by BA214 Business Communications.

The committee voted to approve the changes.

Marketing Curriculum Changes
Debi Gresham proposed including a Social Media Marketing course in the marketing program. The committee discussed ways to keep the course relevant and engaging to students. The committee voted to move forward with the development of the course.

Debi also proposed creating an E-Commerce Pathways Certificate. Courses would consist of basic marketing courses and specific computer/internet related courses. The committee suggested eventually incorporating a customer data management system and an online store course into the certificate. The committee voted to approve moving forward with the Pathways Certificate with the existing courses.

Due to an increase in credits for several of the writing and speech courses, the marketing degree has increased to 94 credits. Advisory committee expressed concerns about the increase and discussed ways to bring the total back down to 90. Several options were discussed and Debi requested permission to research the options and come up with a proposed plan. Results will be emailed to group for future vote.

Retail Management Certificate Curriculum Changes
Debi shared changes to the Retail Management Certificate. As discussed in the spring meeting, the Statewide Advisory Panel for the Retail Management Certificate proposed moving from a 10-course to an 8-course certificate. In order to meet this requirement, UCC’s program will be expanding BA214 Business Communication to include an oral component. This will allow removal of SP111 Fundamentals of Speech from the existing program.

The certificate will adopt the new Accounting for Managers course which will focus specifically on the objectives requested by the Statewide Advisory Group. This change will allow the removal of BA180 Business Math and BA151 Practical Accounting from the existing certificate.
New Agriculture Business Degree and Certificate
Bill proposed that UCC offer an Agricultural Business Management two-year AS transfer degree and Agriculture Business Management Pathways Certificate. UCC will provide high schools with dual credit business agriculture classes and sign an articulation agreement with the Oregon State University (OSU) School of Agriculture. Creation of the degree would enable high school FFA (Future Farmers of America) students to complete their first two years at UCC and earn a four-year agricultural business management degree at OSU.

The committee provided the following ideas for the degree/certificate:

- Connect with agriculture organizations throughout Douglas County
- Use the program to attract high and junior high school students to UCC. Plant seeds as early as 7th and 8th grades using competitions and campus visits.

The committee voted to create the Agricultural Business Management degree and certificate.

Business Community Connections
Toni Clough presented several activities where she and other business instructors are connecting UCC with the Douglas County business community:

- NACCE – UCC obtained membership in the National Association for Community College Entrepreneurship. The association will help UCC serve as an advocate for the entrepreneurship movement in Roseburg.
- Umpqua Business Center – The UCC Business Department is involved with linking classroom instruction to services provided in the business center.
- Startup Weekend – Members of the UCC Business Department participated as a coach and judge in the Startup Weekend event at the Business Center this spring.
- Entrepreneur Fair – Toni served on the planning committee for the fair and headed the subcommittee for design of breakout sessions and guest speakers.
- Chamber of Commerce – The UCC Business Department joined the Chamber of Commerce and Toni attends chamber meetings and events.

Open Forum

- Roseburg is one of the few cities in a wine growing area without a wine tasting room. The Downtown Roseburg Association is considering renting space for a testing room and may invite the college to participate. Perhaps the UCC Entrepreneur club could run the room as a business in order to provide students with experience.
- Roseburg is getting a reputation as a strong grass roots entrepreneur movement.
- UCC should consider offering marketing budget training. Perhaps embed the training in existing classes.
- Create an online store to provide business students with experience and training.
- Offer a spreadsheet competition for Skills USA.

The meeting was adjourned at 7:30pm.
Course No : HD 136  
Course Credit: 3  
Lecture Hrs/wk: 3  
Lab Hrs/WK:  
Lecture/Lab Hrs/Wk:  
Practicum Hrs/Wk:  
Clock Hours: 32  
Length of Course 11 wks.  
Banner enforced Prerequisite:  
Instructor enforced Prerequisite:  
Co-Requisite: Practicing Success DLC  
Load Factor: 3.0  
Activity Code: 100  
CIPS: 130101

Course Title: Strategies for Success  
Developed By: Nancy Nowak

**COURSE DESCRIPTION:** This course is designed to help students create greater success in college and in life. Students will explore empowering strategies by writing a guided journal, participating in small group and class activities, and completing a final project. Making these strategies their own through application, they will have the ability to improve the outcomes of their lives academically, professionally, and personally.

**COURSE OUTCOMES:** Students will be able to
- Identify and explain the surface features and deep culture of higher education
- Recognize their responsibility for the outcomes and experiences they create in college and in life
- Create greater inner motivation by identifying personally meaningful goals
- Apply strategies for taking control of their time and energy in order to accomplish their goals
- Construct mutually supportive relationships in which they can employ interdependence
- Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs
- Examine key research on how the human brain learns and use that knowledge to construct a personal learning system
- Discuss strategies for managing their emotional life and apply those strategies in order to decrease stress and increase their sense of well-being
- Examine their present level of self-esteem and practice ways to develop self-acceptance and self-confidence
- Compose meaningful guided journal entries in which they apply a variety of success strategies
- Practice creative and critical thinking skills to analyze and solve problems
- Record and employ effective study skills, such as reading, taking notes, studying, memorizing, and taking tests.
REQUIRED TEXT/MATERIALS:
Composition notebook or computer journal

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

Week 1   Getting on course to your success; examining the culture of higher education and the
          CORE learning system

Week 2   Accepting personal responsibility

Week 3   Discovering self-motivation

Week 4   Mastering self-management

Week 5   Employing interdependence

Week 6   Gaining self-awareness

Week 7   Adopting lifelong learning

Week 8   Developing emotional intelligence

Week 9   Staying on course to your success

Week 10  Final review and evaluations

Week 11  Final exam
Instructor: Nancy Nowak
Phone: 440-4714
Office: ESB 13 Office Hour: TBA
E-mail: nancy.nowak@umpqua.edu

COURSE DESCRIPTION:
Welcome to Strategies for Success, HD 136. This course is designed to help you create greater success in college and in life. My goal in this course is to offer you an especially valuable learning experience, one that requires your cooperation to make it work.

By reading On Course, our textbook, you’ll learn empowering strategies that have helped others create great success. By keeping a guided journal, you’ll discover how to apply these success strategies to achieve your own goals and dreams. By participating in class activities and focused conversations, and by completing a course project, you will further improve your ability to stay on course to your success. Once you make these new strategies your own through application, you will have the ability to improve the outcome of your life, academically, professionally, and personally.

LEARNING OUTCOMES: As a successful student in this class, you will learn to
• Identify and explain the surface features and deep culture of higher education
• Recognize your responsibility for the outcomes and experiences you create in college and in life
• Create greater inner motivation by identifying personally meaningful goals
• Apply strategies for taking control of your time and energy in order to accomplish your goals
• Construct mutually supportive relationships in which you can employ interdependence
• Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs
• Examine key research on how the human brain learns and use that knowledge to construct a personal learning system
• Discuss strategies for managing your emotional life and apply those strategies in order to decrease stress and increase your sense of well-being
• Examine your present level of self-esteem and practice ways to develop self-acceptance and self-confidence
• Compose meaningful guided journal entries in which you apply a variety of success strategies
• Practice creative and critical thinking skills to analyze and solve problems
• Record and employ effective study skills, such as reading, taking notes, studying, memorizing, and taking tests.
BOOKS AND SUPPLIES

- *On Course (seventh edition)* by Skip Downing, Wadsworth/Cengage;
- In-class writing supplies, including three-hole, 8 ½ by 11 notebook paper;
- A notebook for your guided journal, which may be a bound composition notebook or a three-ring binder for word-processed entries or separate sheets of custom-designed paper.

COURSE PROJECTS AND GRADES

- Twenty (20) Journal Entries x 5 points = 100 points
- Ten (10) Quizzes x 5 points = 50 points
- One Personal Philosophy of Success Essay = 50 points
- Point Values:
  - A = 180-200 points
  - B = 179-160 points
  - C = 159-140 points
  - D = 139-120 points
  - F = 119 or below

JOURNAL: Your success journal provides an opportunity to explore your thoughts and feelings as you experiment with the strategies presented in *On Course*. By carefully examining each strategy, you will discover which ones will assist you most. Although I will be collecting your journals and looking through them, **write your journal for yourself**. During the quarter, you will write twenty numbered journal entries from our textbook. **These entries will be written outside of class.** At various times, you will have an opportunity to read a journal entry to one or more classmates. **THEREFORE, PLEASE BRING YOUR TEXTBOOK AND NOTEBOOK TO EVERY CLASS.**

I will collect your journal regularly. I will look through your journal to verify the completion of each assignment and to give credit for a job well done. Each journal entry will be awarded up to five points. A journal entry will be awarded the maximum number of points if it is **complete** (all steps in the directions have been responded to) and **written with high standards** (an obvious attempt has been made to dive deep).

QUIZZES: One of the most important factors of success in any endeavor is consistent and active participation. To encourage and reward your preparation for active participation, ten quizzes on the readings will be given. If you have read the assignment and completed your journal entry, you should have no trouble earning the maximum points (5) for each quiz. **No quiz may be made up.**

FINAL ESSAY: As your final project, you will write an essay in which you present your own Personal Philosophy of Success. The guidelines for this essay will be given later in the quarter.
COURSE RULES FOR SUCCESS

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety.

2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and to hand them in on time.

3. **Participate actively!** To support my success, I choose to stay mentally alert in every class, offering my best comments, questions, and answers when appropriate.

NON-DISCRIMINATION STATEMENT: It is the policy of Umpqua Community College and your Board that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Student Development at the Campus Center—Student Development. Phone (541)440-4705 or Oregon Relay 800-735-2900.

DISABILITIES STATEMENT: UCC is committed to supporting all students. Any student who feels he or she may need an accommodation for any type of disability should make contact with the Disability Services Office in the Advising and Career Service Center of the Campus Center Building. If you plan to use academic accommodations for this course, please contact your instructor and our office as soon as possible to discuss your needs. Accommodations are not retroactive; you begin when the instructor receives the “Approved Academic Accommodations” letter. To request academic accommodations for a disability, please contact a Disability Service Coordinator. Phone (541) 440-7655 or (541) 440-4610 or Oregon Relay 1-800-735-2900. Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to Danielle Haskett in Disability Services.

- [Additional information may be found at the Disability Services web page at](http://www.umpqua.edu/disability-services-home)
- [New and returning students may access information at](http://www.umpqua.edu/your-first-term)
COURSE SCHEDULE OF ASSIGNMENTS
The following is a general plan for the quarter, but it does not include all in-class assignments and activities. It is essential for you to attend class regularly so that you can keep up with all required assignments and participate actively in every class session. Reading assignments listed below should be completed before you come to class each week. Please remember to bring your textbook and journal to every class.

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>Getting on Course to Your Success. <strong>Homework due Thurs/Friday of Week One:</strong> Read Chapter One; do Self-Assessment, and write Journal #1, page 12.</th>
<th><strong>Homework due Week Two:</strong> Preview Chapter Two &amp; write Journal #2, pgs. 19-21, &amp; Journal #3, p. 27.</th>
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<tr>
<td>WEEK TWO</td>
<td>Accepting Personal Responsibility</td>
<td><strong>Homework due Week Three:</strong> Preview Chapter Three &amp; write Journal #4, p. 33, &amp; Journal #5, p. 46.</td>
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<td>WEEK THREE Martin King, Jr.,Day: No classes Monday</td>
<td>Discovering Self-Motivation</td>
<td><strong>Homework due Week Four:</strong> Preview Chapter Four &amp; write Journal #6, pgs.53-54, Journal #7, p. 59, &amp; Journal #8, pgs. 67-68.</td>
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<td>WEEK FOUR</td>
<td>Mastering Self-Management</td>
<td><strong>Homework due Week Five:</strong> Preview Chapter Five &amp; write Journal #9, p.83, &amp; Journal #10, pgs.89-90.</td>
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<tr>
<td>WEEK FIVE</td>
<td>Employing Interdependence</td>
<td><strong>Homework due Week Six:</strong> Preview Chapter Six and write Journal #11, pgs.93-94, &amp; Journal #12, pg.101.</td>
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<td>WEEK SIX</td>
<td>Gaining Self-Awareness</td>
<td><strong>Homework due Week Seven:</strong> Preview Chapter Seven &amp; write Journal #13, page 116, Journal #14, p. 123, &amp; Journal 16, p.139.</td>
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<td>WEEK SEVEN</td>
<td>Adopting Lifelong Learning</td>
<td><strong>Homework due Week Eight:</strong> Preview Chapter Eight &amp; write Journal #18, pgs. 160-161 &amp; Journal #21, p. 185. Success Essay assigned.</td>
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<td>WEEK EIGHT</td>
<td>Developing Emotional Intelligence</td>
<td>Homework Due Week Nine: Read Chapter Nine and write Journal #22, p. 191, &amp; Journal 23, pgs. 194-197.</td>
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<tr>
<td>WEEK TEN</td>
<td>Continue working in Chapter Nine. Final evaluations.</td>
<td>Exam Week: Schedule to be announced.</td>
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Document brought forward by: **Ian Fisher**

Supervisor’s name: **Jesse Morrow**  Date  **10/15/13**

Course title: **GTAW I - Gas Tungsten Arc Welding I**

Division **CTE** Department **Welding** Program **Welding**

Course No **WLD 150** Title **GTAW- Gas Tungsten Arc Welding I** Offered **Spring Term**

Credits 3 Lec hrs/wk 1 Lec/Lab hrs/wk 4 Clock hrs/wk 55

Banner Pre-req. **WLD 101** Instructor Pre-req. **Yes** Co-requisites **No** Length (wks) 3

Proposed implementation date Term **Spring** Year **14** Grading Option Load Factor **4.08**

Catalog 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.

VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY

☐ Approved by Advisory Committee (Minutes Attached):

Is this course on the "LDC Course List" of the State Department  ☐ To be ☐ Yes ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary Support Course:  Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY **Ian Fisher**  DATE: **10/29/13**

ATTACH the documents 1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
Course No: WLD 150  
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 101  
Instructor enforced Prerequisite: Yes  
Co-Requisite:  
Load Factor: 4.08  
Activity Code: 210  
CIPS: 480508

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
Document brought forward by: Ian Fisher, Welding Instructor/Coordinator/CWI

X Supervisor Signature: Date

X Date

Student need for course:

Course Information:

☐ AA ☐ AS ☐ AAS ☐ Below 100 level ☐ Elective ☒ Certificate

☐ AAOT (Area of distribution):

☐ Arts & Letters

☐ Science/Math/Computer Science

☐ Social Sciences

☐ Electives

☐ Approved Disciplines Studies Listings

☐ Arts & Letters

☐ Science/Math/Computer Science

☐ Social Sciences

☐ Human Relations

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: Instructor Fees: 4.08 ILC @ 492.00 = $2007.36

4.08 ILC @ 601.00 = $2452.08

Class Fee = $150.00 / Student Cost = $360.00

Course impact on:

a. Student enrollment in other courses:

b. Current program: Welding

Replacement course for: Course Number: n/a Title: n/a

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
WLD 150: Gas Tungsten Arc Welding, GTAW I (3)

Develops knowledge and manipulative skills using the Gas Tungsten Arc Welding process on mild steel, stainless steel, and aluminum. This class will cover AWS code requirements for structural and mechanical type joint configurations. This class will cover all joint configurations and all positions, as well as, 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 101
Document brought forward by: **Ian Fisher**

Supervisor’s name: **Jesse Morrow**  Date  **11/18/13**

Course title: **Blueprint Reading - II (3)**

Division **CTE**  Department **Welding**  Program **Welding**

Course No **WLD 240**  Title **Pipe Welding & Fitting II**  Offered **Spring Term**

Credits 3  Lec hrs/wk 2  Lec/Lab hrs/wk 2  Clock hrs/wk 44

Banner Pre-req. **WLD 140**  Instructor Pre-req. **Yes**  Co-requisites **No**  Length (wks) **11**

Proposed implementation date Term **Fall**  Year **14**  Grading Option **Load Factor 3.4**

**Catalog Course Description:** **WLD 240: Blueprint Reading - II (3)**

This course covers knowledge and manipulative skills 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

**VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY**

☐ Approved by Advisory Committee (Minutes Attached):

☐ Is this course on the "LDC Course List" of the State Department  ☐ To be ☐ Yes  ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary

**Support Course:** Indicate all programs for which this course will be required.

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**Overlap**

COURSE DEVELOPED BY **Ian Fisher**  DATE: **11/18/12**

**ATTACH the documents**  1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
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 8 ½ 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
Document brought forward by: **Ian Fisher, Welding Instructor/Coordinator/CWI**

Student need for course:

Course Information:

- AA
- AS
- AAS
- Below 100 level
- Elective
- Certificate

AAOT (Area of distribution):

- Arts & Letters
- Science/Math/Computer Science
- Social Sciences
- Electives

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: Instructor Fees: 3.4 ILC @ 492.00 = $1672.80

  3.4 ILC @ 601.00 = $2043.40

  Class Fee = $55.00 / Student Cost = $150.00

Course impact on:

a. Student enrollment in other courses:

b. Current program: **Welding**

Replacement course for: Course Number: n/a Title: n/a

________________________
Disposition: Signature Date Recommendation

________________________
Director of Curriculum Support Vice President of Instruction
WLD 240: Blueprint Reading - II (3)

This course covers develops knowledge and manipulative skills 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
Document brought forward by: Ian Fisher

Supervisor’s name: Jesse Morrow Date 11/18/13

Course title: Pipe Welding & Fitting I (3)

Division CTE Department Welding Program Welding

Course No WLD 222 Title Pipe Welding & Fitting I Offered Winter Term

Credits 3 Lec hrs/wk 1 Lec/Lab hrs/wk 4 Clock hrs/wk 55

Banner Pre-req. 1st year Welding Certificate Completion Instructor Pre-req. Yes Co-requisites No Length (wks) 3

Proposed implementation date Term Fall Year 14 Grading Option Load Factor 3.8

Catalog 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

VOCATIONAL TECHNICAL PROPOSALS ONLY LOWER DIVISION COLLEGIATE PROPOSALS ONLY

☐ Approved by Advisory Committee (Minutes Attached):
Is this course on the "LDC Course List" of the State Department ☐ To be ☐ Yes ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program) ☐ Occupational Supplementary

Support Course: Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Ian Fisher DATE: 11/18/12

ATTACH the documents 1. COURSE OUTLINE 2. COURSE JUSTIFICATION FORM
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

**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 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
Document brought forward by: **Ian Fisher, Welding Instructor/Coordinator/CWI**

Student need for course:

**Course Information:**

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

- □ AAOT (Area of distribution):
  - □ Arts & Letters
  - □ Science/Math/Computer Science
  - □ Social Sciences
  - □ Electives

- □ Approved Disciplines Studies Listings
  - □ Arts & Letters
  - □ Science/Math/Computer Science
  - □ Social Sciences
  - □ Human Relations

**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:

  Instructor Fees:
  - 3.8 ILC @ 492.00 = $1869.60
  - 3.8 ILC @ 601.00 = $2283.80

  Class Fee = $150.00 / Student Cost = $360.00

**Course impact on:**

- a. Student enrollment in other courses:
- b. Current program: **Welding**

Replacement course for: Course Number: n/a  Title: n/a

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**Disposition:**  
**Signature**  
**Date**  
**Recommendation**

________________________  
**Director of Curriculum Support**

________________________  
**Vice President of Instruction**
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
Document brought forward by: Ian Fisher

Supervisor’s name: Jesse Morrow  Date  11/18/13

Course title: Pipe Welding & Fitting I (3)

Division  CTE Department  Welding  Program  Welding

Course No WLD 223 Title Pipe Welding & Fitting II  Offered Spring Term

Credits 3 Lec hrs/wk 1 Lec/Lab hrs/wk 4 Clock hrs/wk 55

Banner Pre-req. WLD 222 Instructor Pre-req. Yes Co-requisites No  Length (wks) 3

Proposed implementation date Term  Fall  Year  14  Grading Option Load Factor 3.8

Catalog 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

VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY
☐ Approved by Advisory Committee (Minutes Attached):

☐ Is this course on the "LDC Course List" of the State Department  ☐ To be ☐ Yes ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary Support Course: Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Ian Fisher  DATE: 11/18/12

ATTACH the documents  1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
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.

**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 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
- 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
Student need for course:

Course Information:

- [ ] AA
- [x] AS
- [ ] AAS
- [ ] Below 100 level
- [ ] Elective
- [x] Certificate

- [ ] AAOT (Area of distribution):
  - [ ] Arts & Letters
  - [ ] Science/Math/Computer Science
  - [ ] Social Sciences
  - [ ] Electives

Approved Disciplines Studies Listings:

- [ ] Arts & Letters
- [ ] Science/Math/Computer Science
- [ ] Social Sciences
- [ ] Human Relations

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):

- [x] Additional instructional costs (staff, materials, equipment or facilities) are needed to offer this course. Itemize and estimate: Instructor Fees: 3.8 ILC @ 492.00 = $1869.60

3.8 ILC @ 601.00 = $2283.80

Class Fee = $150.00 / Student Cost = $360.00

Course impact on:

a. Student enrollment in other courses:
b. Current program: **Welding**

Replacement course for: Course Number: n/a Title: n/a

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Disposition: Signature Date Recommendation

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Director of Curriculum Support Vice President of Instruction
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
Document brought forward by: Ian Fisher

Supervisor’s name: Jesse Morrow  Date  11/18/13

Course title: GTAW II - Gas Tungsten Arc Welding II

Division CTE  Department Welding  Program Welding

Course No WLD 251  Title GTAW- Gas Tungsten Arc Welding II  Offered Fall Term

Credits 3  Lec hrs/wk 1  Lec/Lab hrs/wk 4  Clock hrs/wk 55

Banner Pre-req. WLD 150  Instructor Pre-req. Yes  Co-requisites No  Length (wks) 3

Proposed implementation date Term Fall  Year 14  Grading Option Load Factor 3.8

Catalog 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 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

VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY

Approved by Advisory Committee (Minutes Attached):

☐ To be ☐ Yes ☐ No

If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)

☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary

Support Course:  Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Ian Fisher  DATE: 11/18/12

ATTACH the documents 1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
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 patterns 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 64000499**, **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
Document brought forward by: **Ian Fisher, Welding Instructor/Coordinator/CWI**

X  
Supervisor Signature:  
X  
Date

**Student need for course:**

**Course Information:**

☐ AA  ☑ AS  ☐ AAS  ☐ Below 100 level  ☐ Elective  ☑ Certificate  
☐ AAOT (Area of distribution):  
☐  Arts & Letters  
☐  Science/Math/Computer Science  
☐  Social Sciences  
☐  Electives  

☐ Approved Disciplines Studies Listings  
☐  Arts & Letters  
☐  Science/Math/Computer Science  
☐  Social Sciences  
☐  Human Relations

**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: Instructor Fees: 3.8 ILC @ 492.00 = $1869.60  
3.8 ILC @ 601.00 = $2283.80  
Class Fee = $150.00 / Student Cost = $360.00

**Course impact on:**

a. Student enrollment in other courses:  
b. Current program: **Welding**  
Replacement course for: Course Number: n/a  
Title: n/a

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**Disposition:**  
**Signature**  
**Date**  
**Recommendation**

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Director of Curriculum Support  
Vice President of Instruction
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 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 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
Document brought forward by: Ian Fisher
Supervisor’s name: Jesse Morrow  Date  11/18/13

Course title: GTAW III - Gas Tungsten Arc Welding III

Division CTE  Department Welding  Program Welding

Course No WLD 252  Title GTAW III - Gas Tungsten Arc Welding III  Offered Winter Term
Credits 3  Lec hrs/wk 1  Lec/Lab hrs/wk 4  Clock hrs/wk 55
Banner Pre-req. WLD 251  Instructor Pre-req. Yes  Co-requisites No  Length (wks) 3

Proposed implementation date Term Winter  Year 15  Grading Option Load Factor 3.8

Catalog 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

VOCATIONAL TECHNICAL PROPOSALS ONLY  LOWER DIVISION COLLEGIATE PROPOSALS ONLY
☐ Approved by Advisory Committee (Minutes Attached):
☐ Is this course on the "LDC Course List" of the State Department  ☐ To be ☐ Yes  ☐ No
If no, this course has been approved for transfer to: (college or university) (attached syllabus, course description, and outcomes)
☐ Occupational Preparatory (organized degree/cert program)  ☐ Occupational Supplementary

Support Course:  Indicate all programs for which this course will be required.

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Overlap

COURSE DEVELOPED BY Ian Fisher  DATE: 11/18/13

ATTACH the documents 1. COURSE OUTLINE  2. COURSE JUSTIFICATION FORM
Course No: WLD 252
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 251
Instructor enforced Prerequisite: Yes
Co-Requisite: Load Factor: 3.8
Activity Code: 210
CIPS: 480508

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
Document brought forward by: Ian Fisher, Welding Instructor/Coordinator/CWI

X Date
Supervisor Signature:

X Date

Student need for course:

Course Information:

☐ AA  ☑ AS  ☐ AAS  ☐ Below 100 level  ☐ Elective  ☑ Certificate

☐ AAOT (Area of distribution):

☐ Arts & Letters
☐ Science/Math/Computer Science
☐ Social Sciences
☐ Electives

☐ Approved Disciplines Studies Listings

☐ Arts & Letters
☐ Science/Math/Computer Science
☐ Social Sciences
☐ Human Relations

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: Instructor Fees: 3.8 ILC @ 492.00 = $1869.60

3.8 ILC @ 601.00 = $2283.80

Class Fee = $150.00 / Student Cost = $360.00

Course impact on:

a. Student enrollment in other courses:

b. Current program: Welding

Replacement course for: Course Number: n/a  Title: n/a

Disposition:  Signature  Date  Recommendation

Director of Curriculum Support  Vice President of Instruction
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
Document brought forward by: Ian Fisher, Welding Instructor Coordinator/CWI

Date: 10/23/2013
Supervisor Signature:

☐ Revise       Division: CTE
☐ Reactivate   Program: Welding
☐ Delete       Effective for Catalog Year and Term: Spring 2014
☐ Repackage existing courses for a new area of concentration within an existing program

Description of Request: New course added to meet national American Welding Society (AWS) Standards.

Other Program Impact: This new course will allow for more focused instructional time on GTAW, AKA TIG welding which is a high skill & high wage welding process.

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

An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.

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

Approximate fees related to this course would be similar to

☐ Impact to other Divisions in terms of classes and staffing.

None

Disposition: Signature Date Recommendation

Director of Curriculum Support       Vice President of Instruction
Program revision for: Welding

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Total credits in program: 45

Total credits in program: 48
Revise Division: CTE

Reactivate Program: Welding

Delete Effective for Catalog Year and Term: Fall 2014

Repackage existing courses for a new area of concentration within an existing program

**Description of Request:** New course added to meet national API – 1104 & ASME Section IX Pipe welding standards and code requirements for high pressure vessel type joint configurations.

**Other Program Impact:** This new course will allow for more focused instructional time on SMAW, GTAW, FCAW, and GMAW welding at a level beyond entry level work.

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

An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.

Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

Approximate fees related to this course would be similar to

Impact to other Divisions in terms of classes and staffing.

None

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**Disposition:**

**Signature**

**Date**

**Recommendation**

Director of Curriculum Support

Vice President of Instruction
Program revision for: Welding

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Repackage existing courses for a new area of concentration within an existing program

**Description of Request:** New course added to meet national API – 1104 & ASME Section IX Pipe welding standards and code requirements for high pressure vessel type joint configurations.

**Other Program Impact:** This new course will allow for more focused instructional time on SMAW, GTAW, FCAW, and GMAW welding at a level beyond entry level work.

- An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.

- Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

**Approximate fees related to this course would be similar to**

- Impact to other Divisions in terms of classes and staffing.

  None

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**Disposition:**

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Program revision for: Welding

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Document brought forward by: Ian Fisher, Welding Instructor Coordinator/CWI

X Date 11/18/2013
Supervisor Signature:

☒ Revise Division: CTE
☐ Reactivate Program: Welding
☐ Delete Effective for Catalog Year and Term: Spring 2015
☐ Repackage existing courses for a new area of concentration within an existing program

Description of Request: New course added to assist the student in further their understanding and interpretation in the reading of technical drawings. Interpretation of 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.

Other Program Impact: This new course will allow for more focused instructional time on pipe symbols and interpretation for welding at a level beyond entry level work.

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

An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.

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

Approximate fees related to this course would be similar to

☐ Impact to other Divisions in terms of classes and staffing.

None

Disposition: Signature Date Recommendation

Director of Curriculum Support Vice President of Instruction
Program revision for: Welding

**CURRENT**

(If course are re-designed, attach new course outlines)

**PROPOSED 2nd Year Program**

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Revise  Division: CTE

Reactivate  Program: Welding

Delete  Effective for Catalog Year and Term: Fall 2014

Repackage existing courses for a new area of concentration within an existing program

Description of Request: New course added to meet national API - 1104 Pipe welding standards and code requirements for high pressure vessel type joint configurations.

Other Program Impact: This new course will allow for more focused instructional time on GTAW, AKA TIG welding which is a high skill & high wage welding process.

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

An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.

Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

Approximate fees related to this course would be similar to

Impact to other Divisions in terms of classes and staffing.

None

Disposition: Signature  Date  Recommendation

Director of Curriculum Support  Vice President of Instruction
Program revision for: Welding

(CURRENT) PROPOSED 2nd Year Program

(If course are re-designed, attach new course outlines)

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Document brought forward by: Ian Fisher, Welding Instructor Coordinator/CWI

X Date 11/18/2013
Supervisor Signature:

☒ Revise
Division: CTE

☐ Reactivate
Program: Welding

☐ Delete
Effective for Catalog Year and Term: Winter 2015

☐ Repackage existing courses for a new area of concentration within an existing program

**Description of Request:** New course added to meet national ASME Section IX (American Society for Mechanical Engineers) Standards.

**Other Program Impact:** This new course will allow for more focused instructional time on GTAW, AKA TIG welding which is a high skill & high wage welding process.

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

   *An instructor will be required of this course. Facility = Lockwood Hall - Welding Lab. Lab equipment for proposed course is currently present. Lab fees used to furnish materials needed for course.*

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

   *Approximate fees related to this course would be similar to*

☐ Impact to other Divisions in terms of classes and staffing.

*None*

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**Disposition:**

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## Program revision for: Welding
### CURRENT
### PROPOSED 2nd Year Program

(If course are re-designed, attach new course outlines)

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Document brought forward by: **Stephen R. Cable, Human Services Program Coordinator**

- **X** Revise
- \[\Box\] Reactivate
- \[\Box\] Delete

**Division:** Arts and Sciences

**Program:** Human Services AAS Degree

**Effective for Catalog Year and Term:** 2014 Summer

**Repackage existing courses for a new area of concentration within an existing program**

**Description of Request:**

*Delete requirement for WR 122 due to changes in credits for Writing courses. The credits added by the changes to WR 121 (3 to 4) and WR 227 (3 to 4), and one additional elective credit will replace the credits subtracted by deletion of WR 122 so the total program credits required remain at 90 credits.*

**Other Program Impact:**

- \[\Box\] Instructional costs (staff, materials, equipment, or facilities) are required.

  **All courses are already being taught.**

  - \[\Box\] Additional instructional costs (staff, materials, equipment, or facilities) are needed to offer this course. Itemize and estimate cost(s). Attach one year budget plus startup cost.

  **NONE. All courses are already being taught.**

  **X** Impact to other Divisions in terms of classes and staffing.

  **Expect some reduction in WR 122 enrollment.**

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**Director of Curriculum Support**

**Vice President of Instruction**
Program revision for: Human Services AAS Degree

**CORE REQUIREMENTS – 36 credits**

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<td>HS 150</td>
<td>Personal Effectiveness for Human Services</td>
<td>3</td>
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<td>HS 154</td>
<td>Community Resources</td>
<td>3</td>
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<tr>
<td>HS 155</td>
<td>Counseling Skills I</td>
<td>3</td>
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<td>HS 226</td>
<td>Ethics and Law</td>
<td>3</td>
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<td>HS 227</td>
<td>Understanding Dysfunctional Families</td>
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<td>HS 229</td>
<td>Crisis Intervention and Prevention</td>
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<tr>
<td>HS 266</td>
<td>Case Management for Human Services</td>
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<td>HS 267</td>
<td>Cultural Competence in Human Services</td>
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<td>HS 280</td>
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**TOTAL CORE CREDITS** 36

**ELECTIVES - 26 credits**

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<td>HS 107</td>
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**TOTAL ELECTIVES** 26

**PROPOSED**

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**TOTAL CORE CREDITS** 36

**ELECTIVES - 27 credits**

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<td>Introduction to Correctional Casework</td>
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**TOTAL ELECTIVE REQUIREMENTS** 26

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### General Education Requirements

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<td>PSY 202</td>
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<td>PSY 203</td>
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<td>PSY of Human relations or Interpersonal Communications</td>
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<tr>
<td>SOC 204</td>
<td>Introduction to Sociology</td>
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### General Education Requirements

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<tr>
<td>WR 121</td>
<td>English Composition</td>
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**CURRENT TOTAL CREDITS:** 90  
**PROPOSED TOTAL CREDITS:** 90
UCC PROGRAM REVISION FORM – page 1 of 2

Document brought forward by: Stephen R. Cable - Criminal Justice Program Coordinator

X Supervisor Signature: Date:

X Revise Division: Career and Technical Education

☐ Reactivate Program: Criminal Justice AAS Degree

☐ Delete Effective for Catalog Year and Term: 2014 Summer

☐ Repackage existing courses for a new area of concentration within an existing program

Description of Request:

Delete requirement for WR 122 due to changes in credits for Writing courses and SP 111. The three credits added by the changes to WR 121 (3 to 4), WR 227 (3 to 4), and SP 111 (3 to 4) will replace the credits subtracted by deletion of WR 122 so the total program credits needed remain at 90 credits.

Change approved elective from CIS 120 to CIS 100 or higher due to development of more appropriate introductory CIS course recommend by CIS Department.

Other Program Impact:

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

NONE

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

NONE

X Impact to other Divisions in terms of classes and staffing

Expect some reduction in WR 122 enrollment and some increase in CIS 100 enrollment.

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Curriculum Committee Chair Vice President of Instruction
**Program Revision for: Criminal Justice Associate of Applied Science**

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**CJ REQUIREMENTS**

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<td>Introduction to Windows and PCs</td>
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<td>HS 227</td>
<td>Understanding Dysfunctional Families</td>
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</tbody>
</table>
UCC COURSE REVISION FORM - Page 1 of 2

Document brought forward by: Ken Carloni  (NOTE SEVERAL FORMATTING ERRORS BELOW BECAUSE OF INFLEXIBLE DOCUMENT DESIGN)

X  Ken Carloni  Date  3 Dec. 2013
Supervisor Signature (Please type in the box with the X by it.)

✓ Revise  Division: A&S

☐ Reactivate  Department: SCI

☐ Delete  Program: Transfer

Current course number BI 212  Revised Course Number BI 212

Current Course Title  Principles of Biology  Revised Course Title Principles of Biology

Credits 5  Revised Credits 5

Lecture Hrs/Wk 4  Revised Lecture Hrs/Wk 4

Lec /Lab Hrs/Wk 3  Revised Lec /Lab Hrs/Wk 3

Lab Hrs/Wk n/a  Revised Lab Hrs/Wk n/a

Practicum n/a  Revised Practicum n/a

Banner/Instr. Prerequisites BI211  Revised Banner/Instruc. Prerequisites C or better in both BI 211 and CH 221, or instructor's consent.

Co-requisites  _____  Revised Co-requisites  _____

Length (Wks) 11  Revised Length (Wks) 11

Terms Offered W  Revised Terms Offered W

Proposed implementation date: Term WYear 2015  Grading Option A-F  Load Factor 6.1 ILCs

Reason for request: CHANGE IN PREREQUISITE ONLY: CH 221 is currently listed as a pre- or corequisite for BI 211 in the fall term, but for BI 212 in the winter term, only BI 211 is listed as a prerequisite. That means that students can now sign up for CH 221 in the fall term so that banner will let them into BI211, then simply drop CH 221. This change ensures that they must stay in CH 221 and pass it, or at least get the permission of the instructor if they don't.

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

Cost of revision: n/a

☐ 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 n/a 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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<tr>
<th>Course No:</th>
<th>BI 212</th>
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<tbody>
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<td>Lecture Hrs/wk:</td>
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<td>Lab Hrs/Wk:</td>
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<td>Lecture/Lab Hrs/Wk:</td>
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<td>Clock Hours:</td>
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<tr>
<td>Length of Course</td>
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Banner enforced Prerequisite: C or better in both BI 211 and CH 221

Instructor enforced Prerequisite: Instructor's consent.
Co-Requisite: n/a
Load Factor: 6.1 ILCs
Activity Code:
CIPS:

Course Title: Principles of Biology
Developed By: Ken Carloni
Development Date: Jan. 1992
Revision Date: Dec. 2002

COURSE DESCRIPTION: A continuation of Biology 211, Biology 212 includes cell structure and function; cellular metabolism; cell division; heredity; molecular genetics and biotechnology; molecular evolution.

COURSE OUTCOMES: Upon completion of the BI211/212/213 sequence, students will be able to: describe living systems at scales ranging from the molecule to the biosphere; use computers to collect, analyze and present biological data; solve problems as individuals and in groups; evaluate the impacts of biology on society.


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

Week 1 Review; Membranes

Week 2 Cell Communication; Energy, Enzymes, Metabolism

Week 3 Cellular Respiration

Week 4 Photosynthesis; Mitosis and Meiosis
Week 5  Genes, Chromosomes, DNA and Inheritance

Week 6  Gene Expression and Mutation

Week 7  Regulation of Gene Expression

Week 8  Genomes and Gene Sequencing

Week 9  Recombinant DNA and Biotechnology

Week 10 Gene Expression in Development and Evolution
Document brought forward by: Ken Carloni

X Ken Carloni Date 3 Dec. 2013
Supervisor Signature: (Please type in the box with the X by it.)

Course Number BI 212 Course Name Principles of Biology

Student need for course: Science Majors

Course Information:
- AA
- AS
- AAS
- Below 100 level
- Elective
- Certificate
- AAOT (Area of distribution): Science

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:

Course impact on:

a. Student enrollment in other courses: n/a
b. Current program: n/a

Replacement course for: Course Number: n/a Title: n/a

Disposition: Signature Date Recommendation

Director of Curriculum & Instruction Vice President of Instruction
MEMORANDUM

To: Curriculum Committee
   Instructional Council

From: Clay Baumgartner, Department Chair, Engineering and CIS Program

Date: October 30, 2013

Re: Approved Disciplines Studies Listings, Page 70 Catalog, Proposed Revisions for Engineering Program

Page 70 of the UCC catalog lists “Approved Disciplines Studies Listings”. The listings are for transfer designations and are not a complete listing of all courses offered at UCC.

The “Arts and Letters, Science/Math/Computer Science, and Social Science” listings are course that have been designated by UCC as meeting general education requirements for transfer degrees such as AS and AAOT. There are also elective courses that students can take outside those listed. The “Career &Technical” designations are important since a maximum of 12 credit hours of courses designated as career and technical can transfer as elective courses.

Not all courses offered through the UCC CTE Division fall under the “Career & Technical” designation for transfer purposes. Only courses that UCC has identified to not transfer as elective courses are listed. There has been emphasis in recent years to increase educational pathways by increasing the number of courses that transfer.

Attached are the 1) current approved disciplines studies listing for UCC and 2) information from SWOCC catalog for AAOT designations and study discipline designations. The SWOCC catalog pages are provided as an example of designations at another community college.

The following changes are proposed for the Engineering program:

Science/Math/Computer Science

Add: ENGR 111, ENGR 112 Introduction to Engineering (3, 3)
     ENGR 211, 212, 213 Engineering Mechanics (4, 4, 4)
     ENGR 201, 202, 203 Electrical Engineering Fundamentals (4, 4, 4)

Add: GIS 134 Intro to Geographic Information Systems (3)

Career & Technical

Delete: CIVXXX Civil Engineering
        SURXXX Surveying
## Arts and Letters

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<td>ART 204*,205,206</td>
<td>History of Western Art (3, 3, 3)</td>
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<td>Women in Art (3)</td>
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<td>ART 216</td>
<td>Introduction to the History of Photography (4)</td>
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<td>ENG 288*</td>
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<td>American Film History (4)</td>
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<td>FR 201*,202*,203*</td>
<td>Second-Year French (4, 4, 4)</td>
</tr>
<tr>
<td>GER 201,202,203</td>
<td>Second-Year German (4, 4, 4)</td>
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<tr>
<td>J 205</td>
<td>Introduction to Public Relations (3)</td>
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<tr>
<td>J 251</td>
<td>Writing for the Media (3)</td>
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<tr>
<td>MUS 105</td>
<td>History of Rock (3)</td>
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<tr>
<td>MUS 161</td>
<td>Jazz Improvisation (3)</td>
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<tr>
<td>MUS 201,202,203</td>
<td>Introduction to Music &amp; Its Literature (3, 3, 3)</td>
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<tr>
<td>MUS 204</td>
<td>Music of the World (3)</td>
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<tr>
<td>MUS 205</td>
<td>Introduction to Jazz History (3)</td>
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<tr>
<td>PHIL 201,202,203</td>
<td>Introduction to Philosophy (3, 3, 3)</td>
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<tr>
<td>R 201,202,203</td>
<td>World Religions (3, 3, 3)</td>
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<td>SPAN 201*,202*,203*</td>
<td>Second-Year Spanish (4, 4, 4)</td>
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<tr>
<td>SP 105</td>
<td>Listening (3)</td>
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<tr>
<td>SP 111</td>
<td>Fundamentals-Public Speaking (3)</td>
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<tr>
<td>SP 112</td>
<td>Persuasive Speech</td>
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<tr>
<td>SP 218*</td>
<td>Interpersonal Communications (3)</td>
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<td>SP 219</td>
<td>Small Group Discussion (3)</td>
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<tr>
<td>SP 253*</td>
<td>Gender Communication (3)</td>
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<td>TA 271</td>
<td>Introduction to Theatre (4)</td>
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<tr>
<td>WR 241,242,243</td>
<td>Creative Writing (3,3,3)</td>
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<tr>
<td>WS 101</td>
<td>Introduction to Gender and Women’s Studies (4)</td>
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ART: One 3-credit course in studio arts numbered 100 or above. (ART 221*)

THEATRE: One 3-credit course in theatre arts numbered 100 or above.

* meets AADT Cultural Literacy Requirement

* ART 210 Women in Art; ART 216 Introduction to History of Photography

## Science / Math / Computer Science

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MTH 105</td>
<td>Introduction to Contemporary Mathematics (4)</td>
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<td>MTH 111</td>
<td>College Algebra (4)</td>
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<td>MTH 112</td>
<td>Elementary Functions (4)</td>
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<td>MTH 211,212,213</td>
<td>Fundamentals of Elementary Math I, II, III (4, 4, 4)</td>
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<td>MTH 231</td>
<td>Elements of Discrete Math I (4)</td>
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<td>MTH 241,242</td>
<td>Calculus for Management &amp; Social Sciences I, II (4, 4)</td>
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<td>MTH 243</td>
<td>Introduction to Probability &amp; Statistics (4)</td>
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<td>MTH 251,252,253</td>
<td>Calculus I, II, III (4, 4, 4)</td>
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<td>MTH 254</td>
<td>Vector Calculus I (4)</td>
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<td>MTH 256</td>
<td>Differential Equations (4)</td>
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<td>BI 101,102,103</td>
<td>General Biology (4, 4, 4)</td>
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<tr>
<td>BI 110</td>
<td>Wildlife Biology (4)</td>
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<td>BI 211,212,213</td>
<td>Principles of Biology (5, 5, 5)</td>
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<td>BI 222</td>
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<td>CH 104,105,106</td>
<td>Introduction to Chemistry (4, 4, 4)</td>
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<td>CH 112</td>
<td>Chemistry for Health Occupations (5)</td>
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<tr>
<td>CH 221,222,223</td>
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<td>CS 100X</td>
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<td>FN 225</td>
<td>Human Nutrition (4)</td>
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<td>G 145</td>
<td>Geology of the Pacific Northwest (3)</td>
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<tr>
<td>G 146</td>
<td>Rocks and Minerals (4)</td>
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<td>G 213</td>
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<td>GS 104,105,106</td>
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<td>GS 107</td>
<td>Astronomy (4)</td>
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<td>Introduction to Geology (3)</td>
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<td>GS 147</td>
<td>Introduction to Oceanography (3)</td>
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<td>PE 135</td>
<td>Anatomy &amp; Physiology for Fitness (4)</td>
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<td>PH 201,202,203</td>
<td>General Physics (5, 5, 5)</td>
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<td>PH 211,212,213</td>
<td>General Physics w/Calculus (5, 5, 5)</td>
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## Social Sciences

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<td>ANTH 150</td>
<td>Introduction to Archaeology (3)</td>
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<td>ANTH 165</td>
<td>Anthropology of Sex</td>
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<td>ANTH 221,222,223*</td>
<td>Cultural Anthropology (3, 3, 3)</td>
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<tr>
<td>CJ 101</td>
<td>Introduction to Criminology (3)</td>
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<td>CJ 110</td>
<td>Introduction to Law Enforcement (3)</td>
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</table>
CJ 114* Cultural Diversity Issues in Criminal Justice (3)
CJ 130 Introduction to Corrections (3)
CJ 275 Comparative Criminal Justice Systems (3)
ECON 201, 202, 203 Economics (3, 3, 3)
ED 121, 122, 123 Leadership Development (3, 3, 3)
GEO 110 Introduction to Human Geography (3)
GEO 120 World Regional Geography (3)
GEO 206 Geography of Oregon (3)
HD 208 Career/Life Planning (3)
HDFS 201 Individual & Family Development (3)
HDFS 225 Child Development (3)
HDFS 240 Contemporary American Family (3)
HS 100 Introduction to Human Services (3)
HS 154 Community Resources (3)
HST 104, 105, 106* World History (3, 3, 3)
HST 201, 202, 203* History of United States (3, 3, 3)
J 211* Introduction to Mass Communication (3)
PS 210, 212, 203 U.S. Government (3, 3, 3)
PS 205 International Relations (3)
PSY 101 Psychology of Human Relations (3)
PSY 210, 212, 203* General Psychology (3, 3, 3)
SOC 204, 206 Introduction to Sociology (3, 3, 3)
SOC 207 Juvenile Delinquency (3)
SOC 213 Race, Class, & Ethnicity (3)
SOC 225 Social Aspects of Addiction (3)
SOC 240 Sociology of Work and Leisure (3)
WS 101* Introduction to Gender and Women’s Studies (4)

* meets AADT Cultural Literacy Requirement

Career & Technical

APR XXX Apprenticeship
AUJ XXX Automotive
AV XXX Aviation
BA 116 Principles of Financial Services
BA 128 Accounting Applications I
BA 129 Accounting Applications II
BA 130 Accounting Applications III
BA 150 Developing a Small Business
BA 151 Practical Accounting I
BA 152 Practical Accounting II
BA 160 Accounting for Managers
BA 165 Customer Service

BA 117 Payroll Accounting
BA 180 Business Mathematics I
BA 181 Business Mathematics II
BA 203 Introduction to International Business
BA 215 Cost Accounting
BA 228 Computerized Accounting Systems I
BA 229 Computerized Accounting Systems II
BA 230 Computerized Accounting Systems III
BA 235 Intermediate Accounting I
BA 236 Intermediate Accounting II
BA 237 Intermediate Accounting III
BA 240 Introduction to Auditing
BA 246 Tax Accounting I
BA 247 Tax Accounting II
CM XXX Computer Information Systems (except CJS 120)
CWE XXX Cooperative Work Experience
CJ 100x Law Enforcement Skills Training
CA xxx Culinary Arts
Dental Assisting
DHr xxx Drafting Technology
ED 104 CSE Seminar & Practicum IV
ED 105 CSE Seminar & Practicum V
ED 106 CSE Seminar & Practicum VI
ED 128 Professional Truck Driver Training Certificate
EMS XXX Emergency Medical Services
HPR XXX Safety Management Technology
LA XXX Paralegal Studies
MED XXX Medical Office Technology
MFT XXX Machine Manufacturing Technology
NSH XXX Registered Nursing
OA XXX Office Assistant
PN XXX Practical Nursing
PUP XXX Professional Truck Driver Training Certification
SAH XXX Surveying
SL 101 Truck Driving
VS XXX Visual Communications
VTXXX Viticulture, Enology, and Welding
WDL XXX Welding
WQI XXX Water Quality Treatment
XX 280X Cooperative Work Experience (maximum 13 credits)

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## DEGREE REQUIREMENTS

### ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

### FOUNDATIONAL REQUIREMENTS

**Note:** All courses must be completed with a grade of 'C' or better.

<table>
<thead>
<tr>
<th>WRITING (3 COURSES)</th>
<th>ARTS AND LETTERS</th>
<th>SOCIAL SCIENCES</th>
<th>SCIENCE/MATH/COMPUTER SCIENCE</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better)</td>
<td>Three (3) courses chosen from two or more disciplines. <strong>Note:</strong> Information Literacy is included through embedding the appropriate content and analytical activity in courses that count toward the writing Foundational Requirement.</td>
<td>Four (4) courses chosen from two or more disciplines.</td>
<td>Four (4) courses from at least two disciplines including at least three (3) laboratory courses in biological and/or physical science.</td>
<td>Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses.</td>
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<table>
<thead>
<tr>
<th>MATHEMATICS (1 COURSE)</th>
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<tbody>
<tr>
<td>MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)</td>
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<th>SPEECH/ ORAL COMMUNICATION (1 COURSE)</th>
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<tbody>
<tr>
<td>SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better)</td>
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<tr>
<th>HEALTH, WELLNESS AND FITNESS (3 CREDITS)</th>
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<tbody>
<tr>
<td>PE185 (3 courses) or One (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)</td>
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<tr>
<th>DISCIPLINE STUDIES REQUIREMENTS</th>
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<tbody>
<tr>
<td>Note: All courses must be completed with a grade of 'C' or better.</td>
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<thead>
<tr>
<th>SCIENCE/MATH/ COMPUTER SCIENCE</th>
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<tbody>
<tr>
<td>Note: All courses must be completed with a grade of 'C' or better.</td>
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### SUPPORTIVE COURSES

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</thead>
<tbody>
<tr>
<td>Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 113, 140, 147, 152, 154, 204, 215, 208, HE112, LB127, QA121, RD101, 102, 103.</td>
<td></td>
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<table>
<thead>
<tr>
<th>CULTURAL LITERACY</th>
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</thead>
<tbody>
<tr>
<td>Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. Courses below meet the Cultural Literacy requirement.</td>
<td></td>
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<tr>
<th>CULTURAL LITERACY</th>
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<tbody>
<tr>
<td>ANTH103, 221, 222, 223, 230, 231, 232; ED258; ENG107 108,109; GEOG105; HDFS140; HUM204, 205, 206; HST104; MUS205; PSY231; SOC208, 210, 213; SP217, 220; WS101</td>
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<th>SCIENCE/MATH/ COMPUTER SCIENCE</th>
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</table>
**COURSE/CREDIT TYPES**

**Lower Division Transfer** courses are those that will transfer to four-year schools in the Oregon University System and apply towards a Bachelor’s degree. Generally, transfer courses will have a departmental prefix and a three-digit number 100 through 299.

**Developmental** courses are designed to help a student gain skill and knowledge before taking college-level courses. These courses will generally have a departmental prefix and a two- or four-digit number. Because course numbers vary, students planning to transfer to four-year institutions should follow the course selections shown under the Associate of Arts Oregon Transfer (AA/OT) requirements, and consult with their advisor.

**Non-credit** courses are generally offered for community interest, personal enrichment, and professional development. The content is generally not applicable toward a certificate, diploma, or degree, and courses are not always transcribed.

**Continuing Education Units (CEU)** are a nationally recognized unit granted for educational experiences to upgrade a person’s skills in a particular profession or occupation. Courses developed to meet these needs are often approved through a professional licensing agency or a state or regional board. The units are not convertible to college credit.

**Professional Development Units (PDU)** activities may include a program, course, workshop, seminar, or other pre-approved learning experience. For a course to be eligible for PDU credit and for the activity to be transcribed by the college, it must meet specific criteria.

**Foreign Language Requirement** effective for everyone graduating from high school in 1997 (and thereafter), all Oregon University System institutions require two years of high school second language for admission. This admission requirement can also be satisfied by two quarters (or semesters) of a college-level second language or demonstrate proficiency in a second language. For additional information, contact an advisor or counselor.

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<table>
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<th>COURSE CODE</th>
<th>COURSE DESCRIPTION</th>
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<tr>
<td>ABE</td>
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<tr>
<td>AC*</td>
<td>Accounting/Bookkeeping</td>
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<td>AH*</td>
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<td>ANTH</td>
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<td>ART</td>
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<td>CJ*</td>
<td>Criminal Justice</td>
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<td>CFT*</td>
<td>Culinary Arts</td>
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<td>DRFT*</td>
<td>Drafting</td>
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<td>ECE*</td>
<td>Early Childhood Education</td>
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* Identifies career-technical alpha prefixes currently used at Southwestern.