Instructional Council
Meeting Agenda
3:30 PM-5:00 PM
October 27, 2015
Jackson Hall 14

Roxanne Kelly, VPI          Kristi Hurt (Sec.)          Jason Aase          Debbie Hill
Jesse Morrow                Martha Joyce                ASUCC Public Relations
David Farrington            Ali Mageeheon              Cheryl Yoder        Mandie Pritchard
Paula Usrey                 Amy Fair                    Susan Rochester     Lisa Fields
Chris Grant                 Ken Carloni                 Dee Winn            Mary Morris
Michelle Bergmann           Joan Campbell               Clay Baumgartner    Tamra Samson
Marjan Coester              Elizabeth Bastian           Jessica Richardson Crystal Sullivan
ASUCC Senator 6

Approval of Instructional Council Minutes- May 26, 2015

New Programs:
To Be Presented By:

New Courses:
To Be Presented By: Sandra Angeli-Gade

- HS 108

Program Revisions:
To Be Presented By: Martha Joyce

- Marketing AAS

To Be Presented By: Tamra Samson

- Registered Nursing Program
- Practical Nursing Program

Course Revisions:
To be presented by: Sandra Angeli-Gade

- HS 144
- HS 107

To Be Presented By: Cheryl Yoder

- Martial Arts A,B,C

Informational: To Be Presented By: Debbie Hill

- Course and program description changes

Next Curriculum Committee November 10th, & Instructional Council November 24th
Approval of Instructional Council Minutes- April 28, 2015
Minutes from last meeting were approved M/S/A

New Programs:
To Be Presented By: Martha Joyce
- Retail Management Business Essentials Pathway Certificate
  Pathway Certificate use first 4 courses in 8 course Retail Management Certificate, budget for developing might be from April Hamlin-Title 2 funds. Classes need to be offered in a short time frame, 3 classes are offered fall term, one in spring term and this needs to change so they are offered together. Grant has been applied for and certificate needs approval for grant application. M/S/A
  David Farrington opposed this approval.

New Courses:
To Be Presented By:

Program Revisions:
To Be Presented By: Clay Baumgartner
- AAS Engineering Technology Program
  Repacking this degree, will submit in fall for revisions of Engineering /technology Degree and pursue new AAS degree in Water Technology using existing courses. M/S/A

To Be Presented By: Ken Carloni
- Natural Resources Landscape Monitoring Option
  Revision substitutes CH 112 for CH 101 or CH 221. This allows the use of the broad survey course CH 112 in place of the narrow CH 101 or CH 221. Change is possible because NR 205 was approved by OSU in their Baccalaureate core requirement. M/S/A

To Be Presented By: Chris Lake
• AAS Enology
  Revision deletes GS 105 and HPE 295. Chemistry requirement of CH 104, 105 and 106 will be changed to OR CH 221,222, or 223 in addition to CH 104,105, or 106.
  Total credits will now be 94-97. Revision can be used by fall 2015 but will not go into the catalog until 2016-2017. M/S/A

• Certificate-Viticulture
  Revision deletes HPE 295 as it is no longer a state or institutional requirement for this certificate.
  Chemistry requirement will be GS 105, OR CH 104, OR CH 221. M/S/A

To Be Presented By: Gwen Soderburg-Chase
• Early Childhood Education, AAS
  Program update expands the list of music choices to, MUS 105, 201, 203, 204, and 205 as well as MUS 202.
  Program requires students to complete SOC 213, revisions will include ED 258 as an alternative. M/S/A

Course Revisions:
To be presented by: Martha Joyce
• BA 206 Management Fundamentals
  Courses below did not need to be in Packet
  • BA 214 Business Communication
  • BA 231 Computer in Business
  • SDP 113 Human Relations for Supervisors

Informational:
To be presented by: Tamra Samson
• Practical Nursing Program
  Remove CH 112 or CH 104 Chemistry from the entry requirement to the Practical Nursing Program. This aligns the entry requirements for the PNP with the RN program. M/S/A

To Be Presented by: Martha Joyce
• Need to have discussion about the problems in the new Hospitality and Restaurant Management Program. The program does not have an approved Human Relations elective course.
Check to see if it is okay to have a 2 credit approved Human Relations option in this program. Person that developed the new program will need to check into this.

General:
• Need to have discussion about waiving general requirements for a degree or certificate when student already has a Bachelor’s, Master’s or PHD. Discussion was brought up that it stops completions for students that think they should not be required to take general ED courses when they already have upper level degrees.
Discussion to be continued.

To Be Presented by: John Blackwood
• He would like to pitch a new AAS degree with an emphasis in cybersecurity. He will develop the degree and certificate over the summer and present it in the fall with the board’s approval.
Approved to further research. M/S/A

Jason Aase noted that the Dual Credit instructor approval needs to be aligned with other institutions before the State decides on the requirements.

Carol Mageehon announced we have a new student course evaluation software to be implemented soon. Discussion was brought up about deleting all desk top printers, Crystal Sullivan is not on board with this. Ricoh printers are the printer of choice.

Next Curriculum Committee Fall, & Instructional Council, Fall
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

**Name of New Course Contact:** Sandra Angeli-Gade, Pauline Martel  
**Contact Title:** Program Lead, Instructor  
**Department:** Human Services  
**Supervisor:** Jason Aase  
**Program:** Human Services

**New Course Information**

**Date, Year, and Term of Proposed Implementation:** Spring 2016  
**Course Title:** Managing Behavior and Emotional Issues in Older Populations  
**Course Number:** HS 108  
**Number of Credits:** 3  
**Activity Code:**

- _x_ 100 - Lower Division Collegiate  
- _210 - CTE Preparatory  
- _211 - Stand-alone (Independent) CTE Preparatory  
- _220 - CTE Supplemental  
- _230 - CTE Apprenticeship  
- _310 - English as a Second Language  
- _320 - Adult Basic Education  
- _330 - General Education Development Test Preparation  
- _340 - Adult High School Diploma, High School Completion  
- _350 - Post-Secondary Remedial, Reading or Writing  
- _351 - Post-Secondary Remedial, Math  
- _352 - Post-Secondary Remedial, Electives  
- _360 - ACE – Unknown  
- _361 - ACE - Health and Fitness  
- _362 - ACE – Safety  
- _363 - ACE – Workforce  
- _510 - Non-Reimbursable – Unknown  
- _511 - Non-Reimbursable - Hobby and Recreation  
- _512 - Non-Reimbursable - Other/Administrative

**Course Type**

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

- _x_ Lecture (11 hrs/credit)  
- _Lab (30 hrs/credit)*
__Lecture/Lab (20 hrs/credit)  
_x__Other: Practicum-10hrs  

**Number of Hours: 33**  
*See 'course type' above for guidance*  

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

**Co- and Pre-Requisite Enforcement**  
*Please choose an enforcement option for the information listed above.*  
_x__Registration Enforced  
___Instructor Enforced  
___Combination or Other Enforcement  

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

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

**Grading Option:**  

**Load Factor:**  

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

___AA  
___AS  
_x__AAS  
___Below 100-Level  
___Elective  
___Certificate  
___AAOT  

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

___Arts and Letters  
___Mathematics  
___Science or Computer Science  
___Social Science  
___Speech/Oral Communication  
___Writing  
___Cultural Literacy
**CTE and Lower Division Collegiate Proposals Only**

Approved by Advisory Committee?

Minutes must be submitted to IC

__Yes

_x__ No

Course on "LDC Course List" with ODE?

__Yes

__No (Course has been approved for transfer.)

__To Be

Course Type:

_x__ Occupational Preparatory (organized degree/cert. program)

__Occupational Supplementary

__Foundational Requirement

__Discipline Studies

X Elective

**Required Course Information**

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

**New Course Justification**

**Student Need for Course (Please describe)**

This course is an updated and improved edition of an old course, HS107

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

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

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

__Impact to other divisions in terms of classes and staffing

__Other

**Course Impact Description**

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

**Replacement Course For:**

X HS 107
Additional Process Items

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

_x_ Course Outline - required
__ Start-Up Budget (if needed)
__ Advisory Committee Minutes (if needed)
Course Title: Managing Behavior and Emotional Issues in Older Population

Developed By: Pauline Martel
Development Date: September 2015
Revision Date: 10/20/2015
Review Date:

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

COURSE OUTCOMES:

Upon completion of this course, the student should be:

- Able to identify various life course transitions
- Evaluate psychological perspectives on aging
- Identify family relationships and social service systems as challenges and supports for aging adults.
- Discuss the challenges and supports related to work and retirement
- Address the issues of death and dying with clients and their families
- Use specific strategies (questions) to assist participants in transition
- Explain the impact of poverty and inequality
Course Description:
This class is an introduction to the issues of aging. Although designed for human service workers in various fields, others working with the public in any field of study may find their skills in working with the elderly enhanced. The class is interdisciplinary in its approach, including the review of articles related to biological sciences, medicine, nursing, psychology, sociology, and social work. As the population in the United States ages, it is vital that we recognize the importance of effectively relating to older clients, patients and consumers.

Prerequisite:
None

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

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

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

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

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

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

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

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

< Homework assignments are due as scheduled on class outline. Homework will not be accepted after one week past the due date.

< Students are expected to make contact via e-mail (as found on the class outline), text or telephone with the instructor when unable to attend class or complete assignments.

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

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

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

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

Disability Accommodation Statement
HS108 Managing Behavior and Emotional Issues in Older Populations
Wednesday 6-8:50   Jackson Hall 11

Instructor: Pauline Martel, BA CPS
Office Hours: To be arranged
Contact information: (541) 643-1784
Pmartel429@gmail.com
Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during office hours or contact Disability Services in the Counseling Center (541) 44-7655

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

Class Schedule
Spring 2016

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

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

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

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

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

**Session #6** May 11
Review homework
Review: p. 227-259 (small group)
Homework: Read P. 261-291
Write (type) a response to the following:
Describe, in your own words, the most effective interventions identified on p. 283-288

**Session #7** May 18
Review homework
Review: Review p. 293-327
Instructor: Pauline Martel, BA CPS  
Tues 6-8:50  Jackson Hall 16  
Office Hours: To be arranged   
Contact information: (541) 672-2691  Emergency (541) 643-1784 (text or e-mail is best)  
paulinem@adapt-or.org  FOR SPEEDY E-MAIL CONTACT ONLY THIS ADDRESS

Homework: Interview an elder in your family or community about one or two of the issues identified in Chapter 10  
Take home quiz

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

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

**Session #10** June 8  
Presentations

**Session #11** June 15  
Presentations

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/exercise completion</td>
<td>550 pts</td>
<td>900-1000 = A</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>150 pts</td>
<td>800-899 = B</td>
</tr>
<tr>
<td>Quizzes (3 @ 100 pts. ea.)</td>
<td>300 pts</td>
<td>700-899 = C</td>
</tr>
</tbody>
</table>

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

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

It is understood that illness and family emergencies do occur. As a result, when you notify the instructor ahead of time, you may be given a make-up assignment to maintain no more than half of your class participation points.
Please enter your information for the program revision you are proposing below. Your careful attention to the completion of all fields is appreciated. If you are unsure about how to enter something, please contact your Department Chair or Dean.

**Basic Information**

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

**Program Revision Information**

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

**Revision Type - select all that apply**

__ Credits  
__ Title  
__ Summary  
__ Outcomes  
_x_ Curriculum  
__ Suspension  
__ Reactivate  
__ Delete  
_x_ Repackage for a new area of concentration or certificate within existing program.  
__ Other: (please describe)

**Revised Outcomes (If needed)**

**Revision Description and Justification**

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

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

**Program Impacts - select all that apply**

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

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>BA101</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>BA106A</td>
<td>Business Leadership I</td>
</tr>
<tr>
<td>BA165</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Human Relations Approved List page 72 of 2015 catalog</td>
</tr>
<tr>
<td>WR121</td>
<td>English Composition: Intro to Argument</td>
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<tr>
<td>BA180</td>
<td>Business Mathematics I</td>
</tr>
<tr>
<td>BA106B</td>
<td>Business Leadership II</td>
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<tr>
<td>BA214</td>
<td>Business Communications</td>
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<tr>
<td>SP111</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>WR122</td>
<td>English Composition: Style and Argument</td>
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<tr>
<td>BA181</td>
<td>Business Mathematics II</td>
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<td>BA106C</td>
<td>Business Leadership III</td>
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<tr>
<td>BA226</td>
<td>Business Law</td>
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<tr>
<td>BA223</td>
<td>Principles of Marketing</td>
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<tr>
<td>SDP109</td>
<td>Elements of Supervision</td>
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<tr>
<td></td>
<td>NOTE: Retail Management students must take BA206</td>
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<tr>
<td>CIS195</td>
<td>Authoring for the World Wide Web I</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CWE161</td>
<td>CWE Seminar I</td>
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<tr>
<td>BA231</td>
<td>Computers in Business</td>
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<tr>
<td>BA238</td>
<td>Professional Selling</td>
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<tr>
<td>BA211 or BA233</td>
<td>Principles of Accounting I or Accounting for Managers</td>
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<tr>
<td>BA249</td>
<td>Retailing</td>
</tr>
<tr>
<td>BA280C</td>
<td>CWE Marketing</td>
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<tr>
<td>CWE162</td>
<td>CWE Seminar II</td>
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<tr>
<td>ECON115</td>
<td>Introduction to Economics</td>
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<tr>
<td>WR227</td>
<td>Technical Report Writing</td>
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<tr>
<td>BA207</td>
<td>Introduction to E-Commerce</td>
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<tr>
<td>BA280B</td>
<td>CWE Marketing</td>
</tr>
<tr>
<td>CWE163</td>
<td>CWE Seminar III</td>
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<tr>
<td>BA253</td>
<td>Social Media Marketing</td>
</tr>
<tr>
<td>BA239</td>
<td>Advertising</td>
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<tr>
<td>Elective</td>
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</table>
|            |                                    |         |      |               |          | Total credits for Program                                           | 90
**Additional Documentation**

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

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

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

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

**Revision Type - select all that apply**
- Credits
- Title
- Summary
- Outcomes
- Curriculum
- Suspension
- Reactivate
- Delete
- Repackage for a new area of concentration or certificate within existing program.
- Other: *Please describe adjustment to catalog language to include: GPA of 3.0, removal of application dates, removal of chemistry, and addition of math 95*

**Revised Outcomes (If needed)**
Students applying for and being accepted into the practical nursing program will be prepared for bridging into the Registered Nursing Program.

**Revision Description and Justification**
*Please give as many details as possible about the revision, including justification for the change.*
Students are required to take Anatomy and Physiology yet are not required to take Chemistry to apply for the practical nursing program. Chemistry is a prerequisite to Anatomy and Physiology. Students will be required to have a GPA of 3.0 to apply. Students will be required to have a minimum of MTH 95 to apply to the Practical Nursing program. Catalog language also suggests an application deadline for winter entry and the program now has a fall start date and a January application date. Exact language for the course catalog should read: Students are eligible to be considered for admission to the practical nursing program after completing Required Prerequisite courses listed below. Note: All Required Prerequisite courses must be completed with a C or better and a minimum prerequisite GPA of 3.00 is required to apply.

**Program Impacts - select all that apply**
- Instructional costs (staff, materials, equipment, or facilities) required.
- Additional instructional costs (staff, materials, equipment, or facilities) are needed.
Impact to other divisions in terms of classes and staffing

Other: students are required to take a higher math course for entry into the practical nursing program
Please list changes to program course listing below.

<table>
<thead>
<tr>
<th>CURRENT</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>CH 112 or CH 104</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>MTH 065</td>
<td>Elementary Algebra</td>
</tr>
<tr>
<td>Additional Documentation</td>
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<tr>
<td>Please check additional forms or documentation you have submitted to Curriculum Committee.</td>
<td></td>
</tr>
</tbody>
</table>

- **x** Curriculum Revision Form
- --- Start-Up and First Year Budget
- **x** Other: UCC Course Catalog 2015-2016
REGISTERED NURSING
ASSOCIATE OF APPLIED SCIENCE: REGISTERED NURSING – MINIMUM 105 CREDITS

1. REEER DESCRIPTION

The Registered Nursing program offers students the opportunity to study the physical and emotional health of individuals, families, and communities. The program is designed to provide a comprehensive education in nursing and to prepare students for entry into the nursing profession. Students will develop critical thinking skills, effective communication, and decision-making abilities. They will also gain hands-on clinical experience in a variety of settings, including hospitals, clinics, and long-term care facilities.

2. ORGANON OUTCOMES

The Registered Nursing program outcomes are designed to ensure that graduates are prepared to meet the health care needs of individuals, families, and communities. Students will be able to demonstrate knowledge and skills in the following areas:

- safe and effective nursing interventions
- evidence-based practice
- ethical decision-making
- communication and collaboration with healthcare providers and patients
- leadership and management skills
- health promotion and illness prevention
- patient and family-centered care
- quality improvement and patient safety

3. TRY REQUIREMENTS

The RN program admission is on a competitive basis. Students are required to submit a completed application, official transcripts, and meeting the minimum academic requirements. The admission committee will review all applications and make decisions based on academic performance, letters of recommendation, and personal statements.

4. GRADUATION REQUIREMENTS

The Registered Nursing program requires completion of a minimum of 105 credits. This includes courses in anatomy, physiology, pharmacology, microbiology, psychology, and other related subjects. Students must also complete clinical rotations in various healthcare settings to gain practical experience. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) to become licensed registered nurses.
ASSOCIATE OF APPLIED SCIENCE — Registered Nursing

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

YEAR ONE

**Fall**
- Introduction to Genetics
  - BI 222 3 cr.
- Foundations of Nursing — Health Promotion
  - WRS 110 3 cr.

**Winter**
- Foundations of Nursing in Chronic Illness
  - NRS 111 6 cr.
- Experimental Nursing
  - NRS 221 3 cr.

**Spring**
- Foundations of Nursing in Chronic Illness
  - NRS 111 6 cr.
- Clinical Pharmacology I
  - NRS 221 3 cr.

**Summer**
- For Advanced Placement Students
- LPM Transition to CORE
  - NRS 115 6 cr.

TOTAL FIRST YEAR CREDITS 36

YEAR TWO

**Fall**
- Nursing in Chronic Illness III and End of Life
  - NRS 221 9 cr.
- Nursing in Acute Care II
  - NRS 222 3 cr.

**Winter**
- Nursing in Chronic Illness III and End of Life
  - NRS 221 9 cr.
- Nursing in Acute Care II
  - NRS 222 3 cr.

**Spring**
- Scope of Practice and Preceptorship
  - NRS 224 9 cr.

TOTAL SECOND YEAR CREDITS 27

NOTES
1. MEET US for higher level math placement into MTH 110 as follows: (A, B, or C) must be at least 80% on the module completed to be eligible to enroll.
2. To be admitted into NRS 221, students must complete all required prerequisite and preparatory course and be accepted into the Nursing program.
3. BI 222 and other general education courses must be completed by students of this year to progress in second year nursing courses.
4. Students who plan to continue through the RN pathway must be aware that to earn the bachelor’s degree, they must have two years of the same high school level World Language, or two years of the same college level language, or a language proficiency examination. College level World Language (excluding Spanish) must be completed toward degree requirement.
5. Students planning to enter a bachelor of science program are encouraged to complete an Associate in Applied Science in Core Curriculum, or Bachelor of Science Degree in Business Administration. For more information regarding the program, admission process, and placement into the transfer program, see the Program Support Services (PSS) 441-643.

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

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

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

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

Revised Outcomes (If needed)
Students accepted into the nursing program will be required to have Genetics completed before the September start date of the nursing program. Genetics will be added to the “Required Prerequisite Courses” list in the college catalog and removed from the “fall program” algorithm or graph.

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

Program Impacts - select all that apply
___ Instructional costs (staff, materials, equipment, or facilities) required.
___ Additional instructional costs (staff, materials, equipment, or facilities) are needed.
___ Impact to other divisions in terms of classes and staffing
x_ Other: change in credit structuring in the RN course sequencing, but not in the overall amount of credits needed
Please list changes to program course listing below.

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<td>BI 222</td>
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</table>
### Additional Documentation

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

- [x] Curriculum Revision Form
- ___ Start-Up and First Year Budget
- ___ Other:
CERTIFICATE — Practical Nursing
Minimum 56 Credits — Required Sequence for Students (Students should see an advisor to customize their educational plan.)

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

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

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

**Credits:** 27

**NOTES**
- Select the advising group(s) applies
- Please see an advisor for degree planning/registration for this program.
- All courses require grades of C or better.

*Human Anatomy & Physiology not be completed within last five (5) years

www.umpqua.edu  
CAREER & TECHNICAL EDUCATION 181
CAREER DESCRIPTION

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

PROGRAM OUTCOMES

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

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

ENTRY REQUIREMENTS

Program admission occurs once a year in full term. The application process begins in July of each calendar year with the deadline for submission of applications around Aug. 1.

Students needing to be considered for admission to the nursing program after completing Required Preparatory Courses listed below:

- NOTE: All Required Preparatory courses must be completed within 5 years.
- CH 114 Introduction to Chemistry 6 cr
- CH 112 Chemistry 5 cr
- BI 231 *Human Anatomy & Physiology I 4 cr
- BI 232 *Human Anatomy & Physiology II 4 cr
- BI 233 *Human Anatomy & Physiology II 4 cr
- MTH 065 Elementary Algebra or Higher 4 cr
- WR 121 English Composition I: Intro to Argument 4 cr
- *Human Anatomy & Physiology must be completed within last five (5) years.

In addition to coursework, students are required to hold a current Oregon Nursing Certificate (CON) and have completed the nursing assistant course (NUR 110) prior to application.

Drug Screening:

All nursing students must successfully pass a drug screening test at the time of admission into the Practical Nursing program and on admission to nurse aides.

Background Check:

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

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

Immunization Status and Completion of Health History:

All accepted students will be required to provide evidence of the current immunization status and a completed health history and physical exam, including tests for tetanus and a hearing screening examination.

CPR-BLS:

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

GRADUATION REQUIREMENTS

These requirements apply only to nursing students admitted to the program during the current academic year. Students must complete all courses on this advising guide with a grade of C or better in order to continue in and complete the program, receive the certificate, and meet the educational requirements to apply to take the national licensure exam (NCLEX-PN). The OSBN screens all applicants for licensure and may deny licenses to or place on probation applicants with convictions for certain crimes. License applicants with a history of chemical dependence will be required to have a drug and alcohol counselor assessment. Contact the OSBN with any questions.
Basic Information
Name of Course Revision Contact: Sandra Angeli-Gade or Pauline Martel
Date: 6-07-2015
Contact Title: Pauline Martel-Instructor; Sandra-Program Lead
Department: Human Services
Course Number: HS144
Course Title: Creating Effective Programs

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program:

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

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

STUDENT LEARNING OUTCOMES:

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

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

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

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

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

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

**Description of Impact**

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

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

_x_ Course Outline - required
__ Other:
COURSE OUTLINE

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

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

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

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

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

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

Discussion (2 x100)  200 pts
Logic models (2 x 75)  150 pts
Quiz (2 x 50)  100 pts
Reading Assignments  50pts

Grading:

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Class Schedule: Change to on-line hybrid format

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

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

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

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

Class Schedule: Current classroom format

Friday, January 17, 2014  4:00-9:00
Class overview
Expectations, homework, testing, papers, grading, critical thinking, attendance
Discussion Question: What is the difference between living up to an “A” and living into an “A”?
Discussion/Activity:
Strategic Prevention Framework
Risk and Protective Factors
Creating a Personal Logic Model
Outputs and outcomes
Data driven outcomes
Chapter Assignment

Saturday, January 18, 2014  9:00-2:00
Review of Friday
   Quiz over assigned text chapters
Discussion/Activity:
   Assessing the Community:Community Readiness
   Creating a Community Logic Model
   Evaluating Program Outcomes
Informational Item 10/20/15

Requested Class Retirement

This letter is to request the retirement of class HS 107, Gerontology. This class will be replaced by HS 108.

Thank you,

Sandra Angeli-Gade, PhD
Human Services
Umpqua Community College
Basic Information
Name of Course Revision Contact: Scott Leonard
Date: 9/29/15
Contact Title: PE Instructor
Department: HHP
Course Number: PE 185 MA, PE 185 MB, PE 185 MC
Course Title: Martial Arts A, B, C

Course Revision Information

Type of change
_X_ Revision
__ Reactivation
__ Deletion

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

Parent Program:

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

Course Revision Impacts - select all that apply

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

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

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Additional Documentation
Please check additional forms or documentation you have submitted to Curriculum Committee.
__ Course Outline - required
__ Other:
REQUIRED TEXT/MATERIALS: None

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

Week 1- Orientation, stretches, basic stances
Week 2- Hand strikes and kicks
Week 3- Blocks, evasions and movement
Week 4- Reflex and focus drills
Week 5- Technique combinations
Week 6- Forms
Week 7- Restraints
Week 8- Grappling
Week 9- Real-time defense training
Week 10- Review and advanced techniques
## Course Description Changes – Approval Needed

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<th>Curriculum Committee</th>
<th>Instructional Council</th>
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- ✓ indicates approval required by the listed committee or entity.
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## Program Changes – Approval Needed

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