Approval of Instructional Council Minutes (Emailed out June 12, 2014) - May 27, 2014 Pages 4-5

New Programs:

To be presented by Sandra Angeli-Gade-Pages 6-20:
- Certificate; Case Aide- 18 Credits
- 1 Year Certificate; Addiction Treatment Certificate (CADC 1 Pathway)
- 1 Year Certificate; Addiction Studies Certificate

New Courses:

To be presented by Ken Carloni-Pages 21-26:
- BI 101A-Evolution, Diversity and Ecology of the Baja Peninsula

To be presented by Dee Winn- Pages 27-30:
- MTH 98 Math Literacy

To be presented by Tamra Sampson-Pages 31-34:
- NRS 115 LPN Transition to OCNE

Course Revisions:

To be presented by Crystal Sullivan- Pages 35-38:
- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
- LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits

To be presented by Bettie Wright- Pages 39-40:
- Med 260- Beginning Medical Transcription

To be presented by Dwayne Bershaw- Pages 41-57:
- VE 102 Integrated Pest Control for Grapes
- VE 103 Vineyard Soils, Plant Nutrition & Irrigation
- VE 201 Winemaking for Viticulturists
- VE 202 Winemaking for Viticulturists
- VE 203 Wines of the World
- VE 204 Wines of the Pacific Coast
- VE 209 Laboratory Analysis of Musts and Wine
To be presented by Cheryl Yoder- Pages 58-60:
- PE 284 Snowboarding-Skiing

Program Revisions:

To be presented by Crystal Sullivan-Pages 61-63:
- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
- LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits

To be presented by Dwayne Bershaw- Pages 64-68:
- Viticulture and Enology AAS

Course Outlines:

To be presented by Sandra Angeli-Gade- Pages 69-90:
- HS 100 Introduction to Human Services
- HS 102 Addiction Pharmacology
- HS 107 Gerontology
- HS 144 Creating Effective Programs
- HS 146 Values Clarification I
- HS 147 Cognitive Behavioral Decision Making I
- HS 150 Personal Effectiveness for Human Services Workers
- HS 154 COMMUNITY RESOURCES
- HS 155 Counseling Skills I
- HS 205 Treatment of Addiction
- HS 211 HIV/AIDS and Other Infectious Diseases
- HS 217 Group Counseling Skills
- HS 226 Ethics and Law
- HS 227 Understanding Dysfunctional Families
- HS 229 Crisis Intervention and Prevention
- HS 246 Values Clarification II
- HS 247 Cognitive Behavioral Decision Making II
- HS 265 Counseling Skills II
- HS 266 Case Management for Human Services Workers
- HS 267 Cultural Competency in Human Services
- HS 280 Cooperative Work Experience: Human Services

To be presented by Dee Winn- Pages 91-92:
- MTH 98 Math Literacy

To be presented by Tamra Sampson- Pages 93-94:
- NRS 115

To be presented by Crystal Sullivan-Pages 95-96:
- LA 204- Legal Research & Writing I- Changing to 4 credit from 3 credits
- LA 205- Legal Research & Writing II- Changing to 4 credit from 3 credits
  - Reducing the number of required electives

To be presented by Bettie Wright-Pages 100-101:
- MED 260- Beginning Medical Transcription
To be presented by Dwayne Bershaw-Pages 102-115:
- VE 102 Integrated Pest Control for Grapes
- VE 103 Vineyard Soils, Plant Nutrition & Irrigation
- VE 201 Winemaking for Viticulturists
- VE 202 Winemaking for Viticulturists
- VE 203 Wines of the World
- VE 204 Wines of the Pacific Coast
- VE 209 Laboratory Analysis of Musts and Wine

Information Items:
- NURS Program- Tamra Samson- Pages 116-118
- There is a new folder on the G drive to archive electronic copies of letters from the HECC (formerly CCWD) notifying UCC of approval and suspension of programs. G:\SHARED\Instruction\HECC - Program Approvals and Suspensions
- Students being added late – Jason
- Communication Certificates; WR 227 changing to a 4 credit class- Paula Usrey
- Next Curriculum Committee, November 4th & Instructional Council, November 18th
Curriculum Committee Consent Agenda

<table>
<thead>
<tr>
<th>OA 245- Office Administration</th>
<th>Bettie Wright</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 241- Advanced Acting- Classic (Changed from Intermediate Acting)</td>
<td>Stephanie Newman</td>
</tr>
<tr>
<td>TA 242- Advanced Acting- Clowning (Changed from Intermediate Acting)</td>
<td>Stephanie Newman</td>
</tr>
<tr>
<td>TA 243- Advanced Acting Community-Based Drama (Changed from Intermediate Acting)</td>
<td>Stephanie Newman</td>
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</table>

New Courses:

<table>
<thead>
<tr>
<th>TA 272- Movement</th>
<th>Course number corrected- Joan confirmed the change was made</th>
<th>Stephanie Newman</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 273- Stage Combat</td>
<td>Course number corrected- Joan confirmed the change was made</td>
<td>Stephanie Newman</td>
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</tbody>
</table>

Course Revisions:

<table>
<thead>
<tr>
<th>NRS 115- LPN Transition to OCNE</th>
<th>This is a Non-Credit until approval from state Course outline to be changed to correct form</th>
<th>Tamra Samson</th>
</tr>
</thead>
</table>

Information Items:

- Ashford Articulation Agreement- Ali Mageehon
  - *Denied*
  - After discussion of Ashford accreditation, cost, and student success the general thoughts are that students may feel it is implied that the college has UCC approval.
  - “Students entering any medical office program should be aware that many medical offices and clinics conduct nationwide background history checks and drug screens prior to hiring, and some do credit checks as well. These same offices conduct pre-employment screening for cooperative work experience (CWE) students, and CWE is required for students in the AAS-Medical Office Administration program.”
This will be an addendum to catalog. The is a state requirement for background check.

- Challenge Form (Revised)- Debbie Hill – Please send Debbie any recommendations regarding her Challenge Form.
- Independent Study- Debbie Hill – Emailed to IC
  From FTE Guidelines for Oregon Community
  Use the same number of clock hours for independent study as an in-person campus course
  Otherwise, assign clock hours per credit hour as appropriate
  Please send Debbie any recommendations regarding her Challenge Form.
- Arts & Letters Credit vs. AAOT- David Farrington
- Next Curriculum Committee & Instructional Council Fall 2014
Basic Information
Name of Program: Human Services
Contact Name and Title: Sandra Angeli-Gade, PhD
Department: Arts and Sciences
Supervisor: Jason Aase

Program-Specific Information
Date, Year, and Term of Proposed Implementation:
September, 2015, Fall

Program Award:
Less than 1 year certificate
   __1 year certificate
   __2 year certificate
   x Career Pathway certificate
   __Degree

Number of Credits: 18

New Program/Certificate Title: Case Aide Certificate

Program Description (This is the description that will appear in the catalog, so make sure it is exactly what you want)
The Case Aide Certificate is designed to prepare students for entry-level employment opportunities with a wide variety of human service agencies. This certificate is appropriate for students who are already working in the human services field or would like to test their interest in the field before committing to a degree program. The student is given an overview of Sociology, and an Introduction to Human Services, Counseling skills, and Human Services Community Resources.

Labor Market Need (Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates):
Local employees, such as ADAPT, have a staff need for approximately 20-25 Counselor Aides each year. This need is supported by the Oregon Employment Department’s long-term employment projection for 2012-2022 of an increase of 22% for Health Care and Social Assistance jobs. In addition, employment for Social and Human Service Assistants for Douglas County is projected to increase by 14.1% for the period of 2012-2022.

Target Student Population:
Students interested in entry-level employment opportunities in Human Services agency. Students can also, combine this certificate with the Human Service Addiction Treatment Certificate for completion of the Humans Services Studies Certificate and is part of the AAS in Human Services degree.

Program Outcomes: (please list numerically)
1. Communicate effectively with others.
2. Be comfortable and effective working with people from diverse backgrounds.
3. Foster commitment to the field of human services based on the belief that all humans are capable of growth, and have a fundamental right to dignity, respect and self-determination.
4. Expand general knowledge and skills in ways that enrich personal and professional lives.
5. Develop the knowledge and skills necessary to improve personal effectiveness through improved communication skills, conflict resolution and problem-solving strategies.
6. Obtain the theoretical knowledge and interview skills required of human service workers in a variety of work settings.
7. Demonstrate an understanding of the concepts, ideas and skills necessary to effectively work as a case manager for any human services delivery program.

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

Program Impact Description (for any of the program impacts listed above, please describe):
Program will continue to require the current staff, material and facilities that are being utilized by the Human Services Division. The only change is the repacking of classes into a certificate program.

Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):
Program Standards

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

Standard A – Need:
The community college provides clear evidence of the need for the program.
The program will repackage existing classes into an achievable certificate within two academic quarters (Fall and Winter)

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
The certificate will utilize current class curriculum and staff in Human Services and Sociology. In addition, the student will be exposed to opportunities and agencies in the community.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.
This certificate will allow student the ability to enter the workforce as support staff in a variety of human services agencies in the community.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
The student will achieve those skills necessary for entry-level employment opportunities in a wide variety of human service agencies. This certificate will provide the student with the foundation and skills necessary for entry-level employment. In addition, it will establish the a foundation for the student to continue their education in the field of human services.

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.
This certificate is just a repacking of successful Human Services classes that are currently offered at UCC.
Proposed Courses – please attach course outlines

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HS100</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>HS150</td>
<td>Personal Effectiveness for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SOC204</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HS154</td>
<td>Community Resources</td>
<td>3</td>
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<tr>
<td>HS155</td>
<td>Counseling Skills 1</td>
<td>3</td>
</tr>
<tr>
<td>HS 266</td>
<td>Case Management for Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Process Items

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

- not needed Required: Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
- using existing courses already approved. see forward email
- Required: Course Outlines for all courses Previously sent
- Specialized Form: Advisory Committee
- none required Specialized Form: Start Up Budget
**Basic Information**
Name of Program: *Human Services*
Contact Name and Title: Sandra Angeli-Gade
Department: Arts and Science
Supervisor: Jason Aase

**Program-Specific Information**
Date, Year, and Term of Proposed Implementation:
September, 2015, Fall

Program Award:
- _Less than 1 year certificate
- _1 year certificate
- _2 year certificate
- _x_Career Pathway certificate
- _Degree

Number of Credits: 14

New Program/Certificate Title: Addiction Treatment Certificate (CADC 1 Pathway)

Program Description *(This is the description that will appear in the catalog, so make sure it is exactly what you want)*
Students awarded this certificate are trained for employment in the drug-and alcohol-treatment field as entry-level counselors working under supervision in treatment centers. This certificate is designed for individuals currently working in the Alcohol/Drug/Tobacco counseling and/or for individuals who wish to pursue training in the substance abuse and addiction studies area. Upon completion of the coursework required for this certificate in combination with the required 1,000 hours of supervised experience, a student should be sufficiently equipped to take the Oregon Certified Alcohol and Drug Counselor (CADC) 1 exam.

Labor Market Need *(Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates)*:
The Oregon Employment Department projected for 2012-2022 a 16.7% increase in employment opportunities for substance abuse and behavioral disorder counselors in Douglas County. This increase in employment opportunities is also augmented by the increase in enrollment in the Oregon Health Plan via Affordable Care Act (ACA).

Target Student Population:
Those students interested in entry-level employment as counselors working under supervision in the substance abuse and addiction treatment field. In addition, this certificate meets the coursework component necessary to help prepare the student interested in taking the CADC 1 exam.

Program Outcomes: *(please list numerically)*
1. Communicate effectively with other.
2. Be comfortable and effective working with people from diverse backgrounds
3. Assess and address needs of individuals, families and groups.
4. Foster commitment to the field of human services based on the belief that all humans are capable of growth, and have a fundamental right to dignity, respect, and self-determination.
5. Expand general knowledge and skills in ways that enrich personal and professional lives.
6. Demonstrate an understanding of drug use, misuse, and addiction properties.
7. Demonstrate knowledge of the ethical and legal standards and regulations that apply to the field of human services and substance abuse treatment.
8. Understand the prevention strategies, risk assessment protocols, harm reduction methods and treatment options of infection diseases in the population served by substance abuse treatment.
9. Formulate questions that can be addressed with data and collect, organize and display relevant date to answer them.

Program Impacts:
- yes_Standard Instructional Costs (staff, materials, equipment or facilities) are required.
- no_Additional instructional costs (staff, materials, equipment or facilities) are needed.
- no_Impact to other divisions in terms of scheduling or staffing.

Program Impact Description (for any of the program impacts listed above, please describe):
Program will continue to require current staff, material and facilities that are being utilized by the Human Services Division. The only change is the repackaging of classes into a certificate program.

Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):
none
Program Standards

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

Standard A – Need:
The community college provides clear evidence of the need for the program.
The program will repackage existing classes into an achievable certificate that can be completed in an Academic year. This program will allow students a measurable accomplishment in the pursuit of the CADC 1 certification. CADC1 is accredited by The Addiction Counselor Certification Board of Oregon (ACCBO).

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
This certificate will utilize current class curriculum and staff in Human Service. Staff are current instructors at UCC and participating community agencies. Individuals seeking this certificate are required by the state to take the required classes this certificate offers and to achieve 1,000 hours of supervised experience in the field of addiction and substance abuse. Agencies in Douglas County are currently hosting UCC students pursuing the CADC 1.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.
This certificate will equip the student to take the required CADC 1 exam (upon completed of supervised hours) and will allow the student the ability to enter the addiction and substance abuse treatment and prevention workforce at an entry-level position.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
The student will achieve those skills necessary for entry-level employment opportunities in the addiction/substance abuse treatment and other human service agencies. This certificate will provide the student with the academic foundation and occupational skills necessary for entry-level employment. In addition, this certificate will establish the academic foundation for the student to continue their education in the field of addiction studies and human services.

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.
This certificate is just a repackaging of current Human Service class that are currently offered at UCC. It identifies those class required for the state licensing.
Proposed Courses – please attach course outlines

<table>
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<tr>
<th>Course #</th>
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<th>Credits</th>
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<td>HS102</td>
<td>Addiction Pharmacology</td>
<td>3</td>
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<tr>
<td>HS 155</td>
<td>Counseling Skills 1</td>
<td>3</td>
</tr>
<tr>
<td>HS 217</td>
<td>Group Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>HS 211</td>
<td>HIV/AIDS and other Infectious Diseases</td>
<td>2</td>
</tr>
<tr>
<td>HS 266</td>
<td>Ethics and Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits for Program 14
Additional Process Items
Please check all of the additional forms and documents you have completed and submitted to Curriculum Committee. Links to fill-able versions of these forms can be found at http://umpqua.edu/resources-and-services/faculty-and-staff/committees-taskforces.

Not required __ Required: Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
__see previous email__ Required: Course Outlines for all courses
__see previous email__ Specialized Form: Advisory Committee
__none__ Specialized Form: Start Up Budget
Basic Information
Name of Program: Human Services
Contact Name and Title: Sandra Angeli-Gade
Department: Arts and Science
Supervisor: Jason Aase

Program-Specific Information
Date, Year, and Term of Proposed Implementation:
September, 2015, Fall

Program Award:
_ _Less than 1 year certificate
x__1 year certificate
__2 year certificate
__Career Pathway certificate
__Degree

Number of Credits: 46

New Program/Certificate Title: Addiction Studies Certificate

Program Description (This is the description that will appear in the catalog, so make sure it is exactly what you want)
The Addiction Studies Certificate allows the students opportunity for employment in paraprofessional positions in Human Services. The Addiction Studies Certificate is designed to prepare the student to take the Oregon Certified Alcohol and Drug Counselor exam (CADC) 1 exam upon completion of coursework and required 1,000 hours of supervised experience. In addition, the Addiction Studies Certificate offers the student a broader base of understanding of the field of Addiction Studies including social aspects of addiction, personal effectiveness in human services, case management and family dynamics. The classes required for this certificate are part of the first-year of study in a two-year AAS degree in Human Services.

Labor Market Need (Brief description; you will also need to complete an LMI worksheet, EXCEPT for Career Pathways Certificates):
The Oregon Employment Department projected for 2012-2022 a 16.7% increase in employment opportunities for substance abuse and behavioral disorder counselors in Douglas County. This increase in employment opportunities is also augmented by the increase in enrollment in the Oregon Health Plan via Affordable Care Act (ACA).

Target Student Population:
Students interested in entry-level employment under supervision in the substance abuse and addiction treatment field. Certificate can be obtained by combining Case Aide Certificate and Addiction Treatment Certificate along with additional class in one Academic year. The classes required for this certificate are part of the first-year of study in a two-year AAS degree in Human Services.
Program Outcomes: (please list numerically)

1. Communicate effectively with others
2. Be comfortable and effective working with people from diverse backgrounds.
3. Assess and address needs of individuals, families and groups.
4. Demonstrate professional interviewing skills.
5. Develop a plan of action and link people with community resources.
6. Foster commitment to the field of human services based on the belief that all humans are capable of growth and that they have a fundamental right to dignity, respect, and self-determination.
7. Expand general knowledge and skills in ways that enrich personal and professional lives.
8. Demonstrate writing skills appropriate to clinical documentation.
9. Demonstrate an understanding of drug use, misuse and addiction properties.
10. Understand the prevention strategies, risk assessment protocols, harm reduction methods and treatment options of infection diseases in population served by human service professionals.
11. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Program Impacts:
_yes_ Standard Instructional Costs (staff, materials, equipment or facilities) are required.
_no_ Additional instructional costs ((staff, materials, equipment or facilities) are needed.
_no_ Impact to other divisions in terms of scheduling or staffing.

Program Impact Description (for any of the program impacts listed above, please describe):
Program will continue to utilize current staff, material and facilities that are provided by the Human Services Division. The only change is the repackaging of classes into a certificate program that allows the student a tangible accomplishment at the end of the first-year of classes and which prepares them for entry-level employment upon completion.

Additional Instructor Requirements (FT/PT, number, qualification, ability to recruit):
none
Program Standards

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

Standard A – Need:
The community college provides clear evidence of the need for the program.
This program will repackage current classes into an achievable certificate at the end of an Academic year. Students will be prepared to take the CADC 1 exam (in combination with 1,000 hours required supervised experience), and better prepared for paraprofessional positions as entry-level counselors working under supervision in treatment centers.

Standard B – Collaboration:
The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
This certificate will utilize current curriculum and staff in Human Services. Teaching staff are instructors at UCC and qualified individuals from participating community agencies. Students who successfully complete this certificate are prepared for the Oregon Certified Alcohol and Drug Counselor exam (CADC 1) exam after completing 1,000 hours supervised experience at community agencies.

Standard C – Alignment:
The program is aligned with the appropriate education, workforce development, and economic development activities.
This certificate will equip the student to take the required CADC 1 exam (upon completion of supervised hours) and will allow the student the ability to enter the workplace in paraprofessional positions as entry-level counselors working under supervision in treatment centers and other human service agencies.

Standard D – Design:
The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.
The student will achieve those skills necessary for entry-level employment opportunities at treatment centers and other human service agencies. This certificate will provide the student the academic foundation and occupational skills necessary for successful employment at the entry-level paraprofessional position. In addition, this certificate will help the student establish the academic foundation that will allow them to continue and build on their education in the field of Human Services.

Standard E – Capacity:
The community college identifies and has the resources to develop, implement, and sustain the program.
This certificate is just a repackaging of current Human Services classes currently offered at UCC.
### Proposed Courses – please attach course outlines

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOC 204</td>
<td>Introduction to Sociology</td>
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<td>HS 155</td>
<td>Counseling Skills 1</td>
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<td>HS 100</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>HS 150</td>
<td>Personal Effectiveness for Human Services</td>
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<td>HS 102</td>
<td>Addiction Pharmacology</td>
<td>3</td>
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<td>HS 266</td>
<td>Case Management for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>MTH 60</td>
<td>Intro to Algebra</td>
<td>4</td>
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<tr>
<td>HS 211</td>
<td>HIV/AIDS and other Infectious Diseases</td>
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<tr>
<td>HS 226</td>
<td>Ethics and Law</td>
<td>3</td>
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<td>SOC 225</td>
<td>Social Aspects of Addiction</td>
<td>3</td>
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<td>WR 121</td>
<td>English Composition</td>
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<td>Psy 101</td>
<td>Psychology of Human Relations</td>
<td>3</td>
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<tr>
<td>HS 154</td>
<td>Community Resources</td>
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**Total credits for Program**

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<tr>
<th></th>
<th>46</th>
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**Additional Process Items**

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

- [not required] Required: Labor Market Information (LMI) Form (not needed for Career Pathway Certificate)
- [see previous email] Required: Course Outlines for all courses
- [see previous email] Specialized Form: Advisory Committee
- [none] Specialized Form: Start Up Budget
Document brought forward by: Ken Carloni

Supervisor Signature: _____________________________ Date __________

Course title: BI 101A: Evolution, Diversity and Ecology of the Baja Peninsula

Division: A&S

Department: SCI; Program: n/a

Course No: BI 101A

Title: Evolution, Diversity and Ecology of the Baja Peninsula

Terms Offered: Winter

Credits: 4

Total Lecture hrs: 3

Total Lab hrs: 3

Banner Pre-req.: none

Instructor Pre-req.: none

Co-requisites: none.

Length (wks): 11 (extended)

Proposed implementation date: Term Winter; Year 2015

Grading Option A-F

Load Factor 5.1 ILCs

Catalog Course Description: This is a hybrid course taught partly online during Winter term, and partly during a 9 day bus tour of the Baja Peninsula during spring break immediately following the regular term. This course meets the same learning objectives as our traditional BI 101 class but with a focus on the evolution, diversity and ecology of the Baja Peninsula. Resources for learning the principles of evolution, natural selection and speciation; the origin of life; diversity and classification of organisms including viruses, bacteria, protists, fungi, plants and animals; principles of ecology, including populations, communities, ecosystems, and the biosphere; and animal behavior will be delivered online. The tour will provide hands-on lab and field experiences, and will likely include a visit to the San Diego Bay National Wildlife Refuge; documenting diversity at the fish market in Ensenada; exploring the ancient rock art and high desert ecology at Cataviña; whale watching and estuary studies in Laguna Ojo de Liebre; experiencing the historic mission, plant diversity and fresh water ecology at San Ignacio; kayaking and snorkeling in the Parque Nacional Bahia de Loreto; and discovering the unique relationships among the plants and animals in the Sierra La Giganta. Students should be reasonably fit and prepared to hike several miles over the course of the tour on easy to moderately difficult trails. A fee is required to cover transportation, food and camping on the bus. A valid passport is required.
Support Course: Indicate all programs for which this course will be required.

<table>
<thead>
<tr>
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<th>DEPARTMENT</th>
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Overlap Indicate departments and courses

COURSE DEVELOPED BY: Ken Carloni DATE: Sept. 2014

ATTACH the documents below:

- COMPLETE COURSE OUTLINE
- COMPLETE NEW COURSE JUSTIFICATION FORM
UCC COURSE OUTLINE – Page 1 of 2

Course No: BI 101A
Course Credit: 4
Lecture Hrs: 33
Lab Hrs: 33
Lecture/Lab Hrs: n/a
Practicum Hrs: n/a
Clock Hours: 66
Length of Course 11 weeks
Banner enforced Prerequisite: none
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 5.1 ILCs
Activity Code: 100
CIPS: 100

Course Title: BI 101A:
Developed By: Ken Carloni
Development Date: Summer 2014
Revision Date: n/a

COURSE DESCRIPTION: This is a hybrid course taught partly online during Winter term, and partly during a 9 day bus tour of the Baja Peninsula during spring break immediately following the regular term. This course meets the same learning objectives as our traditional BI 101 class but with a focus on the evolution, diversity and ecology of the Baja Peninsula. Resources for learning the principles of evolution, natural selection and speciation; the origin of life; diversity and classification of organisms including viruses, bacteria, protists, fungi, plants and animals; principles of ecology, including populations, communities, ecosystems, and the biosphere; and animal behavior will be delivered online. The tour will provide hands-on lab and field experiences, and will likely include a visit to the San Diego Bay National Wildlife Refuge; documenting diversity at the fish market in Ensenada; exploring the ancient rock art and high desert ecology at Cataviña; whale watching and estuary studies in Laguna Ojo de Liebre; experiencing the historic mission, plant diversity and fresh water ecology at San Ignacio; kayaking and snorkeling in the Parque Nacional Bahía de Loreto; and discovering the unique relationships among the plants and animals in the Sierra La Giganta. Students should be reasonably fit and prepared to hike several miles over the course of the tour on easy to moderately difficult trails. A fee is required to cover transportation, food and camping on the bus. A valid passport is required.
COURSE OUTCOMES: The successful student will:

1. Demonstrate a thorough understanding of the scientific method, and differentiate between a hypothesis and a theory.

2. Explain the process of natural selection and its effects on population gene frequencies.

3. Cite the evidence supporting evolutionary theory.

4. Describe the conditions of the pre-biotic Earth and discuss the hypotheses for the origins of modern cells.

5. Describe the mechanisms of species formation and discuss the current hypotheses concerning human evolution.

6. Describe the emergence and extinction of major groups relative to the geologic time scale.

7. Describe the diversity of the major virus, bacteria, archaean and eukaryotic groups and discuss their evolutionary relationships.

8. Explain the interactions among organisms in populations, biological communities, and discuss the role of humans in these interactions and their impacts on the biosphere.

9. Apply this knowledge in laboratory and field exercises.

10. Use microscopes, hand lenses, cameras, spreadsheets, and internet resources to discover, document, analyze and present field and experimental data.

REQUIRED TEXT/MATERIALS: Current Introductory Biology Text; Web Resources; Baja Field Guides
OUTLINE: [Topics taught weeks 1-10.]

Week 1   The Science of Biology; the Scientific Method; Natural Selection
Week 2   Evolution: Evidence and Processes
Week 3   Origin of Life and Early Evolution; Geologic Time Scale
Week 4   Viruses, Bacteria, Archaea and Protists
Week 5   Evolution of Diversity in Plants and Fungi
Week 6   Evolution of Diversity in Invertebrate and Chordate Animals Including Humans
Week 7   Animal Behavior and Population Biology
Week 8   Communities and Ecosystems
Week 9   Biomes and the Biosphere
Week 10  Human Impacts on the Biosphere and Conservation Biology
Course name and number: BI 101A: Evolution, Diversity and Ecology of the Baja Peninsula

**Student need for course:** This hybrid course uniquely fills a need for the convenience and travel savings of an online course but with an authentic field science experience. There is a constant demand for stand-alone lab science courses to fulfill AAOT and other degree requirements.

**Course Information:**

- AA
- AS
- AAS
- Below 100 level
- Elective
- Certificate
- AAOT (Area of distribution): Lab 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 tuition, FTE and a tour fee.

**Course impact on:**

a. Student enrollment in other courses: We believe that because of the significant differences in the time the new course is offered, its hybrid structure; and its appeal to students from out of the district, there will not be a significant decline in enrollment in the face-to-face BI 101 classes.

b. Current program: One of my Microbiology (BI234) classes will have to be taught by an adjunct faculty member (we currently have 2 who can do that). This would actually save the college money by replacing my full time salary with that of an adjunct faculty member’s.

Replacement course for: Course Number: n/a  Title: n/a
Please enter information for the new course you are proposing below. Your careful attention to completion of all fields is appreciated. Thank you!

**Basic Information**

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

**New Course Information**

Date, Year, and Term of Proposed Implementation: Winter 15
Course Title: Math Literacy
Course Number: 98
Number of Credits: 4
Activity Code:

- __100 - Lower Division Collegiate__
- __210 - CTE Preparatory__
- __211 - Stand-alone (Independent) CTE Preparatory__
- __220 - CTE Supplemental__
- __230 - CTE Apprenticeship__
- __310 - English as a Second Language__
- __320 - Adult Basic Education__
- __330 - General Education Development Test Preparation__
- __340 - Adult High School Diploma, High School Completion__
- __350 - Post-Secondary Remedial, Reading or Writing__
- _x_ __351 - Post-Secondary Remedial, Math__
- __352 - Post-Secondary Remedial, Electives__
- __360 - ACE – Unknown__
- __361 - ACE - Health and Fitness__
- __362 - ACE – Safety__
- __363 - ACE – Workforce__
- __510 - Non-Reimbursable – Unknown__
- __511 - Non-Reimbursable - Hobby and Recreation__
- __512 - Non-Reimbursable - Other/Administrative__

Course Type

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

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

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

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

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

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

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

**Grading Option:**
S

**Load Factor:**
4.0

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

__AA
__AS
__AAS
_x_Below 100-Level
__Elective
__Certificate
__AAOT

*If you selected ‘AAOT’ above, please select the area of distribution below.*
__Arts and Letters
__Mathematics
__Science or Computer Science
__Social Science
__Speech/Oral Communication
__Writing
__Cultural Literacy
CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?
Yes
No

Minutes must be submitted to IC
Yes
No

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

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

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

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

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

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

**Additional Process Items**

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

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

**Basic Information**

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

**New Course Information**

*Date, Year, and Term of Proposed Implementation:* Summer, 2015  
*Course Title:* LPN Transition to OCNE  
*Course Number:* NRS115  
*Number of Credits:* 6

*Activity Code:*  
_x_100 - Lower Division Collegiate  
_210 - CTE Preparatory  
_211 - Stand-alone (Independent) CTE Preparatory  
_220 - CTE Supplemental  
_230 - CTE Apprenticeship  
_310 - English as a Second Language  
_320 - Adult Basic Education  
_330 - General Education Development Test Preparation  
_340 - Adult High School Diploma, High School Completion  
_350 - Post-Secondary Remedial, Reading or Writing  
_351 - Post-Secondary Remedial, Math  
_352 - Post-Secondary Remedial, Electives  
_360 - ACE – Unknown  
_361 - ACE - Health and Fitness  
_362 - ACE – Safety  
_363 - ACE – Workforce  
_510 - Non-Reimbursable – Unknown  
_511 - Non-Reimbursable - Hobby and Recreation  
_512 - Non-Reimbursable - Other/Administrative

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

_Lecture (11 hrs/credit)  
_Lab (30 hrs/credit)
Lecture/Lab (20 hrs/credit)
X Other: 55 hours lecture and 33 hours of lab

Number of Hours: 88
See ‘course type’ above for guidance

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

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

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

Catalog Course Description – see attached course outline

Grading Option:
A-F
Load Factor:
6

Award Information:
Please select all that apply.

___ AA
_x AS
___ AAS
___ Below 100-Level
___ Elective
___ Certificate
___ AAOT

If you selected ‘AAOT’ above, please select the area of distribution below.
___ Arts and Letters
___ Mathematics
___ Science or Computer Science
___ Social Science
___ Speech/Oral Communication
___ Writing
__Cultural Literacy

CTE and Lower Division Collegiate Proposals Only
Approved by Advisory Committee?  x
Minutes must be submitted to IC
__x_ Yes
__No

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

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

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

New Course Justification
Student Need for Course (Please describe)
In 2010-2011 the nursing program at UCC began to offer the "Advanced Placement Program" for practicing LPNs. This is the first year that I am aware of that we have students that have applied and have been accepted into the Advanced Placement Program to bridge to RN. Without this program the students can not apply for the 2nd year RN program to earn their ADN or their Associates in Science from UCC.

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

Course Impact Description
For any of the course impacts listed above, please describe.
Additional instructional costs (staff, materials, equipment, or facilities) are needed. , Summer Faculty Replacement Course For:
Additional Process Items

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

__x__ Course Outline - required
__ Start-Up Budget (if needed)
__ Advisory Committee Minutes (if needed)
Basic Information
Name of Course Revision Contact: Crystal Sullivan
Date: September 30, 2014
Contact Title: Department Chair
Department: Paralegal
Course Number: LA204
Course Title: Legal Research and Writing I

Course Revision Information

Type of change
X_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Paralegal Studies

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The request to increase this course from 3 credits to 4 credits is being presented after feedback from the instructor and students that they were spending more time on this course than their other 3 credit courses, and could benefit from having more time to develop their writing skills.

Students use computer-assisted legal research through LexisNexis in this course. This outside online legal research tool takes students a lot of time learning how to navigate and perform case searches, which are needed in order to write and cite their legal briefs and pleadings.

After consultation with the advisory committee, students, and instructor, we feel that this course is a vital building block of the work performed by paralegals and extra time should be dedicated to developing these skills.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Increase in pay for part-time faculty from 3 credits to 4 credits.
**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:
Basic Information
Name of Course Revision Contact: Crystal Sullivan
Date: September 30, 2014
Contact Title: Department Chair
Department: Paralegal
Course Number: LA205
Course Title: Legal Research and Writing II

Course Revision Information

Type of change
X Revision
___ Reactivation
___ Deletion

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

Parent Program: Paralegal Studies

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change. The request to increase this course from 3 credits to 4 credits is being presented after feedback from the instructor and students that they were spending more time on this course than their other 3 credit courses, and could benefit from having more time to develop their writing skills.

Students use computer-assisted legal research through LexisNexis in this course. This outside online legal research tool takes students a lot of time learning how to navigate and perform case searches, which are needed in order to write and cite their legal briefs and pleadings.

After consultation with the advisory committee, students, and instructor, we feel that this course is a vital building block of the work performed by paralegals and extra time should be dedicated to developing these skills.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Increase in pay for part-time faculty from 3 credits to 4 credits.
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:
Basic Information
Name of Course Revision Contact:  Bettie Wright
Date:  October 2, 2014
Contact Title:  Business and Medical Office Instructor
Department:  Business
Course Number:  MED260
Course Title:  Beginning Medical Transcription

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program:  AAS--Medical Office Administration

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

We are updating the name of the course to MEDICAL DOCUMENT PROCESSING to correspond with changes in the health care field, which is moving away from medical transcription. Today, most transcription is done with EMR input and/or printed reports from the EMR. However, this course is still very valuable and all outcomes are still necessary in this field; updating the title of the course seems appropriate.

We are also changing the pre-requisite by adding OA128, which will prepare them for the punctuation piece required at course entry. After the revision, the pre-requisites will be OA123, OA128, and MED112.

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...
There is no impact to any of the above.
List current information and proposed changes

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

_X_ Course Outline - required
__ Other:
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE102
Course Title: Integrated Pest Control for Grapes

Course Revision Information
Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The VE program would like to add this course to Area 3: Science/Math/Computer Science section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This science-based laboratory course utilizes concepts from biology, entomology, botany, and horticulture to examine best practices in managing vineyard pests with respect to minimizing costs and environmental impact. The learning outcomes for the course match those which the science department has outlined as critical for qualifying for inclusion in the AA/OT approved course list.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
List current information and proposed changes

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Additional Documentation

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

_x_ Course Outline - required
_x_ Other: List of Science Dept. Outcomes
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE103
Course Title: Vineyard Soils, Plant Nutrition & Irrigation

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The VE program would like to add this course to Area 3: Science/Math/Computer Science section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This science-based laboratory course utilizes concepts from biology, botany, soil science, and horticulture to examine best practices in vineyard soil and irrigation management to conserve and protect soil and water resources while promoting healthy plant growth. The learning outcomes for the course match those which the science department has outlined as critical for qualifying for inclusion in the AA/OT approved course list.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
List current information and proposed changes

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Additional Documentation
Please check additional forms or documentation you have submitted to Curriculum Committee.
_X_ Course Outline - required
_X_ Other: List of Science Dept. Outcomes
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE201
Course Title: Winemaking for Viticulturists

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change. The VE program would like to add this course to Area 3: Science/Math/Computer Science section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This science-based laboratory course utilizes concepts from biology and chemistry to examine grape harvest and winemaking parameters, and to determine values for these parameters based on laboratory analytical chemistry techniques. The learning outcomes for the course match those which the science department has outlined as critical for qualifying for inclusion in the AA/OT approved course list.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
List current information and proposed changes

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

_x_ Course Outline - required

_x_ Other: List of Science Dept. Outcomes
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE202
Course Title: Sensory Evaluation of Wine

Course Revision Information
Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

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

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

Course Revision Impacts - select all that apply

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

Description of Impact

*If your revision will have one of the impacts listed above, please describe...*

Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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Additional Documentation

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

_X_ Course Outline - required

_X_ Other: List of Science Dept. Outcomes
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/16/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE203
Course Title: Wines of the World

Course Revision Information

Type of change
_x_ Revision
___ Reactivation
___ Deletion

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

Parent Program: Viticulture and Enology

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

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

Course Revision Impacts - select all that apply

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

*If your revision will have one of the impacts listed above, please describe...*

Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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Additional Documentation
Please check additional forms or documentation you have submitted to Curriculum Committee.

_x_ Course Outline - required
__ Other:
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/16/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE204
Course Title: Wines of the Pacific Coast

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

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

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

Course Revision Impacts - select all that apply

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

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Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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**Additional Documentation**

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

_x_ Course Outline - required
__ Other:
Basic Information
Name of Course Revision Contact: Dwayne Bershaw
Date: 10/02/14
Contact Title: Associate Director of SOWI
Department: VE
Course Number: VE209
Course Title: Laboratory Analysis of Musts and Wines

Course Revision Information
Type of change
_x_ Revision
__ Reactivation
__ Deletion

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

Parent Program: Viticulture and Enology

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change. The VE program would like to add this course to Area 3: Science/Math/Computer Science section of the approved list of courses on the UCC Program Advising Sheet which are required for the AA/OT transfer degree. This science-based laboratory course utilizes concepts from chemistry to determine grape juice and wine parameters using analytical laboratory techniques. The learning outcomes for the course match those which the science department has outlined as critical for qualifying for inclusion in the AA/OT approved course list.

Course Revision Impacts - select all that apply

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

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Other divisions may see a slight decrease in class sizes by giving students the option of fulfilling AA/OT degree requirements with approved VE classes.
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Additional Documentation
Please check additional forms or documentation you have submitted to Curriculum Committee.
_x_ Course Outline - required
_x_ Other: List of Science Dept. Outcomes
UCC COURSE REVISION FORM - Page 1 of 2

Document brought forward by: Cheryl Yoder

X Date 10/7/14

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

X Revise Division: HHP

Reactivate Department: PE

Delete Program: Outdoor Rec

Current course number  PE 284 Revised Course Number PE 284

Current Course Title: Snowboarding-Skiing Revised Course Title same

Credits: 2 Revised Credits: 1

Lecture Hrs/Wk 4 Revised Lecture Hrs/Wk

Lec /Lab Hrs/Wk ______ Revised Lec /Lab Hrs/Wk 2/wk

Lab Hrs/Wk 33 Revised Lab Hrs/Wk 22

Practicum ______ Revised Practicum ______

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

Co-requisites ______ Revised Co-requisites ______

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

Terms Offered Wi Revised Terms Offered Wi

Proposed implementation date: Term Wi Year 2015 Grading Option _____ Load Factor 1.4

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

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

Cost of revision: lower costs

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

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

UCC REVISED COURSE OUTLINE Page 2 of 3

Course No: PE 284
Course Credit: 1
Lecture Hrs/wk: 
Lab Hrs/Wk: 
Lecture/Lab Hrs/Wk: 2
Practicum Hrs/Wk: 
Clock Hours: 22
Length of Course 7 wks
Banner enforced Prerequisite: 
Instructor enforced Prerequisite: 
Co-Requisite: 
Load Factor: 1.4
Activity Code: 100
CIPS: 131314

Course Title: Snowboarding/Skiing
Developed By: Cheryl Yoder
Development Date: 10/7/14
Revision Date: 10/20/14

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

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

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

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

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

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

Course Number  PE 284  Course Name  Snowboarding/Skiing

Student need for course: Outdoor Rec Elective

Course Information:
☐ AA  ☐ AS  ☐ AAS  ☐ Below 100 level  X ☐ Elective  ☐ Certificate

X ☐ AAOT (Area of distribution): Elective

Cost of this course:

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

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

Course impact on:

a. Student enrollment in other courses:

b. Current program: will increase enrollment in this class

Replacement course for:  Course Number:  Title:

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Signature</th>
<th>Date</th>
<th>Recommendation</th>
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Director of Curriculum Support  Vice President of Instruction
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: Crystal Sullivan
Contact Title: Department Chair
Department: Paralegal

**Program Revision Information**
Date, Year, and Term of Proposed Revision: Fall 2015
Program Title: Paralegal Studies

**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)

**Revised Outcomes (If needed)**

**Revision Description and Justification**
Please give as many details as possible about the revision, including justification for the change.
Changing LA204 and LA205 from 3 to 4 credits. Reducing the number of required electives from 7 to 4 since WR121 increased 1 credit and each of LA204 and LA205 are increasing by 1 credit.

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

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>LA100</td>
<td>Legal Procedures I</td>
</tr>
<tr>
<td>LA102</td>
<td>Legal Terminology</td>
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<tr>
<td>BA180 or MTH65</td>
<td>Business Math I or Elementary Algebra</td>
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<tr>
<td>CWE161</td>
<td>CWE Seminar I</td>
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<tr>
<td>OA128</td>
<td>Editing for Business</td>
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<tr>
<td>WR121</td>
<td>English Composition</td>
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<tr>
<td>CIS120</td>
<td>Intro to CIS</td>
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<tr>
<td>LA128</td>
<td>Legal Procedures II</td>
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<tr>
<td>LA101</td>
<td>Intro to Paralegal</td>
</tr>
<tr>
<td>BA211</td>
<td>Principles of Accounting</td>
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<tr>
<td>BA214</td>
<td>Business Communications</td>
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<tr>
<td>LA105</td>
<td>Civil Procedures</td>
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<tr>
<td>LA132</td>
<td>Ethics for the Legal Professional</td>
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<tr>
<td>Hum Rel.</td>
<td>Choose from Approved list</td>
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<tr>
<td>LA280</td>
<td>Cooperative Work Experience</td>
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<td>Course Code</td>
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<tr>
<td>BA101</td>
<td>Intro to Business</td>
</tr>
<tr>
<td>LA204</td>
<td>Legal Research &amp; Writing I</td>
</tr>
<tr>
<td>LA208</td>
<td>Family Law</td>
</tr>
<tr>
<td>LA210</td>
<td>Wills, Probate, &amp; Estates</td>
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<tr>
<td>BA226</td>
<td>Business Law</td>
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<tr>
<td>LA205</td>
<td>Legal Research &amp; Writing II</td>
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<td>LA205</td>
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<tr>
<td>LA217</td>
<td>Real Estate Law</td>
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<tr>
<td>LA224</td>
<td>Torts, Pleading &amp; Practice</td>
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<td></td>
<td>Elective</td>
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<td>Eliminate this elective</td>
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<tr>
<td>BA231</td>
<td>Computers in Business</td>
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<tr>
<td>LA222</td>
<td>Contract Law</td>
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<td>LA226</td>
<td>Criminal Law for Paralegals</td>
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<tr>
<td>LA280</td>
<td>CWE</td>
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<td>91-92</td>
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<td></td>
<td>Total credits for Program</td>
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**Additional Documentation**

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

- Curriculum Revision Form
- Start-Up and First Year Budget
- Other:  

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UCC Program Revision – v1.0, 9/26/14

Page 3
Please enter your information for the program revision you are proposing below. Your careful attention to the completion of all fields is appreciated. If you are unsure about how to enter something, please contact your Department Chair or Dean.

**Basic Information**
Name of Program Revision Contact: Dwayne Bershaw  
Contact Title: Associate Director of the Southern Oregon Wine Institute  
Department: VE

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

**Revision Type - select all that apply**

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

**Revised Outcomes (If needed)**

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

The SOWI program wishes to increase the credit hours for several courses in order to reflect the workload and course outcome of the course. In some cases (VE203, VE204), we also wish to add more rigor and critical thinking to these courses to increase the student learning experience and to more closely match similar courses in other institutions.

The SOWI program also wishes to include several of our classes in the UCC AA/OT advising worksheet list. Individual justification for each course is given in the respective course revision sheet.

The Writing 115 credit hour was changed last year, but has not been reflected in our course description.

**Program Impacts - select all that apply**

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

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<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>VE202</td>
<td>Sensory Analysis of Wine</td>
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<tr>
<td>VE203</td>
<td>Wines of the World</td>
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<tr>
<td>VE204</td>
<td>Wines of the Pacific Coast</td>
</tr>
<tr>
<td>WR115</td>
<td>Introduction to Expository Writing</td>
</tr>
</tbody>
</table>
Total credits for Program: 101

**Additional Documentation**

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

- **Curriculum Revision Form**
- **Start-Up and First Year Budget**

- **Other:** VE Wine Marketing Assistant Pathway Cert. increases from 13 to 18 credits, VE Viticulture Cert. increases from 49 to 50 credits
Science Dept. Outcomes

1. Demonstrate a basic knowledge of core content for each course completed.

2. Communicate effectively using appropriate listening, speaking and writing skills.

3. Demonstrate adequate problem solving and critical thinking skills.

4. Analyze critically the issues of biology and their impact on society:
   a. environmental issues
   b. evolution
   c. biotechnology
   d. medical research

5. Demonstrate effective use of current technology and appropriate laboratory equipment and procedures for gathering, analyzing and presenting experimental data.

6. Use handbooks, journals, and the internet for retrieving information, and use appropriate format for citing those sources.

7. Use critical thinking skills effectively in analyzing and evaluating information.

8. Demonstrate the appropriate behavior in the lab and classroom by:
   a. showing respect, tolerance, and cultural sensitivity to others.
   b. using good work ethic and cooperative social skills.
   c. demonstrate ethical behavior in personal and academic endeavors.

9. Demonstrate skills necessary for continued lifelong learning for improving personal and professional skills.

10. Demonstrate effective preparation for completion of future academic program or employment goals.
Course Title: Introduction to Human Services
Developed By: Jan Woodcock
Development Date: September 1998
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course provides an overview of the scope and development of the field of human services. Topics include models of service delivery, historical context, clientele, the helping process, career opportunities, and professional ethics.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Articulate definitions of the field of human services and the values that guide human service workers.
2. Explore the variety of careers in human services field and the requirements for successful professionals in the field.
3. Explain some basic ways of assessing and addressing needs of individuals, families and special populations.
4. Identify intrapersonal and systemic barriers which inhibit optimal functioning for people who may be seeking services.
5. Articulate ways for inspiring change in human services clients.


COURSE OUTLINE:
1. Overview of Human Services
2. A History of Helping
3. The Clients
4. Human Service Professional
5. Models of Delivery
6. Site Visits and Reports
7. Biases and Perceptions Affecting Delivery of Services
8. Professional Concerns
9. Final Capstone Project integrating learning and identifying Site
10. Future Directions
Course Title: Addiction Pharmacology
Developed By: Pauline Martel
Development Date: January 2008
Reivew Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
An overview of drug use, misuse and addiction, including drug chemistry, physiological effects upon the body and specific treatment formats and techniques. Consideration of current drug use and the psychological/behavioral aspects of client misuse and addiction will be examined along with the impact of culture and genetics. This class is accepted by ACCBO to meet certification requirements for alcohol and drug counselors. (Not recommended for 1st year students.)

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Identify the fundamentals of the Central Nervous System structure and function.
2. Discuss the basic pharmacology of the major drug groups. To understand the pharmacokinetics and pharmacodynamics of the major drug groups.
3. Discuss the etiology of drug abuse and addiction, including the importance of genetics, genetic studies and the environment.
4. Identify treatment considerations for drug abuse and addiction of each specific drug group.
5. Identify the interaction of mental health issues, health issues and drug abuse/addiction.

REQUIRED TEXT/MATERIALS: Uppers, Downers, All Arounders, 7th Ed., by Inaba & Cohen, CNS Productions 2011

COURSE OUTLINE:
1. Introduction/History of Psychoactive Drugs
2. Human Physiology
3. Nervous System-CNS, PNS, Brain Anatomy
4. Nervous System-Reward Pathways
5. Neuron Structure & Function
6. Neuronal communication, Neurotransmitters
7. FDA approval process, DEA, drug schedules, pharmacodynamics, pharmacokinetics
8. Theories of Addiction
9. Genetics in Drug Addiction (human and animal studies)
10. Social and Cultural Factors in Drug Addiction, Review
11. Overview of Major Drug categories.
12. CNS Stimulants
13. CNS Depressants
14. Narcotic Analgesics, Hallucinogens
15. Mental Health & Drugs
16. Treatment Considerations
Course Title: Gerontology
Developed By: Berta Dargen
Development Date: January 2006
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
An introduction to the field of working with the elderly. The course of study is conducted from a strength-based case management perspective. Factors in a client’s life that promote successful aging or that causes problems will be examined in order to more effectively empower and help them meet their immediate and long-term needs. Hospital discharge planning, home health, considerations regarding assisted-living or nursing home care will be explored as well as hospice care.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Identify effective practice with elders.
2. Distinguish between facts and fictions of aging.
3. Apply case management skills in the field of gerontology.
4. Discuss the different types of service settings.
5. List specific issues facing specific populations.
6. Evaluate alternative forms of helping others.
7. Explain the role spirituality plays in the lives of elders


COURSE OUTLINE:
1. The Phenomenon of Aging
2. The Quality of Later Life
3. Societal Attitudes towards Old Age
4. Problems and Potentials of Aging
5. Retirement: American Dream or Dilemma?
6. The Experience of Dying
7. Living Environment in Later Life
8. Social Policies, Programs and Services for Older Americans
Course Title: Creating Effective Programs
Developed By: Pauline Martel
Development Date: January 2010
Review Date: August 2012 (S. Cable)

**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.

**LEARNER OUTCOMES:** Upon satisfactory completion of this course the student 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:**

**COURSE 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
Course Title: Values Clarification I
Developed By: Dennis O’Neill
Development Date: February 2006
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course helps the student examine beliefs, attitudes, and values behind decisions and actions. The student will examine whether behavior matches stated beliefs, evaluate the consequences of choices and develop a process that will enable the development of personalized values.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. identify the costs and benefits of criminal behavior
2. describe situations, thoughts, and feelings that are high-risk for criminal behavior
3. differentiate between consequences for self versus others
4. distinguish between responsible and irresponsible behavior
5. list skills and positive values that support non-criminal behavior

REQUIRED TEXT/MATERIALS:
Cognitive-Behavioral Curriculum by Spruance, Latessa, and Lowenkamp; Change Company, 2005

COURSE OUTLINE:
1. Orientation
2. Value Clarification/Feelings
3. Vision Statement/Goal setting
4. Pretreatment Journal
5. Criminal Thinking Assessments
6. Changing Offender Behavior
7. Relapse Prevention
8. Responsible/Irresponsible Clarification
9. Practicing Responsibility
10. Understanding Perceptions
11. Thinking Errors
Course Title: Cognitive Behavioral Decision Making I
Developed By: Dennis O’Neill
Development Date: February 2006
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
The course helps students develop an awareness of their personal decision making style. Students will be taught how to consider the costs and benefits of changing their behavior, the stages of change, how behaviors become habits, and how to recognize high-risk things that lead to trouble for them. This course encourages the practice of different decision-making styles to make effective life choices in personal, social, or work settings.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. identify situations, thoughts, and feelings that are high-risk for criminal behavior
2. describe the process for replacing cognitive distortions with rational thoughts
3. demonstrate problem-solving, coping, and social skills
4. plan alternative, responsible responses to replace antisocial responses to situations
5. evaluate behavior patterns and list techniques for reinforcing responsible behaviors

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
1. Making Changes Journal
2. Problem Solving and Giving Feedback
3. Receiving Feedback
4. Stages of Change
5. Cognitive-Behavioral Chain
6. Dealing with High Risk Situations
7. Recognizing High Risk People, Places, and Things
8. Assertive Communication
9. Avoiding High Risk Situations
10. Using Anchors
11. Recognizing High Risk Feelings
12. Avoiding and Coping with High Risk Behaviors
Course Title: Personal Effectiveness for Human Services Workers
Developed By: Jan Woodcock
Development Date: January 2006
Revision Date: October 2012 (S. Cable)

COURSE DESCRIPTION:
This course develops knowledge and skills to improve personal effectiveness. Readings, surveys, interviews, and in class exercises will be used to improve skills in self-awareness, values clarification, individual working and communication styles, conflict resolution, and problem solving strategies.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Discuss the elements of self-knowledge and personal efficacy
2. Assess diverse personality styles, learning styles and working styles
3. Explain the skills necessary to effectively deal with clients and co-workers
4. Describe how to handle completing priorities
5. Identify personal strengths with special emphasis on clarifying personal values and skills.

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
I. Introduction/Goals
II. Overview of strength-based assessment
III. Overview of value and challenges of diversity
IV. Role of Empathy and Love
V. Self-control and self-efficacy
VI. Wisdom versus knowledge
VII. Role of Commitment
VIII. Studies of elements of Happiness
IX. Value of Self-respect
X. The role of Hope and Friendship
XI. Identify personal strengths and possible areas for growth
Course Title: COMMUNITY RESOURCES
Developed By: Jan Woodcock
Development Date: September 1996
Review Date: August 2012

COURSE DESCRIPTION:
This course is designed to give students a broad and general overview of the diversified field of human services via classroom presentations and field trips to local human service agencies/organizations in order to understand their purposes and philosophies, scope of services, methods of operation, funding sources, populations served, and career opportunities.

LEARNER OUTCOMES: Upon successful completion of this course, the student should be able to:
1. Compare and contrast ten human services agencies
2. Form a comprehensive picture of services and delivery models in the area
3. Identify personal strengths, weaknesses, preferences and biases as they relate to professional goals
4. Assess appropriate job possibilities and educational opportunities
5. Demonstrate knowledge of goals, purposes, and philosophies of a variety of agencies

REQUIRED TEXT/MATERIALS: No text is required for this course.

COURSE OUTLINE:
I. Overview of agencies
II. Profit vs. non-profit
III. County, State and Federal Government
IV. Mission Statements
V. Funding Practices
VI. Personal and Hiring Practices
VII. Confidentiality Policies
VIII. Pros and Cons of each Job Site
COURSE DESCRIPTION:
This course will provide students with theoretical knowledge and interviewing skill required of human service workers in a variety of work settings including substance abuse counselors. Students will learn the basic processes used for information gathering, problem-solving, and information or advice giving. They will learn about and practice the skills associated with conducting an effective interview. Students will be sensitized to the issues common to interviewing people of differing cultural backgrounds. This class is accepted by ACCBO to meet certification requirements for alcohol and drug counselors.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Engage in basic skills of the interview: listening, influencing, and structuring an effective session with individual and multicultural sensitivity.
2. Conduct a full interview using only listening skills.
3. Master basic structure of the interview including open and closed questions, client observation skills, encouraging, paraphrasing, summarizing, and reflection of feeling.

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:

I. Introduction/Goals
II. Microskills and counseling theory
III. Multicultural and other diversity issues
IV. Basic listening sequence
V. Open and closed questions
VI. Client observational skills
VII. Statements of encouragement
VIII. Paraphrasing
IX. Summarizing
X. Reflection of feelings
XI. Combining elements in the interview process
Course Title: Treatment of Addiction
Developed By: Ross Bannister
Development Date: January 2007
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This is an introductory course designed to assist students in recognizing, understanding and intervening with substance abuse and dependency. Content includes risk/protective factors, behavioral patterns, screening/assessment tools, and the impact of co-occurring disorders related to substance abuse. Also covered are medical aspects of addiction, disease concepts of addiction, health issues, triggers of addiction, and relapse prevention.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. describe risk/protective factors relevant to substance abuse
2. recognize and evaluate screening/assessment tools
4. explain the impact of co-occurring disorders on treatment protocols
5. recognize behavioral patterns that may lead to higher incidence of substance abuse and “triggers” of addiction
6. describe the medical aspects and disease concepts of addiction
7. identify health issues related to addiction
8. prepare a relapse prevention plan

REQUIRED TEXT/MATERIALS:
2. Residential Drug Abuse Program Workbooks by the Change Company. Carson City, NV.

COURSE OUTLINE:
1. Communication Skills
2. Anger Management
3. Thinking Errors/Thinking Journals
4. Guilt and Shame
5. Grief and Loss
6. Medical Aspects of Addiction
7. Disease Concepts of Addiction
8. Triggers of Addiction
9. Health Issues
10. Relapse Prevention
Course Title: HIV/AIDS and Other Infectious Diseases
Developed By: Pauline Martel
Development Date: May 2007
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course is designed to introduce students to the epidemiology of HIV/AIDS, hepatitis, tuberculosis, and sexually transmitted diseases that frequently infect people who use drugs or who are chemically dependent. Students will examine prevention strategies, risk assessment protocols, harm reduction methods, and treatment options. The legal and policy issues that impact infected individuals as well as the larger community will be explored. This class is accepted by ACCBO to meet certification requirements for alcohol and drug counselors.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Demonstrate comfort in talking about alternative lifestyles in a clinical setting
2. Address the issues of homophobia and culturally appropriate education in a clinical setting
3. Conduct an HIV/AIDS and hepatitis risk assessment screening interview
4. Educate clients on “harm reduction” techniques
5. Demonstrate the use of counseling strategies for working with high risk and infected clients both before and after testing
6. Demonstrate counseling and referral strategies for infected individuals
7. Demonstrate the use of mechanical and chemical barriers to prevent the exchange of potentially infectious body fluid and the proper use of universal precautions
8. Understand and apply confidentiality of HOV clients as opposed to Hepatitis C and other STD infected clients

REQUIRED TEXT/MATERIALS: Provided by instructor.

COURSE OUTLINE:
1. Introduction to Communicable Diseases
2. Counseling Strategies and Talking with Patients
3. Understanding the Risk Assessment protocols
4. Population Identification and Potential Bias in the Counseling Session
5. The Importance of Patient Harm Reduction
6. Mechanical Barriers for Harm Reduction
7. Confidentiality and Anonymity Requirements
8. Identification of and Referral to Community Resources
9. Counselor/Patient Safety Protocols
10. The Media and the Prevention Message
Course Number: HS 217
Course Credit: 3
Lecture Hours/Wk: 3
Clock Hours: 33
Length of Course: 11 wks
Prerequisites: HS 155 or instructor approval
Load Factor: 3 ILCs
Activity Code: 100
CIPS: 440000

Course Title: Group Counseling Skills
Developed By: Pauline Martel
Development Date: January 2008
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This is an introductory course designed to prepare students to describe, select, and appropriately use strategies from accepted and culturally appropriate models for group counseling with clients having a variety of disorders including substance abuse. This class is accepted by ACCBO to meet certification requirements for alcohol and drug counselors.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Design and implement strategies to meet the needs and goals of specific groups
2. Identify and address individual group member’s needs
3. Establish, with clients, group goals and behavior expectations while keeping in mind cultural relevance
4. Identify and determine criteria and methods for client’s preparing to exit group
5. Demonstrate an ability to identify differences between education and process groups and facilitate each
6. Demonstrate an ability to use strategies congruent with enhancing both process and content in order to meet individual and group goals
7. Be able to use intervention skills to facilitate effective group function


COURSE OUTLINE:
1. Getting acquainted as group members
2. Leadership Styles as Facilitators
3. Defining a “Group”
4. Process and Content Groups
5. Group Stages
6. Group Member Roles
7. Facilitation Skills Practice
8. Role Play for Effective Group Involvement
9. Effective Interventions
10. Giving and Receiving Feedback
Course Title: Ethics and Law
Developed By: Jan Woodcock
Development Date: 2006
Review Date: August 2012

COURSE DESCRIPTION:
This class is designed to help the students learn how to deal with and apply ethical and legal standards that apply to the field of human services and substance abuse treatment. This class is accepted by AACBO to meet certification requirements for alcohol and drug counselors.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Describe federal, state, agency, and professional codes of ethics for substance abuse counselors and other human services workers.
2. Define professional standards and scope of practice.
3. Review and discuss key ethical and legal issues.
4. Explore professional responsibilities and liabilities.
5. Define multiple relationships and professional boundaries.
6. Articulate confidentiality regulations and legal ramifications of non-compliance for AOD and other human service professionals.
7. Understand and articulate client rights and responsibilities and the legal ramifications of violating client rights.
8. List mandatory reporting requirements for AOD and other HS workers.
9. Understand, articulate, and demonstrate multicultural perspectives.

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
I. Introduction to Formal Process of Helping
II. Helper Variables: What the Helper Brings to the Helping Relationship
III. Ethical Standards: Guidelines for Helping Others
IV. Ethics and the Law
V. Ethical Conflicts: The System and the Interests of Others
VI. Informed Consent
VII. Confidentiality
VIII. Boundaries and the Ethical Use of Power
IX. Efficacy of Treatment
X. Evaluation and Accountability
XI. Professional Organizations
XII. Codes of Ethics and Standards of Professional Practice
Course Title: Understanding Dysfunctional Families
Developed By: Pauline Martel
Development Date: January 2008
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course is designed to assist students interested in a human services career to understand the dynamics of dysfunction in family systems. Students will engage in class discussion, research, and perform skills necessary to recognizing the symptoms of family dysfunction, intervention strategies, and local community resources to assist the families with whom they may be working.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Recognize and describe the structures, functions, roles, and boundaries in a family system
2. Describe how their own family system may impact the services they provide in a human services occupation
3. Complete a family function inventory
4. Describe the impact of co-occurring disorders on families
5. Create a family structure diagram to assist in developing patterns of change for families
6. Use effective skills to assist movement from a reactive family system into a pro-active family system

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
1. Family Roots
2. Family Systems
3. Family Roles
4. Feelings, Secrets, Denial
5. Problem Solving
6. Co-dependency
7. Finding a New Way
Course Title: Crisis Intervention and Prevention
Developed By: Pauline Martel
Development Date: January 2006
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course is an introduction to crisis intervention and prevention that emphasizes crisis counseling, early intervention and non-physical methods of preventing or controlling destructive behavior. The content of the course will provide students with a hands on, practical approach to learning how to recognize an individual in crisis, access individual needs, and prevent emotionally or physically threatening situations from escalating.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Describe behaviors that may indicate an impending crisis
2. Identify strategies that may prevent a crisis situation from occurring
3. Demonstrate how to prevent a potential crisis situation
4. Identify a potential crisis situation
5. Identify specific characteristics of people in crisis
6. Use various proven strategies for deescalating individuals in crisis
7. Practice therapeutic methods for assisting people in crisis
8. Identify community resources to assist in crisis situations
9. Identify and locate specific community supports for individuals in crisis


COURSE OUTLINE:
1. Introduction to Crisis Intervention, definitions
2. What is a crisis, characteristics of people in crisis
3. Phone intervention, what human service workers need to know
4. Anxiety and depression as precursors to crisis, characteristics of these disorders, intervention strategies
5. Suicide: dynamics of suicide, attempts, completions, intervention strategies
6. Practicing Intervention: intervention, coaching, developing individual styles
7. Non-violent intervention: stages of crisis development, nonverbal communication, paraverbal communication, verbal communication, collateral support
8. Self- management and personal safety: precipitating factors, principles of defense
9. Personal safety, how and when to physically intervene, control and restraint techniques
10. Intervention follow-up: therapeutic rapport, team debriefing, evaluation
COURSE DESCRIPTION:
This course is an advanced version of HS 146 Value Clarification I and takes the next step in helping the student examine beliefs, attitudes, and values behind decisions and actions. The student will examine whether behavior matches stated beliefs, evaluate the consequences of choices and develop a process that will enable the development of personalized values.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Identify strengths and abilities that can help change substance use behavior.
2. Identify values, where they came from and the impact they’ve had on their own lives as well as others.
3. Define and discuss the values of honesty, tolerance, caring, respect and responsibility
4. Describe the positive qualities and benefits of healthy relationships
5. Identify the impact past and present relationships have on their lives.

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
1. Developing a set of Values
2. Intro to Positive Values
3. Positive Values cont.
4. Roadblocks to Positive Values
5. Setting SMART Goals
6. Looking at your Substance Use and Its Consequences
7. Self Evaluation of Substance Use
8. Strengths and Abilities
9. Looking at Feelings
10. Dangerous Responses to Anger and Hot Spots
11. Relationships
12. Healthy Relationships vs. Unhealthy Relationships
13. Repairing Damaged Relationships and Building a Safety Net
14. Building Positive Peer Relationships
15. Improving Family Ties
COURSE DESCRIPTION:
This course is an advanced version of HS 147 Cognitive Behavioral Decision-Making I and takes the next step in helping students develop an awareness of their personal decision making style. Students will be taught how to consider the costs and benefits of changing their behavior, the stages of change, how behaviors become habits, and how to recognize high-risk things that lead to trouble for them. This course encourages the practice of different decision-making styles to make effective life choices in personal, social, or work settings.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Develop a personalized plan to help maintain recovery.
2. Recognize errors in thinking that can lead to trouble.
3. Describe how thinking errors support an irresponsible lifestyle.
4. Discuss the connection between criminal behavior and self-control.
5. Demonstrate effective self-control strategies.
6. Employ the skills and strategies learned throughout the program

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
1. How Criminal Thinking Leads to Criminal Behavior and Weighing Costs and Benefits
2. Power of Thinking and Self Talk
3. Identifying Thinking Errors
4. Thinking Errors cont.
5. Changing Habits
6. Recognizing and Dealing with Warning Signs
7. Recovery Maintenance Plan
9. Self-Control and Criminal Behavior
10. Strategies for Self Control
11. Strategies cont.
12. Avoiding Risky Thoughts
13. Setting Goals
14. Changing Your Thinking and Practicing Self Control
15. Planning for the Future
COURSE DESCRIPTION:
This course builds on the skills covered in HS 155: Counseling Skills I. In addition to reviewing the basic processes and skills used for interviewing clients, students will explore and practice new technical skills. These include the skills of confrontation, focusing the interview, eliciting and reflecting meaning, strategies for change, skill integration, and determining personal style. Cross-cultural counseling issues will also be included.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Identify the principles of motivational interviewing and its role in effective counseling.
2. Discuss the structure of the motivational interview and more advanced counseling techniques such as confrontation, interpretation, and reframing.
3. State the relationship between client motivation and behavioral change.
4. Describe the theory and research regarding behavioral and cognitive strategies for encouraging change.
5. Explain multi-cultural issues related to change strategies

REQUIRED TEXT/MATERIALS:

COURSE OUTLINE:
1. Introduction
2. Skills of confrontation
3. Focusing the interview
4. Reflection of meaning interpretation
5. Influencing skills
6. Skill integration
7. Microskills and counseling theory
8. Determining personal style
Course Title: Case Management for Human Services Workers
Developed By: Pauline Martel
Development Date: January 2006
Review Date: August 2012 (S. Cable)

COURSE DESCRIPTION:
This course is designed to address the concepts, ideas, and skills necessary to effectively work as a case manager for any human services delivery program. Identifying participant (client) strengths and strategies for the case manager to provide an environment for change that encourages movement from one stage into another is the primary focus of the course. Classroom practice in all areas of case management will allow for student skill development. (Not recommended for 1st year students.)

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Complete an effective strengths assessment
2. Create a participant case plan
3. Identify and assist a participant in assessing personal and community resources
4. Develop an effective follow-up plan
5. Maintain an accurate and effective case record (documentation)
6. Use specific strategies (questions) to assist participant in moving from one stage to another
7. Assist participants in the use of a specific problem solving strategy
8. Identify and appropriately intervene when participants are having difficulty


COURSE OUTLINE:
1. What is Case Management?
2. Motivation and Change and Strength Assessment
3. Arranging Resources
4. Motivation and Success Outcomes
5. Follow-up Protocols
6. Problem Solving
7. Managing a Caseload
8. Supervision
COURSE DESCRIPTION:
This course will assist students in understanding how cultural differences impact service delivery in human service programs. Personal, community, and institutional bias will be discussed. Practice in the delivery and adaptation of counseling strategies cross-culturally will be included.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Understand the principles of cultural competence
2. Become familiar with and identify the personal dynamics addressed in the continuum of multi-cultural communication
3. Demonstrate an ability to understand the relationship between clinician cultural competence and client treatment success
4. Demonstrate knowledge of various theories of cultural adaptation
5. Identify the socio-political facets of multi-cultural communication
6. Demonstrate understanding of multi-cultural issues related to “evidence based” treatment practices
7. Be able to conduct a clinical assessment that is culturally sensitive
8. Understand the dynamics of dominate culture in a clinical setting
9. Recognize the value orientation of model worldviews
10. Recognize multi-cultural aspects beyond race and ethnicity

REQUIRED TEXT/MATERIALS: Workbook will be provided by the instructor.

COURSE OUTLINE:
1. Defining Cultural Competence
2. Vocabulary related to cultural competence
3. Exploring Stereotypes
4. Dominant culture expectations
5. Stages of change and intercultural sensitivity
6. Understanding poverty in the framework of cultural competence
7. Language constructs
8. Treatment services for multi-cultural populations
9. Appropriate clinical interventions
10. Creating a culture and exploring the impact of communication and relationship development
COURSE DESCRIPTION:
Qualified students work at training sites that provide experience appropriate to their major. These experiences will provide the opportunity for students to gain knowledge of the various tasks performed in their career field. A student may take any number of CWE credits per term, not to exceed 11 credits per year.

LEARNER OUTCOMES: Upon satisfactory completion of this course the student should be able to:
1. Demonstrate skills on real-world projects
2. Apply knowledge and skills in a work setting
3. Demonstrate new or alternative practices from work-site experience
4. Demonstrate core level work skills, such as teamwork, reliability, responsibility, initiative, following instructions, and essential communication skills
5. Discuss rewards, drawbacks, and opportunities related to career goals
6. Demonstrate knowledge of workplace culture through appropriate attire, behavior, and communications

REQUIRED TEXT/MATERIALS: no textbook is required

COURSE OUTLINE:
1. Locate possible work site of interest
1. Complete necessary screening process required by the work site
2. Once approved, complete registration process with instructor
3. Successfully complete necessary work hours at placement (33 onsite hours for each credit hour taken)
4. Complete evaluation requirements
Course No: MTH 98
Course Credit: 4
Lecture Hrs/wk: 4
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 0
Practicum Hrs/Wk: 0
Clock Hours: 44
Length of Course 11 weeks
Banner enforced Prerequisite: MTH 60 or placement into MTH 65 or above
Instructor enforced Prerequisite:
Co-Requisite:
Load Factor: 4.0
Activity Code: 351 Post-
Secondary Remedial, Math
Course Title: Math Literacy
Developed By: Dee Winn
Development Date: 10-13-14
Revision Date:
Review Date:

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

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

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

2. Demonstrate mathematical skills for college readiness
   a. Numeracy: Perform operations with rational numbers; use unit analysis.
   b. Algebra: Simplify expressions; solve linear equations and proportions.
   c. Geometry: Apply perimeter, area, similarity, and the Pythagorean Theorem.
   d. Analytic Geometry: Graph linear equations and use slope-intercept form.
   e. Statistics: Interpret frequency graphs and measures of central tendency.
Course No: NRS 115
Course Credit: 6
Lecture Hrs/wk: 5
Lab Hrs/Wk: 3
Lecture/Lab Hrs/Wk: 0
Practicum Hrs/Wk: 0
Clock Hours: 88
Length of Course: 11
Banner enforced Prerequisite: yes
Instructor enforced Prerequisite: program chair approval
Co-Requisite: LPN license acceptance into 2nd year RN program
Load Factor: 7.1
Activity Code: 210 CTE

Preparatory

COURSE DESCRIPTION: This course introduces the learner to the framework of the UCC and Oregon Consortium for Nursing Education (OCNE) curriculum including the OCNE competencies and benchmarks and the clinical judgment model. The student is introduced to the role and practice of the registered nurse.

COURSE OUTCOMES:
1. Discuss and reflect on own practice using the 10 OCNE Competencies and benchmark rubric
2. Develop plans of care that are family-centered, developmentally and culturally appropriate, using evidence-based research.
3. Implement care plans that provide safe care for patients with common chronic and acute conditions/processes.
4. Demonstrate therapeutic communication skills in both a simulated environment.
5. Design a health behavior change for self as well as advocate for health behavior change in a simulated client based assessment.
6. Demonstrate a beginning integration of nursing frameworks that incorporate: ethics, standards, and practices as defined by the American Nurses Association (ANA).
7. Explain the importance and relevance of reflection and its influence on personal and professional behavior.
8. Identify levels of evidence appropriate to various kinds of decision making in nursing practice and coordination of patient care.
9. Demonstrate safe and competent practice (beginning level of the following skills: medication administration, IV maintenance for both primary and secondary bags, urinary
catheterization, sterile technique, basic wound care, management of gastric tubes, dosage calculations.

10. Describe selected concepts of the health promotions, chronic care, acute care and their application in the care of patients and groups of patients.

11. Describe similarities and differences between the role of the LPN and the role of the RN, including differences in scope of practice as delineated in the Oregon Nurse Practice Act.
Course Title: Legal Research and Writing I  
Developed By: Crystal Sullivan and Jenn Zammetti  
Development Date: Fall 2007  
Revision Date: Fall 2014

COURSE DESCRIPTION: This is an introductory course into legal research and writing. Focus will be on identifying basic principles of legal research and performing legal research using various tools including LexusNexus. Students will identify sources of law and be able to validate research by appropriate citation.

COURSE OUTCOMES:  
- Locate, analyze, and apply primary and secondary legal resources  
- Draft pre-writing memorandum of law outline  
- Document and cite resources for all authority  
- Issue statements of facts and counter analysis  
- Draft pre-writing legal brief outline

REQUIRED TEXT/MATERIALS:  
3. Full LexusNexus Access
OUTLINE:  [Topics taught by week 1-10.]
Week 1  LexisNexis/Westlaw Research
Week 2  Free online research
Week 3  Intro to legal research, writing, analyzing facts and identifying legal issues
Week 4  Finding and analyzing case law
Week 5  How to brief a case
Week 6  Constitutions, Statutes, and Administrative Regulations
Week 7  Statutory and Constitutional Analysis
Week 8  Secondary Sources
Week 9  Digests
Week 10 Validating Your Research: Using Shepards, Keycite and other Citators
UCC REVISED COURSE OUTLINE

Course No: LA205
Course Credit: 4
Lecture Hrs/wk: 2
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 4
Practicum Hrs/Wk: 0
Clock Hours: 66
Length of Course 11
Banner enforced Prerequisite: LA204 with a C or better
Instructor enforced Prerequisite: N/A
Co-Requisite: N/A
Load Factor: 4.8
Activity Code: 210
CIPS: 220302

Course Title: Legal Research and Writing II
Developed By: Crystal Sullivan and Jenn Zammetti
Development Date: Fall 2011
Revision Date: Fall 2014

COURSE DESCRIPTION: This is an advanced course building on Legal Research and Writing I, covering realistic research and writing exercises using LexusNexus as the primary search tool. Focus will be on writing memorandum of law, persuasive writing, writing motions, and legal correspondence.

COURSE OUTCOMES:

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

- Describe and differentiate between sources of law
- Explain process of legal research
- Perform legal research to write memorandum of law, motions, and legal correspondence
- Summarize legal situations and identify points of law
- Select and apply legal research through the use of LexusNexus
- Identify legal issues
- Analyze and apply laws to legal issues
- Justify and defend legal application
REQUIRED TEXT/MATERIALS:

3. Full LexusNexus Access

OUTLINE: [Topics taught by week 1-10.]
Week 1  Computer Assisted Legal Research
Week 2  Basic Legal Writing Tools
Week 3-5 Predictive Legal Writing: Memorandum of Law
Week 6  Persuasive Writing - Writing to the Court
Week 7-9 Motion Practice: Research and Writing Issues
Week 10 Legal Correspondence
Course Title: Medical Document Processing  
Developed By: Bettie Wright  
Development Date: October 1994  
Revision Date: October 2, 2014 by Bettie Wright  

**COURSE DESCRIPTION:** A beginning medical transcription course. The types of reports and medical specialties will vary. Students will be required to use correct punctuation and spelling as well as medical terminology to produce error-free documents. Students will begin using a variety of medical reference resources.

**COURSE OUTCOMES:** The successful student will:
- Interpret medical terminology and common medical abbreviations.
- Use a computer with word processing software to transcribe medical reports.
- Spell medical words correctly.
- Use medical reference resources.
- Produce medical reports that are accurate--free of spelling, punctuation, grammar, or typing errors.
- Transcribe a variety of medical report formats.


**OUTLINE:** [Topics taught by week 1-11.]

Week 1 Prepare to transcribe

Week 2 Patient medical records

Week 3 Integumentary system
Week 4  Respiratory system
Week 5  Cardiovascular system
Week 6  Digestive system
Week 7  Endocrine system
Week 8  Urinary system
Week 9  Reproductive system
Week 10 Musculoskeletal system
Week 11 Final Exam
Course Title: Integrated Pest Control for Grapes
Developed By: Napa Valley College – Adapted by UCC
Development Date: January 2008; reviewed 2012, updated 2014
Revision Date: October 2, 2014
Review Date: October 2, 2014

COURSE DESCRIPTION:
An introduction to the theory and practice of integrated pest management in grape growing including identification, biology, and control of common insects, diseases, vertebrate pests, and weeds of Oregon vineyards.

COURSE OUTCOMES:

1. Describe the basic principles of plant pathology.
2. Describe the biology of major and minor grape vine diseases.
3. Evaluate the likelihood of disease infestation.
4. Create and implement a disease monitoring and control program.
5. Describe the basic principles of entomology.
6. Describe the biology of major and minor grape vine insect pests.
7. Evaluate the likelihood of insect infestation.
8. Create and implement an insect monitoring and control program.

9. Select appropriate rootstocks for your soil type and the control of phylloxera and nematodes.

10. Plan and implement a vineyard floor vegetation management program.

11. Describe the biology of vertebrate pests of the grape vine.

12. Evaluate the likelihood of vertebrate pest infestation.

13. Create and implement a vertebrate pest control program.

14. Recognize physiological disorders of the grape vine.

15. Understand how vineyard certification programs function.

16. Know the importance of biodiversity to a successful IPM program

COURSE OUTLINE:

Week 1 Introduction to Integrated Pest Management

Week 2 Entomology and Pathology

Week 3 Phylloxera and Nematodes

Week 4 Rootstocks for Grapevines

Week 5 Vineyard Floor Management

Week 6 Vertebrate Pests

Week 7 Vineyard Monitoring

Week 8 Certification Programs

Week 9 Biodiversity and Safe Pesticide Use

Week 10 Course Review
Course No: VE103
Course Credit: 4
Lecture Hrs/wk: 3
Lab Hrs/Wk: 3
Lecture/Lab Hrs/Wk: 0
Practicum Hrs/Wk: 0
Clock Hours: 66
Length of Course 11 wks
Banner enforced Prerequisite: none
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 5.1
Activity Code: 200 CTE

Preparatory

Course Title: Vineyard Soils, Plant Nutrition & Irrigation
Developed By: Walla Walla Community College – Adapted by Jim Delfino for UCC
Development Date: January 2008; reviewed 2012, updated 2014
Revision Date: October 2, 2014
Review Date: October 2, 2014

COURSE DESCRIPTION:
This course will provide a basic foundation of soil properties and processes and their influence on nutrient and water acquisition for winegrapes. From this basis we will explore concepts and practices of soil and irrigation management that influence the vine root habitat. Soil-vine relationships are integrated with practical application of this knowledge for vineyard management.

COURSE OUTCOMES:
1. Describe the primary properties of soil influencing vine productivity
2. Determine basic soil properties in the field
3. Utilize the USDA-NRC Soil Survey website for site evaluation
4. Become familiar with the main physical, chemical, and biological properties of soil
5. Understand how soil properties influence vine water availability
6. Understand soil nutrients, vine root growth, nutrient and water uptake
7. Recognize visual symptoms and understand physiological effects of vine nutrient deficiencies or imbalances
8. Maintain efficient irrigation systems, calculate application rates, and schedule irrigation
9. Define and implement a deficit irrigation strategy
10. Describe and apply various methods to estimate or monitor soil moisture
11. Design an effective soil and vine tissue sampling program
12. Become familiar with the format and content of laboratory soil and vine tissue reports
13. Conduct soil evaluation, preparation, and amendment for new vineyards
14. Understand how soil properties, vineyard floor management, and irrigation influence the vine root habitat and vine health

COURSE OUTLINE:

Week 1  Soil Formation and Classification
Week 2  Soil Profile Properties
Week 3  Soil Chemical and Biological Properties
Week 4  Vine Nutrient Essentials
Week 5  Soil Nutrient Bio-Availability
Week 6  Irrigation Systems
Week 7  Irrigation Management
Week 8  Fertilizers and Soil Amendments
Week 9  Soil Fertility and Vineyard Floor Management
Week 10 Managing the Vine Root Habit
Course No: VE201
Course Credit: 3
Lecture Hrs/wk: 2
Lab Hrs/Wk: 3
Lecture/Lab Hrs/Wk: 0
Practicum Hrs/Wk: 0
Clock Hours: 55
Length of Course: 11 wks
Banner enforced Prerequisite: Age 18
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 4.1
Activity Code: 200 CTE

Preparatory

CIPS: 019999

Course Title: Winemaking for Viticulturists
Developed By: Walla Walla Community College – Adapted by Jim Delfino for UCC
Development Date: January 2008; reviewed 2012, updated 2014
Revision Date: October 2, 2014
Review Date: October 2, 2014

COURSE DESCRIPTION:

The science of winemaking from the vineyard to the winery. In this course, we will cover vineyard practices up until harvest and then shift our focus to practical aspects of commercial winemaking.

COURSE OUTCOMES:

1. Describe the Purpose and Operation of Common Winery Equipment
2. Determine Optimum Harvest Parameters
3. Explain the effects of Crop load vs. Quality
4. Describe the Characteristics of Common Wine grape Cultivars
5. Determine the Logistics of Harvesting
6. Describe the processes of Sorting, Destemming and Crushing
7. Understand the Process of Spoilage and the role of SO2
8. Describe the Effects of O2
9. Describe the Pressing Operation and Its Impact on Final Wine Quality
10. Define the Major Processes in Red Wine Making
11. Define the Major Processes in White Wine Making
12. Define Alcoholic Fermentation
13. Define Malolactic Fermentation
14. Describe Barrel Fermentation
15. Describe the Interaction Between Oak and Wine
16. Describe Racking and Fining
17. Define Stability, Filtering and Bottling

COURSE OUTLINE:

Week 1   Harvest Parameters
Week 2   Laboratory Equipment
Week 3   Vineyard Sampling and Yield Estimation
Week 4   Harvesting and Processing Fruit in the Winery
Week 5   Harvesting and Processing Fruit in the Winery
Week 6   Alcoholic Fermentation
Week 7   Pressing Operations and Barrel Fermentation
Week 8   Oak and Wine
Week 9   Stability, Filtering, and Bottling
Week 10 Course Review
UCC Course Outline

Course No: VE202
Course Credit: 3 4
Lecture Hrs/wk: 2 3
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 2
Practicum Hrs/Wk: 0
Clock Hours: 44 55
Length of Course 11 wks
Banner enforced Prerequisite: Age 18
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 3.4 4.4
Activity Code: 200 CTE

Preparatory

Course Title: Sensory Evaluation of Wine
Developed By: Greg Fishwick
Development Date: January 2008; revised 2012, updated 2014
Revision Date: October 2, 2014
Review Date: October 2, 2014

COURSE DESCRIPTION:

Introduction to wine sensory evaluation, including statistical analysis of trials; study of wine styles; sensory testing techniques; identification of wine traits. Sensory evaluation of representative wines.

COURSE OUTCOMES:

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

Week 1   Intro and Training
Week 2   Tasting Technique
Week 3   The Senses - Vision
Week 4   The Senses - Smell
Week 5   The Senses - Taste & Mouthfeel
Week 6   Wine Styles, Red Table, White Table
Week 7   Wine Styles, Dessert and Sparkling
Week 8   Wine Faults
Week 9   Blending and Quality in Wine
Week 10 Descriptive and Statistical Analysis
Course No: VE203  
Course Credit: 1.3  
Lecture Hrs/wk: 4  
Lab Hrs/Wk: 0  
Lecture/Lab Hrs/Wk: 2  
Practicum Hrs/Wk: 0  
Clock Hours: 22 38.5 44  
Length of Course: 11  
Banner enforced Prerequisite: Age 18  
Instructor enforced Prerequisite: none  
Co-Requisite: none  
Load Factor: 1.4 3.05 3.4  
Activity Code: 210 CTE  

Preparatory  

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

COURSE DESCRIPTION:  

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

COURSE OUTCOMES:  

Upon completion of this class the student will be able to:  
Identify world wines regions.  
Understand the basic effects that climate, viticultural practices, and winemaking style have on the qualities of a particular wine type.  
Describe the characteristics of individual wine producing areas.  
List grape varieties and wine types produced in different areas.  
Demonstrate a basic understanding of the diversity of wine types and styles.  
Critically analyze how the climate, culture, history, religion, or environment effect a particular wine region in terms of grape varieties, wine styles, or viticultural practices.
Week 1  Introduction to the World of Wine, Grape varieties and Wine Processing

Week 2  Special Wine Styles, How to Taste

Week 3  Old World Part 1 - AOC laws and France - Burgundy/Chablis, Rhone

Week 4  Old World Part 2 - France - Bordeaux, Champagne, Loire, Alsace

Week 5  Old World Part 3 - Germany, Eastern Europe, Mediterranean

Week 6  Old World Part 4 - Italy

Week 7  Old World Part 5 - Spain, Portugal

Week 8  New World Part 1 - USA labels, CA, OR, WA, NY, Canada

Week 9  New World Part 2 - Chile, Argentina, South Africa, Australia, New Zealand, Others

Week 10 Opening/Serving, Serving Temp., Food and Health, and Final Exam
Preparatory

Course No: VE204
Course Credit: 1.3
Lecture Hrs/wk: 0.2
Lab Hrs/Wk: 0
Lecture/Lab Hrs/Wk: 2.4.5
Practicum Hrs/Wk: 0
Clock Hours: 22.38.5 44
Length of Course 11
Banner enforced Prerequisite: Age 18
Instructor enforced Prerequisite: none
Co-Requisite: none
Load Factor: 1.4 3.05 3.4
Activity Code: 210 CTE

CIPS: 019999

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

COURSE DESCRIPTION:

History, viticultural practices and winemaking styles of the Pacific region, including particulars about climate, soil, varietals and unique facets of Chile, Argentina, California, Oregon, Washington, and British Columbia. Class includes sensory assessment of representative samples. Students must be at least 18 years of age. 2 lecture, 1.5 lecture/lab hrs/wk. F

COURSE OUTCOMES:

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

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

**Course No:** VE209  
**Course Credit:** 4  
**Lecture Hrs/wk:** 3  
**Lab Hrs/Wk:** 0  
**Lecture/Lab Hrs/Wk:** 3  
**Practicum Hrs/Wk:** 0  
**Clock Hours:** 66  
**Length of Course** 11 wks  
**Banner enforced Prerequisite:** none  
**Instructor enforced Prerequisite:** none  
**Co-Requisite:** none  
**Load Factor:** 5.1  
**Activity Code:** 200 CTE  
**CIPS:** 019999

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**Course Title:** Laboratory Analysis of Musts and Wine  
**Developed By:** Greg Fishwick  
**Development Date:** January 2008; revised 2012, updated 2014  
**Revision Date:** October 2, 2014  
**Review Date:** October 2, 2014

### COURSE DESCRIPTION:

Winery laboratory practices, including basic principles, techniques and common methods of analysis for musts and wines. Laboratory methods used to determine when to add amendments to wines and how to stabilize and clarify wines.

### COURSE OUTCOMES:

1. Apply basic chemistry theory to the analysis of musts and wines.  
2. Create a plan for monitoring grape maturity and must and wine integrity.  
3. Demonstrate knowledge of basic laboratory skills, including the ability to perform laboratory tests and operate wine laboratory equipment.  
4. Evaluate the results of wine laboratory tests, including precision and accuracy.  
5. Perform analyses for °Brix, pH, titratable acidity, malic acid, residual sugar, yeast-available nitrogen, free sulfur dioxide, volatile acidity, and alcohol content of musts and wines.  
6. Setup and perform bench trials for wine stabilization, fining and clarification.  
7. Prepare for the addition of must and wine amendments by calculating the amount of materials needed.
COURSE OUTLINE:

Week 1  Introduction to Laboratory Analysis, and Grape Ripeness Assessment
Week 2  Lab Equipment and Measurement of: °Brix, pH, and TA
Week 3  Pre-fermentation Analysis: Nitrogen Status
Week 4  Malolactic Fermentation and Residual Sugar Analysis
Week 5  Alcohol and Volatile Acidity Analysis
Week 6  Sulfur Dioxide Use and Analysis
Week 7  Heat and Cold Stability Trials
Week 8  Sensory Analysis Trials
Week 9  Phenolic Compounds in Wine and Analysis
Week 10 Small Winery Lab Equipment and Analysis Costs
I believe then this would a information item for IC to approve so we can remove it from CCWD

Information delivery by iPhone
Jesse A. Morrow, MS EFSL

On Oct 17, 2014, at 2:45 PM, David Farrington <David.Farrington@umpqua.edu> wrote:

Yes, the course is set up in Banner. It is not listed as part of the Registered Nursing program (see below) as it is not in the catalog as required for the program, but as an elective (see page 165).

David

<table>
<thead>
<tr>
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<tr>
<td>Program : AAS-Nursing</td>
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<td>Catalog Term : Fall 2014</td>
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This is NOT an official evaluation.

**Area:** Nursing (pre) - Not Met  
**Description:** This area must be completed with a "C" grade or better in all coursework.

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Total Credits and GPA 0.00 0.00

unofficial evaluation

**Area:** Nursing First Year - Not Met  
**Description:** Courses must be completed with a grade of "C" or better.

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On Oct 17, 2014, at 1:23 PM, Tamra Samson <Tamra.Samson@umpqua.edu> wrote:

I spoke with Martha this morning. The NRS 115 course has been approved to go to IC. The one subject in question is: page 165 in the course catalog- we no longer offer “NRS 216” and would like to replace that area with “NRS 115 (bridge students only).” Can This be brought to IC as “information only” as it is part of the already approved course. This will allow students to apply for financial aid for this course.

Respectfully,

Tamra Samson RN, MSN
Allied Health Department Chair
Umpqua Community College
PO Box 967
Roseburg, OR 97470
541-440-7684