

Curriculum Committee
Meeting Agenda
Tuesday, October 7, 2014
3:30PM-5:00PM
Lockwood Hall 2

Debi Gresham
Roger Kennedy

Martha Joyce
Ali Mageehon

David Farrington
Georgann Willis

Karen Carroll
Clara Smithey

Business to be reviewed by Curriculum Committee:

Approval of the following Curriculum Committee Minutes- May 13, 2014 Pages 1-2

Course Outlines:

To be presented by Sandra Angeli-Gade- Pages 3-24:

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

To be presented by Crystal Sullivan- Pages 25-28:

- 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 30-31:

- MED 260- Beginning Medical Transcription

To be presented by Dwayne Bershaw- Pages 33-44

- VE 102 Integrated Pest Control for Grapes
- VE 103 Vineyard Soils, Plant Nutrition & Irrigation
- VE 201 Winemaking for Viticulturists
- VE 202 Winemaking for Viticulturists
- VE 209 Laboratory Analysis of Musts and Wine

New Courses:

To be presented by Ken Carloni- Pages 45-48:

- BI 101A-Evolution, Diversity and Ecology of the Baja Peninsula

New Programs:

To be presented by Sandra Angeli-Gade- Pages 49-63:

- Certificate; Case Aide- 18 Credits
- 1 Year Certificate; Addiction Treatment Certificate (CADC 1 Pathway)
- 1Year Certificate; Addiction Studies Certificate

Program Revisions:

To be presented by Crystal Sullivan- Pages 64-66:

- 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 Tamra Samson- Pages 67-81:

- RN Program

To be presented by Ian Fisher- Pages 82-86:

- AAS Welding

Course Revisions:

To be presented by Crystal Sullivan- Pages 87-90:

- 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 91-92:

- Med 260- Beginning Medical Transcription

To be presented by Dwayne Bershaw- Pages 93-102

- VE 102 Integrated Pest Control for Grapes
- VE 103 Vineyard Soils, Plant Nutrition & Irrigation
- VE 201 Winemaking for Viticulturists
- VE 202 Winemaking for Viticulturists
- VE 209 Laboratory Analysis of Musts and Wine

Informational Items:

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

Next Curriculum Committee Meeting- October 16, 2014 Jackson Hall 14

Curriculum Committee
Meeting Minutes
 Tuesday, May 13, 2014
 3:30PM-5:00PM
 Lockwood Hall 2

Mary Stinnett Martha Joyce David Farrington Bettie Wright
Roger Kennedy Todd Mican Dan Wright for Joan Campbell
 Deborah Gresham

Business to be reviewed by Curriculum Committee:

Approval of the following Curriculum Committee Minutes- February 11, 2014

Approved

New Courses:

To be presented by Stephanie Newman:

- TA 271- Movement *Move Forward to IC*
with the following changes:
 - *Fix title on outline to be Movement*
 - *Change course number to TA272 (TA271 is already being used)*
 - *Implementation date may need to be changed to 15-16 catalog year, but if so, then course number 199 could be used for next year*
- TA 272- Stage Combat *Move Forward to IC*
with the following changes:
 - *Change course number to TA273*
 - *Implementation date may need to be changed to 15-16 catalog year, but if so, then course number 199 could be used for next year*

New Programs:

- None

Program Revisions

- None

Course Revisions:

To be presented by Stephanie Newman:

- TA 241- Advanced Acting- Classic (Changed from Intermediate Acting) *Move to IC Consent Agenda*
 - *Revision should be added to catalogue addendum*
- TA 242- Advanced Acting- Clowning (Changed from Intermediate Acting) *Move to IC Consent Agenda*
 - *Revision should be added to catalogue addendum*
- TA 243- Advanced Acting Community- Based Drama (Changed from Intermediate Acting) *Move to IC Consent Agenda*
 - *Revision should be added to catalogue addendum*

To be presented by Bettie Wright:

- OA 245- Office Administration *Move to IC Consent Agenda*
 - *Implementation date to be changed to catalogue year 14-15, first taught in W115*
 - *Revision should be added to catalogue addendum*

To be presented by Terrance Bradford:

- ED 125- Foundations of Learning Assistance *Tabled to next meeting*
- HD 106- Promoting Academic Study Skills *Tabled to next meeting*

To be presented by Tamra Samson:

- NRS 115- LPN Transition to OCNE *Move Forward to IC*
with the following changes:
 - *Implementation date will be changed to 15-16 catalog year; course is being taught this year as noncredit.*
 - *Tamra to complete course outline forms and send them to the Curriculum Committee for review prior to IC meeting.*
 - *Tamra to complete or locate the ccic forms and send them to the Curriculum Committee for review prior to IC meeting.*

Informational Items:

- ***2014-2015 catalog addendum; 2015-2016 catalog addition on the medical office programs.***
 - “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.”

Next Curriculum Committee Meeting Fall Term 2014 ☺



Course No: HS 100
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 weeks
 Prerequisite (registration enforced):
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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.

REQUIRED TEXT/MATERIALS: *An Introduction to Human Services*, 7th ed., by Woodside and McClam, Cengage 2012.

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
10. Final Capstone Project integrating learning and identifying Site
11. Future Directions



Course Number: HS 102
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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 Number: HS 107
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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

REQUIRED TEXT/MATERIALS: *Annual Editions: Aging 11/12*, 24th Edition by Harold Cox. McGraw/Hill 2012.

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 Number: HS 144
 Course Credit: 1
 Lecture Hours/Wk: 1
 Clock Hours: 11
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 1 ILC
 Activity Code: 100
 CIPS: 440000

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:

The Logic Model Guidebook: Better Strategies for Great Results, by Knowlton & Phillips, Sage 2009.

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 Number: HS 146
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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 Number: HS 147
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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:

Cognitive-Behavioral Curriculum, by Spruance, Latessa, and Lowenkamp. Change Company. 2005

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 Number: HS 150
 Course Credit: 3
 Lecture Hours/Wk: 3
 Lab Hours: 0
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Activity Code: 100
 CIPS: 440000

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:

Pursuing Human Strengths: A Positive Psychology Guide, by Bolt, M. (2004). New York: Worth.

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 No: HS 154
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 weeks
 Prerequisite: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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 Number: HS 155
 Course Credit: 3
 Lecture Hours/Wk: 3
 Lab Hours: 0
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

Course Title: Counseling Skills I
 Developed By: Jan Woodcock
 Development Date: January 2006
 Review Date: August 2012

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:

Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society, 7th ed., by Ivey, Ivey, and Zalaquett; Cengage 2010.

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 Number: HS 205
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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:

1. *Staying Sober: A Guideline for Relapse Prevention* by Gorski, Miller, Martin, and Martin. Independence Press 1986
2. *Residential Drug Abuse Program Workbooks* by the Change Company. Carson City, NV.
3. *A Framework for Breaking Barriers: A Cognitive Reality Model*, by Gordon Graham, Gordon Graham and Company, Bellevue, WA. 2002

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 Number: HS 211
 Course Credit: 2
 Lecture Hours/Wk: 2
 Clock Hours: 22
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 2 ILCs
 Activity Code: 100
 CIPS: 440000

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

REQUIRED TEXT/MATERIALS: *Group Techniques*, 3rd edition, by Corey, et al., Brooks/Cole 2004

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 Number: HS 226
 Course Credit: 3
 Lecture Hours/Wk: 3
 Lab Hours: 0
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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:

The Ethics of Professional Practice, by Richard D. Parsons, Pearson Publishing, 2001.

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 Number: HS 227
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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:

Adult Children: Secrets of Dysfunctional Families, by Friel & Friel. Health Communications 1988.

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 Number: HS 229
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

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

REQUIRED TEXT/MATERIALS: *Crisis Intervention and Prevention*, by Jackson-Cherry and Erford. Pearson 2010.

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 Number: HS 246
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

Course Title: Values Clarification II
 Developed By: Stephen Cable
 Development Date: September 2009
 Review Date: August 2012 (S. Cable)

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:

1. *Courage to Change Interactive Journaling System Social Values*. Change Company. 2008
2. *Courage to Change Interactive Journaling System Peer Relationships*. Change Company. 2008
3. *Courage to Change Interactive Journaling System Substance Abuse*. Change Company. 2008
4. *Courage to Change Interactive Journaling System Self Control*. Change Company. 2008
5. *Courage to Change Interactive Journaling System Strategies for Success*. Change Company. 2008

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 Number: HS 247
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

Course Title: Cognitive Behavioral Decision Making II
 Developed By: Stephen Cable
 Development Date: September 2009
 Review Date: August 2012 (S. Cable)

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:

1. *Courage to Change Interactive Journaling System Social Values*. Change Company. 2008
2. *Courage to Change Interactive Journaling System Peer Relationships*. Change Company. 2008
3. *Courage to Change Interactive Journaling System Substance Abuse*. Change Company. 2008
4. *Courage to Change Interactive Journaling System Self Control*. Change Company. 2008
5. *Courage to Change Interactive Journaling System Strategies for Success*. Change Company. 2008

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
8. Recovery Maintenance Plan cont.
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 Number: HS 265
 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: Counseling Skills II
 Developed By: Jan Woodcock
 Development Date: January 2006
 Review Date: August 2012 (S. Cable)

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:

1. *Courage to Change Interactive Journaling System Social Values*. Change Company. 2008
2. *Courage to Change Interactive Journaling System Peer Relationships*. Change Company. 2008
3. *Courage to Change Interactive Journaling System Substance Abuse*. Change Company. 2008
4. *Courage to Change Interactive Journaling System Self Control*. Change Company. 2008
5. *Courage to Change Interactive Journaling System Strategies for Success*. Change Company. 2008

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 Number: HS 266
 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: 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

REQUIRED TEXT/MATERIALS: *Making Case Management Work*, by Beverly Ford. ASM Associates 2002.

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 Number: HS 267
 Course Credit: 3
 Lecture Hours/Wk: 3
 Clock Hours: 33
 Length of Course: 11 wks
 Prerequisites: none
 Load Factor: 3 ILCs
 Activity Code: 100
 CIPS: 440000

Course Title: Cultural Competency in Human Services
 Developed By: Pauline Martel
 Development Date: January 2006
 Review Date: August 2012 (S. Cable)

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 dominant 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 Number: HS 280
 Course Credit: 1-3
 Lecture Hours/Wk: 0
 Lab Hours/Wk: variable
 Clock Hours: 33 per credit
 Length of Course: 11 wks
 Prerequisites: instructor approval
 Load Factor: .25 ILCs/student
 Activity Code: 210
 CIPS: 440000

Course Title: Cooperative Work Experience: Human Services
 Developed By: Stephen Cable
 Development Date: January 2006
 Review Date: August 2012 (S. Cable)

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

UCC REVISED COURSE OUTLINE

Course No:	LA204
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:	LA105 with C or better
Instructor enforced Prerequisite:	N/A
Co-Requisite:	N/A
Load Factor:	4
Activity Code:	210
CIPS:	220302

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:

1. Legal Research, Analysis, and Writing, 4th ed. Hames and Ekern, Pearson, 2012, ISBN 9780135109441
2. The Bluebook: A Uniform System of Citation, 19th ed. Harvard Law Review, ISBN 9780615361161
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 COURSE OUTLINE

Course No:	LA205
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
Banner enforced Prerequisite:	LA204 with a C or better
Instructor enforced Prerequisite:	N/A
Co-Requisite:	N/A
Load Factor:	4
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

UCC COURSE OUTLINE

REQUIRED TEXT/MATERIALS:

1. Legal Research, Analysis, and Writing, 4th ed. Hames and Ekern, Pearson, 2012, ISBN 9780135109441
2. The Bluebook: A Uniform System of Citation, 19th ed. Harvard Law Review, ISBN 9780615361161
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

UCC COURSE OUTLINE

Course No:	MED260
Course Credit:	3
Lecture Hrs/wk:	1
Lab Hrs/Wk:	0
Lecture/Lab Hrs/Wk:	4
Practicum Hrs/Wk:	0
Clock Hours:	55
Length of Course	11
Banner enforced Prerequisite:	OA123, MED112, OA128
Instructor enforced Prerequisite:	
Co-Requisite:	
Load Factor:	3.8
Activity Code:	21
CIPS:	520401

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.

REQUIRED TEXT/MATERIALS: Introduction to Medical Office Transcription, Third Edition, Becklin and Sunnarborg, Mc-Graw-Hill.

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 No:	VE102
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

CIPS: 019999

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

CIPS: 019999

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

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

Preparatory

CIPS: 019999

Course Title: Winemaking for Viticulturists

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 basic sensory analysis data in research and trade papers.
8. Understand personal taste and aroma thresholds, including potential sensory weaknesses.
9. Follow sound tasting procedure and tasting etiquette.
10. 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:	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

Preparatory

CIPS: 019999

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

UCC NEW COURSE APPROVAL FORM - Page 1 of 2

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: 33

Total Lab hrs: 33

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.

UCC NEW COURSE APPROVAL FORM - Page 2 of 2

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

PROGRAM	DEPARTMENT	DATE

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:	

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 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.

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

UCC COURSE OUTLINE – Page 2 of 2

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

UCC NEW COURSE JUSTIFICATION – Page 1 of 1

Document brought forward by: Ken Carloni

X _____ Date _____

Supervisor Signature:

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 X Elective Certificate

AAOT (Area of distribution): Lab Science

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 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

Disposition:	Signature	Date	Recommendation
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Curriculum Committee Chair

Vice President of Instruction

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, 2014, Fall

Program Award:

Less than 1 year certificate

1 year certificate

2 year certificate

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.

	Total credits for Program	18
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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>.

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
 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 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 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.

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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>.

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
 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.
- 12.

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

Course #	Course Title	Credits
SOC 204	Introduction to Sociology	3
HS 155	Counseling Skills 1	3
HS 100	Introduction to Human Services	3
HS 150	Personal Effectiveness for Human Services	3
HS 102	Addiction Pharmacology	3
HS 217	Group Counseling	3
HS 227	Understanding Dysfunctional Families	3
HS 266	Case Management for Human Services	3
MTH 60	Intro to Alegbra	4
HS 211	HIV/AIDS and other Infectious Diseases	2
HS 226	Ethics and Law	3
SOC 225	Social Aspects of Addiction	3
WR 121	English Composition	4
Psy 101	Psychology of Human Relations	3

	Total credits for Program	46

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

UCC Program Revision

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: []

UCC Program Revision

Please list changes to program course listing below.

CURRENT			PROPOSED		
Course #	Course Title	Credits	Course #	Course Title	Credits
LA100	Legal Procedures I	4			
LA102	Legal Terminology	3			
BA180 or MTH65	Business Math I or Elementary Algebra	3 or 4			
CWE161	CWE Seminar I	1			
OA128	Editing for Business	3			
WR121	English Composition	4			
CIS120	Intro to CIS	4			
LA128	Legal Procedures II	4			
LA101	Intro to Paralegal	3			
BA211	Principles of Accounting	3			
BA214	Business Communications	3			
LA105	Civil Procedures	3			
LA132	Ethics for the Legal Professional	3			
Hum Rel.	Choose from Approved list	3			
LA280	Cooperative Work Experience	2			

UCC Program Revision

BA101	Intro to Business	4				
LA204	Legal Research & Writing I	3		LA204	Legal Research & Writing I	4
LA208	Family Law	3				
LA210	Wills, Probate, & Estates	3				
	Elective	3				
BA226	Business Law	4				
LA205	Legal Research & Writing II	3		LA205	Legal Research & Writing II	4
LA217	Real Estate Law	3				
LA224	Torts, Pleading & Practice	3				
	Elective	3			Eliminate this elective	0
BA231	Computers in Business	4				
LA222	Contract Law	3				
LA226	Criminal Law for Paralegals	3				
LA280	CWE	2				
	Elective	1				
		91-92			Total credits for Program	90-91

Additional Documentation

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

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

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

Basic Information

Name of Program Revision Contact: Tamra Samson

Contact Title: Allied Health Department Chair

Department: Allied Health/Nursing

Program Revision Information

Date, Year, and Term of Proposed Revision: 2015-2016

Program Title: RN program

Revision Type - select all that apply

Credits

Title

Summary

Outcomes

Curriculum

Suspension

Reactivate

Delete

Repackage for a new area of concentration or certificate within existing program.

Other: *(please describe)"information only" Clarification of prerequisites to apply.*

Revised Outcomes (If needed)

Students can apply for the RN program with a lower GPA. Students have a "clear vision" of what classes are counted toward the application process. Students have a "clear vision" to what courses apply to the degree and program. Program standards will be current and in compliance with: OCNE academic standards.

Revision Description and Justification

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

Program standards are currently not in compliance with the "shared OCNE academic standards.

Rationale for change: OCNE academic standards state "students need to have a 3.0 GPA to apply." This is a state standard. Currently our college catalog states "students need to have a 3.25 to apply.

Chemistry 104 or CH 112 is stated as a prerequisite in the college/program catalog description. It is also stated that the student needs to have a "B" or better in the course to apply. Rationale for change:

Chemistry is a prerequisite to a prerequisite. Students at UCC need to take Chemistry to register for Anatomy and Physiology. Anatomy and Physiology is a required prerequisite to apply to the RN program. Furthermore students that transfer into UCC do not have to have Chemistry to apply to our program; they only have to have Anatomy and Physiology. College Catalog "language changes" do not imply students at UCC will not have to take Chemistry, but will know that Anatomy and Physiology is the requirement. Chemistry with a "B", as stated in the current college catalog also requires students to strain their financial aid award by repeating Chemistry multiple times to increase the grade higher than

a “C”. UCC is currently the only school that has this standard writing in their catalog description. The catalog and program description states that the RN applicant can take “General Psychology and a social science.” The rationale for change: students can now clearly ready that they can take 1 Psychology course of their choice, and at least 2 Arts and Letters or Social Science courses to meet the program credit minimum.

Currently the college catalog states students need: WR 121, 122, 123 or 227. Rationale for change: OCNE co-requisites and prerequisites and academic standards state that a student wishing to apply to the RN program need to have technical writing and knowledge of providing “citation.” It was determined through the review of other statewide OCNE programs that WR 121 and WR 122 support this requirement. Catalog changes will allow students to take WR 121 and WR 122 or WR 227. This supports the guiding principles placed forward by OCNE.

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: Douglas County students are given the same advantage to apply to the RN program as transfer students wishing to apply. Additional clarification is given in the UCC course and program catalog. Students taking Anatomy and Physiology are not repeating Chemistry to get a higher grade thus can focus on not taking courses simultaneously. Far advantage is given to UCC students because substitutes apply to their course work as well.

Start-Up and First Year Budget

Other:

OREGON CONSORTIUM FOR NURSING EDUCATION

Pre-requisite/Co-requisite Requirements for Students Applying for Admission to a Nursing Program in a Partner School Academic Year 2011 – 2012

Nursing Program Pre-requisites

Students are eligible to apply for admission to the nursing major after completion of 30 credits of courses from the prerequisite list. The 30 credits must include at least Anatomy and Physiology I. In addition, an applicant must have demonstrated the required Math competency. The application deadline is February 15 or the first business day thereafter. Students who are selected for admission to the nursing program must complete the remaining credits to a minimum of 45 credits of prerequisites (by category as indicated) prior to entering nursing courses. All credits must be at a C or better¹. If a course has been repeated, the most recent grade will be considered. Application to the nursing program requires a minimum GPA of 3.00 for all completed prerequisites. Failure to complete all prerequisites (45 credits or more) with a continuing GPA of 3.00 or better by the end of summer term in the year of acceptance will result in forfeiture of acceptance to the program.

Anatomy and Physiology 12 credits: A full sequence of human anatomy and physiology with laboratory, inclusive of all body systems. This sequence must be taken in its entirety. The first term of A&P must be completed prior to application to the nursing program; the full sequence must be taken prior to the first nursing course. *Note: Chemistry or Biology may be required prior to the A&P sequence at some colleges/universities, please check individual college requirements.*

Nutrition 3 credits: Class should cover biological functions, dietary sources of essential nutrients and the relationship of diet to health.

Written English/English Composition: Writing course requirements include expression and support of ideas through the medium of written English, academic writing, and research papers that require scholarly investigation and integration of evidence and the proper use and documentation of sources. The following courses as taught at Oregon community colleges would meet the writing requirement – WR 121, 122 and 123 at 3 credits each, or WR 121 and 122 at 4 credits each, or their equivalent. For the 3 credit courses, WR 123 or WR227 may be taken during the first year in the program to complete the series. These courses are preparation for scientific or technical writing, which will be required throughout the nursing program. The requirement can also be met through college/university courses that are identified as writing intensive and include the above elements. Completion of a Bachelor's degree at a regionally accredited college or university is considered equivalent to completion of the writing series. Remedial English such as sentence structure and punctuation will not be accepted as sufficient to meet the

¹ For purpose of OCNE academic policy, letter grades are used/recognized without +/- designation. Therefore, a C- would be an accepted grade for a prerequisite course.

prerequisite. Each college/university may set its own policy as to whether there is an 8 credit minimum for writing.

Humanities, Social Science, or Natural Science 14 credits: Selection of these electives may serve as a foundation for a focused area of study, and must include a minimum of at least six credits from the Social Sciences. Selection of at least three credits from the humanities as part of the prerequisite credits is encouraged, especially for those who anticipate completing the baccalaureate degree.

Human Development 3 credits: The social and psychological developmental process of human life covering the full life span. Courses that cover only a part of the life span will not be accepted.

Electives up to 7 credits: to meet the minimum 45 credits required for entry to nursing school. Electives may include math and foreign language, 100 level or higher, and may include additional course credits when a 4- or 5-credit course is taken to meet a 3-credit requirement. .

Required Competencies

Math 95 or higher: Competency for math 95 or above must be demonstrated for a completed application to the nursing program (no later than the ~~April 15, 2007~~ February 15 application deadline ~~for submission of winter term official transcript~~). Competency may be demonstrated by a math placement test or by successful completion of Math 95 or higher (see individual college requirements). *Note: If taken for credit, Math 95 may be counted in the required 30-45 credits of prerequisites. Math 95 credits are not applicable to credits for the Bachelor's degree; however, Math courses that are 100 or higher may be included in the credits that are applied both to the prerequisites and to the degree. The student is advised to consider the prerequisite for Statistics, which will be required for the Bachelor's degree, in choosing a math course, if needed for the admission prerequisite.*

Basic Computer Literacy: Students are advised that success in a nursing program requires that students be computer literate, including at least word processing, use of spreadsheets, and web searches. In some colleges, computer proficiency is an admission requirement. See individual program requirements. Even when computer proficiency is not an admission requirement, students without computer experience should seek out opportunities for remediation in this competency prior to entering the nursing program.

Nursing Program Required Co-requisites

Beyond pre-requisites, accepted students must complete a specified number of credits of general education courses in addition to required nursing courses to earn a degree. All credits must be at a C or better. See the individual program's advising guide or program of study. Required courses include the following.

Microbiology with lab 4 credits: Basic microbiology covering living microorganisms, particularly bacteria and viruses, with laboratory component. Microbiology is a pre-requisite or co-requisite to the nursing courses Pharmacology I and Pathophysiology I.

Genetics: By the end of the second year of the curriculum (first year of nursing courses), students must have successfully completed a course or module within a course outside of the required anatomy and physiology and microbiology courses which addresses agreed upon human genetics content.

NOTE: OHSU will work on the genetics grid to determine which courses cover at least the following topics regarding genetics: basic structure and function of DNA; function of the genetic code, gene expression, and protein synthesis (transcription, translation); understanding of what mutations are and how they can influence cell function; chromosomes, meiosis; principles of inheritance, including definitions of phenotype, genotype, autosomal, sex-linked, allele, homozygous, heterozygous, dominant, recessive, multifactorial (polygenic); genetic predisposition and impact of environmental factors; carcinogens; teratogens; family history, basic pedigree construction; definitions including genome, human genome project. There is no specific credit requirement and the content may be part of a course or a complete course. The OHSU guide can be found at http://www.ohsu.edu/xd/education/schools/school-of-nursing/admissions/course_equiv_gd.cfm.

Writing 0-4 credits: Completion of the writing series to include research writing if not already completed with prerequisites.

General electives: Humanities, Social Science, and/or Natural Science, up to 26 credits. See individual program requirements.

Additional General Education Requirements for the Bachelor's Degree

Of the 87 graded non-nursing credits (including prerequisites) required to complete a Bachelor of Science degree with a major in nursing at OHSU (minimum total of 180 credits), 9 must be Humanities credits. Fifteen of the 87 credits must be upper division credits obtained at other four year colleges or universities.

Statistics: Course needs to include both descriptive and inferential components.

Foreign Language Proficiency Requirement: Language proficiency is a baccalaureate graduation requirement that can be met by 1) two years of the same language in high school, 2) two quarters of the same language at the college level, or 3) a language proficiency examination. College level (100 and above) credits in the foreign languages count toward the 45 prerequisite credits as well as the associate degree and baccalaureate degree credits. Neither high school nor proficiency examination as a means of meeting the language requirement, count in the credits for prerequisites or for the degree. American Sign Language is an accepted language to meet the language requirement.

Students who speak English as a second language will meet the language requirement with demonstrated proficiency in both the primary language and English. In some circumstances, the student may be required to demonstrate proficiency through examination in either the primary language or in English.

OREGON CONSORTIUM FOR NURSING EDUCATION

Academic Standards

Approved for 2014-2016 (fall entry 2014 and 2015)

Admission Standards Policy

- Consortium partner schools will use shared standards in a point system and a set of core criteria for evaluation and selection of candidates to the consortium curriculum.
- Faculty in each partner school will make the admission decision based on the terms and standards in this document.
- An applicant admitted to a community college program partner will be considered co-admitted to OHSU. Students who are affirmed by the community college nursing faculty as having met the progression standards will be assured progression into the upper division work for the baccalaureate degree within the timeframe of the OHSU transition policy. To assist in successful transition, each transitioning student's academic record and clinical evaluation summary will be provided by the community college faculty to OHSU faculty
- Core criteria for application eligibility will include a grade point average (GPA) of 3.0 or better on at least 30 credits of prerequisites. Only graded prerequisites will be calculated in the GPA for assessment of applicants for admission. The GPA throughout prerequisite completion must remain 3.0 or better. Official transcripts will be required to determine the prerequisite GPA.
- Each individual prerequisite must have been achieved with a grade of C or better¹.
- Pass/no pass courses that are accepted by transcript to meet a curriculum/credit requirement, must be determined by the accepting partner school to be passed at a C or better.
- Each partner school will determine policies for transcript evaluation for applicants whose prerequisites were taken at a college or university that does not use a letter grading system.
- Each partner school will determine policies for acceptable age of courses.
- Students may repeat courses in order to raise the GPA. The most recent grade will be used for GPA calculation whether it is higher or lower than previous grades.
- Anatomy and physiology completion will be assigned added points. Residency: The residency requirements of each partner school will be used in determining eligibility for application for admission to that school.
- Criminal History: The ONLC Education Committee document, Criminal History Check Guidelines, will be used in setting procedures and policies for admission and progression decisions. Directors will include the following information in acceptance and application materials: **“Students should understand that although co-admitted to the Oregon Health Sciences University School of Nursing, those who choose to transition from the [insert community college name] Nursing Program to OHSU will have to undergo a Criminal Background Check for OHSU at the time of transition and ability to enroll in OHSU courses may be negatively impacted by any criminal history in their background.”**

¹ For purpose of OCNE academic policy, letter grades are used/recognized without +/- designation. Therefore, a C- would be an accepted grade for a prerequisite course.

- ADA Accommodation: Procedures and guidelines have been developed according to terms in the Intergovernmental Agreement for use in determining admission and reasonable accommodation for applicants with an ADA qualifying disability.
- International students: If prerequisites were completed outside the United States, a course-by-course evaluation by a credential evaluation service is required.
- Each partner school will determine the timing for notification to applicants of their offer of admission. All partner schools will use the same date, June 15 or the first business day after June 15, as the deadline for applicants to respond to accept or decline the offer.

Admissions Point System:

- In phase 1, applicants will be assessed using at least 51 points in the following point scale. Each partner school will determine use of 19 local criteria points, and may use some or all of those points for the essay and/or essay/interview. In phase 2, applicants will participate in a proctored essay, or a combination of proctored essay and interview for assignment of at least an additional 30 points. Each partner school may determine whether the essay/interview is available to all applicants or to the top qualified applicants (e.g. 150 to 200% of available positions) as determined by the phase 1 point scale.
1. GPA: A maximum of **40** points will be awarded. The application deadline is February 15 (or first business day following February 15). The applicant must provide transcript(s) for a minimum of 30 credits of prerequisites or all prerequisites completed up to 45 credits. Only the prerequisites will be calculated in the GPA for assignment of points in the admission process. Points will be assigned using a linear equation, $\text{Points} = 24 * \text{GPA} - 56$. **Examples** of the resulting point assignment to various GPA levels follow.

GPA	Equation	POINTS ASSIGNED
4.0	$24 * 4.0 - 56 =$	40
3.76	$24 * 3.76 - 56 =$	34.2
3.45	$24 * 3.45 - 56 =$	26.8
3.13	$24 * 3.13 - 56 =$	19.1
3.00	$24 * 3.00 - 56 =$	16

2. Completion of A&P sequence: If the full sequence of A&P courses (I, II and III) have been completed with a grade of C or better, 5 points will be awarded. If two courses (I and II, or I and III) in the A&P sequence have been completed, C or better, 3 points will be awarded.
3. Prior Degree: Applicants who hold a prior degree will be awarded a maximum of 1 point for having previously earned an associate or higher degree.
4. Completion of all Prerequisites: 5 points will be awarded if all prerequisites have been completed by the application deadline, 3 points will be awarded if 37 credits have been completed.
5. Local Criteria Points: Each partner school will be able to select the focus for 19 local criteria points. For example, if the college requires points for residency, some or all of the 19 points could be used for that purpose. Partner schools are not limited to the point system for implementation of residency policies. For example, a school could determine that only residents are qualified to apply for all slots, or could establish a number of slots that are

available only to residents. Partner schools may determine if some or all local criteria points will be moved into phase 2 for the essay or essay/interview.

6. Proctored Essay or Proctored Essay/Interview: At least **30** points will be available for the proctored essay, or essay/interview based on shared criteria and guidelines. Partner schools will establish a policy that essay/interview scores will not be shared with applicants. Factors to be used for development of the essay/interview questions, process and rubrics are:
 - Diversity:** The applicant expresses understanding, respect for, and/or experience with varied backgrounds, cultures, ethnicity, and lifestyles.
 - Personal values:** The applicant responds to situational questions in a manner that demonstrates integrity and values compatible with nursing core values and code of ethics.
 - Communication:** The applicant conveys information, feelings, and opinions to others orally and/or in writing. Whether oral or written, information is organized and clear, with appropriate grammar and punctuation.
 - Motivational fitness:** The applicant identifies expectations about nursing role and responsibilities that are congruent with reality, and demonstrates suitability to the role.
 - Tolerance for stress:** The applicant describes strategies/behaviors that would enable maintaining stable performance under pressure.
 - Transferable skills:** The applicant responds to situational questions in a manner that demonstrates skills such as problem solving, curiosity, leadership, critical thinking.
7. Each partner school will determine a tiebreaker to be used in the event that two or more applicant scores cluster at the cut-off point.

Progression Standards Policy:

1. Progression in the program requires a grade of C or better in all courses, and an overall GPA of 2.0. Each partner school has the option of allowing pass/no pass, as long as the “pass” is at C or better. Pass/no pass courses that are accepted by transcript to meet a curriculum/credit requirement, must be determined by the accepting partner school to be passed at a C- or better. Students will be required to present a transcript (may be unofficial for this purpose) of course work done at another college or university on at least an annual basis to demonstrate attainment of the required GPA.
2. One single repeat opportunity will be provided, on a space available basis, for failure to obtain a C or better in a nursing course. A second incident of failure to obtain a C in a nursing course would result in dismissal. Factors that influence the decision to allow a student waiting for a repeat course to continue in the program in the meantime include, but may not be limited to the nature of the failure (e.g. clinical safety), whether the failed course is prerequisite to subsequent courses, and whether the subsequent courses would move the student to the next level. For example, the student who fails a 1st year level or sophomore level course may, in some circumstances, continue to take 1st year or sophomore level courses, but could not progress to 2nd year or junior level courses until all 1st year or sophomore level courses are successfully completed.
3. Each school will state their own intentions as to whether they will give students a “second chance.” Students who leave one program because of course failure and wish to apply to a different program which allows a “second chance” must provide a letter from their previous program director stating they would be accepted back into the previous program. Failure of any nursing course while in the second chance program would result in dismissal from the program and failure in the OCNE curriculum.

The curriculum committee has developed rubrics for assessment of the competencies on which the curriculum is based, as well as benchmarks to be achieved at specific points within the program.

Advanced Placement and Transfer Policy:

1. For transfer between consortium schools – on a space available basis a student in good standing in one partner school, may transfer seamlessly at the beginning of an academic year. A referral is required to assure good standing, which includes meeting both academic and conduct standards. Communication between partner schools includes director to director discussion of the transfer circumstances. Transfer at times other than beginning of an academic year may occur only for exceptional circumstances, and must be mutually approved by both the receiving and sending program. Rigorous interpretation of what constitutes “exceptional circumstances” should reflect the agreement that mid-year transfer is undesirable for academic and administrative purposes. When agreed to by both programs, mid-year transfer requires review of the student’s program of study and documentation of competency attainment matched to the program of study in the new program. Supplemental study may be required to place the student at the appropriate level.
2. For advanced placement of non-consortium students – on a space available basis: a) all prerequisites are required; comparable transcribed credits for prerequisites and general education would be recognized by college policy. b) advanced placement applicants would engage in a competency assessment process starting with competencies at the beginning of the nursing courses and placed in the program according to individual competency demonstration.
3. For students who completed a portion of the old curriculum and are seeking reentry – each partner school will determine whether and how the student’s prior study fits with the new curriculum, and if appropriate, determine the placement based on competency assessment, bridge course work, or other remedial approaches as needed.

Student Conduct Policy:

1. The Consortium supports the Code of Conduct within each partner school for conduct associated with community living. While there may be minor differences, these codes essentially require the student to function with integrity and professionalism. .

In at least two areas, the Consortium sets a shared expectation among partner schools, as follows:

2. Students must abstain from use of alcohol and /or drugs that may affect safe and appropriate functioning in the following situations: a) before and during class and clinical lab, b) while in student uniform, and c) when in the clinical facility, including the time of patient selection or study of patient records. Students must notify the instructor if taking prescription or over-the-counter medications that may have an adverse effect upon clinical performance. In any event, the instructor decides if the student can safely provide care and remain in the clinical setting.
3. In addition to any dress code within the partner school, students are expected to wear clinical attire not only when caring for patients, but also when in simulation and lab experiences. Clinical appearance enhances the realism of the simulation experience and thereby enhances the learning.

Policy Related to Grievance Procedure:

- The student's right to due process will be assured through the grievance procedure in either the community college or OHSU. Complaints or grievances against or involving the community college administration, faculty, staff, services or facilities will use the community college institutional process or grievance procedure. Complaints or grievances against or involving OHSU administration, faculty, staff, services or facilities will use the OHSU institutional process or grievance procedure.



Serving Douglas County Since 1964

For Information Only

Current Catalog Language 2014-2015	Revised Catalog Language 2015-2016
"Note: All Required Prerequisite Courses must be completed with a C or better and a minimum GPA of 3.25 is required to apply."	"Note: All Required Prerequisite Courses must be completed with a C or better and a minimum GPA of 3.00 is required to apply."
"CH 104 Introduction to Chemistry 4 OR CH 112 Chemistry for Health Occupations 5."	This is a pre-requisite to Anatomy & Physiology and does not need to be on our program entry description.
General Psychology or Social Sciences elective 3-4	Any college-level (100 or 200 numbered) course to include: Psychology & 2 Arts & Letters, or Social Science electives.
WR 121 English Composition: Intro to Argument 4 WR 122 English Composition: Style and Argument 4 WR 123 English Composition: Research 4 OR WR 227 Technical Report Writing 4	WR 121 WR 122 OR WR 227

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

X Date 7/17/2014

Supervisor Signature:

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

Description of Request: This is a pre-requisite revision for WLD 113. This class is mid-way through the 1st year welding certificate program, the requisite would require students to document and present a "Continuity Log". This "Continuity Log" is a common industry practice for welding professionals to document their certifications in order to comply with welding codes, and their own "Period of Effectiveness". According to this code standard (4.1.3 - AWS D1.1) this "Continuity Log" must show that the welder has been engaged in welding processes for which the welder has been certified within a period not to exceed six months.

Other Program Impact: The requisite revision for WLD 113 will help this programs continuous efforts to align with current industry standards. In addition new welding students entering the program from participation and approved High School carrier pathways will not show a gap in their individual skills development with regards to welding.

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

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

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

Approximate fees related to this course would be similar to

Impact to other Divisions in terms of classes and staffing.

None

Disposition:	Signature	Date	Recommendation
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Director of Curriculum Support

Vice President of Instruction

Proposed Associate of Applied Science AAS Degree Welding

Course #	Course Title	Credit	Course #	Course Title	Credit
WLD 101	Welding Processes & Applications	4	WLD 123	Advanced Welding I	3
WLD 111	Shielded Metal Arc Welding	4	DRF 112	Auto CAD I	3
WLD 131	Metallurgy	3	WLD 251	Gas Tungsten Arc Welding II	3
MTH 052	Intro Algebra for the Trades	3	WLD 280	CWE	TBA
			WR 121	English Composition Expository Writing	4
			HPE 295	Wellness/Health Assessment	3
WLD 112	Shielded Metal Arc Welding I	3	WLD 124	Advanced Welding II	3
WLD 113	Shielded Metal Arc Welding II	3	WLD 222	Pipe Welding & Fitting I	3
WLD 114	Shielded Metal Arc Welding III	3	WLD 252	Gas Tungsten Arc Welding III	3
WLD 140	Blueprint Reading	3	MFG 111	Machine Shop I	3
WR 115	Intro to Expository Writing	3	WLD 280	CWE	TBA
			SP 105	Listening	3
WLD 121	Gas Metal Arc Welding	3	WLD 161	Advanced Welding Problems	4
WLD 122	Gas Metal Arc Welding	3	WLD 240	Blueprint Reading II	3
WLD 141	Flux-Cored Arc Welding I (Gas Shielded)	3	WLD 223	Pipe Welding & Fitting II	3
WLD 142	Flux-Cored Arc Welding II (Self Shielded)	3	WLD 280	CWE	TBA
WLD 150	Gas Tungsten Arc Welding I	3	MTH 105	Introduction to Contemporary Mathematics	4
PSY 101	Psychology of Human Relations	3			
	Total credits 1 st yr. program	48		Total credits 2 nd program	45

Total credits AAS Degree Welding Program

93

Other Recommended Courses

Course #	Course Title	Credit
APR 288	Rigging	3
DRF 113	Auto CAD II	3
MFG 112	Machine Shop II	3

WELDING PROGRAM

PROPOSED - AS DEGREE

Umpqua Community College

AS Welding Justification

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

Current 1 st yr. Welding Certificate			2 nd yr. Certificate pathway & Proposed AS Degree		
Course #	Course Title	Credit	Course #	Course Title	Credit
WLD 101	Welding Processes & Applications	4	WLD 123	Advanced Welding I	3
WLD 111	Shielded Metal Arc Welding	4	CIV 112	Auto CAD I	3
WLD 131	Metallurgy	3	WLD 251	Gas Tungsten Arc Welding II	3
MTH 052	Intro Algebra for the Trades	3	APR 288	Rigging	3
			WLD 280	CWE	TBA
			WR 121	English Composition Expository Writing	4
			HPE 295	Wellness/Health Assessment	3
WLD 112	Shielded Metal Arc Welding I	3	WLD 124	Advanced Welding II	3
WLD 113	Shielded Metal Arc Welding II	3	CIV 113	Auto CAD II	3
WLD 114	Shielded Metal Arc Welding III	3	WLD 222	Pipe Welding & Fitting I	3
WLD 140	Blueprint Reading	3	WLD 252	Gas Tungsten Arc Welding III	3
WR 115	Intro to Expository Writing	3	MFG 111	Machine Shop I	3
			WLD 280	CWE	TBA
			SP 105	Listening	3
WLD 121	Gas Metal Arc Welding	3	WLD 161	Advanced Welding Problems	4
WLD 122	Gas Metal Arc Welding	3	WLD 240	Blueprint Reading II	3
WLD 141	Flux-Cored Arc Welding I (Gas Shielded)	3	WLD 223	Pipe Welding & Fitting II	3
WLD 142	Flux-Cored Arc Welding II (Self Shielded)	3	MFG 112	Machine Shop II	3
WLD 150	Gas Tungsten Arc Welding I	3	WLD 280	CWE	TBA
PSY 101	Psychology of Human Relations	3	MTH 105	Introduction to Contemporary Mathematics	4
	Total credits in program	48		Total credits in program	54

~ Expanded Justification/Rational ~
2nd yr. Certificate pathway & Proposed AS Degree

Fall Term	Winter Term	Spring Term
Advanced Welding I (WLD 123) 3 credits	Advanced Welding II (WLD 124) 3 credits	Advanced Welding Problems (WLD 161) 4 credits
Auto CAD I (CIV 112) 3 credits	Auto CAD II (CIV 113 or 116) 3 credits	Blueprint Reading II (WLD 240) 3 credits
GTAW II (WLD 251) 3 credits	Pipe Welding & Fitting I (WLD 222) 3 credits	Pipe Welding & Fitting II (WLD 223) 3 credits
Rigging (APR 228) 3 credits	GTAW III (WLD 252) 3 credits	Machine Shop II (MFG 112) 3 credits
CWE (WLD 280) TBA credits	Machine Shop I (MFG 111) 3 credits	CWE (WLD 280) TBA credits
	CWE (WLD 280) TBA credits	

Note:

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

GENERAL EDUCATION REQUIREMENTS – AS DEGREE

Fall Term	Winter Term	Spring Term
English Composition Expository Writing (WR 121) 4 credits	Interpersonal Communication (SP 105) 3 credits	College Algebra (MTH 105) 4 Credits
Wellness/Health Assessment (HPE 295) 3 credits		

*****KEY POINT:** 26 Credits outside of WLD Program contributing towards overall FTE generation for the college...

Other Potential classes & Certificates that could be offered with 2yr. AS in Welding

- Fork lift Cert.
- Electrical Systems
- Hydraulic Systems
- AWS – SENSE Level II
- Miller Weld School
- Industrial Tour

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 InformationType of change

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.

Increasing from 3 credits to 4 credits after consultation with instructor, students, and advisory committee.

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...

Increase in pay for part-time faculty from 3 credits to 4 credits.

List current information and proposed changes

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	LA204		Course number same
Course title	Legal Research & Writing I		Course title same
Credits	3		Credits 4
Lecture Hrs/Wk	3		Lecture Hrs/Wk 4
Lec/Lab Hrs/Wk			Lec/Lab Hrs/Wk
Lab/Hrs/Wk			Lab/Hrs/Wk
Practicum			Practicum
Banner/Instr. Prerequisites	LA105		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites
Length (Weeks)	11		Length (Weeks) same
Terms Offered	Fall		Terms Offered same
Grading Option	A-F		Grading Option A-F
Load Factor	3		Load Factor 4

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 InformationType of change

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.

Increasing from 3 credits to 4 credits after consultation with instructor, students, and advisory committee.

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...

Increase in pay for part-time faculty from 3 credits to 4 credits.

List current information and proposed changes

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	LA205		Course number same
Course title	Legal Research & Writing II		Course title same
Credits	3		Credits 4
Lecture Hrs/Wk	3		Lecture Hrs/Wk 4
Lec/Lab Hrs/Wk			Lec/Lab Hrs/Wk
Lab/Hrs/Wk			Lab/Hrs/Wk
Practicum			Practicum
Banner/Instr. Prerequisites	LA204		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites
Length (Weeks)	11		Length (Weeks) same
Terms Offered	Fall		Terms Offered same
Grading Option	A-F		Grading Option A-F
Load Factor	3		Load Factor 4

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** 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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	MED260		Course number Same
Course title	Beginning Medical Transcription		Course title Medical Document Processing
Credits	3		Credits Same
Lecture Hrs/Wk	1		Lecture Hrs/Wk Same
Lec/Lab Hrs/Wk	4		Lec/Lab Hrs/Wk Same
Lab/Hrs/Wk	0		Lab/Hrs/Wk Same
Practicum	0		Practicum Same
Banner/Instr. Prerequisites	OA123, MED112		Banner/Instr. Prerequisites OA123, OA128, & MED112
Co-requisites	None		Co-requisites Same
Length (Weeks)	11		Length (Weeks) Same
Terms Offered	S		Terms Offered Same
Grading Option	A-F		Grading Option Same
Load Factor	3.8		Load Factor Same

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: 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 InformationType of change

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.

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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	VE 102		Course number same
Course title	Integrated Pest Control for Grapes		Course title same
Credits	4		Credits same
Lecture Hrs/Wk	3		Lecture Hrs/Wk same
Lec/Lab Hrs/Wk	0		Lec/Lab Hrs/Wk same
Lab/Hrs/Wk	3		Lab/Hrs/Wk same
Practicum	0		Practicum same
Banner/Instr. Prerequisites	none		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites same
Length (Weeks)	11		Length (Weeks) same
Terms Offered	S		Terms Offered same
Grading Option	A-F		Grading Option same
Load Factor	5.1		Load Factor same

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 InformationType of change

- 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.
 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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	VE 103		Course number same
Course title	Vineyard Soils, Plant Nutrition & Irrigation		Course title same
Credits	4		Credits same
Lecture Hrs/Wk	3		Lecture Hrs/Wk same
Lec/Lab Hrs/Wk	0		Lec/Lab Hrs/Wk same
Lab/Hrs/Wk	3		Lab/Hrs/Wk same
Practicum	0		Practicum same
Banner/Instr. Prerequisites	none		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites same
Length (Weeks)	11		Length (Weeks) same
Terms Offered	Su		Terms Offered same
Grading Option	A-F		Grading Option same
Load Factor	5.1		Load Factor same

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 InformationType of change

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.

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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	VE 201		Course number same
Course title	Winemaking for Viticulturists		Course title same
Credits	3		Credits same
Lecture Hrs/Wk	2		Lecture Hrs/Wk same
Lec/Lab Hrs/Wk	0		Lec/Lab Hrs/Wk same
Lab/Hrs/Wk	3		Lab/Hrs/Wk same
Practicum	0		Practicum same
Banner/Instr. Prerequisites	Age 18		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites same
Length (Weeks)	11		Length (Weeks) same
Terms Offered	F		Terms Offered same
Grading Option	A-F		Grading Option same
Load Factor	4.1		Load Factor same

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 InformationType of change

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 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.

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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	VE 202		Course number same
Course title	Sensory Evaluation of Wine		Course title same
Credits	3		Credits 4
Lecture Hrs/Wk	2		Lecture Hrs/Wk 3
Lec/Lab Hrs/Wk	2		Lec/Lab Hrs/Wk same
Lab/Hrs/Wk	0		Lab/Hrs/Wk same
Practicum	0		Practicum same
Banner/Instr. Prerequisites	Age 18		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites same
Length (Weeks)	11		Length (Weeks) same
Terms Offered	W		Terms Offered same
Grading Option	A-F		Grading Option same
Load Factor	3.4		Load Factor 4.4

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: VE209
 Course Title: Laboratory Analysis of Musts and Wines

Course Revision InformationType of change

- 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.
 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

	CURRENT		PROPOSED <i>if no changes put "same"</i>
Course number	VE 209		Course number same
Course title	Laboratory Analysis of Musts and Wines		Course title same
Credits	4		Credits same
Lecture Hrs/Wk	3		Lecture Hrs/Wk same
Lec/Lab Hrs/Wk	3		Lec/Lab Hrs/Wk same
Lab/Hrs/Wk	0		Lab/Hrs/Wk same
Practicum	0		Practicum same
Banner/Instr. Prerequisites	none		Banner/Instr. Prerequisites same
Co-requisites			Co-requisites same
Length (Weeks)	11		Length (Weeks) same
Terms Offered	F		Terms Offered same
Grading Option	A-F		Grading Option same
Load Factor	5.1		Load Factor same

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