Oregon Coast Community College

2019-20 Catalog

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General Information

2019-2020 Academic Calendar

Summer 2019
Term length: 8 weeks

May 14, 2019	Schedules Available
May 21, 2019	Registration Opens for Returning Students
June 20, 2019	Payment Deadline
June 24, 2019	Classes Begin
June 23, 2019	Last Day to Add a Class Without Instructor Permission
June 29, 2019	Last Day to Add a Class With Instructor Permission Code
June 29, 2019	Last Day to Drop a Class With a Refund*
June 28, 2019	Last Day to Submit an Audit Request
July 27, 2019	Last Day to Withdraw Without a Refund*
July 26, 2019	Last Day to select the P/NP Grading Option
August 12-17, 2019	Finals Week
August 17, 2019	End of Term
August 20, 2019	Grades Available in myOCCC Account
Between Term Break (College Open)	Spring-Summer Break June 17-21, 2019 Late Summer break August 19- September 20, 2019
Independence Day July 4, 2019	College Closures (Holidays & In-Service)
Labor Day September 2, 2019	College Closures (Holidays & In-Service)
All OCCC locations are closed Fridays starting the week of June 24th through the week of August 30th.	College Closures (Holidays & In-Service)

Fall 2019
Term Length: 12 Weeks

May 14, 2019	Schedules Available
May 21, 2019	Registration Opens for Returning Students
May 23, 2019	Registration Opens for New Students
September 20, 2019	Payment Deadline
Shark Week September 16-20, 2019 In-Service September 18-19, 2019	College Wide Events
September 23, 2019	Classes Begin
September 22, 2019	Last Day to Add a Class Without Instructor Permission
September 28, 2019	Last Day to Add a Class With Instructor Permission Code
September 28, 2019	Last Day to Drop a Class With a Refund*
September 27, 2019	Last Day to Submit an Audit Request
November 16, 2019	Last Day to Withdraw Without a Refund*
November 15, 2019	Last Day to select the P/NP Grading Option
December 9-14, 2019	Finals Week
December 14, 2019	End of Term
December 17, 2019	Grades Available in myOCCC Account
Late Summer Break August 19-September 20, 2019 Winter Break December 13-23, 2019	Between Term Break (College Open)
Fall In-Service September 18-19, 2019	College Closures (Holidays & In-Service)
Veterans' Day Observed November 11, 2019	College Closures (Holidays & In-Service)
Thanksgiving Day November 28, 2019	College Closures (Holidays & In-Service)
Day After Thanksgiving November 29, 2019	College Closures (Holidays & In-Service)
Winter Holidays December 24, 2019 January 1, 2019	College Closures (Holidays & In-Service)

Winter 2020
Term Length: 11 Weeks

November 12, 2019	Registration Opens for Returning Students
November 14, 2019	Registration Opens for New Students
January 2, 2020	Payment Deadline
January 6, 2020	Classes Begin
January 5, 2020	Last Day to Add a Class Without Instructor Permission
January 11, 2020	Last Day to Add a Class With Instructor Permission Code
January 11, 2020	Last Day to Drop a Class With a Refund*
January 10, 2020	Last Day to Submit an Audit Request
February 29, 2020	Last Day to Withdraw Without a Refund*
February 28, 2020	Last Day to select the P/NP Grading Option
March 16-21, 2020	Finals Week
March 21, 2020	End of Term
March 24, 2020	Grades Available in myOCCC Account

Winter Break December 13-23, 2019	Between Term Break (College Open)
New Year's Day January 1, 2020	College Closures (Holidays & In-Service)
New Year's Day January 1, 2020	College Closures (Holidays & In-Service)
Martin Luther King Jr. Day January 20, 2020	College Closures (Holidays & In-Service)
Presidents' Day February 17, 2020	College Closures (Holidays & In-Service)

Spring 2020
Term Length: 11 Weeks

February 11, 2020	Registration Opens for Returning Students
February 13, 2020	Registration Opens for New Students
March 26, 2020	Payment Deadline
In-Service TBD	College Wide Events
March 30, 2020	Classes Begin
March 29, 2020	Last Day to Add a Class Without Instructor Permission
April 4, 2020	Last Day to Add a Class With Instructor Permission Code
April 4, 2020	Last Day to Drop a Class With a Refund*
April 3, 2020	Last Day to Submit an Audit Request
May 23, 2020	Last Day to Withdraw Without a Refund*
May 22, 2020	Last Day to select the P/NP Grading Option
June 8-13, 2020	Finals Week
June 12, 2020	Commencement
June 13, 2020	End of Term
June 16, 2020	Grades Available in myOCCC Account
Spring Break March 23-27, 2020 Spring-Summer break June 15-19, 2020	Between Term Break (College Open)
Spring In-Service April 17, 2020	College Closures (Holidays & In-Service)
Memorial Day May 25, 2020	College Closures (Holidays & In-Service)

About OCCC General Information

College Contact Information and Campus Locations

Central County Campus
400 SE College Way
Newport, OR 97366
541-265-2283
FAX: 541-265-3820 (Administration)
FAX: 541-867-8559 (Student Services)
Business Hours: Monday - Friday: 8am - 5pm (Summer term the campus is closed on Fridays)

North County Center
3788 SE High School Drive
Lincoln City, OR 97367 541-996-6222
FAX 541-996-4958
Business Hours: Monday - Friday: 8am - 5pm (Summer term the center is closed on Fridays)

South County Center
3120 Crestline Drive
Waldport, OR 97394
541-563-4502
FAX 541-563-4502
Business Hours: Varies, call the Central County Campus for information.

Vision, Mission and Values

www.oregoncoastcc.org/mission/

Vision
Shaping the Future Through Learning

Mission
At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

Values
The Board of Education, administration, faculty, staff and students of Oregon Coast Community College commit to these values:

Accountability

We accept responsibility for our actions and commit to transparent practices.

Collaboration

We purposefully build partnerships to achieve common goals.

Excellence

We hold ourselves to the highest standards and are committed to continuously improving the work we do.

Inspiration

We show curiosity, illuminate new possibilities and ignite the joy of thinking well.

Integrity

We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.

Learning

We celebrate the life-long process of developing valuable knowledge and skills.

Sustainability

We are responsible stewards of our financial, material, natural and human resources.

Equity

We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

Core Themes

Oregon Coast Community College fulfills its mission through its core themes (see below):

Core Theme: Student Success
Objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.

Definition: At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success. In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

Core Theme: Educational Pathways
Objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

Definition: At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, College policies and procedures may change at any time. Changes may affect programs, policies, procedures, curriculum, calendar, schedules, instructors, or costs. The college will attempt to post important changes and new information on the college web page. This catalog is an informational guide for students planning courses of study, but students should periodically consult with an advising specialist or college staff for updated information not available at the time of publication. This catalog and class schedules shall not be construed as a contract between the student and the College. 9 adult education, non-credit, and other feeders. Educational pathways are accessible through place and modality, and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

Comprehensive Institutional Learning Outcomes (CILOs)

OCCC defines Comprehensive Institutional Learning Outcomes (CILOs) as "*The knowledge, skills, abilities, and attitudes that all students in 2-year degree programs are expected to develop as a result of the intentional design and delivery of curriculum by College faculty.*"

The College has designated four Comprehensive Institutional Learning Outcomes:

- Written and Oral Communication;
- Cultural Awareness;
- Problem-Solving Skills; and
- Personal Responsibility

OCCC faculty have adopted and adapted the AACC VALUE rubrics as guidelines for the definition and assessment of College CILOs, with the achievement expectation that least 70% of students will score at level "3" or higher on the adapted AACC VALUE rubric. The assessment of the Communication CILO is in its pilot year in 2018-19. CILOs will be evaluated on an annual, rotating, basis, over a four-year cycle, as follows:

- 2018-10: Written and Oral Communication (pilot)
- 2019-20: Cultural Awarness
- 2020-21: Problem-Solving Skills
- 2021-22: Personal Responsibility

Course outcomes are aligned with College CILOs through the use of the OCCC Outcomes Alignment form. Student achievement of CILOs will be assessed, reviewed, and evaluated using the OCCC Outcomes Assessment Form.

The breadth of a Comprehensive Institutional Learning Outcome means that the knowledge or skill set it represents is contributed to by a cross-disciplinary group of courses. Evaluation of student achievement of these comprehensive outcomes invites collaboration among faculty across disciplines and programs, providing the strongest opportunity for meaningful discussion, understanding of student learning, and program improvement.

Accreditation

Oregon Coast Community College (OCCC) delivers college credit instruction, certificates and degrees through its Inter-Governmental Agreement with Portland Community College (PCC). Credits, certificates and degrees earned at OCCC appear on PCC transcripts and are transferable to other institutions, subject to the specific policies of the receiving institutions.

PCC is accredited through the Northwest Commission on Colleges and Universities (NWCCU) The Northwest Commission on Colleges and Universities is a regional post-secondary accrediting agency recognized by the U.S. Department of Education. OCCC has been granted Candidacy status with NWCCU, the final step prior to independent regional accreditation. Candidate for Accreditation is a preaccreditation affiliate status with the Commission following a specified procedure for application, institutional self-study, and on-site evaluation. Candidacy is not accreditation and does not ensure eventual accreditation. It is an indication that an institution complies with the Eligibility Requirements and is progressing toward accreditation.

Individuals wishing to review information about OCCC's accreditation status may do so at this link **http://www.oregoncoastcc.org/accreditation-status-of-occc-programs-and-services/**. A copy of OCCC's official accreditation documentation is on reserve and available for review in the OCCC Library during regular business hours.

Equal Opportunity Statement and Non-Discrimination

http://www.oregoncoastcc.org/equal-opportunity-non-discrimination/

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA'), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.

Persons having questions about equal opportunity and nondiscrimination should contact either:

Dean of Students Cindy Carlson 541-867-8511

ccarlson@oregoncoastcc.org

Human Resources Manager Joy Gutknecht 541-867-8515

joy.gutknecht@oregoncoastcc.org

Questions can also be mailed to their attention at:

400 SE College Way, Newport, OR 97366

OCCC Foundation

http://www.oregoncoastcc.org/foundation/

Mission and Purpose

The Mission of the Oregon Coast Community College Foundation is to advance educational opportunities at OCCC by raising funds for college needs and increasing public awareness of the College and its many benefits. The Foundation fulfills its mission by securing private donations, applying for grants, holding special events and fundraisers, stewarding resources, and administering special programs, such as the OCCC Foundation Scholarship program. Goals and objectives of the OCCC Foundation include providing:

Student aid in the form of scholarships. For more information: **http://www.oregoncoastcc.org/scholarships**

Funds to help the College in technology advancements and equipment

Funds to strengthen programs, such as Business, Teaching, Nursing and Aquarium Science

An Annual Campaign to support unrestricted funding

Funds to assist with program development

Capital funds to support campus development/improvements

Endowed funds to secure the future of Oregon Coast Community College

Background

The Foundation received its non-profit, tax exempt status from the State of Oregon in 2000. Gifts to the Foundation are gifts of knowledge that help build a better future for Lincoln County through an educated citizenry. Donations qualify as charitable contributions and may be tax-deductible. The Foundation helps to ensure growth and stability for the College, thus ensuring the future of higher education in Lincoln County.

The OCCC Foundation Board and staff work closely with the College President and the elected Board of Education to raise funds for college priorities. The College supports Foundation operations by providing office space and partial funding for equipment, materials, supplies, and staff salaries. The support provided by the College is essential in ensuring that the majority of donor contributions directly support students, programs, and other College needs that are not possible through the College's general operating budget. Individual Board members support the Foundation by contributing financial resources as well as individual expertise. Members serve as community ambassadors to enhance the College's relations with the community. Members also actively participate in fund-raising efforts and College events.

OCCC Foundation Board Members: 2019-2020

> Julie Hanrahan, Board President
> Adam Springer, Board President-Elect
> David Bigelow, Treasurer
> Sharon Beardsley, Secretary
> Nancy Osterlund, Board of Education Liaison
> Chris Boyle
> David Gomberg
> Gloria Ingle
> Lesley Ogden
> Billie Jo Smith
> Andi Spirtos
> David Robinson
> Steve Spector

Birgitte Ryslinge, OCCC President, serves as an ex-officio, non-voting member of the Foundation Board.

Emily Fasnacht, OCCC Director of Development, serves as the executive director, and is an ex-officio, non-voting member of the Foundation Board. The Foundation office is located:

> Central County Campus
> 400 SE College Way
> Newport. OR 97366
> 541-867-8531
> **foundation@oregoncoastcc.org**

Admissions and Registration

Admissions

https://www.oregoncoastcc.org/apply/

Applying for admission to Oregon Coast Community College is fast, easy, and free. High school graduates or non-high school graduates 16 years or older, are eligible for admissions to Oregon Coast Community College.

Although OCCC has an open admissions policy, our limited entry programs (Aquarium Science, Medical Assisting, Nursing, and Nursing Assistant) have specific entrance requirements. Visit that program's web page to view their specific requirements.

The policy of OCCC is that all persons regardless of color, gender, sexual orientation, race, religion, creed, or disability have access to higher education. Students under 16 years of age may enroll in accordance with the Underage Student Admission Policy. Students desiring to appeal an admissions decision may pursue the **Conflict Resolution (Student Grievance Procedure) Policy 835**. Some programs may have specific admission policies and procedures. General admission to the college does not preclude students from course or program placement requirements.

Residency Requirements

Residency requirements must be met prior to the date the term begins. Out-of-state students are assessed at a higher tuition rate. States that border Oregon are considered in- state for tuition purposes.

OCCC reserves the right to ask students to provide proof of residency. Establishing proof of residency may include a driver's license, rental contract, utility payment records, and/or voter registration card. On an individual basis, other forms of proof may be utilized in the residency determination process. The initial residency status of each applicant is determined at the time of application.

Students seeking a change in their residency status should contact Enrollment Services at 541-867-8525. There is no residency requirement for distance education and non-credit courses.

(Note: A person eligible for benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008 (38 U.S.C Section 3301 et seq.) or any other federal law authorizing educational benefits to veterans shall be entitled to Oregon resident status for purposes of tuition and fees charged at Oregon Coast Community College.)

Underage Student Admissions Policy

oregoncoastcc.org/underage-admission

Admission for students under the age of 16
Students under 16 years of age with college-level academic ability and the maturity and personal skills required for a successful college experience may be provisionally admitted to OCCC. The college reserves the right to request additional information and/or deny any underage admission.

Requirements for admission of students under the age of 16
1. *Currently enrolled in a high school registered with the State of Oregon*

Students under age 16 attending a secondary school registered with the State of Oregon who are not enrolled as a dual credit student through their high school as part of an articulated agreement, or have not graduated from high school, will be required to:

1. file an under 16 enrollment form
2. submit a current academic transcript
3. take the college placement test
4. student and parent/guardian will meet with the Dean of Students or designee
5. meet with an OCCC academic advisor
6. complete the Success Agreement

2. *Currently enrolled home school students*

Students under age 16 attending home school or an unregistered secondary school will be required to:

1. file an under 16 enrollment form
2. provide a copy of the confirmation letter received after notifying the local educational service district of the intent to home school
3. provide a current home school academic transcript showing successful completion of the State of Oregon's 8th-grade test for home school students
4. student and parent/guardian will meet with the Dean of Students or designee
5. meet with an OCCC academic advisor
6. complete the Success Agreement

Further Considerations and Information

After review of the under 16 enrollment form and other documentation as required, students under the age of 16 may attend OCCC if:

- participation will not likely create a health or safety risk for any person or be in violation of federal or state statutes or regulations;

- the student has the ability to benefit from college-level instruction;

- another more age-appropriate, instructional resource is not available, and

- the student demonstrates the ability to perform academically at the college level (RD 115 and WR 115)

- enrollment is limited to 8 credits per term

- The following deadlines to complete the underage admissions process:
    ◦ Summer—May 15
    ◦ Fall—August 15
    ◦ Winter—November 30
    ◦ Spring—March 1

- Students will be notified of their admissions status within 10 working days following their meeting with the Dean of Students or designee. If approved, the notification letter will include directions on how to proceed with registering for classes.

NOTE: Students under the age of 16 may enroll in **non-credit classes** as long as a parent/guardian enrolls with them. No special paperwork is needed.

How to Become Admitted and Registered as a:

New Student

Transfer Student

Returning Student

New Student
Note: OCCC will create a college email account for students within three (3) business days from admissions. When this email account is created students will receive login instructions. Email is OCCC's official means of communication and all future written communication will be sent to a student's @oregoncoastcc.org email address once it is created. It is important that students are prompt in accessing this email account.

Step 1: Get Admitted to OCCC
Apply online at
http://www.oregoncoastcc.org/getting-started/

Step 2: Individual Advising Appointment
Make a one-hour appointment with an academic advisor using OCCC's online scheduling tool at
http://www.oregoncoastcc.org/advising- appointments/ to discuss educational and career plans and which classes to start with. Please bring as the following materials to the appointment (if available):

- High School Transcripts
- ACT and/or SAT Scores
- GED Scores
- Smarter Balanced Scores
- Advanced Placement (AP) Subject Area Test Scores
- International Baccalaureate (IB) Test Scores
- Readiness to talk about your aspirations
- A list of questions to discuss

Step 3: Attend the Advising Appointment scheduled in step 2
Keep the appointment. At this one-on-one meeting with an academic advisor, students will receive:

- Financial Aid Information
- Academic Planning
- Referrals to other services at the College
- Testing
- Disability Services
- Career and Transfer Planning

Step 4: Attend an Academic Orientation
(Required for all new credit students.)

At Academic Orientation, students will learn more about important services the College provides, College policies, and how to be successful.

Step 5: Register for the classes selected during the individual advising appointment and Academic Orientation.
Registration is completed online. Students login to myOCCC account (http://oregoncoastcc.org/myoccc) to register for classes. Registration dates can be found on the academic calendar.

Step 6: Pay tuition and fees
After registering, tuition and fees can be paid online through the student's myOCCC account or in person at Student Services. Information about payment options and the Tuition and Fees Schedule can be found at **http://www.oregoncoastcc.org/student-accounts/** .

Additional helpful information for New Students is below:

Financial Aid Information

Students can login to their myOCCCaccount and choose Financial Aid Status from the student resources menu. Students with questions or concerns regarding financial aid can contact the financial aid specialist at **finaid@oregoncoastcc.org** or call 541-867-8503.

Buy Books and Supplies

Your College Store has everything students need to begin their college career!
Students can find what books are required for their courses by visiting the bookstore or going to **http://oregoncoastcc.org/bookstore** and looking at the book list for a specific term.

Transfer Student
Note: OCCC will create a college email account for students within three (3) business days from College policies and procedures may change at any time. Changes may affect programs, policies, procedures, curriculum, calendar, schedules, instructors, or costs. The college will attempt to post important changes and new information on the college web page. This catalog is an informational guide for students planning courses of study, but students should periodically consult with an advising specialist or college staff for updated information not available at the time of publication. This catalog and class schedules shall not be construed as a contract between the student and the College. 13 admissions. When this email account is created students will receive login instructions. Email is OCCC's official means of communication and all future written communication will be sent to a student's @oregoncoastcc.org email address once it is created. It is important that students are prompt in accessing this email account.

Step 1: Get Admitted to OCCC
Apply online at
http://www.oregoncoastcc.org/getting-started/

Step 2: Submit your Official Transcripts from all Colleges Previously Attended
It is important for students to request official transcripts from all colleges previously attended so they are placed into the correct courses here at OCCC. Please have those mailed to Enrollment Services, OCCC, 400 SE College Way, Newport, Oregon 97366. Students taking classes solely for personal enrichment, please ask an Academic Advisor what transcripts are needed.

Step 3: Individual Advising Appointment
Schedule an appointment using OCCC's online scheduling tool at **http://www.oregoncoastcc.org/advising- appointments/** .

Step 4: Register for the Classes Selected at the individual Advising Appointment
Registration is completed online. Students login to myOCCCaccount (http://oregoncoastcc.org/myoccc) to register for classes. Registration dates can be found on the academic calendar.

Step 5: Pay Tuition and Fees
After registering, tuition and fees can be paid online through the student's myOCCC account or in person at Student Services. Information about payment options and the Tuition and Fees Schedule can be found at **http://www.oregoncoastcc.org/student- accounts/** .

Additional helpful information for New Students is below:

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Returning Student

Note: If a returning student does not have a college issued email account, OCCC will create one within three (3) business days from readmission. When this email account is created students will receive login instructions. Email is OCCC's official means of communication and all future written communication will be sent to a student's @oregoncoastcc.org email address once it is created. It is important that students are prompt in accessing this email account.

Step 1: Get Readmitted to OCCC

Apply online at
http://www.oregoncoastcc.org/getting-started/

Step 2: Individual Advising Appointment

Schedule an appointment using OCCC's online scheduling tool at **http://www.oregoncoastcc.org/advising- appointments/**

Step 3: Register for the Classes You Selected during the individual advising appointment

Registration is completed online. Students login to myOCCC account (http://oregoncoastcc.org/myoccc) to register for classes. Registration dates can be found on the academic calendar.

Step 4: Pay Tuition and Fees

After registering, tuition and fees can be paid online through the student's myOCCC account or in person at Student Services. Information about payment options and the Tuition and Fees Schedule can be found at **http://www.oregoncoastcc.org/student- accounts/**

Additional helpful information for Returning Students is below:

Financial Aid Information

Students can login to their myOCCC account and choose Financial Aid Status from the student resources menu. Students with questions or concerns regarding financial aid can contact the financial aid specialist at **finaid@oregoncoastcc.org** or call 541-867-8503.

Buy Books and Supplies

Your College Store has everything students need to begin their college career!

Students can find what books are required for their courses by visiting the bookstore or going to **http://oregoncoastcc.org/bookstore** and looking at the book list for a specific term.

Registration: Adding, Dropping or Withdrawing from a Class

All registration activity for credit students is accomplished via the myOCCC student portal. Students may add classes to their schedules during open registration periods until the start of each term if an academic advisor has cleared them for registration. Students may add classes with instructor permission during the late add period which coincides with the first week of each term. Instructors may provide students a permission code for the student to use to register. Students may drop classes and receive a full refund of tuition and fees until the deadline published in the **academic calendar**.

Removing a credit class after the first week of the term is called a withdrawal and will result in a "W" on the official transcript. There are no refunds for withdrawals. Adding, dropping, and withdrawing affect enrollment level status and may affect financial aid eligibility.

Enrollment Level

Full-time students at Oregon Coast Community College are those who register for 12 or more credits per term. Students who register for less than 12 credits in a term are part-time. Part-time enrollment statuses are:

9-11 credits — three-quarter time enrollment
6-8 credits — half-time enrollment
1-5 credits — quarter-time enrollment

Enrollment status can affect eligibility for financial aid, veterans benefits, and scholarships.

Free Tuition for Credit Classes for County Residents Aged 65 and Better

http://www.oregoncoastcc.org/seniorwaiver/

Students who are aged 65 or above get free tuition for credit classes when taken for an audit grading option. Auditing is taking a class without receiving a grade or credit. This tuition waiver is available on a space available basis and does not cover any fees. Many classes fill up early, so space is not guaranteed. The only way to secure a spot in a class is to register early and pay full tuition. Auditing students must be registered for eight credits or less per term. Not all courses are eligible for the audit grading option.

Programs for High School Students

Navigate Program

Dual Credit Program

Expanded Options Program

Early College Program

Oregon Coast Community College offers are variety of options for High School students to participate in college courses and learn about the culture of college.

Navigate Program
The Oregon Coast Community College Navigate Program serves as an umbrella program designed to inspire, inform, guide, and support students finding their way to – and successfully through – higher education. The Navigate Program supports Lincoln County students and families beginning in the 8th grade and continuing through completion of community college and on to employment or transfer. The Navigate Program maintains two key strategic initiatives:

1. Connect and enhance existing outreach and support activities across partners to encourage more students to complete high school and enter higher education.

2. Provide direct support and increase retention and success of first-generation and low-income students who enroll at OCCC.

Contact Ben Kaufmann, Navigate Program Manager, at **ben.kaufmann@oregoncoastcc.org** for more information.

Dual Credit Program
Through OCCC's dual credit agreement with the Lincoln County School District, students may earn OCCC credits while they currently are enrolled in high school. Students who take high school courses equivalent to OCCC courses may qualify for OCCC credits in college- approved professional/technical courses. High school students should consult their high school counselors for more information.

Expanded Options Program
The Expanded Options Program helps students get a head start on college, at considerable savings, while they are still in high school. Under an agreement between Lincoln County School District (LCSD) and Oregon Coast Community College (OCCC), eligible and admitted LCSD juniors and seniors may take OCCC college courses at the College or online through the College, and receive simultaneous college and high school credit. Interested persons should speak to their high school counselor for more information.

Early College Program
The faculty, staff, and administration at Oregon Coast Community College (OCCC) want to ensure that all Lincoln County High School juniors and seniors who are "College Ready" have the opportunity to begin their post-secondary education and become successful college students. OCCC's Early College Program is committed to serving students in the community, including students of color, first-generation and low-income individuals.

Benefits of Early College include:
Earn high school and college credits concurrently (high school credit is granted at the discretion of the high school you attend
Get a head start on academic and career goals Experience the academic rigor of college classes
Save time and money

Students in Early College are Juniors and Seniors in high school that are mature enough socially, emotionally and educationally to operate in the adult college setting. Juniors and Seniors from Lincoln County School District including home schools and charter schools are eligible. All students must demonstrate they are college-ready. College ready is defined as placing into 100-level courses.

Tuition is at no cost to each student. Students are required to pay for fees and books. Limited scholarships are available. Additionally, students must provide their own transportation or use public transportation to attend OCCC.

To enter the Early College Program:
1. Complete an admission application. (Available online at www.oregoncoastcc.org) or click here **http://www.oregoncoastcc.org/student-resources/**

2. Make an appointment with an OCCC academic advisor using our online appointment tool

http://www.oregoncoastcc.org/advising- appointments/ to discuss placement into classes. Please bring your high school transcript to this appointment.

3. Attend the REQUIRED Early College Program orientation at one of the following dates and times (Note: This orientation is not required for previously enrolled Expanded Options students. Students will register for classes using the myOCCC student portal during this orientation.)

Students can register for one class per term tuition free and students will receive a 50% tuition reduction for additional classes taken in a term. Students may take up to s classes (one per term) through the Early College Program. Students are limited to three OCCC online classes through the Early College Program.

Designated transfer classes from the list below may be taken provided there is space available.

Biology: BI 101, 102, 103, 201, 202, 203
College Success: CG 100 — STRONGLY RECOMMENDED the first term a student participates in the ECP.
Communication: COMM 111 History: HST (any course number)
Library and Research Skills: LIB 101
Mathematics: MTH 105, 111, 112, 243
Psychology: PSY 101, 102, 103, 201, 202, 203
Reading: RD 115
Spanish: SPAN 101, 102, 103, 111, 112, 113, 201, 202, 203
Writing: WR 115, 121, 122, 123

For more information about the Early College Program, email **student.services@oregoncoastcc.org** or call 541-867-8501.

Dual Credit Program

http://www.oregoncoastcc.org/high-school-students/

Through OCCC's dual credit agreement with the Lincoln County School District, students may earn OCCC credits while they currently are enrolled in high school. Students who take high school courses equivalent to OCCC courses may qualify for OCCC credits in college- approved professional/technical courses. High school students should consult their high school counselors for more information.

Expanded Options Program

http://www.oregoncoastcc.org/high-school-students/

The Expanded Options Program helps students get a head start on college, at considerable savings, while they are still in high school. Under an agreement between Lincoln County School District (LCSD) and Oregon Coast Community College (OCCC), eligible and admitted LCSD juniors and seniors may take OCCC college courses at the College or online through the College, and receive simultaneous college and high school credit. Interested persons should speak to their high school counselor for more information.

Early College Program

http://www.oregoncoastcc.org/high-school-students/

The faculty, staff, and administration at Oregon Coast Community College (OCCC) want to ensure that all Lincoln County High School juniors and seniors who are "College Ready" have the opportunity to begin their post-secondary education and become successful college students. OCCC's Early College Program is committed to serving students in the community, including students of color, first-generation and low-income individuals.

Benefits of Early College include:
Earn high school and college credits concurrently (high school credit is granted at the discretion of the high school you attend
Get a head start on academic and career goals Experience the academic rigor of college classes
Save time and money

Students in Early College are Juniors and Seniors in high school that are mature enough socially, emotionally and educationally to operate in the adult college setting. Juniors and Seniors from Lincoln County School District including home schools and charter schools are eligible. All students must demonstrate they are college-ready. College ready is defined as placing into 100-level courses.

Tuition is at no cost to each student. Students are required to pay for fees and books. Limited scholarships are available. Additionally, students must provide their own transportation or use public transportation to attend OCCC.

To enter the Early College Program:
1. Complete an admission application. (Available online at www.oregoncoastcc.org) or click here **http://www.oregoncoastcc.org/student-resources/**
2. Make an appointment with an OCCC academic advisor using our online appointment tool

http://www.oregoncoastcc.org/advising/ to discuss placement into classes. Please bring your high school transcript to this appointment.

3. Attend the REQUIRED Early College Program orientation at one of the following dates and times (Note: This orientation is not required for previously enrolled Expanded Options students. Students will register for classes using the myOCCC student portal during this orientation.)

Students can register for one class per term tuition free and students will receive a 50% tuition reduction for additional classes taken in a term. Students may take up to s classes (one per term) through the Early College Program. Students are limited to three OCCC online classes through the Early College Program.

Designated transfer classes from the list below may be taken provided there is space available.

Biology: BI 101, 102, 103, 201, 202, 203
College Success: CG 100 — STRONGLY RECOMMENDED the first term a student participates in the ECP.
Communication: COMM 111 History: HST (any course number)
Library and Research Skills: LIB 101
Mathematics: MTH 105, 111, 112, 243
Psychology: PSY 101, 102, 103, 201, 202, 203
Reading: RD 115
Spanish: SPAN 101, 102, 103, 111, 112, 113, 201, 202, 203
Writing: WR 115, 121, 122, 123

For more information about the Early College Program, email **student.services@oregoncoastcc.org** or call 541-867-8501.

Non-credit Students: Community Education and Small Business Classes

oregoncoastcc.org/CommunityEd
oregoncoastcc.org/Business

Oregon Coast Community College offers a variety of continuing education options to Lincoln County residents. The College's Community Education features classes in topics ranging from acoustic guitar, to foreign language, to oil painting and much more. The OCCC Small Business Development Center (SBDC) regularly presents low-cost and free workshops and classes on topics ranging from social media marketing, accounting, business law and other topics. These non-credit courses are affordable and scheduled throughout each academic term.

Students can select and register for Community Education and Small Business by calling the Oregon Coast Community College North County Center at Lincoln City, at 541-994-6222 for Community Education classes or 541-994-4166 for SBDC classes.

Basic Skills: GED Prep & Adult General Education Classes

GED & Adult General Education Overview
www.oregoncoastcc.org/portfolio/ged/

GED and Adult General Education Classes help prepare adult learners for the GED Test as well as pre-college study. Skills learned in these courses can also lead students to entering college, meeting prerequisites for college classes, gaining employment opportunities, and improving skills needed in the workplace. Reading, writing, math, critical thinking, and general academic development are taught through a variety of means.

Passing the GED opens doors for higher-paying jobs and enrollment in community colleges, vocational or technical colleges, apprenticeship programs, and most four-year colleges and universities. Having a GED allows one to apply for federal financial aid to help pay for college or vocational/technical school programs.

Adults with GEDs or high school diplomas, who want to improve their basic math, writing, and reading skills, as well as those wanting to improve their workplace skills will benefit from these classes. Once enrolled in a GED/Adult General Education Class, students can set goals and focus attention on areas of their individual needs. There is a strong commitment to finding the best way for each student to learn most effectively. Those who have been out of school for some time will find a relaxed, supportive environment in which to start studying again.

Students 16 or 17 years of age are welcome to attend GED classes with official authorization form from the Linn-Benton-Lincoln County Educational Service District. To obtain the official authorization please visit www.lblesd.k12.or.us/homeschool/. Parents/guardians must fill out and sign the form and return it to the school district. Authorization papers will be sent back to you within 1-2 weeks. Authorization approval documentation forms must be presented at orientation or the first day of class.

GED & Adult General Education Orientations
Before entering a GED/Adult General Education class, a two-session orientation is required. Orientations provide an opportunity to learn more about our program and classes; get specific information about the GED test; find out about the many advantages GED students have at OCCC; learn about the College's services, resources, and other programs; take some basic assessments; and get introduced to the friendly and encouraging classroom setting in which you'll be able to learn and succeed. There are two orientation sessions each term.

Basic Skills: English for Speakers of Other Languages (ESOL) Classes

Overview
http://www.oregoncoastcc.org/portfolio/english-second-language/

ESOL classes are available to students whose native language is not English and who want to improve their basic English language proficiency. Speaking, listening, reading, writing, and American culture are taught. Classes are open to anyone 16 years of age and older. Orientation is not required and students may enter ESOL classes at any time. Morning classes are available at Central Campus, and evening classes are available at Food Share and Ocean Spray Family Center.

Student Resources

Academic Advising

https://www.oregoncoastcc.org/advising/

OCCC advisors help students maximize their college experience, whether they are a new student, returning student, or are currently enrolled. Academic advising is required on a term by term basis to ensure student success.

Academic advisors support students' intellectual growth, empower students to clarify and attain their academic and professional goals, foster student retention, and promote student success

Make an academic advising appointment for information regarding:

- Academic program options
- Academic concerns
- College success resources
- Degree requirements
- Educational planning
- Career planning
- Financial aid time frame and satisfactory
- Academic progress appeals
- Policies and procedures
- Transfer programs
- Reviewing unofficial transcripts

Your College Store (Bookstore)

www.oregoncoastcc.org/bookstore

Open 8am-4:30pm Monday-Thursday (Summer Hours, 8am-1pm Monday-Thursday)

Located just off the Commons in the Oregon Coast Community College Central County Campus in Newport, the OCCC Bookstore, "Your College Store," offers fresh sandwiches, a salad bar, healthy snacks, beverages, supplies - and, of course, textbooks. You can reach YCS at (541) 867-8523.

Students need their books to be successful. If the posted hours do not work for a student's schedule, students may call 541-867-8523 for an appointment. Textbooks may be ordered for pickup at the North County Center in Lincoln City. For information, contact YCS at (541) 867-8523.

Online Courses
Visit YCS for textbooks for online courses taught by OCCC faculty. If you are taking an online class through Portland Community College (PCC), you will need to contact the PCC Bookstore for your textbooks.

Refund Policy
Book refund deadlines and tuition refund deadlines are the same. Check the Academic Calendar for this date. A full refund on textbook purchases will be made provided: the current original receipt is presented; the book is unmarked and in the original condition with all packaging intact; sales of study guides, supplies, and non-required items are returnable for refund or replacement only if defective.

Buy Back Policy
Used book buy back is held during Finals Week ONLY.

The following conditions must be met to sell back textbooks: books must be listed in the current buying guide; the book is the current edition, volume, etc., and is in good condition; textbooks may contain a reasonable amount of highlighting or writing; study guides or any "fill in the blank" books must be absolutely clean and complete, with no marking of any type; workbooks must be clean and complete.

Used Book Bulletin Board
Students are encouraged to post their textbooks for resale on the bulletin board next to YCS. Students purchasing textbooks from other students are encouraged to check with YCS to validate current edition and author information prior to purchasing. All such transactions are between the buyer and seller, and do not involve OCCC.

Career and Transfer Readiness Center

http://www.oregoncoastcc.org/careerandtransfer/

Oregon Coast Community College Student Services offers career planning and job search services. Individual appointments can be made to help students with career decision making, program planning, resumes, cover letters, and job searches. The Career and Transfer Readiness Center, is a dedicated space open to students. The CTRC is in room 05 at OCCC's Newport campus. An Academic Advisor can assist you in exploring and planning career and transfer paths that are right for you. Use the online scheduling tool at **https://www.oregoncoastcc.org/advising/** to make an appointment with an Academic Advisor.

Services for Students with Disabilities

http://www.oregoncoastcc.org/disabilities/

Oregon Coast Community College is committed to providing equal opportunities for students with disabilities throughout the College community. Students with documented disabilities are entitled to reasonable accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The College's philosophy is to maximize student independence and self-reliance by providing a variety of support options to assist students in achieving their educational and/or vocational objectives. To initiate support services, students should contact the Dean of Students at 541-867-8501 and submit documentation of their disabling condition(s) to the Dean of Students. It is the student's responsibilities to self-identify and make the request for accommodative services in a timely manner.

All questions regarding accommodations should be directed to the Dean of Students.

Distance Education

http://www.oregoncoastcc.org/distance-education/

OCCC offers Distance Education (DE) classes taught by OCCC instructors. Students register for these classes in their myOCCC account in the same way they register for all other classes. Early registration is critical as online classes fill quickly.

OCCC students also have the option to take online classes at Portland Community College. Students interested in this option should coordinate with an academic advisor who will facilitate registration with PCC. Students who register for classes at PCC must follow the dates and deadlines published in PCC's academic calendar and complete PCC's orientation for online courses.

Important:
The Oregon Coast Scholars Program will not pay tuition and fees for PCC Distance Education classes. Tuition waivers will also not pay for PCC classes.

Distance Education Textbooks:

Textbooks for online courses taught by OCCC faculty may be purchased at the OCCC bookstore. Call the OCCC bookstore at 541-867-8523 for more information.

Textbooks for online courses from PCC may be purchased from their Sylvania bookstore. The Sylvania bookstore can be reached at 971-722-8119 or bookstore@pcc.edu.

Important:

OCCC students taking PCC classes can use their financial aid to purchase their textbooks at PCC. Please contact the PCC bookstore for more information.

Technical Awareness and Computer Skill Requirements for Online Courses

Students registering for online courses must have modern, reliable computer equipment with a supported operating system (OS) installed. Cable, DSL, or high-speed wireless internet is required. Basic computer skills are required before registering for an online class. This includes, but is not be limited to: navigational skills using tabs, links, backarrows, and breadcrumbs; familiarity with logging into accounts, using email to communicate, sending attachments, uploading documents and photos, posting to forums, downloading and installing programs, searching the internet using a search engine, using a word-processor, and saving documents to a variety of locations.

Online courses require a lot of reading for directions and information. Students should have good reading and writing skills before registering for online classes. Online students need to be organized, self disciplined, and committed to be successful! Online courses require as much time as on-campus courses — do not assume they will be less work.

Library and Information Services

http://www.oregoncoastcc.org/access-use-library-services/

The Oregon Coast Community College Library contributes to student success and life-long learning by providing Information Literacy instruction and support for students, faculty, staff, and the local community. Personal research assistance is available to individuals by chat, email, telephone, or by stopping by the Library during open reference hours.

The Library provides access to collections, services, and spaces in support of the College mission. We are a member of the Chinook Libraries Network (CLN), a consortium of three academic and three public libraries in Oregon. Through that membership, users have access to the collections of all Chinook libraries. Consortium materials may be picked up at any consortium library, including the OCCC central campus and the OCCC north and south county sites. The Library's academic e-book collection, streaming videos, and databases support teaching and learning, ensuring that resources are equitably serving all college programs and services.

Library Services include:
Computers
Interlibrary loans
Laptops for check-out
Reference and research assistance
Reserve materials for classes
A self-checkout machine
Small-item lending, such as headphones, laptops, and calculators

The Library offers various spaces in support of learning and life at OCCC. Comfortable furniture greets users at the Library entrance for those wishing to relax or take a break. Large tables encourage collaboration, while tall cafe-style tables with outlets cater to laptop users. Study carrels are available for those needing an extra degree of quiet study. A Team Lab designed for group collaboration houses four computers, a printer, and a whiteboard. Two additional computers are stationed within the Library for individual work. The Library also manages six study rooms; four designed for individual use and two for groups of three or more.

Testing Services

http://www.oregoncoastcc.org/testing/

Placement Testing
The placement test covers writing and reading. Academic advisors use the results to ensure that students are placed in appropriate class levels to ensure they have a successful college experience.

The need to take the placement test will be determined by an academic advisor. New students need to make an appointment to speak with an academic advisor before making a testing appointment. When meeting with an academic advisor, please bring your GED transcript or high school transcripts, if possible. If you have taken college-level courses, please bring college transcripts as well.

The placement test is offered regularly at the Central County Campus in Newport and periodically at the North County Center in Lincoln City. Because seating is limited, appointments are necessary. Please call Student Services at 541-867-8501 or the Testing Center at 541-867-8505 for additional information, the current testing schedule and to make an appointment. For testing in Lincoln City please call 541-996-6222, 541-867-8501 or 541-867-8505. The current testing fee is $15 and the retest fee is $5 for each subject area. The testing fees are payable the day of testing.

Only students participating in the assessment are allowed in the testing room. No food or beverages are allowed in the testing room, and children are not allowed to accompany their parents nor are they allowed to be left unattended in the waiting area. Due to the structure of the assessment, late arrivals cannot be accommodated. Students considering retesting should speak with an academic advisor.

OCCC provides reasonable accommodation for students with documented disabilities to facilitate academic success. Please call the Dean of Students at 541-867-8511 before testing to discuss possible options.

ALEKS Placement Test/Math Review
Oregon Coast Community College now uses ALEKS for math placement. ALEKS is founded on groundbreaking research in mathematical cognitive science known as Knowledge Space Theory. ALEKS is also an exciting new way to study math at OCCC. ALEKS begins with a placement test that determines what you do or don't know in a math course — individually by topic. This means that time will not be wasted working on skills that you have already mastered.

Students are given six months to work in an individualized prep and learning module that can be used to prepare for a higher-level course — saving students time and money!

Testing Services — Other
General Education Development (GED) Testing OCCC offers GED preparatory classes and GED testing. GED preparatory classes are offered at a variety of times at the North Center and Central Campus. The fee is $20 per class. Please check the class schedule for current locations and times.

The GED test consists of four separate test subjects: Reasoning Through Language Arts (150 minutes), Mathematical Reasoning (120 minutes), Science (90 minutes) and Social Studies (75 minutes). To obtain the GED, candidates must score 145 or above on each of the four tests for a minimum overall battery average of 580. The testing fee is $38 per test and $10 for each retest. A testing candidate will be able to take two retests (per year), per subject area for a total of 8 tests.

To be eligible to take the GED examinations, candidates must be at least 16 years old. Candidates under 18 years old must have an Exemption from Compulsory Attendance Form from the last high school attended or the GED Authorization Letter and Parent Assurance Form for the GED Options program. These forms must be provided to the Testing Center before any tests can be taken. In addition to the underage requirements, all candidates must present valid government-issued photo identification at each testing session. For additional information on GED testing, please contact the College's Testing Center at 541-867-8505.

Proctoring
The College's Testing Center offers proctoring services for distance education courses (online), missed in-class examinations, students needing special accommodations, state licensing/certification, and NCRC certification. Non-OCCC/PCC affiliated testing services (online exams) will require proctoring fees. Students needing proctoring services should call the Testing Center at 541-867-8505.

Tutoring Center

http://www.oregoncoastcc.org/tutoring-center/

Tutoring services are available for individuals enrolled at OCCC. Volunteers from the community work one to one or with small groups of students in their content areas. All tutoring must take place at Central Campus, or at North and South Centers. If you would like to request a tutor or would like to volunteer with the tutoring program please contact Student Services at 541-867-8505 or by **emailing the Tutoring Coordinator.**

Tuition and Fees/Payment Options

Payment Policies

http://www.oregoncoastcc.org/student-accounts/

OCCC has a Pave Your Way to Success policy. Pay in full or make college approved payment arrangements (Installment Payment plan) by the payment deadline each term to avoid being automatically dropped from classes. A student's registration is secure when they have a financial aid award letter, have set up a college-approved payment plan, have arranged with Accounts Receivable for a third-party payment, or have a scholarship that will cover the student account balance for the term.

By registering for a class at Oregon Coast Community College, students incur a legal obligation to pay all tuition, fees, and any other charges relating to enrollment, even if the charges are being paid by another party. Unless students officially drop courses within the full refund period each term, they are obligated to meet the payment deadline found on the academic calendar at **http://live-occc19.pantheonsite.io/ calendar**.

Cash, personal checks (payable to OCCC), Discover, MasterCard, and VISA are accepted. Credit cards must be presented by the cardholder and the signature must be verifiable by at least one additional form of identification. A deferred tuition plan is available.* See Installment Payment Plan below for more information.

Returned (non-sufficient funds-NSF) checks pose special processing problems. A $25 charge will be assessed for returned checks. NSF checks will not be returned to a bank for payment. Students will be notified by the Business Office when an NSF check is presented to the College. At this time students will have five (5) days to clear the debt, or the College will withdraw the student from classes. Returned checks must be made "good" with cash, money order, or cashier's check. Uncollected checks will be assessed additional fees (up to $50 per check) and submitted to a collection agency. The first NSF check incident will result in a six (6) month suspension of payment-by-check privileges. A second incident will result in a complete loss of payment-by-check privileges. If the error was caused by a bank, a letter from the bank stating this fact must be presented to the College.

All monies owed to the College for previous terms must be paid before a student can register for the current term.

*Students need to clear any outstanding financial obligations owed to the College, and return any overdue library books before the end of the term. Students with past-due debts payable to OCCC or to Portland Community College will not be allowed to register until the balance is paid. An unsatisfactory credit history via OCCC will prevent eligibility for a deferred tuition payment plan or other institutional financial assistance.

Installment Payment Plan

http://www.oregoncoastcc.org/student-accounts/

The College offers the Installment Payment Plan to help students meet tuition expenses more easily. Students can arrange for a payment plan at the Central Campus or North Campus Student Services Center or online at myOCCC. Any student may participate in the Installment Payment Plan, except those noted below.

For students who qualify, the following conditions apply:
A $20 processing fee will be charged.
A minimum payment of 1/3 plus the $20 processing fee must be made by the payment deadline each term.
The remaining balance, after down payment, will be divided into two equal installments. A late payment charge of $25 will be added to the outstanding balance for each installment that is not made by the due date Any balance remaining on the last day of the term may immediately be referred to a collection agency, the Oregon Department of Revenue, or an attorney for collection. Collection and/or attorney fees will be added to the outstanding balance.
Any balance due may be deducted from all financial assistance or scholarships awarded. Students will not be allowed to register for subsequent terms until their account is paid in full.

NOTE: The Installment Payment Plan is not available to:
Students receiving full funding from financial assistance, scholarships, or alternate source.
Students owing less than $100.

Payment by Financial Aid or Agency Billing

http://www.oregoncoastcc.org/student-accounts/

Financial aid is available to qualified students and is a resource to pay educational expenses. Students with financial aid are subject to the same registration, refund, and credit terms extended to other students. If funds received from the financial aid award are greater than the enrollment costs, payment of the balance will be made to the student. If anticipated financial aid funds are not received, the student is responsible for payment of any monies owed to the College. Financial Aid questions may be addressed to Financial Aid at 541-867-8503. Payment by a sponsoring agency or a scholarship from an outside agency is a resource to pay educational expenses. A student receiving assistance from a non-OCCC entity is subject to the same registration, refund, and credit terms extended to other students. It is the student's responsibility to provide written agency authorization of funds available to the Business Office by the time of registration. Students with questions regarding outside scholarships or agency payments may call the Student Accounts at 541-867-8551.

Refund Policy

http://www.oregoncoastcc.org/student-accounts/

To receive a refund, students must drop their class(es) by the date stated on the academic calendar. Refunds for dropping classes are processed approximately every two weeks. Students who choose to drop a class within the refund period need to allow two to four weeks to receive a refund in the mail. Students may contact Student Accounts at 541-867-8151 with any questions.

When a financial aid recipient, full-time or part time, officially drops from OCCC within the refund period, the full amount of tuition refund will be credited to the appropriate federal, state and/or institutional accounts. Students should check with the financial aid specialist regarding how dropping or withdrawing from classes will impact their financial aid.

Withdrawal from workshops and one-day seminars must occur before the date of the class to be eligible for a refund.

Educational Tax Credits and 1098T Forms

The American Opportunity (Hope Credit extended) and the Lifetime Learning Credit are education credits that can help offset the costs of education. To determine your eligibility please consult your tax adviser. OCCC staff cannot help with tax related questions. If you plan to claim an educational tax credit, your tax identification number (TIN) or social security number (SSN) is required for tax reporting. 1098T forms will be available online through myOCCC by the second Friday in January for students who sign up for electronic access. Paper forms will be mailed the last week of January for students that do not sign up for electronic access. Contact Student Accounts at 541-867-8551 for more information.

Tuition & Fees Effective 2019-2020

http://www.oregoncoastcc.org/tuition-and-fees/

Tuition & Fees Schedule	
Charge Type	**Amount**
Tuition*	$115 / credit Other tuition and fees my be charged for specialized courses and programs such as Aquarium Science, EMT, Nursing, special workshops, and higher-cost training and instruction.
Out-of-State Tuition	$224 / credit
College Services Fee	$8.25 / credit
Student Services Fee	$1.50 / credit
Student Government Fee	$.25 / credit
Technology Fee	$6 / credit
Art Courses	$35 and up / course
Computer Courses	$28 and up / course
Science Courses	$20 and up / course
Online Fees	$50 / class
Deferred Tuition Contract	$20 / term
Late Payment Fee	$50 / term
Accuplacer Placement Test	$15

Accuplacer Placement Test- Retest	$5 per subject
Basic Skills (ABE/ GED/ESOL)	$20 / class
GED Test	$38 initial fee per test. GED consists of four tests. Fee is paid online at GED.com.
GED Retest	$10 per test. Fee is paid online at GED.com.

Other fees may be included to reflect costs associated with instruction, such as Aquarium Science, Art, laboratories, EMT (Emergency Medical Technology), Nursing, Community Education & SBDC classes and workshops, and higher-cost training and instruction. Fees help to cover classroom rental, equipment, and related instructional costs. Fees are subject to change without notice.

Financial Aid

http://www.oregoncoastcc.org/getting-started/

College can be expensive, but there are funds available to help with costs including tuition, books, and living expenses. Financial aid loans and grants are available to help with college costs. Students can check their financial aid status by viewing the financial aid dashboard in their myPCC account. Students must review and accept their award by the payment deadline or choose another way to pay.

There are many steps in the financial aid process and it can take several months to receive financial aid.

The first steps are:

1. Submit a Free Application for Federal Student Aid (FAFSA). Fill out the Free Application for Federal Student Assistance (FAFSA) as soon as possible. Students can submit their 2019-2020 FAFSA as early as October 1, 2018, using tax information from 2017. The FAFSA for the academic year 2020-2021 can be completed beginning October 1, 2019. The application can be accessed at www.fafsa.ed.gov.
2. Complete admissions.
3. Get admitted to OCCC. Apply for admission at http://oregoncoastcc.org/getting-started/.
4. Monitor email and submit required documents.
5. Students will receive an email with instructions how to log in to their "myPCC" account and check their financial aid status. Students should follow the instructions in their myPCC to complete financial aid requirements. Timely submission of required documents is critically important. Award processing can take several weeks.
6. Consider all Funding Options.
7. Students are encouraged to carefully consider each type of financial aid available to decide what is right for them, including grants and loans awarded from FAFSA, and scholarships from the Office of Student Access and Completion (OSAC), the OCCC Scholarship Foundation, and other sources. Review oregoncoastcc.org for more information about all funding, or contact the financial aid specialist at 541-867-8503 finaid@oregoncoastcc.org.
8. Review and accept PCC's Conditions of Federal Financial Aid.
9. After the student has completed all federal financial aid requirements in their myPCC, they should monitor their myPCC account. When an award letter appears in the myPCC account, students must accept the term and conditions of the award letter to receive their federal financial aid. Students who would like to borrow loans must be sure to complete entrance counseling and a master promissory note at studentloans.gov.
10. Receive Funds.
11. Students with refunds from their federal financial aid will have a check available for them during the third week of the term. Students should note that loan monies for first-time borrowers will not be available until 30 days after the start of the term.
12. Maintain Eligibility.
13. To maintain eligibility students must meet Satisfactory Academic Progress which is a cumulative Grade Point Average (GPA) of 2.0 or higher and successful completion of two-thirds (66.67%) of attempted credits per term.
14. Apply for scholarships.
15. Fill out a free Office of Student Access and Completion

(OSAC) scholarship application at **https://oregonstudentaid.gov/**. The OSAC application opens November and the final deadline is March 1 of the following year.

Apply for Oregon Coast Community College Foundation Scholarships and other scholarships **http://www.oregoncoastcc.org/community-connections/**. The OCCC Foundation scholarship application is available at **https://www.oregoncoastcc.org/scholarships/** and the general scholarship application usually opens Spring term, though it's never too early for students to begin a scholarship search and start preparing a scholarship essay. Other scholarships are posted at **https://www.oregoncoastcc.org/scholarships/** as they become available.

Students expecting scholarship funds should follow up with the organization granting the scholarship to inquire how their funds will be disbursed and what the terms and conditions of their scholarship are.

Types of Financial Aid

Grants

Federal Pell Grant—Federal Pell Grants provide funding to students who meet certain eligibility criteria, according to federal guidelines. The amount awarded to students is determined by their Expected Family Contribution (EFC) and enrollment. Pell Grants are prorated based on a student's enrollment level status.

Oregon Opportunity Grant—The Oregon Opportunity Grant is awarded to eligible Oregon residents enrolled at least half-time (6 credits or more). Awards are adjusted based on a student's enrollment level status.

Oregon Promise Grant—Oregon Promise Grants are available to recent high school graduates. For more information about eligibility and application requirements, visit the Office of Student Access and Completion website at **oregonstudentaid.gov**.

Students not eligible for grants or scholarships or requiring additional funds to meet educational expenses, may be eligible for student loans. Student loans are available to students and families to borrow money for assistance with funding educational needs.

Loans

Federal Direct Loan Program—The Federal Direct Loan is a funding source for students enrolled at least half time (6 credits or more) and is made available to students through the U.S. Department of Education. Direct Loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. If a student qualifies for a subsidized loan the Federal government pays interest on the loan while the student continues to be enrolled at least half-time up to Federal Subsidized Usage Limit Amount. An unsubsidized loan is an additional resource, not awarded on the basis of need. Once disbursed, students receiving an unsubsidized loan are responsible for the accruing interest from the time the loan is disbursed until it is paid in full. Borrowers may choose to pay the interest or allow it to accumulate. If allowed to accrue, the interest will be capitalized—added to the principal amount—and will increase the amount to be repaid.

Nursing Loan—The Nursing loan is funded through the Department of Health and Human Services. It is available on a funds available basis through PCC. If you have questions about the Nursing Loan, contact OCCC's Financial Aid Specialist.

Students loan amounts are limited annually and cumulatively by Federal regulations. Students are prohibited from borrowing more than their cost of attendance minus any other financial aid and scholarships received.

Cost of Attendance/How Financial Aid Award Amounts are Determined

Most aid is awarded based on financial need. To determine financial need for an individual student, the cost of attendance has the following amounts subtracted from it: expected family contribution, any Pell Grant amount a student is eligible for, and any other financial aid or scholarships a student will receive. If anything is left over, a student is considered to have financial need for additional federal aid.

Federal funds are limited, so the total amount a student receives might be less than the amount they are eligible for.

What is "expected family contribution?"

Expected Family Contribution (EFC) number used to determine financial need. The EFC is a measure of student/family financial strength and is calculated from the information reported on the FAFSA. An individual's EFC will appear on their Student Aid Report (SAR). The EFC is calculated according to a formula established by law. Family income, assets, and benefits are all considered, as well as family size and the number of family members who will attend a college.

How is "family" defined?

This depends on dependency status determined by information reported on the FAFSA. Read more: **Am I dependent or independent?**

Cost of attendance

To determine financial need for OCCC/PCC uses a standard, full-time budget. The same budget is used for all students.

Standard full-time budgets can be viewed

Standard full-time budgets

2019-20: resident student not living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$1,519	$3,038	$4,557	$6,076
Books and supplies	$564	$1,128	$1,692	$2,256
Room and board	$4,130	$8,260	$12,390	$16,520
Transportation	$574	$1,148	$1,722	$2,296
Personal	$620	$1,240	$1,860	$2,480
Total expenses	$7,407	$14,814	$22,221	$29,628

2019-20: resident student living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$1,519	$3,038	$4,557	$6,076
Books and supplies	$564	$1,128	$1,692	$2,256
Room and board	$1,331	$2,662	$3,993	$5,324
Transportation	$574	$1,148	$1,722	$2,296
Personal	$620	$1,240	$1,860	$2,480
Total expenses	$4,608	$9,216	$13,824	$18,432

2019-20: non-resident student not living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$3,139	$6,278	$9,417	$12,556
Books and supplies	$564	$1,128	$1,692	$2,256
Room and board	$4,130	$8,260	$12,390	$16,520
Transportation	$574	$1,148	$1,722	$2,296
Personal	$620	$1,240	$1,860	$2,480
Total expenses	$9,027	$18,054	$27,081	$36,108

2019-20: non-resident student living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$3,139	$6,278	$9,417	$12,556
Books and supplies	$564	$1,128	$1,692	$2,256
Room and board	$1,331	$2,662	$3,993	$5,324
Transportation	$574	$1,148	$1,722	$2,296
Personal	$620	$1,240	$1,860	$2,480
Total expenses	$6,228	$12,456	$18,684	$24,912

How enrollment affects your aid

In most cases, a financial aid award will reflect full-time enrollment for the full academic year. Actual financial aid eligibility will be based on enrollment at the end of the first week of the term (or at the time of disbursement, if the award was accepted after the first week). Awards are revised to reflect the terms of enrollment. Enrollment less than full time may cause financial aid funds to be reduced or canceled.

Waitlisted classes do not count toward enrollment status.

Enrollment status	Credits per term
Full time	12 or more
¾ time	9 to 11
Half time	6 to 8
¼ time	1 to 5

Minimum enrollment for financial aid

Full-time enrollment is not required to receive financial aid. This table shows minimum enrollment for different financial aid programs. However, enrollment levels aren't the only thing that determine eligibility--students must still demonstrate financial need.

Financial aid program	6 credits	less than 6 credits
Direct loan, subsidized and unsubsidized	x	
PLUS loan	x	
Pell Grant		x

Paying for College

OCCC believes in providing access to an affordable, quality education. The tuition and fees at OCCC are very affordable-- about half of what they are at an Oregon public university. OCCC also offers many resources to help pay for college. Students can do most of their college business online, which improves access and saves students time.

How much does it cost to go to OCCC?
Tuition for residents is $115 per credit. Most classes are 1 to 4 credits each.

Example budgets for tuition, fees, and books:

    half-time student (6 credits): about $950 per term

    full-time student (12 credits): about $1900 per term

See full details on the **tuition and fees webpage**.

Need help paying for classes?
There are several ways to get help paying for classes:

Financial Aid

The first step is to fill out the **FAFSA**. See the rest of the steps on the **financial aid webpage**.

Scholarships

See scholarship options on the **scholarships webpage**.

Veterans

Check in with the Financial Aid Specialist (finaid@oregoncoastcc.org or 541-867-8503) for more information about using veterans educational benefits or view the **veterans' benefits webpage**.

Payment Plans

Spread the cost into affordable payments with a payment plan. See details on the **Student Accounts webpage**.

Ready to pay for classes?
To see how much what is owed to OCCC.

Login to **myOCCC** and choose "Account Payment."

How to pay

Login to **myOCCC** and choose "Account Payment."

Call Student Accounts at 541-867-8151.

Pay in-person at Student Services in Newport or Lincoln City during regular business hours.

Set up a payment plan or make arrangements for another person or organization to pay on your behalf by contacting Student Accounts at 541-867-8151.

When to pay

View payment deadlines on the **academic calendar**.

General College Policies and Procedures

Animals on Campus

Animals present must be for legitimate instructional purposes or necessary as guide animals or guide animals in training.

Children on OCCC Properties

Children are welcome on Oregon Coast Community College campuses and properties in appropriate situations and while actively supervised by a parent, guardian, or responsible adult. This statement outlines the College's approach to ensuring that reasonable steps are taken to protect the study and work environment of the College, and the health, safety, and liability issues associated with children on OCCCC properties.

SCOPE
This statement applies to minor children under the age of 16 who are not officially enrolled in classes or employed by the College. It does not apply to school field trips, and approved programs including, but not limited to productions, art programs, and other events targeted to children. Students under the age of 16 who are officially admitted, and who have completed the Underage Admission process have the same rights, responsibilities and privileges of any other student in the classroom and on college properties.

APPLICATION

The College seeks to provide an adult learning environment which is conducive to study and work. Children must be actively supervised by their parent, guardian, or responsible adult at all times when they are on college properties. College staff, faculty, and administrators have the responsibility to direct the removal of a child in accordance with the "responsibilities of OCCC staff and instructors" section of this statement. Due to safety and liability issues, except as otherwise defined, under no circumstances may unsupervised children be on college properties, including playing, roaming, and occupying campus grounds or buildings. Any college employee who finds an unaccompanied child on college properties should inform the Dean of Students and/or the Facilities & Public Safety
Manager of the location of the child.

RESTRICTED AREAS

Children cannot be allowed in areas where their presence is disruptive to the adult learning environment or where health, safety, and liability risks are identified. Areas in which children are NOT permitted include:
Testing centers
Classrooms
Laboratories and laboratory preparation areas
Scientific, technical and maintenance work spaces
Fine or performing arts work spaces or studios
Areas that contain hazardous chemicals, machinery or equipment
Commercial kitchens and other food preparation areas

Other areas may be identified as unsuitable for children as a result of a risk assessment and supervisors of the respective areas are required to inform staff and students of requirements or restrictions.

RESPONSIBILITY OF THE COLLEGE

To provide an adult learning environment conducive to study and work for all students, staff and visitors.
To provide a healthy and safe study and work environment for all students, staff and visitors and to comply with legislative requirements.
To take reasonable steps to assist students, staff and visitors who may have special needs to enable access to facilities and services.

RESPONSIBILITIES OF PEOPLE BRINGING CHILDREN INTO THE COLLEGE

To take reasonable steps to safeguard the health and safety of the children in their care while on college properties.
To consider the potential risk to the health and safety of others that may come with bringing children into the College environment and to take reasonable steps to safeguard against those risks.
To be responsible for the behavior of the children in their care, so as not to disrupt, inconvenience or endanger staff, students or other visitors.

RESPONSIBILITIES OF OCCC STAFF AND INSTRUCTORS

To direct removal of a child in accordance with this statement if: The child's health or safety is at risk;
The child is presenting a health, safety or liability risk to property or others;
The child's behavior is causing undue disruption to the work of students or staff; or
The presence of a child is unsuitable.

In the case of public areas, any member of staff on duty has the authority to direct that children be removed from the area. Concerns and complaints regarding this statement will be adjudicated by the Dean of Students.

Computers and Computer Viruses

Oregon Coast Community College is not responsible for loss of student work, data, software, or hardware caused by computer viruses or any malfunction of college computers, including all computer hardware and software. The College is not responsible for data files left on college computer hard drives.

Computer Use Guidelines for Public Access Computers

OCCC's has computers in public areas of the college. These computers are available for use by the general public (people not enrolled in classes or affiliated with the College's instruction or operation. Use of computers in public areas is subject to limitations depending on demand levels by users affiliated with the College. The College reserves the right to limit access to these computers as needed.

Communication Policy

Oregon Coast Community College will use electronic communication methods to conduct official and legal college business. Communication to OCCC students via electronic communication methods will speed the delivery of information. Every student and employee is given the appropriate account(s) to access these communications.

Recipients are expected to read all electronic communications from the College to their sent to their oregoncoastcc.org email account(s). Students are also given an email account by PCC and given the appropriate account(s) to access communications regarding those services, PCC provides for OCCC students. Recipients will be expected to read all electronic communication related to OCCC business and when necessary take action as a result of communications received from the College. It is expected that students will monitor their email accounts often to receive the most up-to-date information from the College.

Conflict Resolution/Grievance Procedure

I. Purpose
When there is a difference of opinion regarding college procedures, policies, decisions, values, or treatment, students at OCCC are encouraged to seek resolution with the individual the conflict exists with, or his/her supervisor. If the conflict is with a service area of the College, resolution should first be sought in that area.

This grievance procedure has been established to provide individuals or groups of students the opportunity to challenge decisions and/ or actions taken by faculty, staff, or other students which they feel are in violation of their rights. Students with a grievance shall follow the process as outlined below.

II. Grievance Procedure
Grievance issues should be resolved in a timely manner. In order to assure this, time restrictions are a part of each step. If a student grievant misses a deadline, the process is considered to be terminated. If college personnel fail to meet a deadline, the grievance is forwarded automatically to the President for resolution. The timelines can be extended by mutual agreement between the involved parties at any time.

Timelines start when written materials are submitted to the Dean of Students' Office. Under Step 2 below, to ensure that grievance materials reach the appropriate office in a timely fashion, students shall file their grievances with the Dean of Students' Office. This office is responsible for noting when the grievance is filed and for sending copies to the appropriate parties.

Step 1: Informal Grievance Procedures for Conflict Resolution with Students/Faculty/Staff Members
   a. It is recommended that the student discuss the problem with the faculty, staff member, or student directly involved within ten (10) calendar days of the event's occurrence.

   b. If the student chooses not to discuss the problem with the other party, or the problem is not resolved during the discussion, the student should meet with an advisor for further discussion and, if desired by the student, to begin formal grievance procedures.

Step 2: Formal Grievance Procedures
   a. If the problem cannot be resolved informally, as described in Step1 above, the student may file a college Grievance Form. Grievance Forms are available at OCCC Student Services counter and all other OCCC centers. These completed forms must be turned in to the Dean of Students' Office within seven (7) working days of meeting with an Advisor. Timelines commence at the time of the meeting with the Advisor.

   b. Within seven (7) working days of receipt of the formal written grievance form, the Dean of Students will contact all involved parties and attempt to clarify the complaint and assist the parties to reach a solution that is mutually acceptable to all parties. The resolution will be provided in writing to the involved parties.

   c. The Dean of Students shall issue a written decision to all parties involved within 14 working days of receipt of the student's grievance.

Step 3: Appeal of Dean of Students' Decision
   a. If the student does not accept the decision of the Dean of Students, the student may submit a written appeal to the President within seven (7) working days of receipt of the decision of the Dean of Students.

   1. The student must present all evidence in writing, including a copy of the original grievance form and previous decisions in the matter reached at lower levels of the process.

2. The student must also submit a written statement which explains why the decision of the Dean of Students was unsatisfactory, and which thoroughly describes a specific, requested remedy to the grievance.

  b. Within seven (7) working days of receipt of the appeal from the student, the President shall meet with the student regarding the student's grievance and:

    1. make a summary decision; or

    2. remand the issue to the College Appeals Committee.

Step 4: College Appeals Committee

At the President's discretion, the issues may be remanded to the College Appeals Committee. The Committee will review the facts of the issue and make a recommended decision for the President's review and approval. The College Appeals Committee shall consist of the following people: two (2) staff members selected by the President; two (2) students selected by the Associated Student Government of OCCC; and two (2) persons representing faculty designated by the College.

Step 5: Final Decision

At the conclusion of Step 3 or Step 4 above, as determined by the discretion of the President, the President shall issue a written decision on the grievance to all parties involved within seven (7) working days of the meeting with the student. The decision of the President is final and not subject to further appeal.

Crime Awareness and Campus Security

The Crime Awareness and Campus Security Act of 1990 requires all colleges to distribute to students and employees current policies and procedures for campus security, reporting procedures, and a summary of criminal violations in previous years. The report applies to on-campus violations only. These reports are available from the Facility Manager and on our website.

Oregon Coast Community College- Newport has an after hours on-campus security officer present from 5:30pm to 9:30pm. If a major problem or incident should occur, the services of local law enforcement agencies will be utilized.

Oregon Coast Community College encourages students to take personal responsibility for their own safety and for the safety of others. Students are urged to keep their cars locked, to keep track of their personal belongings at all times, to park in wel llighted areas, and to walk to their parked cars with someone they know.

Directory Information

OCCC does not have any directory information. Therefore, all information about a student is kept confidential and not released without express written consent by the student (except when consent is not required by FERPA). While OCCC does not have any directory information, the college may contact a student via phone, email, and mailing address provided by the student and may leave a voicemail at the number provided.

FERPA (Family Education Rights and Privacy Act)

This federal statute outlines the rights of students and the responsibilities of educational institutions in the maintenance and security of student records. In general, FERPA affords OCCC students with the following rights:

The right to obtain a copy of OCCC's current Student Records Policy.
The right to inspect and review their own educational records.
The right to seek to amend their own educational records.
The right to have some control over the disclosure of information from their own educational records (by authorizing or denying access in writing).
The right to file complaints of alleged failures to comply with the requirements of FERPA (with the U.S. Department of Education).

At OCCC FERPA rights belong to the student, regardless of the student's age.

Harassment

Oregon Coast Community College is committed to maintaining a learning and working environment that is free of harassment for all persons. It is the policy of Oregon Coast Community College that all students and employees will be able to learn and work in an environment free from discrimination and harassment. Therefore, it is a violation of College policy for any student or employee to engage in harassment (including sexual harassment) of any other College student or employee based on personal characteristics, including, but not limited to race, religion, color, gender, sexual orientation, national origin, age, marital status, parental status, veteran status, or disability. Any student, employee, or organization with a substantiated violation of this policy will be subject to disciplinary action including possible suspension and/or expulsion or dismissal.

If you are a student who has experienced harassment or discrimination, please contact the Dean of Students. If you are an employee, contact Human Resources.

OCCC is also committed protecting all students from gender-based and sexual misconduct. Students who have experienced gender-based harassment or discrimination or experienced any sexual misconduct on or off-campus shall contact the Title IX Coordinator, Cindy Carlson, Dean of Students. Students can view OCCC's Gender-Based and Sexual Misconduct Policy online at **http://www.oregoncoastcc.org/title-ix-policies/**

Inclement Weather

Severe rain, wind, and sometimes snow are regular occurrences at the Central Oregon Coast during fall and winter months. On rare occasions, the College may need to close temporarily. If, for any reason, this information is not disseminated via local radio stations, the College's voicemail at the Central County Campus will reflect the College's status. (The College's regular voicemail indicates a regular schedule.)

Because of varying circumstances throughout the county, there may be a situation in which an instructor may not be able to make it to class although the College remains open. In that case, the instructor will contact the College as well as email the students in their classes. Students are urged to carefully evaluate their particular situation before traveling to the College. Personal safety is paramount. Please listen to local radio stations for any closure or reduction of schedule due to inclement weather.

The College also utilizes a fast alert system called Flash Alert. Please visit **www.FlashAlert.net** to sign up for notifications. You can also check the College website at **www.oregoncoastcc.org**.

Medical Emergency Policy

Agencies in Lincoln County provide emergency medical services. The medical service can be accessed by dialing 911. In the event of injury or the onset of sudden illness, an ambulance may be summoned at the student's request. No college employee is expected to provide first aid; however, should they decide to utilize first aid training, they do so as "good Samaritans."

When someone conveys a message to the College about a medical emergency involving a family member, every effort will be made to contact students, bring them to a phone, or deliver messages to them. As a general rule, members of the instructional staff will not be disturbed while teaching unless the matter is very urgent and cannot be delayed until the end of the class period.

Student Conduct and Discipline

The Dean of Students is assigned administrative responsibility for student discipline. The Dean of Students is responsible for overseeing the assembly of facts on cases referred to the Dean of Students' office, making provisions for suitable procedures, notifying students and others concerned, keeping confidential files and reports on cases, and following up with each discipline case until it is closed.

Guidelines for Student Conduct

As a community of people seeking education, Oregon Coast students are dedicated to developing personally and academically. Choosing to join the College community obligates each member to a code of behavior. Students enrolling in the College assume a responsibility to conduct themselves in a manner compatible with the College's function as an educational institution.
Oregon Coast students will:

- Practice personal and educational integrity.
- Maintain standards of academic performance and contribute to the safe, cooperative, and respectful learning environment throughout the College.

- Discourage bigotry and respect the diversity and dignity of all persons.
- Respect the rights and property of all persons.
- Bear the ultimate responsibility for the effects of their decisions and behavior.

Although OCCC is dedicated to an open, free society, there are some actions that are incompatible with an institution of higher education. Incompatible actions and grounds of disciplinary action will include, but not be limited to the following:

- Dishonesty including, but not limited to, cheating, plagiarism, or knowingly furnishing false information to the College.
- Forgery, alteration, or misuse of college documents, records, or identification.
- Obstruction or disruption of teaching, institutional or instructional research, administration of the College, disciplinary procedures or other College activities including, but not limited to, meetings of the Board of Education, community service functions, or other authorized activities on College premises.
- Physical or verbal abuse or harassment of any person on College-owned or controlled property, or at College-sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person.
- Theft of or damage to property or equipment owned or leased by the College, or of a member of the College community, or of a visitor to the campus.
- Unauthorized entry or occupancy of College facilities or blocking access to or egress from such areas.
- Unauthorized use of College supplies or equipment.
- Violation of College policies or campus regulations, including, but not limited to, campus regulations concerning student organizations, the use of College facilities, or the time, place, and manner of public expression.
- Illegal use, possession, or distribution of drugs on College property or appearance on campus or at any College sponsored event while under the influence of illegal drugs. This includes off-campus instructional settings; i.e., cooperative work experience sites, clinical practicums, field trips, etc.

Student use of alcoholic beverages in any form will be prohibited in OCCC buildings and on district property, except when used for instructional purposes in an approved class or when consumed at events which are sponsored by community groups which possess a liquor license and are approved by the College president to exercise their liquor license privilege on campus.
Use or possession of alcoholic beverages at any College sponsored event off campus is restricted to students of legal age.
Disorderly conduct, lewd, indecent, or obscene conduct or expression, breach of the peace, or aiding, abetting, or procuring another to breach the peace on College-owned or controlled property or at College-sponsored or supervised functions.
Failure to comply with directions of College officials acting in the performance of their duties.

Possession or use of firearms, explosives, dangerous chemicals, substances, instruments or other weapons which can be used to inflict bodily harm on any individual or damage upon a building or grounds of the College, College-owned or controlled property or at College- sponsored or supervised functions without written authorization.

Hazing, whether it is physical or verbal, which interferes with the personal liberty of a fellow student, faculty member, or employee of the College.

Protection of Students, Staff, and College Temporary Exclusion
Temporary exclusion is the removal of a student from a class or service area or removal from a College-sponsored function for the duration of the function. A staff member of the College may impose temporary exclusion, when the presence of the student poses a danger to students, other persons, College property or a threat of disrupting the educational process. A written report of the circumstances requiring this action will be submitted to the Dean of Students within one (1) working day following the incident with specific directions or expectations and consequences for non-compliance.

Summary Suspension
Summary suspension is the removal of a student from all College facilities for up to five (5) school days, with additional days possible, depending upon expediency. Summary suspension may be used to protect the College from the immediate possibility of disorder or threat to the safety of students or staff. A suspended student is not to occupy any portion of the campus and is denied all College privileges including class attendance.

Summary Suspension and Temporary Exclusion Procedures

Summary suspension for the purpose of investigating the event or events in which the student or students were allegedly involved will be for no more than five (5) school days. However, it may be continued with utmost expediency pending final disposition of the case if it is necessary for the safety of students, or staff, or for the welfare of the College. The President, the Dean of Students or designee, or other staff members previously designated by the president, may summarily suspend or temporarily exclude a student or students when it is deemed necessary for the safety and welfare of the College. The reason or reasons for a summary suspension or temporary exclusion and notification of action which is expected of a student and/or the student's parents if the student is under 18 years of age will be mailed to the student's address of record within one school day of the summary suspension.

Within one school day of such notification, the student and/or the student's parents will meet with the Dean of Students or designee at which time the student may present any defenses, explanations, and/or mitigation of why the summary suspension or temporary exclusion should not be continued. Students who disagree with the Dean of Students' or the designee's determination, may file a formal grievance at step two of the Grievance Conflict Resolution Procedure. The College President will be notified at the same time, in writing, of all summary suspensions or temporary exclusions.

Measures to Enforce Standards of Student Conduct

Reprimand

A reprimand serves to place on record that a student's conduct in a specific instance does not meet the standards expected at the College. A person receiving a reprimand is notified that this action serves as a warning that continued conduct of the type described in the reprimand may result in further disciplinary action up to and including expulsion. The student is further informed that records of reprimands are confidential property of OCCC.

Disciplinary Probation

The Dean of Students after close evaluation of the individual case, may restrict the College-related activities of individual students or groups of students as deemed necessary and feasible by placing them on disciplinary probation. Disciplinary probation may be imposed for a period not to exceed one academic year. Repetition, during the probationary period, of the conduct which resulted in disciplinary probation may be cause for suspension or other disciplinary action. Disciplinary probation may include referral for intervention, screening, and treatment in cases where use of alcohol or other controlled substances have impaired safety and judgment.

Disciplinary Suspension

Disciplinary suspension serves as a penalty against the student as a result of the student's conduct failing to meet standards expected at the College. A suspended student is not to occupy any portion of the campus (including off-campus centers) and is denied all College privileges including class attendance. Disciplinary suspension requires the approval of the College President.

Expulsion

An expelled student is denied all further college privileges. Students may be expelled only with the approval of the College President. Expulsion may be revoked only by the Conflict Resolution Procedure.

Drug and Alcohol Policy/Drug Free School and Workplace

Students and employees of Oregon Coast Community College are prohibited from bringing alcohol and illegal drugs onto the campus, and from using them on campus. This also applies to any offcampus college activity. An exception to the alcohol possession and use rule may be made by direction of the College President or her/his designee in specific circumstances.

The College defines the following behaviors as violations: the possession, selling, or otherwise furnishing others with any intoxicating beverage, dangerous drug, narcotic, marijuana, inhalant on College property, or at College-sponsored, or supervised functions.

Employees or students who violate state or federal law, or the College alcohol and drug policy, are subject to prosecution by local, state, and federal law enforcement agencies. Sanctions that may be imposed, consistent with local, federal, and state law for violation of College policy include:

expulsion (removal of privilege to attend OCCC) and referral for prosecution.

suspension for a definite period of time.

disciplinary probation with specific terms for continued enrollment.

suspension and expulsion for violation of these terms.

suspension and termination of employment.

disciplinary admonition and warning.

Oregon Coast Community College must be notified within five days of any criminal drug statute or conviction for a violation occurring on or off OCCC premises while conducting College business or activities. Records of convictions will be maintained by the Human Resources Manager. Within ten (10) days of receiving notice of conviction, appropriate Federal granting or contracting agencies will be notified. Within 30 days of receiving notice of conviction, appropriate disciplinary action will be taken.

In keeping with the intent of U.S. Public Law 101- 226, Section 22: Drug- Free Schools and Campuses, it is the obligation of Oregon Coast Community College to inform its students and employees of the health risks associated with use of various illicit drugs and abuse of alcohol. Any substance used through needle-sharing increases the risks of AIDS and Hepatitis B.

Conflict Resolution/Grievance Procedure

I. Purpose

When there is a difference of opinion regarding college procedures, policies, decisions, values, or treatment, students at OCCC are encouraged to seek resolution with the individual the conflict exists with, or his/her supervisor. If the conflict is with a service area of the College, resolution should first be sought in that area.

This grievance procedure has been established to provide individuals or groups of students the opportunity to challenge decisions and/ or actions taken by faculty, staff, or other students which they feel are in violation of their rights. Students with a grievance shall follow the process as outlined below.

II. Grievance Procedure

Grievance issues should be resolved in a timely manner. In order to assure this, time restrictions are a part of each step. If a student grievant misses a deadline, the process is considered to be terminated. If college personnel fail to meet a deadline, the grievance is forwarded automatically to the President for resolution. The time lines can be extended by mutual agreement between the involved parties at any time.

Time lines start when written materials are submitted to the Dean of Students' Office. Under Step 2 below, to insure that grievance materials reach the appropriate office in a timely fashion, students shall file their grievances with the Dean of Students' Office. This office is responsible for noting when the grievance is filed and for sending copies to the appropriate parties.

Step 1: Informal Grievance Procedures for Conflict Resolution with Students/Faculty/Staff Members:

1. It is recommended that the student discuss the problem with the faculty, staff member, or student directly involved within ten (10)calendar days of the event's occurrence.

2. If the student chooses not to discuss the problem with the other party, or the problem is not resolved during the discussion, the student should meet with an advisor for further discussion and, if desired by the student, to begin formal grievance procedures.

Step 2: Formal Grievance Procedures:

1. If the problem cannot be resolved informally, as described in Step 1 above, the student may file a college Grievance Form. Grievance Forms are available at OCCC

Student Services counter and all other OCCC centers. These completed forms must be turned in to the Dean of Students' Office within seven (7) working days of meeting with an Advisor. Time lines commence at the time of the meeting with the Advisor.

2. Within seven (7) working days of receipt of the formal written grievance form, the Dean of Students will contact all involved parties and attempt to clarify the complaint and assist the parties to reach a solution that is mutually acceptable to all parties. The resolution will be provided in writing to the involved parties.

3. The Dean of Students shall issue a written decision to all parties involved within 14 working days of receipt of the student's grievance.

Step 3: Appeal of Dean of Students' Decision:

1. If the student does not accept the decision of the Dean of Students, the student may submit a written appeal to the President within seven (7) working days of receipt of the decision of the Dean of Students.
    1. The student must present all evidence in writing, including a copy of the original grievance form and previous decisions in the matter reached at lower levels of the process.
    2. The student must also submit a written statement which explains why the decision of the Dean of Students was unsatisfactory, and which thoroughly describes a specific, requested remedy to the grievance.

2. Within seven (7) working days of receipt of the appeal from the student, the President shall meet with the student regarding the student's grievance and:
    1. make a summary decision; or
    2. remand the issue to the College Appeals Committee.

Step 4: College Appeals Committee:

At the President's discretion, the issues may be remanded to the College Appeals Committee. The Committee will review the facts of the issue and make a recommended decision for the President's review and approval. The College Appeals Committee shall consist of the following people: two (2) staff members selected by the President; two (2) students selected by the Associated Student Government of OCCC; and two (2) persons representing faculty designated by the College Council.

Step 5: Final Decision:

At the conclusion of Step 3 or Step 4 above, as determined by the discretion of the President, the President shall issue a written decision on the grievance to all parties involved within seven (7) working days of the meeting with the student. The decision of the President is final and not subject to further appeal.

Student Right-to-Know

The Student Right-to-Know Act of 1990 requires each postsecondary institution receiving federal funds to inform prospective and current students about the graduate rate of its students. Information about graduation rates for first-time, degree-seeking students at Oregon Coast can be obtained by visiting the **College Navigator Website**.

Student Records Policies

Oregon Coast Community College maintains student records procedures consistent with the requirements of Public Law 93-380, known as Family Educational Rights and Privacy Act (FERPA), and the Pell-Buckley Amendments to Education Amendments of 1974, and all other applicable laws and regulations. The College maintains the privacy and security of the personal and academic records of students. Records regarding academic achievement, financial aid, evaluation tests, and payment of tuition and fees are the College's property. Students, College faculty and staff, and legal processes have access to records in accordance with the Student Records Policy and Procedures. Professional evaluations and references about the liability and character of students may be provided under appropriate circumstances. In an emergency, professional judgement may be used to authorize release of student information.

Solomon Amendment Disclosure

The Solomon Amendment requires Oregon Coast Community College, upon request or military recruiters, to release student names, addresses, telephone numbers, and dates of birth. Students may request that this information not be released to military recruiters by completing a Request for Non-Disclosure of Student Information form.

Student Rights and Responsibilities

Academic Freedom

Academic Freedom
Students have the right of free discussion, inquiry, and expression. Students may take reasonable exception to the data or views offered in any course of study and retain personal judgment about matter of opinion. Students will be evaluated solely on academic performance.

Students will be protected against capricious or arbitrary academic evaluation. Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, or counselors is confidential.

Rights of Citizenship and Off-Campus Freedom of Students
As citizens and legal residents, students enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens and legal residents enjoy. Faculty members and administrative officials will ensure that institutional powers are not employed to inhibit such intellectual and personal development of students, nor to duplicate the function of civil authorities.

Students are free to organize and join associations to promote their common interests. Campus and approved off-campus organizations will be open to all students and must not discriminate on the basis of race, color, sex, sexual orientation, marital status, religion, national origin, age, disability, veteran status, or family relationship.

Rights of the Associated Student Government
(Chartering of Student Organizations)
Only Members of the Associated Student Government of OCCC (ASGOCCC) will approve the chartering of student organizations subject to the approval of the Dean of Students. Student organizations will be required to submit a statement of purpose, criteria for membership, and rules of procedures before the granting of a charter, as outlined in the ASGOCCC constitution and by-laws. They will not be required to submit a membership list as a condition of institutional recognition. Each organization will choose its own advisor from the OCCC staff. If an advisor is not selected by the organization, the College may assign an advisor. Institutional recognition will not be withheld or withdrawn solely because of the inability of a student organization to secure an advisor. Coadvisors may be secured from off campus. Campus advisors may advise organizations in the exercise of responsibility, but they will not have the authority to dictate the policy of such organizations.

Affiliations with an off-campus organization will not prevent institutional recognition, unless the affiliation seriously threatens to cause a substantial disruption or material interference with normal operation of the College. Campus organizations, including those affiliated with an off-campus organization, will be open to all students in accordance with applicable College policies.

Student Participation in the Institutional Government
As constituents of OCCC, students will be free to express their views on issues of institutional policy and on matters of general interest to the students. The students and/or their association are given the opportunity to provide input in the formulation and application of institutional policy. To this end, students are encouraged to attend OCCC Board of Education meetings.

Student Publications
In the delegation of editorial responsibility to students, the institution provides sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community. Publications will adhere to the Oregon Code of Ethics for Journalism of the Oregon Newspaper Publisher's Association.

All OCCC published and financed student publications will explicitly state on the editorial page that the opinions expressed are not necessarily those of the College or ASGOCCC. Complaints on publication rights will be handled through the Conflict Resolution Procedure.

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Academic Policies and Procedures

Academic Integrity

1. Policy
Learning is built on the fundamental qualities of honesty, fairness, respect and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual and the community as a whole. One important aspect of academic integrity is academic honesty. Violations of academic honesty include: Plagiarism Collusion/Inappropriate Assistance Cheating Fabrication/Falsification/Alteration Unauthorized Multiple Submission Sabotage and Tampering. A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.

2. Definitions
Violations of academic honesty may include:

Plagiarism:
Presenting someone else's words, ideas, artistry, product, or data as one's own. Presenting as new and original an idea or product derived from an existing source.

Collusion/Inappropriate Assistance:
Helping another commit an act of academic dishonesty. Knowingly or negligently allowing work to be used by others. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 1.65.114).

Cheating:
An act of deceit, fraud, distortion of truth, or Improper use of another person's effort to obtain an educational advantage. Includes, but is not limited to, unauthorized access to examination materials prior to the examination.

3. Procedures of Academic Integrity Inquiry Process

Action/Steps by Faculty:
The faculty member observing or investigating an apparent violation of academic honesty meets with the student and shares the Oregon Coast Community College Academic Integrity Policy and Procedures. The faculty member explains to the student the procedures and penalties for violation of academic honesty. The faculty member provides the student an opportunity to explain the incident.

If, after initial investigation and conference with the student, the faculty member resolves the issue informally with the student and determines that there was no violation of academic honesty, the process is concluded and there is no need to complete the Academic Integrity Concern Form. If, after initial investigation and conference with the student, the faculty member finds that there has been some violation of academic honesty, the violation is documented, using the Academic Integrity Concern Form.

The faculty member collects evidence by assembling all relevant documentary evidence and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.

If the faculty member finds the student to have been dishonest, the faculty member may resolve the matter by determining an appropriate course of action, which may include an oral or written warning; or a grade of "F" or zero on an assignment, project, or examination; or a lower grade or grade of "F" or "No Pass" for the course. The completed Academic Integrity Concern Form is submitted to the Dean of Academics and Workforce.

In the event the faculty member's investigation is pending at the time course grades are due, the faculty member may elect to submit a mark of "I" (Incomplete), with the student informed in writing by the faculty the reason for the investigation and the incomplete mark via the Academic Integrity Concern form.

4. Consequences for Violations of Academic Honesty

Involvement of the Dean of Academics and Workforce:

If the accused student contests the faculty member's decision, a meeting with the Dean of Academics and Workforce may be requested.

If the faculty member wishes to assign a grade of "F" or "No Pass" for the course, or initiate further disciplinary action (e.g., place the student on program-based academic probation), the student is entitled to a meeting with the Dean of Academics and Workforce for the purpose of further inquiry into the incident.

Within ten (10) working days of receiving the Academic Integrity Concern Form, the Dean of Academics and Workforce coordinates a meeting between all parties regarding the alleged incident of academic dishonesty.

Official notification of this meeting should be in writing. The purpose of the meeting is for the student to hear the charges and present his/her side of the case. The Dean of Academics and Workforce will consider any evidence submitted within seven (7) days of the meeting, and interview persons as warranted. The Dean of Academics and Workforce determines if the action recommended by the faculty member is appropriate. If the student misses the meeting, the faculty member and the Dean of Academics and Workforce may proceed with the process to completion.

Within five (5) working days of the meeting, the Dean of Academics and Workforce sends written notification of the results of the inquiry to the student and faculty member. The decision of the Dean of Academics and Workforce is final. Further consequences may be imposed by the Dean of Academics and Workforce in cases of grievous violations of academic honesty or for a continued pattern of violations.

Attendance Policy

1. Students are expected to attend all classes in which they are enrolled.
2. Repeated absences will affect a student's grade.
3. Students are responsible for dropping or withdrawing from registered classes by completing the official drop/withdrawal process.
4. Students who stop attending and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student.
5. Students having excessive absences and who fail to drop or withdraw from a class by the published deadline may earn a grade of F or NP according to the grade system option selected by the Student.
6. Faculty must record the last date attended for students that earn an F or NP.
7. Faculty will take first week attendance.
8. Students who faculty have marked absent for more than 50% of class meetings the first week of the term will be dropped by Enrollment Services.
9. Students who fail to attend or stop attending classes and fail to drop those classes by the published drop deadline will be responsible for the associated tuition and fees.

Class Cancellations

Minimum enrollment numbers are required for a class to be held. If a course is canceled by the College, a refund will be granted.

Enrollment Limitations

The College may restrict enrollment in a class or program because of limited staff, space, or equipment. Enrollment is also limited for some programs, e.g., Aquarium Science, Emergency Medical Technology, Medical Assisting, and Nursing, because of special admission requirements.

Final Examinations

Final examinations are given at the close of each term. Students are required to take final examinations at the scheduled time, usually at the last scheduled class meeting in the final week of the term. If unusual circumstances warrant taking them at another time, arrangements must be made with the instructor in advance.

Standards for Academic Progress

http://www.oregoncoastcc.org/sap/

The information below refers to ACADEMIC SAP. If you are looking for the requirements for Financial Aid SAP, please visit the "Paying for College" section of this handbook, or the link above.

Degree and certificate seeking students are in good academic standing if they are making satisfactory academic progress.

Degree and certificate seeking students will be evaluated using the following criteria:

1. Cumulative GPA of at least 2.0
2. Cumulative credit completion rate of at least 67% (PCC/OCCC credits will be used in this calculation.)

In this procedure, "consecutive" means back-to-back terms of attendance. Examples:

- Spring and fall (non-attendance summer term)
- Fall and winter
- Fall and spring (non-attendance winter term)

Guidelines
At the end of each academic term the Enrollment Services Manager/Registrar will evaluate the academic progress of degree and certificate seeking students based on the criteria listed above. The Registrar will send an electronic notification, prior to the start of the next term, to each student placed on Academic Probation, Academic Warning or Academic Suspension, outlining any required steps.

Good Academic Standing
Students are considered in good academic standing if they have a cumulative GPA of at least 2.0 and a cumulative credit completion rate of at least 67%.

Academic Warning
Students are considered on academic warning if their cumulative GPA is below 2.0 or their cumulative credit completion rate is below 67%.

Students will be reinstated to good academic standing as soon as their GPA is 2.0 or higher and have a cumulative credit completion rate of at least 67%.

Students on academic warning must submit a re-entry form and meet with an academic advisor to complete an academic plan.

Academic Probation
Students are placed on academic probation after a term on academic warning if their cumulative GPA is below 2.0 or their cumulative credit completion rate is below 67%.

Academic Suspension
Students are placed on academic suspension if their cumulative GPA remains below 2.0, or their credit completion rate is below 67% for a third consecutive term. A hold will be placed on a student's account preventing them from registering.

Students will have the right to appeal their academic suspension status by submitting an appeal by Thursday of week one of the term. The appeal will be reviewed by the Dean of Students' Office. Students who do not wish to appeal their academic suspension status and who wish to continue taking classes must complete a re-entry form. If the student fails to submit a completed appeal or re-entry form by Thursday of week one of the term the student will be administratively dropped from all courses.

As part of the appeal or re-entry process, the Dean of Students' Office may require that the student complete one or more of the following conditions:

- Participate in 10 hours of documented tutoring.
- Limit enrollment during his/her next term or terms of attendance.
- Limit course format (example: online or face to face).

The Dean of Students' Office has discretionary power to work within these guidelines to implement any conditions if warranted or to extend them as deemed appropriate.

For additional information contact the Enrollment Services Manager via email or at 541-867-8525.

How College Credits are Calculated

The standard unit of measurement of college work is called a credit hour. Oregon Coast Community College uses the quarter credit hour system. A college quarter hour credit is granted in most cases for each 11-12 hours that a course meets during the term. A three-credit course then, would normally meet three hours per week for a total of 33-36 hours per term. During the eight-week summer term, more class hours are required each week to achieve the total required hours. Some laboratory and technical courses may have different hour requirements. A laboratory period may consist of two or more clock hours per credit hour. Two to three hours of outside preparation are normally required for each clock hour that a course meets. Some courses may require additional hours of preparation.

How Credits Per Term Affect Enrollment Status

Full-time students at Oregon Coast Community College are those who register for 12 or more credits per term. Most degree programs require at least 90 credits. In order for a student to complete a degree within two years, it is necessary to take a minimum of 15 college level credits per quarter. No student may enroll in more than 18 credit hours in any single term without the approval of an academic advisor.

Students working while attending college should keep in mind that most classes require two to three hours of outside preparation for each class hour. College policies and procedures may change at any time. Changes may affect programs, policies, procedures, curriculum, calendar, schedules, instructors, or costs. The college will attempt to post important changes and new information on the college web page. This catalog is an informational guide for students planning courses of study, but students should periodically consult with an advising specialist or college staff for updated information not available at the time of publication. This catalog and class schedules shall not be construed as a contract between the student and the College. 40 Work and college schedules may need to be adjusted to assure a successful college education.

Transfer Credit Standards and Credit for Prior Learning Processes

OCCC follows the transfer credit and credit for prior learning standards of its contracting college. Credits from other institutions may be accepted toward degree requirements if they were completed at a regionally accredited college or university. For degree-seeking students the contracting college (PCC) evaluates coursework for Lower Division Collegiate (LDC) and Upper Division Collegiate (UDC) classes from regionally accredited institutions where grades of A, B, C, or P/S (Pass/Satisfactory) were earned. P/S grades are only transferable if the transferring institution awarded that grade for C or higher. If a D was considered P/S, it is not transferable. OCCC students must consult with their academic advisor to determine what constitutes LDC. Career Technical Education coursework may be applied to a degree or certificate upon the evaluation and approval of the department chair. Early in their program, students should consult with the departmentchair of the appropriate program for assistance.

Transfer GPA is not included in the overall GPA on transcripts.

For non-degree seeking students the college evaluates coursework in order to satisfy prerequisites, as well as commonly used preparatory coursework in other subject areas (e.g. Biology). To request evaluation of your transfer credits, submit the transfer credit evaluation request which can be found on MyPCC. You must be a current credit student to request a transfer credit evaluation. Submit this request after you have requested official transcripts from all schools where you have transfer coursework be sent to OCCC. OCCC will retrain the original transcript and send a copy via secure methods to PCC.

Transfer evaluations are performed in the order in which they are received. The College will not provide copies of transcripts from other institutions to students or other institutions. The PCC Student Records Office is responsible for determining acceptance of transfer work to meet college requirements. Students should meet with an academic advisor to review program requirements.

INTERNATIONAL COURSEWORK

In order to receive credit toward an OCCC certificate or degree, it is the responsibility of each student with transcripts (credits) from international schools to have them translated (if necessary) and evaluated course by course by a service that is a member of the National Association of Credential Evaluation Services. Further information can be found at: **http://www.naces.org**.

ADVANCED PLACEMENT (AP)

Students who complete Advanced Placement (AP) Exams may be eligible to receive college credit based on the exam score. Students must have official AP scores sent to OCCC, along with the Non- Traditional Credit form. A list of AP exams accepted by the contracting college and credit received is available on the PCC Student Records website: www.pcc.edu/resources/student-records/advanced- placement.html
To request a copy of AP exam scores to be sent to OCCC, contact the Advanced Placement Program. This information can be found at the address listed below or the following website: https:// apstudent.collegeboard.orgAdvanced Placement Program PO Box 6671 Princeton, NJ 08541-6671 1-877-274-6474.

INTERNATIONAL BACCALAUREATE (IB)

Students who complete International Baccalaureate (IB) Exams may be eligible to receive college credit based on the exam score. Students must have an official IB transcript of scores sent to OCCC, along with the Non-Traditional Credit form. A list of IB exams accepted by the contracting college and credit received is available at www.pcc.edu/ resources/student-records/ib.html. Students may request official IB transcripts by contacting: IB Americas Global Centre Attn: Transcript Officer 7501 Wisconsin Avenue, Suite 200 West Bethesda, MD 20814 USA email: ibid@ibo.org phone: 301-202- 3025 For more information on ordering transcripts please see the International Baccalaureate website: http://www.ibo.org/informationfor/alumni/transcri pts/.

TRANSFER CREDIT AND VA BENEFITS

Students using any type of Federal Veterans Administration (VA) Education Benefit are required to have all prior credit history evaluated. It is the student's responsibility to request official transcripts from all previous colleges and submit them to OCCC. Students must also complete and submit the Transfer Credit Evaluation request found on MyPCC. A student's first term of VA benefits may be certified while waiting for transcript evaluation, however no subsequent terms will be certified for VA Benefits until transfer credit evaluation is complete. All credits will be evaluated and transferred according to the policies stated in this catalog.

CREDIT FOR PRIOR LEARNING

Credit for prior learning (CPL) may be awarded to students who can demonstrate college-level learning in subject areas that the contracting college offers. Credit awarded for prior learning must be directly applicable to meet requirements for general education, a certificate, a degree, or electives as outlined in the catalog. Credit awarded for prior learning may not be used to meet the college residency requirement. Students are responsible for the fees charged for processing the CPL request. The contracting college offers two types of CPL: institutionally assessed and externally assessed; these are defined in this catalog.

Institutionally Assessed CPL
Institutionally assessed CPL is awarded through the course challenge process and may include:
examinations
portfolio evaluations
performance evaluations

The contracting college considers this type of credit to be prior experiential learning which, according to accreditation standards, shall not exceed 25% of the credits applied to a degree or certificate. Institutionally assessed CPL is awarded for active courses. Not all courses can be challenged. Each Subject Area Committee (SAC) shall determine which of its courses can be challenged. See S701: Subject Area Committees
https://catalog.pcc.edu/handbook/ s701-subjectareacommittees/.
Students who believe that they satisfy the content and outcome objectives of a current course must obtain the approval of the appropriate entity to challenge the course. Students cannot challenge courses in which they are currently enrolled or that already appear on their transcripts. A course may only be challenged once. The challenge measurement and process established by the SAC shall assess whether a student has met the course content and outcome objectives so that credit can be awarded. An instructor who teaches the course shall determine the grade earned by the student. The grade shall be submitted through the faculty department chair, division dean, or administrative supervisor. In the event that the instructor is also the faculty department chair, the grade shall be submitted through the relevant division dean or administrative supervisor. Only grades of C or P or better will be transcripted as institutional credit and designated with a CPL notation.

Externally Assessed CPL

Externally assessed CPL is awarded for learning that has been assessed outside the traditional college setting. Examples of external assessments that may warrant the awarding of CPL include:

industry certifications (e.g., CDA, CPR, Journeyman)

professional licensure

ACE-recommended credit for corporate courses or exams, Joint Services Transcripts (JST) coursework, or military occupations (MOS)

College Level Examination Program (CLEP)

DANTES Subject Standardized Tests (DSST)

According to accreditation standards, externally assessed CPL is not considered credit for prior experiential learning so it is not subject to the 25% limit on the credits applied to a degree or certificate. Externally assessed CPL is awarded in subject areas that the contracting college offers and may include specific course numbers or elective credit in that subject area. A SAC member (e.g., a faculty department chair) shall recommend the amount of credit awarded. Students are responsible for providing official transcripts, score reports, certifications, or any documents required for conducting a CPL evaluation. Externally assessed CPL is transcripted in the same manner as transfer credit and is not considered institutional credit.

Non-Traditional Credit

Students who have established a transcript at Oregon Coast Community College and have participated in AP or IB programs in high school or have a documentation of military coursework or training may be awarded nontraditional credit. Oregon Coast follows policies and procedures established at Portland Community College, OCCC's contracting college, for awarding non-traditional credit, including:

AP or IB Credit

Credit by CLEP

Military Credit

Students must have official transcripts or scores sent to OCCC, along with the Non-Traditional Credit form to have the evaluation completed.

Grading

Roles and Responsibilities

1) Students shall be responsible for selecting a grading option for each class they take at OCCC. Students who choose the Pass/No Pass Option must submit a complete Pass/No Pass Grading Option Agreement form to Enrollment Services by the deadline specified for each course each term.

2) Students receiving financial aid should consult with the Financial Aid Specialist prior to making a change to their grading option.

3) Transfer students should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree and frequently recalculate a student's grade point average by weighting each P as if it were a C or D and each NP as if it were an F from the traditional grade system.

4) Students who do not choose the pass/no pass Option will be graded using the traditional grade system using grades A, B, C, D, and F, as defined under "Grade Definitions."

5) Students shall be responsible for ensuring the accuracy of their final grades on their academic transcripts.

6) Faculty shall inform students regarding their standing in class and refer students to other appropriate OCCC campus resources regarding issues outside the classroom related to tuition, financial aid, and graduation.

7) Faculty shall record earned grades for students.

8) Through its curriculum process the college may specify whether a specific grading option is available for each course. Therefore, some courses will be offered only with the traditional grade system or the pass/no pass option.

9) Students with complaints regarding grading or grades shall meet with the Dean of Students to seek redress for grading issues. To appeal a final course grade, students shall follow the grade appeal process defined in this catalog.

Grade/Mark Definitions

A - Superior

1) Honor grade indicating excellence.

2) Earned as a result of a combination of some or all of the following as outlined by the Instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance.

3) Probable success in a field relating to the subject or probable continued success in sequential courses.

B - Above average

1) Honor grade indicating competence.

2) Earned as a result of a combination of some or all of the following as outlined by the Instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance.

3) Probable success in a field relating to the subject or probable continued success in sequential courses.

C - Average

1) Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the Instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance.

2) Sufficient evidence of ability to warrant entering sequential courses.

D - Substandard but receiving credit

1) Substandard grade indicating the Student has met only minimum requirements as outlined by the Instructor in the course handout.

2) Earned as a result of some or all of the following: low examination scores; generally inaccurate, incomplete or late assignments; inadequate grasp of abstract ideas; barely acceptable mastery of pertinent skills; irregular attendance; insufficient evidence of ability to make advisable the enrollment in sequential courses.

3) Does not satisfy requirements for entry into courses where prerequisites are specified.

F - Failure

1) Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non- passing examination scores; inaccurate, incomplete or late assignments; failure to cope with abstract ideas; inadequate mastery of pertinent skills; and repeated absence from class.

2) Does not satisfy requirements for entry into courses where prerequisites are specified. 3) Faculty must record the last date attended for students that earn an F.

P - Pass

1) Acceptable performance.

2) A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system.

3) The P grade is disregarded in the computation of the OCCC grade point average.

4) This grade is available only when a student has selected the pass/no pass grade system option during the first 80% of a course's term.

NP - No Pass

1) Unacceptable performance.

2) A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system.

3) The NP grade is disregarded in the computation of the grade point average.

4) Faculty must record the last date attended for students that earn an NP.

5) This grade is available only when a student has selected the pass/no pass grade system option during the first 80% of a course's term.

I - Incomplete

1) At the time final course grades are recorded, the instructor may, with the consent of the student, record an "I" mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress.

2) This shall only be done by completion of the incomplete contract within Sharknet Faculty Resources.

3) The incomplete contract shall describe the missing requirement, the basis for the requirement's evaluation, affect on the final grade computation, and the completion date for that requirement.

4) If no replacement grade for an "I" mark shall have been provided by the course Instructor within the subsequent year, the "I" mark shall automatically be changed to and "F".

5) 5.This mark does not entitle the student to repeat a course without paying tuition.

6) It may be impossible to receive this mark in some courses where, for example, equipment usage is required.

W - Withdrawal

This mark is to be used only by Enrollment Services when a student has completed the official withdrawal process after the published drop deadline and before the published withdrawal deadline.

AU Audit

1) This mark may only be used by Enrollment Services.

2) The AU mark, when allowed permits a student to attend a course without receiving a grade or credit for the course even though the tuition and fees must be paid.

3) To be assigned an AU mark, a student must obtain permission from their instructor and notify Enrollment Services prior to the published drop deadlines.

4) Through its curriculum process the college may specify whether Through its curriculum process the college may specify whether a specific course may be audited. Therefore, some courses will not be available for audit.

5) Does not satisfy requirements for entry into courses where prerequisites are specified.

NS - No Show/First Week Attendance

1) Faculty submit first week attendance and mark students absent, present, or excused.

2) Students who are absent for more than 50% of the required class meetings are administratively dropped as a no show.

3) If faculty fail to mark students absent who never attend class the first week, and if those students fail to drop or withdraw before the published deadline, then they will earn a grade of F or NP according to the grading option selected by the student.

R - Repeated Courses

This mark may be used only by Enrollment Services. See repeated courses.

Grade Appeal Procedure

Purpose: The Grade Appeal Procedure provides the student with a process for appealing a final course grade when he or she believes that an improper evaluation has occurred. "Improper evaluation" is defined as 1) the evaluation standards and grading criteria contained in the course syllabus were not followed by the instructor, or 2) the final grade was imposed in an arbitrary or capricious manner.

If a student believes that the final grade they received for a course is inaccurate based on their work in the class and the grading criteria as outlined in the course syllabus, they should communicate directly with their instructor in an attempt to resolve the concern. Below is the official Grade Appeal Procedure.

Scope: The Grade Appeal Procedure only applies to disputes about posted final course grades. Concerns about grades given for assignments or examinations during the term, or concerns or complaints about instructional quality should be addressed through an appointment with the instructor's supervisor.

The Grade Appeal Procedure does not invalidate the requirements mandated by any department, program, and/or the curriculum of any particular course. Specific course assignments, instructor- specific policies, or other formal course-related materials cannot be challenged or appealed through this process. This process applies only to assertions of improper final evaluation as described above.

Step 1: Attempt to Resolve the Final Grade Concern with the Instructor

1. If the student believes his or her grade was a mistake, he or she must first directly communicate with the instructor about the final grade by sending a written inquiry to the instructor requesting an explanation of how the grade was determined and stating his/her questions and concerns about the grade assigned. The communication should include specific reasons why the student believes he or she was graded improperly, and supporting evidence, such as statements in the course syllabus, alleged discrepancies in points or grades received, emails to and from the instructor, etc. This written inquiry must be received by the instructor within 14 calendar days of the final course grades being posted, or the student forfeits the right to appeal the grade.

2. Upon receiving a written inquiry regarding a final course grade, the instructor is expected to respond to the student's inquiry in writing within 14 calendar days of the documented date of the student's inquiry. If the instructor is unable to respond within 14 days of the documented inquiry, the Dean of Academics and Workforce may initiate an appropriate response if the inquiry is made known to them by the student. For instructor contact information, the student should see their course syllabus.

3. If questions remain after the student receives explanation from the instructor, the student is encouraged to discuss those concerns in person with the instructor.

Step 2: Submit a Grade Appeal Form to Dean of Students
1. If the student's concern is not resolved through Step 1, the student may submit a Grade Appeal Form, with supporting evidence, to the Dean of Students within 30 calendar days of the student's documented inquiry to the instructor. Students can obtain a Grade Appeal Form by calling Student Services at 541-867-8501. OCCC students should return the completed Grade Appeal Form to Oregon Coast Community College's Dean of Students at 400 SE College Way, Newport, OR 97366. OCCC Students may also submit this form by fax to 541-867-8559. The Dean of Students or their designee will review the Grade Appeal Form and determine the next steps, which may include, but are not limited to: (1) referral of the appeal to the instructor's immediate supervisor for review, investigation, and response; (2) request for additional information and supporting documentation from the student, or (3) a decision not to proceed with the appeal if the academic evaluation being contested does not fall within the scope of this policy. 2. Once sufficient information and documentation has been received from the student and the appeal has been deemed appropriate, the Dean of Students will investigate the final course grade in question, make a decision about the appropriateness of that grade under the standards described above, and communicate the decision in writing to the student. A copy of the written decision will also be sent to the Dean of Academics and Workforce.

Step 3: Appeal Decision to Dean of Academics and Workforce
1. The student may appeal the decision in Step 2 only on the grounds that (1) the procedures outlined in this policy were not followed; or (2) relevant evidence concerning the final course grade becomes available that was not available during Step 2. An appeal must be made within 14 calendar days of receipt of the Dean of Students or their designee's written decision. The student must submit written justification for further review and provide evidence that there are grounds for the appeal to the Dean of Academics and Workforce.

2. The Dean of Academics and Workforce will objectively investigate how the grade appeal process was conducted in Step 2, and/or consider relevant evidence that was not available or not considered during Step 2, make a final decision on the appeal, and communicate it in writing to the student, with a copy to the Dean of Students.

Transcript Miscellany

Auditing a Course

Students may wish to audit a class if they wish to enroll in credit courses, but do not wish to receive grades or credits. However, auditing students must pay full tuition and fees and obtain the instructor's permission for a student to audit a course. College policies and procedures may change at any time. Changes may affect programs, policies, procedures, curriculum, calendar, schedules, instructors, or costs. The college will attempt to post important changes and new information on the college web page. This catalog is an informational guide for students planning courses of study, but students should periodically consult with an advising specialist or college staff for updated information not available at the time of publication. This catalog and class schedules shall not be construed as a contract between the student and the College.

An audit carries no credit, and therefore does not meet degree of certificate requirements, nor does it contribute to a full-time student status. A student wishing to change from credit to audit, or audit to credit, must do so within the first week of the course for a full-term length course. After the first week of the term, audits may not be reversed for a letter grade and credit classes may not be changed to an audit. Not all courses are available for audit. Check with Enrollment Services for more information.

To request an audit:

1. A student will email faculty member requesting audit.
2. The faculty member will forward student email with his/her email to Enrollment Services granting permission for the student to audit a class.
3. Enrollment Services will change the student to an audit if the course is available for audit.

Repeating Courses

1) All grades earned will appear on the transcript.
2) The most recent grade earned for a course will be calculated into the GPA and the total credits earned; all other grades earned for that course will be excluded from the GPA and the credits earned. If a course can be taken more than once for credit, the oldest grade for that course will be excluded only when the repeat limit is exceeded.

Computing Grade Point Averages

1) Grade points are computed on the basis of four points for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F.
2) Grades of P and NP and marks of, I, W, and AUD are disregarded in the computation of the grade point average.
3) The grade point average is the quotient of the total points divided by the total credits in which A, B, C, D, and F are received.

Grade Changes

1) All grade change requests must be submitted by the Instructor within one year of the end of the course, including grade changes made as a result of resolving a disputed grade.
2) If a grade dispute cannot be resolved with the Instructor, the Student may follow the student grievance or complaint process.
3) If the instructor is no longer employed by OCCC and, following a good faith effort to contact the instructor, the instructor is not available for consultation, grade changes can be made by the Associate Dean of Instruction providing there is sufficient evidence to make the change.
Time periods referring to "published drop deadlines" and "published withdrawal deadlines" are different for each term. Please refer to the academic calendar.

Grade Point Averages

Grade point averages are computed on the basis of four points for each credit of A, three points for each credit of B, two points for each credit of C, one point for each credit of D, and zero points for each credit of F. Marks of I, P, NP, W, and AU are disregarded in the computation of the grade point average. The grade point average is the total number of grade points divided by the total number of credits in which A, B, C, D, and F are received.

Courses with grades of D or F may be repeated for a higher grade. All grades earned will appear on the transcript. However, when a course is repeated, the first grade will be changed to an R and no longer included in the GPA calculation or the accumulated total credits. The first earned grade of C or better will count into the GPA calculation and the accumulated credit total.

Withdrawal

1) Prior to the drop deadline published in the academic calendar or, for less than full-term length courses on a course syllabus, a student shall be able to drop any registered class by completing the official drop/withdrawal process.
2) Such action by a student shall result in no charges for the course or courses (or reimbursement if charges have already been paid); the course or courses shall be removed from their transcript.
3) Students shall be able to withdraw from any registered class by completing the official drop/withdrawal process before the deadline.
4) This action shall result in a grade/mark of W appearing for the course or courses on the transcript.
5) Students who do not withdraw will be assigned a grade by the instructor.
6) Time periods referred to published deadlines are different for each term.

Honor Recognition

The College will recognize academic excellence in degree-seeking students who have earned a 3.25 or higher GPA in a given term on a minimum of six graded credits, excluding "P" (Pass) in a given term.

The following honors will be awarded:

- Honor's List: 3.25-3.49 each term
- Dean's List: 3.50-3.74 each term
- President's List: 3.75-4.00 each term
- Highest Honors: 3.75-4.00 OCCC cumulative average awarded upon graduation.

Grade Discrepancies and Changes

https://www.oregoncoastcc.org/feedbackandcomplaints/

In order to correct a recording error or grading discrepancy, students must submit a student records appeal within 90 days of the end of the term of the course for which the grade was received.

Withholding Grades

Oregon Coast Community College reserves the right to withhold issuance of grades, transcripts, or diplomas to students who have not met their obligations to the College

Sources of Information

Class Schedule

Each term's class schedule is published several weeks before the beginning of each term via the official college web site: oregoncoastcc.org. Special courses and workshops may be added and announced as they arise throughout the term. Class schedules are published for informational purposes. Every effort is made to ensure the accuracy of the class schedule at the time of publication; however, it is not to be regarded as a contract between the student and the college. OCCC reserves the right to change any provision at any time due to any variety of circumstances. Students are advised to periodically consult the college website or an advising specialist for revised and updated information not available when the class schedule originally was published.

Effective Catalog

When students' studies are interrupted by one year or more, they may find upon their return to OCCC that some of the requirements for graduation have changed. Students may find that they will have to complete new degree or certificate requirements to graduate.

Applying to Graduate

Per the policies of OCCC's contracting college, students at Oregon Coast Community College are automatically awarded degrees and certificates upon completion of requirements for the student's recorded program of study. Opting out of an institutional award requires emailing Enrollment Services at enrollment.services@oregoncoastcc.org. Multiple credentials may be automatically awarded within a student's program of study.

Students are encouraged to access GRAD Plan, available in the MyPCC to discover which classes are still needed to meet graduation requirements. Students are also encouraged to work closely with their academic advisor and review GRAD Plan thoroughly with their academic advisor.

Students must monitor both their OCCC and PCC email accounts for relevant information regarding graduation and commencements.

OCCC students must submit a graduation application available in their **myOCCC** account to participate in OCCC's annual commencement ceremony held at the end of spring term. All students graduating in the current academic year are eligible to participate.

Glossary of Terms

GLOSSARY OF TERMS

Academic Advisor:
An advising specialist who assists students with academic planning and course selection each term. Students must meet with an academic advisor before they can register.

Academic Freedom:
The fundamental principle of free expression that faculty are free to teach and students are free to learn in an open environment without interference or intolerance.

Academic Year:
The academic year consists of three terms (or "quarters"). Students may begin courses at the beginning of any term, but it is often advantageous to begin courses in the summer or fall term due to course prerequisites. In addition, a short summer term is held.

Admission:
The formal process of applying to attend college. General admission does not include admission to specific program, e.g. Aquarium Science, Emergency Medical Technology, Nursing, etc.

Area of Study:
A student's chosen area of study or interest, usually a specific degree or certificate with a selection of courses that meet the student's interest and goals.

Audit:
Enrolling in a course without receiving college credit. A request to audit must be emailed to the Enrollment Services Manager the first week of the term.

Catalog:
The College's official publication that outlines programs, services, and policies.

Class Schedule:
See Schedule

Concurrent Enrollment:
Enrolling in two or more courses in the same term; also refers to simultaneous enrollment at two educational institutions.

Co- requisite:
Concurrent enrollment in specific courses.

College Preparatory Courses:
Courses generally designed to help students gain basic skills in reading, writing, spelling, grammar, and mathematics to prepare for college-level courses. College preparatory courses may be offered for credit, but these courses are not applicable to degrees or certificates, nor are developmental education courses transferable.

Course:
A course is a subject or an instructional subdivision of a subject, usually offered during a single term.

Course Load:
A student taking twelve or more credits in a regular term is considered a full-time student. A student enrolled in nine to eleven credits per term is considered three-quarter time, six to eight credits half time, and five or less, less than half time.

Course Number
: An alpha-numeric identifier used to denote the level of course: for example, WR 121 is the writing course preceding WR 122.

Credit:
Unit granted in recognition of course work completed. OCCC is on the quarter system (see Term); therefore, all credits granted are quarter credits.

Credit Hour:
A credit hour usually represents three hours of time each week (one lecture hour in class and two hours outside course related work) per term. Some classes may have associated laboratory sessions. The number of lectures, laboratory, studio, or other periods per week for any course may be found in the course description section of the catalog or in the current class schedule.

Curriculum:
Courses necessary to complete a degree or certificate. Curriculum is an organized program of study arranged to provide integrated cultural or career/technical education leading to a certificate or degree.

Degree:
A prescribed set of courses that meet specific academic, general education, elective, and skill requirements.

Discipline:
See Subject.

Distance Education:
Courses offered online. See the current class schedule on the college's website at www.oregoncoastcc.org for more information about Distance Education.

Dual Credit:
College credit for College-approved high school courses taught by high school instructors.

Dual Enrollment:
Simultaneous enrollment in courses in high school and at the College.

Early College:
A program for high school students designed to get their post-secondary education off to a good start by allowing them to enroll in select college classes at reduced tuition.

Elective:
A course which may be selected from a list of alternatives in order to fulfill degree or certificate requirements.

Expanded Options:
Enrollment in College classes by junior or senior high school students to assist in meeting requirements for high school completion while also earning College credit.

Faculty:
Persons who teach courses at the College.

Fees:
Money paid in addition to tuition for specific purposes: supplies, materials, equipment use, facilities expenses, etc.

Financial Aid:
Grant, loan, and/or scholarship funds to help students meet College expenses.

Full-time Student:
A student registered for twelve or more credits per term. Full-time enrollment is required for maximum financial aid awards.

Grade Point Average (GPA):
: An average of grade points received for credit courses taken during a student's academic history.

Grades:
A method used for evaluating student progress in meeting course outcome requirements.

Lower-Division Transfer Credits:
See Transfer Credit.

Major:
See Area of Study.

Part-time Student:
A student registered for less than twelve credit hours.

Period:
A class meeting of discussion, lecture, laboratory, studio, etc., which may last for 50 minutes or more.

Placement Test:
An instrument used to assess a student's mathematics, reading and writing skills. A placement test must be taken before students may enroll in writing and mathematics courses.

Plagiarism:
Using and presenting another person's ideas, concepts, or written works as one's own, or using and presenting another person's ideas, concepts, or written works without citing the source.

Prerequisite:
Courses that must be taken before taking a more advanced course: for example, MTH 095 prior to MTH 111. See individual course descriptions for specific prerequisite requirements.

Quarter:
See Term.

Registration:
The official process of enrolling at the College, including arrangements for payment of tuition and fees. See the current class schedule at the College's website at oregoncoastcc.org for more information.

Residency:
A student's state of legal residence.

Schedule:
A published listing of all courses available via the College web page (oregoncoastcc.org) for a given term, including course numbers, titles, descriptions, places, times, prerequisites, tuition, fees, and other important information.

Scheduled Time:
The normal amount of time scheduled for a non-laboratory course is one hour per week for each credit hour. Laboratory and activity courses usually require more than one hour of class time per week for each hour of credit.

Sequence:
Closely-related courses usually extending for three terms.

Staff:
Persons employed by the College to provide a variety of College services.

Step Ahead:
College-approved College courses taught in high school by qualified high school faculty.

Subject:
A designated discipline or field of knowledge such as History or English.

Syllabus:
A written statement of course expectations, outcomes, and requirements given by faculty to students at the first or second class meeting of each course.

Term (Quarter):
Approximately one quarter of the academic year. Fall term is 12 weeks. Winter, and spring terms are 11 weeks. Summer term is eight weeks. See the current academic calendar at the College's website oregoncoastcc.org for more information.

Transcript:
An official record of students' academic work at each college attended.

Transfer Credit
: Credits that will transfer to four-year colleges and universities in Oregon, or other states. For more information about transfer credit courses, see the course description section of the Catalog.

Tuition:
Money paid for College courses. Tuition does not include fees and books.

Faculty and Staff

FACULTY AND STAFF

Abe-Ichien, Helen
Faculty, Art
BFA Printmaking, California State University - Long Beach
MA, California State University - Long Beach

Adolf, Darci
Library and Information Resources Manager
Information Research Skills Instructor
MLIS Instruction and Training, University of Washington
MBA Human Resources, University of Nevada
BS Management, University of Nevada
AAS Data Processing, Clark Community College

Anand, Lilia
Faculty, History
MA History, University of Oregon
BA French History, Willamette University

Anderson, Tonia
Office Assistant/Receptionist
SLPA, Chemeketa Community College

Andrews, Kathleen
Executive Assistant
BA Communication Studies, University of San Diego

Barton, Lynn
Faculty, Nursing
MS Nursing, University of California, San Francisco
BA Health Administration, St Mary's College
ADN Nursing, Santa Ana Jr College

Bernhardt, Gilbert
Faculty, Physical Science and Geology
MS Geology, Baylor University
BS Education, Lamar University
BS Geology, Lamar University

Bishop, Janice
Faculty, Communication Studies
MS Speech Communication, Portland State University
BA Human Communication, Marylhurst University
AA, Central Oregon Community College

Boles, Larry
Aquarium Science Program Manager
S.T.E.M. Coordinator
MS Fisheries Science, College of William & Mary, Virginia Institute of Marine Science

Boyce, Thomas
Faculty, Computer Applications
MA Communications Management, University of Southern California
BS Mathematics, University of Arkansas

Bradley, Jason
Facilities Tech I

Brecik, Shannon
Faculty, Medical Assisting
MA Family Nurse Practitioner, Chamberlain College of Nursing
BSN Nursing, Great Basin College
AAS Nursing, Western Nevada College

Bricco, Megan
Bookstore Clerk

Burak, Marge
Faculty, Mathematics
MST Mathematics, Portland State University
BS Mathematics, Pacific University

Butts, Sage
Aquarist
AAS Aquarium Science, Oregon Coast Community College

Carlson, Cindy
Dean of Students
MEd Counseling and Human Services, University of Idaho
BA Secondary Education, Buena Vista College
AA Iowa Western Community College

Cawley, Megan
Faculty, Clinical Nursing
BA Nursing, Oregon Health Science University
BS Biology, Western Oregon University

Charles, Gregory
Faculty, Business Administration
MA Development Banking, American University in Washington University
BA International Relations, University Pennsylvania

Clifford, Kevin
Faculty, Aquarium Science
BS Oceanography, University of Massachusetts, Darmouth

Cole, Sarah
Faculty, Nursing
BS Nursing, Oregon Health and Sciences University

Conrady, Gerald
Basic Skills Instructor
MA Curriculum and Instruction, Portland State University
BA History, California State University
AA Liberal Studies, Rancho Santiago College

Cook, Gabriella
Instructional Aid, EMT

Dewer, Gregory
Faculty, Communication Studies
MS Media Studies, University of Oregon
BS Journalism, University of Oregon
AAS Automotive Technology, Linn-Benton Community College

DiGiulio, Patricia
Basic Skills Instructor
BS Psychology, Eastern Michigan University

Dinwoodie, Shaneon
Bookstore Associate

Doherty, Colleen
Academic Advisor
MA Student Personnel, Counseling, North Arizona University
BA Psychology, Westfield State College

Erdmann, Trevor
Faculty, Aquarium Science
BS Marine Biology, University of Alaska, SE Juneau

Ettner, Daryl
Faculty, College Survival and Success
MA Education, Humboldt State University
BS Education, Keene State College

Fasnacht, Emily
Director of Development

Fetterly, Jennifer
Faculty, EMT
MS Emergency and Disaster Management, American Public
University - West Virginia
AAS Paramedic, College of Emergency Services - Oregon

Fisher, Matthew
Faculty, Biology
MS Science Education, Montana State University
MS Biology, Western Washington University
BS Environmental Studies, University of Oregon

Flores, Alberto
Faculty, Business Administration
EdD, Organizational Leadership, Development, Grand
Canyon University
MBA Business Administration, University of Phoenix
MA Educational Administration & Leadership, Arizona
State University

Follett, Kathleen
Affiliated Staff - Music

Gallup, Dana
Student Services Specialist
MAT Teaching, George Fox University - School of Education
BA English, George Fox University

Gaspar, Kahea
Faculty, Writing-Composition
MA English, University of Hawaii at Manoa
BA English, University of Hawaii

Gintner, Robin
Chief of Finance and Operations
BS Accounting, University of Oregon

Graamans, Milo
Accompanist

Gutknecht, Joy
Human Resources and Process Improvement Manager
AA Accounting, Madison Area Technical College

Hagan, Blake
Academic Advisor
MS Education, Portland State University
BA Anthropology, Oregon State University

Hahn, Sharon
Finance and Operations Manager
YCS Manager

Halleron, Kathleen
Finance Analyst
BA Business Administration, University of Kentucky

Hamilton, Laura
Faculty, College Preparatory and Writing
MA Human Development, Pacific Oaks College
BA English, Cal Poly, San Louis Obispo

Hansen, Clare
Aquarist
Certificate Aquarium Science, Oregon Coast Community College
BS Biology, Boston University

Harper, Theresa
Academic Advisor
Graduate Certificate College & University Teaching, Oregon State University
MS Academic Advising, Kansas State
MAT Education, Oregon State University

Hawkyard, Matt
Faculty, Aquarium Science
MS Fisheries & Wildlife, Oregon State University
BS Fisheries & Wildlife, Oregon State University

Hill, Shirley
Small Business Development Center/North County Center Coordinator

Hoadley, Tabitha
Administrative Assistant, Office of Academics and Workforce
Faculty, Computer Applications and Business Administration
MBA, Northern Illinois University
MBA Management and Marketing, University of Miami - Coral Gables

Hollingsworth, Roseanne
Aquarist
BS Environmental Science, Linfield College
Certificate of Aquarium Science, Oregon Coast Community College

Hovey, Ann
Associate Dean of Academic Affairs / Registrar

Huff, Damian
Faculty, History
MA Education, Concordia University
BA Mathematics, Portland State University

Jackson, Tucker
Faculty, History
MA History, Portland State University
MBA Management Information Systems, University of Houston
BBA Finance, University of Texas

Jacobs, Diane
Faculty, Nursing
MPA Health Services Administration, University of Missouri
BS Nursing, American Sentinel University
BA Sociology/Psychology, California State
AA Nursing, L.A. City College

Jeffries-Bilton, Vicki
Faculty, Social Science
MA Political Science, Portland State University
BA Political Science, University of Oregon

Jones, Kimberly
Financial Aid Manager
MA Teaching, Marshall University
BA History, University of Arkansas

Jones, Tracy
Navigate Outreach Program Assistant

Jones-Briggs, Vickie
Administrative Assistant - Health and Human Service Programs

Juarez, Oscar
Faculty, Early Childhood Education
MA Education-Curriculum and Instruction, University of Texas - El Paso
BA Bilingual Early Childhood Education, New Mexico University

Kaufmann, Ben
Navigate Program Manager
MA Teaching, Willamette University
BA Social Sciences, Western Oregon University

Lambrecht, Misty
Small Business Development Center Counselor
BA Electrical Engineering, Weber State University
AA Computer Science, Salt Lake City Community College

Lara, Genifer
Faculty, Geology
MS Geosciences, Mississippi State University
BA Wildlife Biology, Prescott College

Lara, Dan
Dean of Academics and Workforce
BS Chemistry and Environmental Science, The College of Santa Fe
MEd Educational Leadership, Northern Arizona University

Lask, Paul
Faculty, English and Writing
MA English, University of Illinois - Chicago
BA English and Philosophy, Northeastern Illinois University

Laughlin, Rick
Faculty, Mathematics & Psychology
PhD Psychology, University of California, Los Angeles
MA Psychology, University of California, Los Angeles
BA Psychology, University of California, Los Angeles
AA Psychology, Cerritos College

Lehrman, Angela
Faculty, Nursing
BS Nursing, Linfield College
AAS Nursing, Oregon Coast Community College

Lewis, Melissa
Student Services Office Coordinator

Lilley, William
Faculty, Geology
MS Geology and Education, State University of New York - Potsdam
BS Earth Science Education, State University of New York - Oswego

Longo, Lucinda
Faculty, Mathematics
MA Mathematics Education, Oregon State University
BS Mathematics and Physics and Computer Science, Linfield College

Mann, Marion
Faculty, Biology
BS Biology, Humboldt State University
MS Fisheries Science, Oregon State University

Markel, Jeanne
Faculty, Psychology
MS Clinical and Community Psychology, Cal State University, Fullerton
BA Psychology, Cal State University Long Beach

McKenney, Christine
Affiliated Staff - Music

McKibben, Shannon
Administrative Assistant, Library
AA General Studies, Oregon Coast Community College
AA Transfer, Oregon Coast Community College

Miller-Morgan, Megan
Faculty, College Survival and Success
Basic Skills Instructor
M.Ed. Adult Education, Oregon State University
BA Anthropology, Washington State University
BA Asian Studies, University of Puget Sound

Miller-Morgan, Timothy
Faculty, Aquarium Science
DVM Veterinary Sciences, Washington State University
BS Wildlife Biology, Washington State University
BS Biology, University of Puget Sound

Misiti, Patrick
Faculty, Writing-Composition
MFA Creative Writing, University of Wyoming
BA Creative Writing, Carnegie Mellon University

Mitman, Grant
Faculty, Chemistry and Biology

Mollino, Linda
Director, Career and Technical Education Programs: Health and Human Services Careers
MSN Nursing Education, Walden University
BS Nursing, Mt Saint Mary College

Morales, Yaneli
1st Year Connections Specialist

Nielsen-Limes, Inger-Marie
Faculty, Nursing
AAS Respiratory Care and Nursing, Fresno City College

Noble, Tony
Faculty, Business and Economics
MS Management, Northern Arizona University
BA Economics & History, Willamette University

O'Neill, Sara
Faculty, Writing
MA English, University of Texas
BA Comparative Literature and Italian Studies, New York University

Orton, Alesha
Faculty, Nutrition
MS Nutrition, University of Utah, Salt Lake City
BS Dietetics, Brigham Young University

Otis, Grace
Aquarist
AAS Aquarium Science, Oregon Coast Community College

Otsuki, Sachiko
Faculty, Art
PhD Art History, Kanazawa College of Art
MA Art History, Kanazawa College of Art
BA Art History, Kanazawa College of Art

Parks, Carole
Faculty, Education
MS Education-Teaching, California Baptist University
BA Liberal Studies, California Baptist University
MA Zoology, Miami University of Ohio

Patrick, Conni
Faculty, Nursing
BS Nursing, Oregon Health and Science University

Pavlish, Catherine
Faculty, English (Literature and Writing)
PhD English, University of North Dakota
MA English, California State University, Long Beach
BA English & Education, Cal State University, Long Beach
AA Liberal Arts, Rancho Santiago Community College

Peaucelle Anne-Laure
Faculty, Physical Education (Yoga)
Graduate Certificate Yoga, Adore Yoda - Sydney, Australia
200H Yoga Teacher Training, Inyouga - Sydney, Australia
MS Electrical Engineering and Automation, Enseeiht - Toulouse, France

Pence, Julia
Faculty, Art
MFA Art, Printmaking, Illinois State University
BFA Art, University of Wyoming

Perez-Moya, Diana
Instructional Aide, Basic Skills

Pfaff, Karen
Faculty, Clinical Nursing
BSN Nursing, University of Oregon School of Nursing
MPH Public Health, Loma Linda University

Price, Dave
Director, Small Business Development Center & Community Education
MBA Business Administration, Oregon State University
BS Journalism, University of Kansas

Puttman, Kimberly
Faculty, Sociology
MA Sociology and Latin American Studies, University of Texas - Austin
BA Sociology and International Studies, University of Oregon

Quillian, William
Faculty, English for Speakers of Other Languages
MEd Teaching English to Speakers Other Languages, Seattle University
BA Political Science, university of Washington

Rawles, Brandye
Faculty, Basic Skills (Spanish Language GED)

Reaney, Bonnie
Nursing Instructor
MSN Nursing, University of Phoenix
BS Nursing, Union College, Nebraska

Reese, Brian
Faculty, History
MA History, Portland State University
BA History, Western Oregon University
AA General Studies, Chemeketa Community College

Resz, Susan
Faculty, Sociology
JD Law, University of Nebraska-Lincoln
BA Philosophy/Political Science/English, University of Nebraska, Lincoln

Reynolds-Otrugman, Julie
Faculty, Basic Skills
BA English Education, Linfield College

Richardson, Ollie
Faculty, Physical Education (Surfing)
MS Exercise and Sports Science, Oregon State University
BA Exercise and Sports Science, Oregon State University
BA English & Education, Cal State University, Long Beach
AA Liberal Arts, Rancho Santiago Community College

Rogers, Chris
Facilities Manager

Rosborough, Laura
AP/AR Specialist
Licensure Massage Therapy, Lane Community College

Ryslinge, Brigitte
President
PhD Organizational Psychology, Alliant International
University
MA Psychology, Alliant International University
MBA University of California, Berkley
MA Psychology, University of the Pacific
BS Business Administration, University of the Pacific

Scoville, Mary Lee
Faculty, Music
DMA Music Composition, University of Oregon
MA Music Composition, University of Oregon
BA Music, Oregon State University
BS Humanities, Psychology, Oregon State University

Seney, Steve
Associate Dean of Academics & Workforce
MS Computer Resources and Information Management, Weber
State University
MS Human Resources, Weber State University
BS Management and Human Resources, Park University

Skye, Willow
Faculty, Nursing
MS Nursing Education, Western Governors University
BS Nursing, Western Governors University
AS Nursing, Clatsop Community College

Smiley, Dell
Facilities Lead

Smith, Spencer
Information Technology (IT) Manager
BS Computer and Information Science, University of Oregon

Spence, Layton
Financial Aid Specialist
BA Business Administration, Texas Christian University

Squiers, Alyssa
Faculty, Biology/Aquarium Science
MS Biology, Texas A&M University
BS Biology, Texas A&M University

Stetson, Sidney
Faculty, Aquarium Science

Swain, Jason
Faculty, Accounting
MS Audit, Finance, Criminal Justice, Weber State University

Tice, Kirk
Faculty, Writing
MA Education, Oregon State University
BA English, California State University

Tilson, Murray
Faculty, Mathematics
MBA, University of Portland
MS Civil Engineering, Wayne University
BS Chemical Engineering, Oregon State University

Trujillo-Dalbey, Francisca
Faculty, Communications Studies
PhD Urban Studies, Portland State University
MA Speech Communication, Portland State University
BS Speech Communication, Marylhurst University

Wales, Ann
Faculty, Spanish Language
MA Teaching, Portland State University
BA Spanish, Portland State University
AA General Studies, Clackamas Community College

Walker, Jenna
Faculty, Aquarium Science
MA Teaching, Portland State University
BA Spanish, Portland State University
AA General Studies, Clackamas Community College

Way, Ann
Faculty, Medical Assistant
MS Correctional Administration, Western Oregon University
BS History, Women's Studies, Portland State University
AA, Chemeketa Community College

Welcer, Andrew
Facilities Tech I

Williams, Alison
Faculty, Mathematics
MS Mathematics, California State University, Long Beach
BS Mathematics, California State University, Long Beach

Yoder, Rachel
Faculty, Mathematics

Course Descriptions

American Sign Language Courses

ASL 101: First Year American Sign Language I
Introduction to ASL stressing the development of expressive skill, receptive skill, and cultural awareness through a communication approach. Primary emphasis on the student's active use of the language. Emphasizes active conversational competence in ASL. Includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs. Proficiency target level: Novice high. For beginners.

Course Student Learning Outcomes
Upon completion of this course students will be able to:

- participate in simple conversations using expressive ASL skills, basic vocabulary, grammar, facial markers, and non-manual signals to engage in common interactions with Deaf people.
- apply language-learning skills to interactions in the Deaf community
- appreciate the linguistic and cultural diversity of Deaf people and behave with respect and understanding
- meet the skills required for Novice High (ACTFL guideline)

Credits: 4
Prerequisites: ASL 101 is a course for beginners, so there are no prerequisites.
Program: **American Sign Language**

ASL 102: First Year American Sign Language II
Continues work of ASL 101, further developing all skills. Primary emphasis on the student's active communication in ASL. Includes grammar and culture information. Proficiency target level: Intermediate low.

Course Student Learning Outcomes
Upon completion of ASL 102 course students:

- Are able to handle successfully a limited number of interactive, task-oriented and social situations.
- Can ask and answer questions, initiate and respond to simple statements and generally maintain face-to-face conversation.
- Continue to apply language-learning skills outside the language classroom.
- Act with respect and better understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity.
- To have a passing grade, students will exhibit mastery of target language at Intermediate Low (ACTFL guideline) at completion of course.

Credits: 4
Prerequisites: **ASL 101** Prerequisite course must have been completed within one year of class enrollment; proficiency interview within one term. Sign Language Proficiency Interview through Sign Language Interpretation Program may also be accepted in lieu of ASL 101.
Program: **American Sign Language**

ASL 103: First Year American Sign Language III
Continues work of ASL 102, further developing all skills. Primary emphasis on the student's active communication in ASL. Includes grammar and culture information. Proficiency target level: Intermediate low.

Course Student Learning Outcomes
Upon completion of this course, students will be able to:

- Are able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations in a culturally acceptable manner.

- Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g. giving directions, describing others, making requests, about family and occupations in depth, attributing qualities to others, talking about routines and maintaining and interrupting conversation at appropriate times.

- Continue to apply language-learning skills outside the language classroom.

- Act with respect and better understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity.
  To have a passing grade, students will exhibit mastery of target language at Intermediate Mid level (ACTFL guideline) at completion of course.

Credits: 4
Prerequisites: **ASL 102** Prerequisite course must have been completed within one year of class enrollment; proficiency interview within one term. Sign Language Proficiency Interview through Sign Language Interpretation Program may also be accepted in lieu of ASL 102.
Program: **American Sign Language**

Anthropology Courses

ATH 101: Introduction to Biological Anthropology
Introduces biological anthropology and the study of evolution in the context of modern genetics and primate behavior studies. Examines human fossil record, diversity, and commonality of present and past populations of humankind.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Discuss basic concepts and methods in biological anthropology.

- Use an understanding of biology, genetics, and fossil evidence to examine the process of human biological and cultural evolution over time.

- Identify how human beings influence the environment and are influenced by the environment in which they live.

- Use an understanding of anthropology to describe historical and contemporary issues in evolutionary biology and genetics, such as race, stem cell research, gene patents, eugenics, and ethical issues related to the excavation and study of the prehistoric remains of indigenous people.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Anthropology**

ATH 102: Introduction to Archaeology and Prehistory
Introduces methods and techniques used by archaeologists to study the development of human culture. Provides a survey of world prehistory, while emphasizing the development of social complexity and the origins of agriculture that precede both new and old world civilizations.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use an understanding of archaeological methods and theories to evaluate artifacts and other data.

- Describe the impact of human beings on the environment over time and in different ecological settings.

- Discuss ethical issues related to cultural resource management and the excavation and study of human remains associated with indigenous societies from an anthropological perspective.

- Examine systems of power and social justice related to ancient societies and compare them with similar systems of power and privilege in contemporary societies from an anthropological perspective.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Anthropology**

ATH 103: Introduction to Cultural Anthropology

Considers contemporary human cultures from an anthropological perspective. Covers fieldwork, language, race, gender, sex and marriage, kinship, politics, world view, religion, economics, and globalization from a cross-cultural perspective.

This course compares cultures found around the globe, focusing closely upon at least two specific cultures, with extended discussion of additional cultures and societies as appropriate. Greater understanding of particular cultures will be achieved through an application of the comparative method.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Describe basic concepts, methods, and theories associated with cultural anthropology.

- Use an understanding of anthropology to identify and compare values, beliefs, norms, economic systems, and social organization or institutions in a variety of societies in different world regions.

- Examine systems of power and social justice issues related to U.S. society and other cultures from an anthropological perspective.

- Explore fieldwork methods and ethical considerations of doing anthropological fieldwork.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Anthropology**

Applied Music Courses

MUP 171A: Applied Music/Piano
Provides individual private piano instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, applied keyboard knowledge, sight-reading and other aspects of musicianship as applied to the piano.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of elementary musicianship and performance etiquette to perform basic solo piano repertory.
- Use an understanding of elementary music literacy to prepare and rehearse basic solo piano repertory for performance.
- Use an elementary understanding of stylistic distinctions in basic solo piano repertory to accurately interpret music in performance.
- Use an elementary understanding of the piano keyboard to continue to improve as a performer.

Credits: 1 - 2
Program: **Applied Music**

MUP 171B: Applied Music/Piano
Provides individual private piano instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, applied keyboard knowledge, sight-reading and other aspects of musicianship as applied to the piano.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning musicianship and performance etiquette to prepare and rehearse basic solo piano repertory.
- Use an understanding of beginning music literacy to prepare and rehearse basic solo piano repertory for performance.
- Use a beginning understanding of stylistic distinctions in basic solo piano repertory to accurately interpret music in performance.
- Use a beginning understanding of the piano keyboard to continue to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 171A**
Program: **Applied Music**

MUP 171C: Applied Music/Piano

Provides individual private piano instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, applied keyboard knowledge, sight-reading and other aspects of musicianship as applied to the piano.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning/intermediate-level musicianship and performance etiquette to prepare and rehearse intermediate solo piano repertory.
- Use an understanding of beginning/intermediate music literacy to prepare and rehearse intermediate-level solo piano repertory for performance.
- Use a basic understanding of stylistic distinctions in intermediate solo piano repertory to accurately interpret music in performance.
- Use a basic understanding of the piano keyboard to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 171B**
Program: **Applied Music**

MUP 174A: Applied Music/Voice

Provides individual private voice instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, diction, sight-reading and other aspects of musicianship as applied to singing.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of elementary musicianship and performance etiquette to perform basic solo vocal repertory.
- Use an understanding of elementary music literacy to prepare and rehearse basic solo vocal repertory for performance.
- Use an elementary understanding of stylistic distinctions in basic solo vocal repertory to accurately interpret music in performance.
- Use an elementary understanding of the human voice to continue to improve as a performer.

Credits: 1 - 2
Program: **Applied Music**

MUP 174B: Applied Music/Voice

Provides individual private voice instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, diction, sight-reading and other aspects of musicianship as applied to singing.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning musicianship and performance etiquette to prepare and rehearse basic solo vocal repertory.
- Use an understanding of beginning music literacy to prepare and rehearse basic solo vocal repertory for performance.
- Use a beginning understanding of stylistic distinctions in basic solo vocal repertory to accurately interpret music in performance.
- Use a beginning understanding of the human voice to continue to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 174A**
Program: **Applied Music**

MUP 174C: Applied Music/Voice

Provides individual private voice instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, diction, sight-reading and other aspects of musicianship as applied to singing.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning/intermediate-level musicianship and performance etiquette to prepare and rehearse intermediate solo vocal repertory.
- Use an understanding of beginning/intermediate music literacy to prepare and rehearse intermediate-level solo vocal repertory for performance.
- Use a basic understanding of stylistic distinctions in intermediate solo vocal repertory to accurately interpret music in performance.
- Use a basic understanding of the human voice to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 174B**
Program: **Applied Music**

MUP 177A: Applied Music/Violincello

Provides individual private cello instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from the classical tradition. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, articulation, sight-reading and other aspects of musicianship as applied to cello performance.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of elementary musicianship and performance etiquette to perform basic solo cello repertory.
- Use an understanding of elementary music literacy to prepare and rehearse basic solo cello repertory for performance.
- Use an elementary understanding of stylistic distinctions in basic solo cello repertory to accurately interpret music in performance.
- Use an elementary understanding of the cello to continue to improve as a performer.

Credits: 1 - 2
Program: **Applied Music**

MUP 177B: Applied Music/Violincello

Provides individual private cello instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from the classical tradition. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, articulation, sight-reading and other aspects of musicianship as applied to cello performance.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning musicianship and performance etiquette to prepare and rehearse basic solo cello repertory.
- Use an understanding of beginning music literacy to prepare and rehearse basic solo cello repertory for performance.
- Use a beginning understanding of stylistic distinctions in basic solo cello repertory to accurately interpret music in performance.
- Use a beginning understanding of the cello to continue to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 177A**
Program: **Applied Music**

MUP 177C: Applied Music/Violincello

Provides individual private cello instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from the classical tradition. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, articulation, sight-reading and other aspects of musicianship as applied to cello performance.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes

- Use an understanding of beginning/intermediate-level musicianship and performance etiquette to prepare and rehearse intermediate solo cello repertory.

- Use an understanding of beginning/intermediate music literacy to prepare and rehearse intermediate-level solo cello repertory for performance.

- Use a basic understanding of stylistic distinctions in intermediate solo cello repertory to accurately interpret music in performance.

- Use a basic understanding of the cello to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 177B**
Program: **Applied Music**

MUP 180A: Applied Music/Guitar

Provides individual private guitar instruction. Develops performance skills at the music major/minor level. Covers repertory and technique methods drawn from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes

- Use an understanding of elementary musicianship and performance etiquette to perform basic solo guitar repertory.

- Use an understanding of elementary music literacy to prepare and rehearse basic solo guitar repertory for performance.

- Use an elementary understanding of stylistic distinctions in basic solo guitar repertory to accurately interpret music in performance.

- Use an elementary understanding of the guitar to continue to improve as a performer.

Credits: 1 - 2
Program: **Applied Music**

MUP 180B: Applied Music/Guitar

Provides individual private guitar instruction. Develops performance skills at the music major/minor level. Covers repertory and technique methods drawn from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning musicianship and performance etiquette to prepare and rehearse basic solo guitar repertory.

- Use an understanding of beginning music literacy to prepare and rehearse basic solo guitar repertory for performance.

- Use a beginning understanding of stylistic distinctions in basic solo guitar repertory to accurately interpret music in performance.

- Use a beginning understanding of the guitar to continue to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 180A**
Program: **Applied Music**

MUP 180C: Applied Music/Guitar

Provides individual private guitar instruction. Develops performance skills at the music major/minor level. Covers repertory and technique methods drawn from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of beginning/intermediate-level musicianship and performance etiquette to prepare and rehearse intermediate solo guitar repertory.

- Use an understanding of beginning/intermediate music literacy to prepare and rehearse intermediate-level solo guitar repertory for performance.

- Use a basic understanding of stylistic distinctions in intermediate solo guitar repertory to accurately interpret music in performance.

- Use a basic understanding of the guitar to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 180B**
Program: **Applied Music**

MUP 192: Applied Music Miscellaneous
Individual first-year instruction in piano, voice and instruments of the band and orchestra.

Course Student Learning Outcomes
The material for the course will be presented in a lab/demonstration format.

- Students will be required to perform each quarter in a student recital.

- Students will be able to demonstrate good tone production, rhythmic precision, articulation, technical development, scales, chords, phrasing and musicianship.

Credits: 1
Program: **Applied Music**

MUP 192A: Applied Music/Miscellaneous

Provides individual private instruction on miscellaneous instrument from the western and global traditions. Develops applied performance skills at the music major/minor level. Covers repertory and technique methods drawn from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, articulation, sight-reading and other aspects of musicianship as applied to the performance of miscellaneous instruments.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of elementary musicianship and performance etiquette to perform basic solo instrumental repertory.
- Use an understanding of elementary music literacy to prepare and rehearse basic solo instrumental repertory for performance.
- Use an elementary understanding of stylistic distinctions in basic solo instrumental repertory to accurately interpret music in performance.
- Use an elementary understanding of the student's instrument to continue to improve as a performer.

Credits: 1 - 2
Program: **Applied Music**

MUP 293A: Applied Music/Guitar II

Provides individual private guitar instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of intermediate-level musicianship and performance etiquette to prepare and rehearse intermediate solo guitar repertory.
- Use an understanding of intermediate music literacy to prepare and rehearse intermediate-level solo guitar repertory for performance.
- Use an understanding of stylistic distinctions in intermediate solo guitar repertory to accurately interpret music in performance.
- Use an intermediate understanding of the guitar to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 180C**
Program: **Applied Music**

MUP 293B: Applied Music/Guitar II
Provides individual private guitar instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of intermediate/advanced-level musicianship and performance etiquette to prepare and rehearse advanced solo guitar repertory.

- Use an understanding of intermediate/advanced music literacy to prepare and rehearse advanced solo guitar repertory for performance.

- Use an understanding of stylistic distinctions in intermediate/advanced solo guitar repertory to accurately interpret music in performance.

- Use an intermediate/advanced understanding of the guitar to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 293A**
Program: **Applied Music**

MUP 293C: Applied Music/Guitar II
Provides individual private guitar instruction. Develops applied performance skills at the music major/minor level. Draws repertory and technique methods from classical and/or jazz traditions. Includes training in performance practice and stylistic interpretation through focus on tone production, technique, fretboard knowledge, sight-reading and other aspects of musicianship as applied to the guitar.

All applied music students are required to attend weekly lessons, attend weekly performance classes, participate in public performance, and complete a music jury. A substantial amount of out-of-lesson practice time is required.

Course Student Learning Outcomes
- Use an understanding of advanced -level musicianship and performance etiquette to prepare and rehearse advanced solo guitar repertory.

- Use an understanding of advanced music literacy to prepare and rehearse advanced solo guitar repertory for performance.

- Use an understanding of stylistic distinctions in advanced solo guitar repertory to accurately interpret music in performance.

- Use an advanced understanding of the guitar to improve as a performer.

Credits: 1 - 2
Prerequisites: **MUP 293B**
Program: **Applied Music**

Aquarium Science Courses

The Aquarium Science Program offers a comprehensive two-year Associate of Applied Science (AAS) degree and a one-year Certificate that is open only to individuals who already possess a Bachelor's degree in a life science area. Both the Certificate and the AAS provide theory and practical experience designed to prepare students for a career in aquatic animal husbandry.

Enrollment in the Aquarium Science Program is limited. For additional information and to apply for the program online visit the college webpage at **http://www.oregoncoastcc.org/aquarium-science** or contact, the Aquarium Science Program Manager.

Students who successfully earn a degree or certificate will be qualified to work in the aquatic animal husbandry profession. They may be eligible for entry-level positions as aquarists, aquatic biologists, and keepers. Potential employment opportunities include public zoos and aquariums, ornamental fish retailers and wholesalers, aquaculture businesses, fish hatcheries, research programs, marine educational centers, state and federal natural resource agencies, as well as self-employment.

Admissions Requirements

Enrollment is limited to 20 to 24 students each year. Individuals wanting to enroll in the program must complete an on-line application located at **http://www.oregoncoastcc.org/aquarium-science**. Each applicant will have an interview with the Aquarium Science faculty.

Program Outcomes

Students completing the AAS or certificate will:

- Accurately communicate, verbally, and in writing, scientific concepts, research findings and ideas to professionals and the general public.
- Maintain, analyze, diagnose, and repair aquatic life support systems and their components.
- Perform basic water quality analysis using standard testing equipment.
- Maintain healthy animal populations by applying industry standards and practices to aquarium set-up, monitoring, and animal care.
- Identify healthy, physically compromised animals, and abnormal animal behaviors.

- Work as a member of a team to conceptualize, plan, construct, and manage environments that promote healthy fishes and invertebrates.
- Apply fundamental knowledge and skills in science, mathematics, and communications for success in a professional or academic setting (AAS degree specific outcome).

AQS 100: Introduction to Aquarium Science
Examines the history of animal keeping and present day aquatic animal husbandry industries. Explores the biological processes occurring in the aquarium environment. Learn proper setup and maintenance of home aquaria.

Course Student Learning Outcomes
- Assess the physical, chemical, and biological processes occurring in the aquatic environment.
- Create and maintain suitable aquatic habitats.
- Properly use associated tools and equipment.
- Identify employment venues and information resources.
- Recognize major groupings of fishes and invertebrate species found in the aquarium industry and use appropriate criteria for their selection to aquarium systems.

Credits: 3
Program: **Aquarium Science**

AQS 110: Aquarium Science Practicum 1
Introduces aquatic animal husbandry work environment and the care of captive aquatic animals. Emphasizes daily animal care and exhibit readiness.

Course Student Learning Outcomes
- Prepare food for the animal collection and clean animal collection areas to industry standards.
- Assist with opening and closing procedures at the aquatic facility.
- Culture, harvest, and distribute live food organisms to the animal collection.
- Interpret exhibits and aquatic animal work areas to facility patrons in a positive and informative manner.
- Identify fishes and invertebrate behaviors.
- Design and implement a fish transport strategy.

Credits: 2
Prerequisites: **AQS 100**
Program: **Aquarium Science**

AQS 111: Aquarium Science Practicum 2
Builds upon the experiences gained in Practicum 1. Involves participation in a higher level of aquatic animal husbandry activities including animal health procedures, long-term record keeping and life support systems training.

Course Student Learning Outcomes
- Apply aquatic animal husbandry skills with captive aquatic animals.
- Assess operational issues in order to improve animal care.
- Diagram the flow of water from its source to its discharge location.
- Organize and communicate system and animal observations in a clear, concise manner.

Credits: 2
Prerequisites: **AQS 110**
Program: **Aquarium Science**

AQS 165: Current Issues in Aquarium Science
Students understand both internal operational issues and external issues which impact zoological facilities. Incorporates various topics each term.

Course Student Learning Outcomes
- Discuss the benefits that a zoological facility presents to the local community and to society.
- Understand and discuss the role of revenue streams and expenditures within a zoological institution.
- Identify how global or regional conditions outside of a zoological organization impact its operations.
- Understand the role of the Association of Zoos and Aquariums (AZA) and similar organizations in promoting the viability of zoological facilities.

Credits: 1
Program: **Aquarium Science**

AQS 186: Introduction to Scientific Diving
Examines the technical and safety components of scientific diving and meets all academic training requirements compliant with American Academy of Underwater Sciences (AAUS) standards. Includes professional level of emergency responder certifications, watermanship proficiency, and authorization as a surface tender to support scientific diving operations.

Course Student Learning Outcomes
- Demonstrate a knowledge of AAUS scientific diving standards.
- Work as an authorized scientific diving tender.
- Act as an emergency first responder in rescue scenarios.
- Independently create dive plans.
- Demonstrate adequate waterman-ship skills while working as a tender for aquatic operations.

Credits: 3
Prerequisites: Acceptance into Aquarium Science program.
Program: **Aquarium Science**

AQS 215: Biology of Captive Fishes
Examines the anatomy and physiology of freshwater and marine fishes and the constraints placed upon them in a controlled environment. Increases an understanding of fish behavior through the use of ethograms.

Course Student Learning Outcomes
- Identify basic external and internal anatomical features of fishes.
- Identify fish species using a dichotomous key.
- Recognize the immense diversity and variation among living fishes.
- Describe the effects of key factors in the captive controlled environment on respiration, metabolism, immune response, food assimilation, growth, reproduction, and behavior.
- Understand the influence of stress on fish physiology, health, and behavior.
- Describe osmoregulatory processes of marine and freshwater fishes.
- Develop and conduct a study of captive fish behavior.

Credits: 4
Prerequisites: **BI 103** Instructor permission or
Program: **Aquarium Science**

AQS 216: Elasmobranch Husbandry
Examines the history of captive shark and ray management, current regulations, legislation and conservation of elasmobranches. Emphasizes requirements associated with keeping a healthy population of elasmobranches.

Course Student Learning Outcomes
- Identify commonly kept species of elasmobranchs (sharks, skates and rays).
- Identify proper nutrition, commonly encountered health conditions, and common behavior associated with elasmobranchs in captive environments.
- Discuss factors necessary for the safe handling, immobilization and transport of elasmobranchs.
- Discuss factors influencing the long-term success in keeping elasmobranchs in controlled captive environments.

Credits: 2
Prerequisites: **AQS 100** Instructor permission or
Program: **Aquarium Science**

AQS 220: Biology of Captive Invertebrates
Reviews the life history and captive care requirements of invertebrates commonly cultured in the aquatic animal industry/profession.

Course Student Learning Outcomes
- Recognize and identify internal and external features of commonly kept and cultured aquatic invertebrates.
- Discuss the important physiologic characteristics of aquatic invertebrates including reproduction, locomotion, and osmoregulation.
- Describe the natural life history of commonly kept and cultured aquatic invertebrates.
- Identify the husbandry requirements for selected aquatic invertebrates.5.Design a culture system suitable for selected aquatic invertebrates.

Credits: 4
Prerequisites: **AQS 100** Instructor permission or
Program: **Aquarium Science**

AQS 226: Biology of Diverse Captive Species
Examines the basic husbandry and system requirements of a broad range of phyla found in public aquariums, research, and other zoological collections. Highlights specialized needs of selected invertebrate and fish species and introduces students to challenges and considerations for reptile, amphibian, avian, and marine mammal husbandry.

Course Student Learning Outcomes
- Understand the basic husbandry requirements of diverse captive species with specialized needs.
- Discuss the broad taxonomic groups represented in public aquarium collections.
- Identify high risk stages in the life history of selected species.
- Determine and describe a suitable habitat for selected species.
- Prescribe appropriate husbandry protocol for selected species.
- Relate legislative and husbandry issues to the care of diverse captive species.

Credits: 2
Program: **Aquarium Science**

AQS 232: Reproduction and Nutrition of Aquatic Animals
Examines the reproductive strategies of fishes and invertebrates in a controlled environment and the manipulation of environmental and physiological parameters that initiate reproduction. The nutritional requirement of selected aquatic animals throughout their life history is explored. Industry standards for food handling and HACCP requirements are also discussed.

Course Student Learning Outcomes
- Identify common reproductive strategies of selected fishes and invertebrates.
- Construct an environmental protocol to induce gamete maturation in commonly cultured fishes and invertebrates.
- Apply rearing techniques for the care of offspring of commonly cultured fishes and invertebrates.
- Formulate a suitable dietary and feeding program for aquatic animals.

Credits: 4
Prerequisites: **AQS 215**
Program: **Aquarium Science**

AQS 240: Life Support System Design and Operation
Examines the role of life support systems in maintaining a balanced, stable aquatic environment. Presents how to design, construct, maintain and troubleshoot semiclosed, closed and open systems.

Course Student Learning Outcomes
- Identify water quality parameters impacted by life-support systems and relate the use of associated equipment to evaluate aquatic environments.
- Identify the functions and the relationships of life support system components in maintaining a balanced aquatic system.
- Size and select appropriate life support system components and equipment for an aquatic system.
- Troubleshoot and remedy faulty life support system components.
- Diagram the flow of water from its source to its discharge location.
- Design and build an aquatic life support system.

Credits: 4
Program: **Aquarium Science**

AQS 245: Animal Husbandry in a Research Capacity
Examines the use of fish in research and the ethical issues associated with this practice. Common procedures and research methodology such as anesthesia, biopsy, blood draws, minor surgeries, field study, behavioral techniques, and euthanasia will be presented.

Course Student Learning Outcomes
- Explain the role of Institutional Animal Care and Use Committee or similar entity that is responsible for monitoring the quality of animal care at a research facility.
- Distinguish between animal rights and animal welfare perspectives.
- Develop a Standard Operating Procedure for the transport, acclimation, quarantine, feeding and husbandry of a healthy population of fish for research purposes.
- Discuss the responsibilities of the aquarist or animal husbandry technician as it relates to fish husbandry and welfare.
- Implement measures to reduce workplace hazards.

Credits: 2
Prerequisites: **AQS 100** Instructor permission or
Program: **Aquarium Science**

AQS 252: Exhibits and Interpretation
Introduces the principles of exhibit development and interpretive presentations. Covers projects in exhibit planning, performing interpretive presentations, and writing interpretive pieces. Emphasizes the process of developing exhibits and interpretation from conceptual statement through fabrication, performance, or publication.

Course Student Learning Outcomes
- Serve as a contributing member of an exhibit planning team, supporting the process of creating an exhibit and the roles of others on the team.
- Apply the principles of interpretation to the programs that husbandry staff are frequently asked to perform.
- Identify criteria, considerations and components for the design and implementation of aquarium tanks, lighting, interior tank habitats, and live animal collections.
- Write effective interpretive material for exhibits, newsletters, and brochures.
- Describe what makes an effective exhibit, and evaluate exhibits and interpretation using industry standard criteria.
- Apply industry related information resources to the design and development of aquarium exhibits and interpretation.

Credits: 4
Prerequisites: **AQS 215** Instructor permission or
Program: **Aquarium Science**

AQS 270: Fish and Invertebrate Health Management
Reviews the common infectious and noninfectious diseases of captive fish and invertebrates. Examines the common techniques of fish and invertebrate health management.

Course Student Learning Outcomes
- Identify the common signs of disease in fish and invertebrates.
- Describe the common infectious and noninfectious diseases associated with captive aquarium fish.
- Demonstrate proper use and maintenance of laboratory instrumentation.
- Demonstrate proper necropsy and sample collection techniques.
- Formulate a health management and biosecurity plan based upon the results of diagnostic testing, water quality measurements and professional consultation.
- Perform common treatment methodologies.

Credits: 4
Prerequisites: **AQS 215** Instructor permission or
Program: **Aquarium Science**

AQS 295: Aquarium Science Internship

Exposes students to the daily diligence, responsibilities and rewards of the aquatic animal husbandry profession. Includes daily animal care and facility readiness routines, assisting life support staff and animal health management professionals, and evaluation of operational aspects of the facility.

Course Student Learning Outcomes

- Apply aquatic animal husbandry skills with aquatic systems and captive aquatic animals.

- Evaluate and participate in the delivery of aquatic animal nutrition, sanitation and biosecurity programs at an aquatic animal care facility.

- Enter data and extract information within record keeping and databases used by the industry.

- Discuss historic and current animal health management of captive aquatic animals within an aquatic animal care facility.

- Evaluate and participate in the delivery of water quality management program within an aquatic animal care facility.

- Identify components, configuration and operational requirements of life support systems within an aquatic animal care facility.

- Identify and discuss aquarium exhibits in regard to their design, thematic delivery and operational requirements at an aquatic animal care facility.

Credits: 12
Prerequisites: **AQS 111 AQS 270** Department permission and
Program: **Aquarium Science**

Art Courses

ART 102: Understanding the Visual Arts
Introduces aesthetic, historical, and critical issues of the visual arts. Presents aspects of drawing, painting, sculpture and craft in terms of experiencing, appreciating and understanding their roles in our lives.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- recognize formal qualities in two- and three-dimensional arts and read visual elements, artistic and cultural styles, and symbols

- view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- decipher the visual arts through understanding of historical, social, cultural, economic, and political contexts

- generalize course content to other art not covered in the course so that he/she can understand and value the visual arts in all-encompassing global ways

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 103: Understanding New Media Arts
Introduces aesthetic, historical, and critical issues of new media arts and design. Presents aspects of printmaking, photography, graphic design, video, film, performance, installation, and other forms of time-based art in terms of experiencing, appreciating and understanding their roles in our lives.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- recognize formal qualities in new media arts and read visual elements, artistic and cultural styles, and symbols

- view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- decipher new media arts and design through understanding of historical, social, cultural, economic, and political contexts

- generalize course content to other art not covered in the course so that he/she can understand and value new media arts and design in allencompassing global ways

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 115: Basic Design - 2D Foundations

Introduces two dimensional black and white foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore black and white design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, and 117 may be taken in any sequence.

Course Student Learning Outcomes

- See and apply design and sources of design with increasing perceptual awareness and understanding in daily living.
- Create personally significant works of design applying basic design concepts and techniques.
- Assess, evaluate, appreciate and respect design work.
- Develop creative solutions to design problems.
- Handle art materials with environmental awareness and responsibility.

Credits: 3
Program: **Art**

ART 116: Basic Design - Color Foundations

Introduces color foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore color design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, and 117 may be taken in any sequence.

Course Student Learning Outcomes

- See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living.
- Create personally significant works of design applying basic design/color concepts and techniques.
- Assess, evaluate, appreciate and respect design work.
- Develop creative solutions to color design problems.
- Handle art materials with environmental awareness and responsibility.

Credits: 3
Program: **Art**

ART 117: Basic Design -3D Foundations

Explores ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Investigates artistic intent, aesthetic and structural solutions, and perceptual awareness. Basic Design series 115, 116, and 117 may be taken in any sequence.

Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment.

Course Student Learning Outcomes

- See three-dimensional design and sources of design with perceptual awareness and understanding in daily living.
- Create personally significant works of design.
- Assess, evaluate, appreciate and respect design work.
- Develop creative solutions to three-dimensional design problems.
- Handle art materials with environmental awareness and responsibility.

Credits: 3
Program: **Art**

ART 131A: Drawing I

Explores basic perceptual drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Introduces critical skills for sighting, measuring, designing and constructing in drawing. This is the first course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply creative ways to solve problems using a variety of strategies for making drawings.

- Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.

- Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.

- Employ perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.

Credits: 3
Program: **Art**

ART 131B: Drawing I

Introduces intermediate drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Promotes critical skills for sighting, measuring, designing and constructing in drawing. This is the second course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply creative ways to solve problems using a variety of strategies for making drawings.

- Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.

- Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.

- Establish perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.

Credits: 3
Prerequisites: **ART 131A** Instructor permission also accepted.
Program: **Art**

ART 131C: Drawing I

Builds upon intermediate drawing techniques and tools as well as the development of the language of drawing in historical and contemporary contexts. Applies critical skills for sighting, measuring, designing and constructing in drawing. This is the third course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply creative ways to solve problems using a variety of strategies for making drawings.

- Implement a basic vocabulary to be able to actively participate in a critical dialogue about drawing with others.

- Understand, interpret, and critically evaluate drawings of the past and the present from one's own and from different cultures to initiate a life long study of the diversity of perspectives of the human experience.

- Expand perceptual and conceptual skills to develop greater sensitivity and awareness of the visual world through drawing.

Credits: 3
Prerequisites: **ART 131B** Instructor permission also accepted.
Program: **Art**

ART 181A: Painting I

Explores basic studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Introduces a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes

Through study of the painting discipline students will:

- Find and develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate an introductory level of understanding of the painting discipline, and the processes, materials, and techniques associated with creating 2-dimensional imagery with paint.

- Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.

- Understand, interpret, and enjoy painting of the past and the present from different cultures to initiate a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Establish self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Program: **Art**

ART 181B: Painting I
Introduces intermediate studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Promotes a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes
Through study of the painting discipline students will:

- Find and continue to develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate an expanding level of understanding of the painting discipline, and the processes and materials, and techniques associated with creating 2-dimensional imagery with paint.

- Ask meaningful questions, identify ideas and issues, and implement a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.

- Understand, interpret, and enjoy painting of the past and the present from different cultures to continue a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

- Experience a more heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Employ self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 181A** Instructor permission also accepted.
Program: **Art**

ART 181C: Painting I
Elaborates on intermediate studio painting techniques, materials, and concepts while addressing historical and contemporary issues. Promotes a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes
Through study of the painting discipline students will:

- Find and continue to develop creative ways to solve problems using a variety of strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate an expanding level of understanding of the painting discipline, and the processes and materials, and techniques associated with creating 2-dimensional imagery with paint.

- Ask meaningful questions, identify ideas and issues, and implement a basic vocabulary to be able to actively participate in a critical dialogue about the painting discipline with others.

- Understand, interpret, and enjoy painting of the past and the present from different cultures to continue a life-long process of expanding knowledge on the diversity of perspectives of the human experience.

- Experience a more heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Employ self-critiquing skills to develop autonomous expression through painting while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 181B** Instructor permission also accepted.
Program: **Art**

ART 197: Artist's Skills/Practical Issues

Professional practices relevant to emerging artists' careers. Workshop/lecture format includes resume and portfolio preparation, developing resources and community, gaining exposure and representation for artwork, creating publicity, basic marketing and exhibition strategies, presenting and installing art work, business concerns, art market dynamics, art collecting.

Course Student Learning Outcomes

Students will:

- Participate in studio work sessions, field trips, class discussions, presentations, and critiques.

- Develop personal and/or professional mission statement.

- Compose professional artist resume.

- Compose professional artist's statement.

- Create and present (visual) document/portfolio of artwork with slides, PowerPoint presentation, web site, video, show or alternative methods.

- Compile, organize, assess and employ ongoing records of professional artist resources, skills, community, and business.

- Define, apply and document 10-20 hours of practical, art-related skills in the community through a Service Learning project, through internships in an arts related field or through personally defined projects.

Credits: 3
Program: **Art**

ART 204: History of Western Art

Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment of a particular era. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Paleolithic, Ancient Near Eastern, and Aegean cultures, beginning about 30,000 BCE.

Course Student Learning Outcomes

The student will:

- Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- View works of art "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its potential influence on later art and artists

- Understand and value the art and architecture of the ancient world in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 205: History of Western Art

Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers Late Antiquity, Early Christian and Medieval periods, beginning about 500 BCE.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- Explore the development of styles and subject matter during the transition from the ancient world to modern times by placing individual works within a cultural and historical context while also making connections between earlier and later eras

- Understand and value art and architecture from the Ancient Roman world through the Gothic era and recognize the persisting influence of its styles and concepts on our current cultural environment

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 206: History of Western Art

Examines visual art and architecture as a reflection of human interaction with the socio-political and physical environment. Focuses on viewing, analyzing and comparing many art forms in an historical context, and covers the Renaissance and Baroque periods, beginning about 1300 CE.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- Recognize the ways in which the forms and ideas of Renaissance and Baroque art and architecture reflect and were shaped by their historical and cultural context

- Understand and value Renaissance and Baroque cultures in all-encompassing ways and recognize their persisting influence on our current cultural environment

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 207: History of Asian Art (India)
Explores and analyzes the visual arts in relation to the culture of India from the Neolithic through the modern period.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Appreciate the art and architecture of India from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- Understand and value art and architecture from India in all-encompassing ways and recognize the persisting influence of its styles and concepts on our current cultural environment

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 208: History of Asian Art (China)
Explores and analyzes the visual arts in relation to the culture of China from the Neolithic through the modern period.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Appreciate the art and architecture of China from the Neolithic through the modern period, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- Articulate the relationship between art from China and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 209: History of Asian Art (Japan)

Explores and analyzes the visual arts in relation to the culture of Japan from the Neolithic through the modern period.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Appreciate the art and architecture of Japan from the Neolithic through the modern period and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement

- View works of art "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- Articulate the relationship between art from Japan and work produced by other cultures to understand and value art and architecture in all-encompassing ways, in this country and abroad

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **Art**

ART 210: Women in Art

Covers the work of women artists from antiquity to the present. Examines works of the most important women artists from each period in relation to the changing roles of women in society and to the canon of art history.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- recognize formal qualities in art and read visual elements, artistic and cultural styles, and symbols

- view works of art "dynamically," that is, to appreciate and communicate simultaneously individual viewer response, the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later art, and its relationship to a particular cultural moment

- decipher content and meaning of works made by women artists through understanding of historical, social, cultural, economic, and political contexts

- use an understanding of feminist critique in art work and in the history of art to apply theoretical approaches of gender, race, and class to works of art made by women

- adapt theoretical approaches and course content to other art not covered in the course so that he/she can understand and value art made by women in all-encompassing global ways

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **Art**

ART 213: Modern Art History - Art Since 1945

Focuses attention on American art, as World War II ended the supremacy of Europe in the visual art world. Analyzes art since 1945 to explore the ideas behind it, to reveal our culture and values and to gain a greater understanding of contemporary art with its global perspective.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Develop an understanding of the cultural and political developments mirrored in modern and contemporary visual art forms
- View art of our times "dynamically:" that is, comprehend the uniqueness of a work, its origins and context within a specific cultural milieu, while also appreciating its relationship to art of the past
- Understand the effects of globalization and new media on how art is conceived and received in the modern era
- Recognize formal qualities in contemporary art and read visual elements, artistic and cultural styles, and symbols

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 217: Comics Art & Literature

Examines comics art as a medium of visual narrative. Analyzes aesthetic qualities unique to comic books and graphic novels in artistic, historical, and literary contexts using seminal texts.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Use creative ways to appreciate comics art as an artistic and literary practice through exploration of the art form's diversity and narrative potential.
- Increase one's understanding of word/image relationships and visual communication.
- Ask meaningful questions, identify ideas and issues, and use a basic vocabulary to be able to actively participate in a critical dialogue about comics art with others.
- Understand and interpret relationships between comics and commercialism.
- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of understanding comics art.
- Practice self-critiquing skills to increase autonomous expression through comics art while recognizing the standards and definitions already established by both contemporary and istorical works of art from different cultures.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Art**

ART 231A: Drawing II

Deepens basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. This is the first course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Implement deeper creative strategies to solve problems in making drawings.
- Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.
- Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
- Employ perceptual and conceptual skills to develop a richer experience of the visual world.

Credits: 3
Prerequisites: **ART 131C** Instructor permission also accepted.
Program: **Art**

ART 231B: Drawing II

Further deepens basic perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. This is the second course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Implement deeper creative strategies to solve problems in making drawings.
- Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others.
- Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
- Advance perceptual and conceptual skills to develop a richer experience of the visual world.

Credits: 3
Prerequisites: **ART 231A** Instructor permission also accepted.
Program: **Art**

ART 231C: Drawing II

Further deepens intermediate perceptual drawing techniques and tools as well as the understanding of the language of drawing in historical and contemporary contexts. Further develops critical skills for sighting, measuring, designing and constructing in drawing. This is the third course in a three-course sequence

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Implement deeper creative strategies to solve problems in making drawings.

- Implement a developed vocabulary to be able to actively participate in a critical dialogue about drawing with others

- Manifest autonomous expression through drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Refine perceptual and conceptual skills to develop a richer experience of the visual world.

Credits: 3
Prerequisites: **ART 231B** Instructor permission also accepted.
Program: **Art**

ART 237A: Life Drawing

Investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials.

Course Student Learning Outcomes

- Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.

- Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.

- Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.

- Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing

Credits: 3
Program: **Art**

ART 237B: Life Drawing
Further investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Further implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.

- Apply an intermediate level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.

- Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.

- Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

Credits: 3
Prerequisites: **ART 237A** Instructor permission also accepted.
Program: **Art**

ART 237C: Life Drawing
Further investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops intermediate understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Further implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies.

- Apply an expanded intermediate level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing.

- Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures.

- Refine personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

Credits: 3
Prerequisites: **ART 237B** Instructor permission also accepted.
Program: **Art**

ART 253A: Ceramics I

Introduces beginning ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop a beginning level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence.

Course Student Learning Outcomes

Students will endeavor to do the following:

- Find and develop beginning level creative ways to solve problems using a variety of strategies for making ceramics.

- Creates personal works in clay, which demonstrate a beginning level of understanding of ceramic ideas, materials and techniques.

- Ask meaningful questions, identify ideas and issues, and develop a beginning level vocabulary to actively participate in a critical dialogue about ceramics with others.

- Experience and appreciate ceramics of the past and the present from different cultures in order to initiate a life-long process of expanding one's knowledge of the diversity of perspectives in the human experience.

- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.

- Establish self-critiquing skills to develop autonomous expression in ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Program: **Art**

ART 253B: Ceramics I

Introduces beginning intermediate level ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop a beginning intermediate level of creative problem solving and kinetic skills with clayforming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the second course of a three-course sequence for first year ceramics.

Course Student Learning Outcomes

Students will be able to:

- Explore and develop beginning intermediate level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.

- Create personal works in clay, which demonstrate a beginning level of understanding of ceramic ideas, materials and techniques.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using beginning intermediate level vocabulary.

- Evaluate and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via and experience of making and studying ceramics.

- Employ self-critiquing skills to develop autonomous expression in ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 253A** Instructor permission also accepted.
Program: **Art**

ART 253C: Ceramics I

Introduces intermediate level ceramic processes, techniques, and concepts while addressing historical and contemporary issues. Develop an intermediate level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to exercise critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Employs creative problem solving through implementing a variety of strategies. This is the third course of a three-course sequence for first year ceramics.

Course Student Learning Outcomes

Students will be able to:

- Research and develop intermediate level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.

- Create personal ceramic artwork, which demonstrates an intermediate level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using intermediate level vocabulary.

- Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.

- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.

- Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 253B** Instructor permission also accepted.
Program: **Art**

ART 256A: Ceramics II

Introduces lower-advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop a lower-advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the first course of a three-course sequence.

Course Student Learning Outcomes

Students will be able to:

- Research and develop lower-advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.

- Create personal ceramic artwork, which demonstrates a lower-advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using intermediate level vocabulary.

- Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.

- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.

- Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 253C** Instructor permission also accepted.
Program: **Art**

ART 256B: Ceramics II
Introduces middle-advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop a middle-advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the second course of a three-course sequence.

Course Student Learning Outcomes
Students will be able to:

- Research and develop middle-advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.

- Create personal ceramic artwork, which demonstrates a middle advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using middle-advanced level vocabulary.

- Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.

- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.

- Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Develop a somewhat cohesive body of artwork that is presentable to galleries, school programs, art organizations and to professional artists.

Credits: 3
Prerequisites: **ART 256A** Instructor permission also accepted.
Program: **Art**

ART 256C: Ceramics II
Introduces advanced level ceramics processes, techniques, and concepts while addressing historical and contemporary issues. Develop an advanced level of creative problem solving and kinetic skills with clay forming and finishing techniques, including hand building, wheel throwing, use of plaster molds, and surface treatments. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate ceramic works, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. This is the third course of a three-course sequence.

Course Student Learning Outcomes
Students will be able to:

- Research and develop advanced level creative ways to solve ceramic process problems using a variety of strategies for making ceramics.

- Create personal ceramic artwork, which demonstrates an advanced level of ideas, processes, materials, and techniques associated with hand building and wheel throwing processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about ceramics with others using advanced level vocabulary.

- Understand, interpret, and appreciate ceramics of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives in the human experience.

- Develop, through the experience of making and studying ceramics, an awareness of the relationship of human beings to the physical world, and our positive and negative impact.

- Employ self-critiquing skills to demonstrate autonomous expression in ceramics, while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Develop a reasonably cohesive body of artwork that is presentable to galleries, school programs, art organizations and to professional artists.

Credits: 3
Prerequisites: **ART 256B** Instructor permission also accepted.
Program: **Art**

ART 270A: Printmaking I

Introduces basic printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Develops an introductory level of creative problem solving and terminology of monoprints, relief and basic intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence.

Course Student Learning Outcomes

Students will endeavor to do the following:

- Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing monoprints, relief and basic intaglio processes.

- Create personal hand-printed artwork, which demonstrate an introductory level of understanding printmaking ideas, and the processes, materials, and techniques associated with monoprints, relief and basic intaglio processes in printmaking.

- Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about printmaking with others.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

- Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Program: **Art**

ART 270B: Printmaking I

Introduces intermediate beginning printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Includes terminology of monoprints, relief and some intermediate intaglio processes. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Promotes creative problem solving by employing a variety of strategies. This is the second course of a three-course sequence for first year printmaking.

Course Student Learning Outcomes

Students will be able to:

- Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate begining monoprints, relief and intaglio processes.

- Create personal hand-printed artwork, which demonstrates an intermediate beginners level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate beginning level vocabulary.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

- Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 270A** Instructor permission also accepted.
Program: **Art**

ART 270C: Printmaking I

Explores intermediate printmaking processes, techniques, and concepts while addressing historical and contemporary issues. Includes terminology of monoprints, relief and intermediate intaglio processes. Includes critiques, discussions, and presentations to exercise critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Employs creative problem solving through implementing a variety of strategies. This is the third course of a three-course sequence for first year printmaking.

Course Student Learning Outcomes

Students will be able to:

- Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate monoprints, relief and intaglio processes.

- Create personal hand-printed artwork, which demonstrates an intermediate level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and intaglio processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate level vocabulary.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

- Employ self-critiquing skills to demonstrate autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 270B** Instructor permission also accepted.
Program: **Art**

ART 271A: Printmaking II

Introduces beginning advanced printmaking techniques (e.g. sugar lift, color, glazes) and other intaglio processes (e.g. folio sets and books) while addressing historical and contemporary issues. Develops creative problem solving by utilizing monotypes, color relief, and advanced intaglio processes to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. This is the first course of a three-course sequence.

Course Student Learning Outcomes

- Find and develop creative ways to solve problems using a variety of strategies for making prints by utilizing beginning advanced monotypes, relief and intaglio and printmaking processes (e.g. sugar lift,color, chine colle, glazes).

- Create personal hand-printed artwork (e.g. folio sets, fine art books, and limited editioned prints), which demonstrate an understanding of a beginning advanced level of printmaking ideas, and the processes, materials, and techniques associated with monotypes, relief and advanced intaglio and printmaking processes.

- Ask meaningful questions, identify ideas and issues, and develop a beginning advanced vocabulary to be able to actively participate in a critical dialogue about printmaking with others.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Establish self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

- Understand the importance of working in a communal environment/studio.

Credits: 3
Prerequisites: **ART 270C** Instructor permission also accepted.
Program: **Art**

ART 271B: Printmaking II

Explores intermediate advanced printmaking techniques (e.g. sugar lift, color, glazes) and complete a variety of projects (e.g. folio sets and books) while addressing historical and contemporary issues. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness.

Course Student Learning Outcomes

- Find and develop creative ways to solve printmaking problems using a variety of strategies for intermediate advanced monoprints, relief and intaglio processes.

- Create personal hand-printed artwork, which demonstrates an intermediate advanced level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using intermediate advanced level vocabulary.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

- Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 271A** Instructor permission also accepted.
Program: **Art**

ART 271C: Printmaking II

Further explores advanced printmaking techniques (e.g. sugar lift, color, glazes) and complete a variety of projects (e.g. folio sets and books) while addressing historical and contemporary issues. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Find and develop creative ways to solve printmaking problems using a variety of strategies for advanced monoprints, relief and intaglio processes.

- Create personal hand-printed artwork, which demonstrates an advanced level of printmaking ideas, processes, materials, and techniques associated with monoprints, relief and basic intaglio processes.

- Ask meaningful questions, identify ideas and issues, and be able to actively participate in a critical dialogue about printmaking with others using advanced level vocabulary.

- Understand, interpret, and enjoy prints of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making prints.

- Employ self-critiquing skills to develop autonomous expression through printmaking while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Credits: 3
Prerequisites: **ART 271B** Instructor permission also accepted.
Program: **Art**

ART 277A: Life Painting
Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Solve basic problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium.

- Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it.

- Ask meaningful questions, identify topical issues, and employ an basic art vocabulary in critical dialogue about the figure painting discipline.

- Appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience.

- Enjoy a basic awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

- Acquire self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Program: **Art**

ART 277B: Life Painting
Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Solve more complex problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium.

- Create personal works of art, which demonstrate an expanded understanding of the figure painting discipline, and the processes, materials, and techniques associated it.

- Ask meaningful questions, identify topical issues, and employ an intermediate level art vocabulary in critical dialogue about the figure painting discipline.

- Understand and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience.

- Enjoy a growing awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

- Employ self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 277A** Instructor permission also accepted.
Program: **Art**

ART 277C: Life Painting

Examines the human form through the study and painting of live professional models. Applies more advanced painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization and conceptual framework.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Master complex problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium.

- Create personal works of art, which demonstrate a thorough understanding of the figure painting discipline, and the processes, materials, and techniques associated it.

- Ask meaningful questions, identify topical issues, and employ a knowledgeable art vocabulary in critical dialogue about the figure painting discipline.

- Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience.

- Enjoy a strong awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting.

- Expand self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 277B** Instructor permission also accepted.
Program: **Art**

ART 279A: Experimental Media

Begins ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Investigates artistic intent, aesthetic and structural solutions, and perceptual awareness.

Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment.

Course Student Learning Outcomes

- Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media.

- Use a basic vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes.

- Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience.

- Apply the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever changing world.

- Identify self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

Credits: 3
Program: **Art**

ART 279B: Experimental Media

Expands intermediate ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Develops artistic intent, aesthetic and structural solutions, and perceptual awareness.

Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Develop intermediate level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media.

- Use expanded vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes.

- Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience.

- Build upon the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world.

- Develop self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

Credits: 3
Prerequisites: **ART 279A** Instructor permission also accepted.
Program: **Art**

ART 279C: Experimental Media

Advances ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Employs artistic intent, aesthetic and structural solutions, and perceptual awareness.

Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Develop advanced level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media.

- Use vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes.

- Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience.

- Implement the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever-changing world.

- Evaluate self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

Credits: 3
Prerequisites: **ART 279B** Instructor permission also accepted.
Program: **Art**

ART 281A: Painting II
Explores ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Solve increasingly complex aesthetic problems creatively, using strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate an intermediate knowledge of the painting discipline, and the processes, materials, and techniques associated with it.

- Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline.

- Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Implement increased self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 181C** Instructor permission also accepted.
Program: **Art**

ART 281B: Painting II
Explores ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Solve increasingly complex aesthetic problems creatively, using complex strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate a strong understanding of the painting discipline, and the processes, materials, and techniques associated with it.

- Ask meaningful questions, identify topical issues, and employ an expanded vocabulary in critical dialogue about the painting discipline.

- Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Implement advanced self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 281A** Instructor permission also accepted.
Program: **Art**

ART 281C: Painting II

Expands ways of seeing and elaborates on intermediate painting techniques, materials, and concepts while relating to historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Master increasingly complex aesthetic problems creatively, using complex strategies for expressing visual ideas through the painting medium.

- Create personal works of art, which demonstrate a thorough understanding of the painting discipline, and the processes, materials, and techniques associated with it.

- Ask meaningful questions, identify topical issues, and employ an expansive vocabulary in critical dialogue about the painting discipline.

- Understand, interpret, and appreciate painting from different cultures, facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of painting.

- Implement proficient self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 281B** Instructor permission also accepted.
Program: **Art**

ART 284A: Water Media I

Explores basic studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes

- Learn to solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

- Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

- Ask meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.

- Begin to understand, interpret, and appreciate watercolor painting from different cultures, facilitating a life-long engagement with the diversity of perspectives in the human experience.

- Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

- Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Program: **Art**

ART 284B: Water Media I

Expands studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes

- Develop solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

- Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

- Expand meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.

- Begin to understand, interpret, and appreciate watercolor painting from different cultures,facilitating a life-long engagement with the diversity of perspectives in the human experience.

- Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

- Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 284A** Instructor permission also accepted.
Program: **Art**

ART 284C: Water Media I

Implements advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with basic art theory.

Course Student Learning Outcomes

- Further understanding to solve problems creatively using a variety of acquired strategies for expressing visual ideas through the watercolor painting medium.

- Create personal works of art, which demonstrate a basic understanding of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

- Employs meaningful questions, identify topical issues, and employ a basic watercolor painting vocabulary in critical dialogue about the watercolor painting discipline.

- Begin to understand, interpret, and appreciate watercolor painting from different cultures,facilitating a life-long engagement with the diversity of perspectives in the human experience.

- Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

- Implement self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 284B** Instructor permission also accepted.
Program: **Art**

ART 287A: Water Media II
Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory.

Course Student Learning Outcomes

- Solve more complex problems using additional strategies for expressing visual ideas through the Water Media painting medium.

- Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with Water Media.

- Ask meaningful questions, identify topical issues, and employ an expanding Water Media painting vocabulary in critical dialogue about the Water Media painting discipline.

- Understand, interpret, and enjoy water media painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of Water Media painting.

- Implement expanded self-critiquing skills en route to autonomous expression through Water Media painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 284A** Instructor permission also accepted.
Program: **Art**

ART 287B: Water Media II
Explores intermediate and more advanced studio watercolor painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a conceptual framework for critical analysis along with advanced art theory.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Solve more complex problems using additional strategies for expressing visual ideas through the Water Media painting medium.

- Create advanced personal works of art, which demonstrate an intermediate knowledge of the Water Media painting discipline, and the processes, materials, and techniques associated with.

- Ask meaningful questions, identify topical issues, and employ an expanding watercolor painting vocabulary in critical dialogue about the Water Media painting discipline.

- Utilize, interpret, and enjoy Water Media painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of Water Media painting.

- Implement expanded self-critiquing skills en route to autonomous expression through Water Media painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 287A** Instructor permission also accepted.
Program: **Art**

ART 287C: Water Media II

Explores intermediate and more advanced studio Water Media painting techniques, materials, and concepts while addressing historical and contemporary issues to increase visual literacy. Presents a further understood conceptual framework for critical analysis along with advanced art theory.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Solve more complex problems using additional strategies for expressing visual ideas through the watercolor painting medium.

- Create personal works of art, which demonstrate a strong understanding of the painting discipline, and the processes, materials, and techniques associated with it.Create advanced personal works of art, which demonstrate an intermediate knowledge of the watercolor painting discipline, and the processes, materials, and techniques associated with it.

- Ask meaningful questions, identify topical issues, and employ an expanded water color painting vocabulary in critical dialogue about the watercolor painting discipline.

- Employ understand, interpret, and enjoy watercolor painting from different cultures facilitating increased engagement with the diversity of perspectives in the human experience.

- Enjoy a more sophisticated awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of watercolor painting.

- Implement expanded self-critiquing skills en route to autonomous expression through watercolor painting with respect to the standards established in contemporary and historical works of art.

Credits: 3
Prerequisites: **ART 287B** Instructor permission also accepted.
Program: **Art**

Biology Courses

BI 101: Biology

Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. A laboratoryscience course designed for non-biology majors.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Apply knowledge of the structures and functions of biological molecules, cells, populations, communities and ecosystems, to solve interdisciplinary problems.

- Gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by practicing methods used by biological scientists.

- Demonstrate an understanding and application of the self-correcting nature of science.

- At an emerging level, use quantitative reasoning to interpret patterns in the living world.

- Communicate informed positions on biological issues, using appropriate biological vocabulary.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 102: Biology

Presents protein synthesis, cell division, genetics, reproduction and development, and evolution. Designed as a laboratory science course for non-biology majors. The second course of a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- Apply the scientific method to topics including genetics, evolution and reproduction.

- Gather and organize information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from

- opinion and pseudoscience.

- Apply concepts of genetics, evolution, and reproduction to novel problems, discern their meaning, and communicate their understanding to others.

- Develop informed positions or opinions of a responsible citizen on contemporary issues in genetics, evolution and reproduction.

- Apply course concepts in genetics, evolution and reproduction to their lives (personal and career) and to the world about them.

Credits: 4
Prerequisites: **BI 101 WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 103: Biology
Presents the evolutionary relationships among the kingdoms. Includes a comparison of biological systems across kingdoms. Designed as a laboratory science course for non-biology majors.

Course Student Learning Outcomes
Upon successful completion students will be able to:

- Use classification and evolutionary relationships among taxa to identify strategies that organisms employ to sustain life.
- Communicate an understanding of biodiversity and conservation and its value to the student, to our society, and to the natural environment.
- Gather and apply knowledge of form and function to qualitatively and quantitatively explain how organisms live.
- Use laboratory experiences comparing species characteristics to organize an understanding of evolutionary relationships.
- Appreciate aesthetic value of living organisms in the natural world.
- Use scientific knowledge of body systems to critically evaluate experimental outcomes and apply them to human health and the environment.

Credits: 4
Prerequisites: **BI 101 WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 112: Cell Biology for Health Occupations
Includes the study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Includes topics and skills required to continue to anatomy and physiology and microbiology.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use scientific vocabulary and apply the scientific method to critically evaluate current health issues in our society.
- Recall biological and chemical principles of cell function and apply that knowledge to health science topics.
- Build on the laboratory research experience to organize data and information in order to draw conclusions and identify new investigative paths.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 65 MTH 98** Equivalent placement test scores also accepted. Either MTH 65 OR MTH 98 is accepted.
Program: **Biology**

BI 141: Habitats: Life of the Forest

Examines structure and function of Oregon forest ecosystems. Covers distribution and interactions of plants, animals, microorganisms, climate and basic geology. Laboratory emphasizes identification and environmental testing.

Fieldwork Statement

Fieldwork is a professional competence in many areas of Biology. Standard field practices include measurements of abiotic and biotic components. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, measurement and data collection, application of key terms and concepts, species identification, and observation. Certain protocols may require use of equipment, chemicals, and expensive gear. Field training is experiential often leading to unique sets of observations/data in particular locations. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.). Fieldwork can be physically challenging and may require overland travel on foot or unusual means to field points, carrying field equipment (as well as food, water, and safety equipment), taking measurements under duress (learning new protocols, requiring remaining in an unusual posture or position for a length of time, timing pressures for certain procedures, holding organisms, variable weather, etc.), survival skills, orienteering, and so on.

Course Student Learning Outcomes

A student will collaboratively and independently:

- Use basic principles of ecosystems structure and function to characterize a specific forest.

- Identify and express how humans interact with the forest environment by applying basic principles of forest management.

- Work with a team to initialize and complete a study of the biology, chemistry and physical characteristics of a forest.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 142: Habitats: Marine Biology

Examines marine environment and the ecology, physiology, and morphology of marine plants and animals, emphasizing Oregon. Laboratory focuses on identification and environmental testing.

Fieldwork Statement

Fieldwork is a professional competence in many areas of Biology. Standard field practices include measurements of abiotic and biotic components. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, measurement and data collection, application of key terms and concepts, species identification, and observation. Certain protocols may require use of equipment, chemicals, and expensive gear. Field training is experiential often leading to unique sets of observations/data in particular locations. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.). Fieldwork can be physically challenging and may require overland travel on foot or unusual means to field points, carrying field equipment (as well as food, water, and safety equipment), taking measurements under duress (learning new protocols, requiring remaining in an unusual posture or position for a length of time, timing pressures for certain procedures, holding organisms, variable weather, etc.), survival skills, orienteering, and so on.

Course Student Learning Outcomes

A student will collaboratively and independently:

- Use basic ecosystem principles, identify and understand the biology of various marine phyla to characterize marine habitats.

- Use scientific techniques to quantitatively describe parameters of marine habitats and understand the relationship of physical parameters to distribution of biota.

- Use an understanding of research, laboratory and/or field experiences to organize data to illustrate and articulate basic ecological principles.

- Use critical thinking to evaluate human impacts on marine ecosystems and consider how local consumer and policy decisions can be informed by an understanding of the interconnectedness of marine habitats and the critical relationship of the sea to human cultures.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 143: Habitats: Fresh Water Biology
Covers environments of freshwater streams, lakes, and marshes. Includes effects of physical and chemical factors on organisms, along with the organisms, their biological interactions and nutrient cycles. Explores ecological factors of freshwater environments and the effects of human activities on them.

Fieldwork Statement

Fieldwork is a professional competence in many areas of Biology. Standard field practices include measurements of abiotic and biotic components. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, measurement and data collection, application of key terms and concepts, species identification, and observation. Certain protocols may require use of equipment, chemicals, and expensive gear. Field training is experiential often leading to unique sets of observations/data in particular locations. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.). Fieldwork can be physically challenging and may require overland travel on foot or unusual means to field points, carrying field equipment (as well as food, water, and safety equipment), taking measurements under duress (learning new protocols, requiring remaining in an unusual posture or position for a length of time, timing pressures for certain procedures, holding organisms, variable weather, etc.), survival skills, orienteering, and so on.

Course Student Learning Outcomes
A student will collaboratively and independently:

- Use basic principles of ecosystems structure and function to characterize freshwater habitats.

- Identify and express how humans interact with the freshwater ecosystems by applying basic principles of environmental management.

- Identify and understand the biology of the various freshwater phyla.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Biology**

BI 211: Principles of Biology

Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction. The first course of a three-course sequence for students majoring in biology and the sciences, including premedical, pre-dental, chiropractic, pharmacy, and related fields. Recommended: High school biology and chemistry within the past seven years.

Course Student Learning Outcomes

Students will be able to:

- Apply biological theories and concepts from biochemistry and cell biology to novel problems in their lives and community (personal, work, and career).

- Use the scientific method, including experimental design, data collection, and presentations of results and conclusions while analyzing their individual thinking and learning styles and how their styles can be integrated with methods used in science.

- Assess the strengths and weaknesses of scientific studies in biochemistry and cell biology and critically examine the influence of scientific and technical knowledge of biochemistry and cell biology on human society and the environment.

- Develop informed positions and opinions on contemporary issues in biochemistry and cell biology, while considering ethical, scientific, community, and cultural implications.

- Communicate concepts in biochemistry and cell biology using appropriate terminology in both written and verbal forms.

- Competently enter and complete further work in the sciences, including Biology 212 and upper level courses in biochemistry and cell biology.

Credits: 5

Prerequisites: **WR 115 RD 115 MTH 95 CH 151** CH 151 or higher can be either a prerequisite or corequisite, or the student can pass the Chemistry 151 competency exam or get instructor permission. MTH 95 or higher.

Program: **Biology**

BI 212: Principles of Biology

Includes inheritance, the genetic code, modern and classical genetics, evolution, diversity, and systematics. May include some dissection of plants and animals. The second course in a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields.

Course Student Learning Outcomes

Students will be able to:

- apply biological theories and concepts to novel problems in genetics, evolution, and systematics;

- assess the strengths and weaknesses of scientific studies in genetics, evolution, and systematics and critically examine the influence of scientific and technical knowledge of genetics, evolution, and systematics on human society and the environment.

- apply concepts from genetics, evolution, and systematics to their lives and community (personal, work, and career);

- develop informed positions and opinions on contemporary issues in genetics, evolution, and systematics, while considering ethical, scientific, community, and cultural implications;

- communicate concepts in genetics, evolution, and systematics using appropriate terminology in both written and verbal forms.

- competently enter and complete further work in the sciences, including Biology 213 and upperlevel courses in genetics, evolution, and systematics.

Credits: 5

Prerequisites: **BI 112 BI 211** BI 112 or BI 211 accepted as prerequisite for course.

Program: **Biology**

BI 213: Principles of Biology

Includes plant and animal anatomy and physiology, and individual, population, community and ecosystem ecology. The third course of a three-course sequence for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology;

- assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment.

- apply concepts from plant/animal anatomy and physiology and ecology to their lives and community (personal, work, and career);

- develop informed positions and opinions on contemporary issues in plant/animal anatomy and physiology and ecology, while considering ethical, scientific, community, and cultural implications;

- communicate concepts in plant/animal anatomy and physiology and ecology using appropriate terminology in both written and verbal forms.

- competently enter and complete further work in the sciences upper-level courses in plant/animal anatomy and physiology and ecology.

Credits: 5
Prerequisites: **BI 212**
Program: **Biology**

BI 231: Human Anatomy & Physiology I

Introduces basic anatomical and physiological terms, tissues, the integumentary, skeletal, muscular and nervous systems including nervous histology, physiology, spinal cord and nerves. Includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer based exercises. This is the first course in a three-course sequence.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences.

- Apply concepts and knowledge of general anatomical terminology, gross anatomy, physiology, histology and terminology related to the integument, muscular, skeletal and nervous systems (histology, physiology, spinal cord and nerves) toward clinical problem solving.

- Critically evaluate health articles and medical journals related to anatomy and physiology and contextualize the knowledge into the realm of public health and broader social issues.

- Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means.

- Continually develop scientific reasoning and the ability to interpret patient data through the collection of clinical and physiological parameters.

- Use correct terminology to communicate anatomical features and physiological processes.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65 BI 112 BI 211 BI 212**
Equivalent placement test scores also accepted. BI 112 or (BI 211 and BI 212) may be accepted.
Program: **Biology**

BI 232: Human Anatomy & Physiology II
Continues the study of the nervous system, including brain, cranial nerves, and autonomic nervous system. Introduces the endocrine, cardiovascular and immune systems. Includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer based exercises. This is the second course in a three-course sequence.

Course Student Learning Outcomes
Upon successful completion students will be able to:

- Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences.

- Apply concepts and knowledge of terminology related to the nervous, endocrine, cardiovascular and immune systems toward clinical problem solving.

- Critically evaluate health articles and medical journals related to anatomy and physiology and contextualize the knowledge into the realm of public health and broader social issues.

- Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means.

- Continually develop scientific reasoning and the ability to interpret patient data through the collection of clinical and physiological parameters.

- Use correct terminology to communicate anatomical features and physiological processes.

Credits: 4
Prerequisites: **BI 231**
Program: **Biology**

BI 233: Human Anatomy & Physiology III
Introduces the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances, embryology and genetics. Includes lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer based exercises. Concludes a three-course sequence.

Course Student Learning Outcomes
Upon successful completion students will be able to:

- Work collaboratively, competently and ethically within a team of other health care professionals in subsequent clinical and academic programs in allied health sciences.

- Apply concepts and knowledge of general terminology, gross anatomy, physiology, histology and terminology related to the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances; embryology and genetics toward clinical problem solving.

- Critically evaluate health articles and medical journals related to anatomy and physiology and contextualize the knowledge into the realm of public health and broader social issues.

- Effectively evaluate case studies in anatomy and physiology through verbal, written and/or multimedia means.

- Continually develop scientific reasoning and the ability to interpret patient data through the collection of clinical and physiological parameters.

- Use correct terminology to communicate anatomical features and physiological processes.

Credits: 4
Prerequisites: **BI 232**
Program: **Biology**

BI 234: Microbiology

Lecture, recitation, and laboratory cover: bacterial identification, morphology, metabolism and genetics; bacterial, viral, and parasitic relationships with human health and disease; and basic immunology. Laboratory stresses aseptic technique, bacterial identification and physiology using a variety of media, culturing techniques, and staining techniques.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Relate an understanding of the basic principles of microbiology to personal health and use this understanding to make informed personal and professional decisions.

- Use an understanding of the impact of microbes on human cultures around the world both historically and in the present day to evaluate current social health issues.

- Use scientific methods to quantitatively describe microbial characteristics and processes and understand their relationship to the identification of microbial species.

- Use an understanding of research and laboratory experiences to organize, evaluate, and present data and information to illustrate and articulate basic microbiology concepts.

Credits: 5
Prerequisites: **BI 112 BI 211 BI 212** BI 112 or (BI 211 and BI 212) may be accepted.
Program: **Biology**

BI 298: Independent Study

Provides an opportunity for students to work independently on an advanced individualized area of study within biology under the sponsorship and guidance of a biology faculty member.

Fieldwork Statement

Fieldwork is a professional competence in many areas of Biology. Standard field practices include measurements of abiotic and biotic components. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, measurement and data collection, application of key terms and concepts, species identification, and observation. Certain protocols may require use of equipment, chemicals, and expensive gear. Field training is experiential often leading to unique sets of observations/data in particular locations. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.). Fieldwork can be physically challenging and may require overland travel on foot or unusual means to field points, carrying field equipment (as well as food, water, and safety equipment), taking measurements under duress (learning new protocols, requiring remaining in an unusual posture or position for a length of time, timing pressures for certain procedures, holding organisms, variable weather, etc.), survival skills, orienteering, and so on.

Course Student Learning Outcomes

- Meet the outcomes mutually agreed upon by the student and instructor for this independent study course that expand upon topics covered in previous biology courses taken.

- Successfully transfer and perform at a four-year college or university or other program of interest to the student.

- Apply the scientific method and biological concepts in novel settings for lifelong learning.

Credits: 1 - 4
Prerequisites: Instructor permission required.
Program: **Biology**

Business Administration Courses

Oregon Coast Community College offers an associate degree and career pathway certificates within Business Administration. The two-year degree emphasizes skills to be used on the job upon completion of the degree requirements and are not designed for students intending to transfer to four- year schools. If transferability of courses is a concern, students should consult with the institution of their choice regarding transfer possibilities. State- approved Career Pathway Certificates vary in length but are designed to be completed in less than one year. These certificates help students attain skills for targeted entry-level jobs in specific areas of accounting.

Due to the rapid changes in employment opportunities, technological advances and certifying agency regulations, Business programs are subject to change. Students must meet OCCC's writing and math competencies prior to graduation. Additional requirements for individual business courses are listed in the Course Description section of this catalog.

BA 101: Introduction to Business

Survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments and other areas of general business interest.

Introduction to Business is designed to expose the interested student to many functions of modern business. The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment. The course is also designed to expose the student to the multitude of career fields in the areas of business. The importance of business in the modern society is also stressed throughout the course.

Topics such as business environment, management, organization, marketing, finance, accounting, and data processing are discussed in an introductory manner. Credits will be acceptable as required and/or elective for Business Administration and Business Technology Certificate or Degree Programs.

This course is not designed to provide for entry level employment or job upgrading except to provide background knowledge of business.

Course Student Learning Outcomes

Upon successful completion of BA 101, the student will be able to:

- Demonstrate an understanding of the forces that shape the business and economic structure of the United States of America.

- Demonstrate an understanding of the major functions of business including Management, Accounting/Finance, Marketing, Investments, and Information Technology.

- Explain why business ethics is an integral part of every business organization.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 111: Introduction to Accounting

Presents double-entry accounting as related to service and merchandising business. Covers accounting cycle, including journalizing, posting to the general ledger, preparation of financial statements, petty cash, bank reconciliations, combined journal , special journals and payroll.

This is an introductory course targeted at students that have had no prior accounting. The emphasis is on the analytical skills and procedures needed by business and accounting students, as well as those with financial record-keeping responsibilities in their current job.

An understanding of accounting is necessary to examine the performance and financial health of business. For this reason, accounting is often referred to as the 'language of business'. This course is the ideal way for students to acquire a valuable skill as well as begin to develop an appreciation of the role of accounting in the assessment and management of a business. Accordingly, it is recommended as a preliminary course both for students interested in business generally, and for those planning a career in accounting.

Course Student Learning Outcomes

Upon successful completion of BA 111, the student will be able to:

- Explain the conceptual foundation of the double-entry accounting model

- Demonstrate a basic understanding of the steps in the accounting cycle

- Apply knowledge of accounting procedures to rudimentary financial record-keeping requirements of a business

- Communicate effectively using basic accounting terminology

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 131: Introduction to Business Technology

Covers computer concepts and the use of information technology in business organizations including the use of word processing, spreadsheet, and presentation software. Includes introduction to hardware, software, databases, system development, and tools that businesses use for communication and collaboration. Includes appreciating the value of ethical conduct in a business/computer environment and the impact of technology on industry and society.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Apply an understanding of how organizations utilize computer and communications technology to collect, process, and store data and information.

- Apply technology to support business planning, operations, marketing, strategy, and decision-making

- Use word processing, spreadsheet, and presentation software in the business environment.

- Apply critical thinking skills to ethics, environmental responsibility, and privacy issues associated with information technology use in business and society.

- Analyze how businesses use the Internet, social media, and technology to connect with customers and employees, market and deliver their products, and create competitive advantage.

- Apply an understanding of the rapidly changing technological environment to make business decisions.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 150: Intro to Entrepreneurship

Introduces the managerial practices of successful entrepreneurship in all types of organizations. Evaluates the business skills, leadership skills, traits, and commitment necessary to successfully operate an entrepreneurial venture. Reviews the challenges and rewards of entrepreneurship. Examines entrepreneurial businesses in the United States and their impact on the economy. Considers recent trends in social entrepreneurship.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Apply an understanding of the multiple contexts in which entrepreneurs may work: as business owners, as employees working in small, mid-size or large companies, or as consultants.

- Identify the values and personal traits that strengthen an individual's likelihood of successfully launching and operating an entrepreneurial venture and assess personal skills against those of successful entrepreneurs.

- Identify opportunities in the marketplace, and the steps to develop a business plan/canvas for operating a business, and the options for securing funding for a new business venture.

- Understand the reasons small businesses fail, and how businesses that fail exit their markets.

- Identify the importance of creativity, leadership, innovation, continued learning, ethics, and networking for successful entrepreneurs.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 177: Payroll Accounting

Learn fundamental skills and basic knowledge in the area of business payroll. The focus of the course is primarily in the following areas: payroll and personnel record keeping, calculation of gross pay using various methods, calculation of Social Security and Medicare taxes, calculation of federal and state income taxes, calculation of federal and state unemployment taxes, journalizing and posting payroll entries, and completing various federal and state forms.

Students will prepare a business payroll in both a manual and computer format. Fundamentals of payroll accounting will be learned. Major topics include: record keeping, wage calculation, federal and state regulations and how they impact business, and payroll journalizing. A manual and a computer based payroll project are assigned. This course is a requirement for the Associate of Applied Science in Accounting.

Course Student Learning Outcomes

Upon successful completion of Payroll accounting, the student will be able to:

- Demonstrate an understanding of the basic payroll accounting function and tasks.

- Prepare payroll reports containing gross taxable compensations, common withholdings, net pay amounts, and do the related accounting for an unsophisticated employer.

- Prepare many routine reports and forms.

- For an unsophisticated payroll system, be able to determine the employer's taxes to be paid and understand how payments are made.

Credits: 3
Prerequisites: **BA 111 BA 211** Either
Program: **Business Administration**

BA 203: Introduction to International Business

Explores processes of international trade, whether the company is an importer, exporter, or a multinational firm. Forms a basis for further study and specialization in the international business field.

In the Introduction to International Business Course, students will gain an understanding of the institutions, environments, forces, and problems that are involved when businesses operate in foreign economies. Its primary emphasis will be the dynamics of Business.

Course Student Learning Outcomes

- Communicate effectively using basic international business vocabulary enabling them to successfully follow and engage in higher-level
- international business courses.
- Fully comprehend basic concepts of international business that will facilitate employment in entry-level positions in international trade and commerce.
- Identify major governmental and non-governmental sources of information and import / export assistance and apply that knowledge through development of research reports tied to global business activity and country-specific business conditions.
- Identify sources of information on cultural and business practice differences between countries enabling students to prepare themselves to do business with foreign nationals from those countries or brief other business managers on proper protocols for conducting business in those countries.
- Use concepts of global business management as outlined in Domain 1 of the NASBITE Certified Global Business Professional Practice Delineation in order to successfully respond to questions specific to the global business management knowledge portion of the NASBITE Certified Global Business Professional exam.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 205: Business Communication Using Technology

Focuses on using current technology to create, revise, and design business documents: letters, memos, e-mail, reports, minutes, simple instructions, and resumes. Incorporates the use of library and Internet resources to collect information. Includes oral presentations using technology presentation tools.

Course Student Learning Outcomes

Upon completion of this course students will be able to

- Communicate personal and organizational information using standard business document formats and business presentation techniques and tools.
- Research, write, and edit business documents using online and library resources and business software applications common to the contemporary business environment.
- Identify and select appropriate technology, including social media and mobile computing, for business communication needs based on the message and audience.
- Work collaboratively with teams to communicate business information in a project environment.
- Create a resume and cover letter.
- Work cooperatively with business employees with diverse cultural backgrounds.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 206: Management Fundamentals

Introduces business management theory, including the basic functions of planning, organizing, directing, leading, and controlling as well as factors contributing to change in current management approaches.

Course Student Learning Outcomes

Upon successful completion of Management Fundamentals, the student will be able to:

- Demonstrate an understanding of the overall role and importance of the management function.
- Demonstrate an understanding of the management process.
- Communicate effectively using standard business terminology.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 207: Introduction to E-Commerce

Presents concepts and skills for the strategic use of e-commerce and related information technology from three perspectives: business to consumers, business-to-business, and intra-organizational. Examination of e-commerce in altering the structure of entire industries, and how it affects business processes including electronic transactions, supply chains, decision making and organizational performance.

The phenomenal growth in the last few years of the Internet and its related technologies has created new ways of communicating and trading. The most obvious effects of this change appear negligible; there are easier and less costly ways of doing the things we would do anyway. Overtime, however the cumulative effect of these changes has had a significant effect, such as the impact of e-commerce on business transactions. Entire supply chains are being re-engineered, as are the industries that participate in them.

Course Student Learning Outcomes

Upon successful completion of BA 207, Introduction to E-Commerce, the student will be able to:

- Demonstrate an understanding of the foundations and importance of E-commerce
- Demonstrate an understanding of retailing in E-commerce by:
  - analyzing branding and pricing strategies,
  - using and determining the effectiveness of market research
  - assessing the effects of disintermediation.
- Analyze the impact of E-commerce on business models and strategy
- Describe Internet trading relationships including Business to Consumer, Business-to-Business, Intra-organizational.
- Describe the infrastructure for E-commerce
- Describe the key features of Internet, Intranets and Extranets and explain how they relate to each other.
- Discuss legal issues and privacy in E-Commerce
- Assess electronic payment systems
- Recognize and discuss global E-commerce issues

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 208: Introduction to Nonprofits & Philanthropy

Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. Includes the Students4Giving service learning project where students serve as philanthropists to their local community.

Course Student Learning Outcomes

- Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues.

- Respond appropriately to basic legal, governing and ethical issues faced by nonprofit organizations.

- Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them.

- Appreciate the diversity of social issues served by the nonprofit community.

- Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment.

- Respond appropriately to issues and potential conflicts involving international work performed by American nonprofits.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 209: Introduction to Grant Writing

Covers identifying and evaluating appropriate funding sources, developing community relationships, and crafting successful funding proposals. Develops skills and knowledge necessary to prepare a competitive grant application.

Course Student Learning Outcomes

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

- Compile a proposal needs assessment.

- Identify and evaluate the potential funding sources most appropriate for a nonprofit organization's goals and objectives.

- Build community relationships necessary for the support of a proposal.

- Write grant proposals including effective documentation and statistics.

- Respond appropriately to requirements of accepted grant proposals.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 211: Principles of Accounting I
Introduces financial accounting theory, including the accounting cycle, analysis and recording of transactions, and reporting financial information in accordance with Generally Accepted Accounting Principles (GAAP).

This is the first term of the traditional accounting principles sequence. The course emphasizes the theoretical foundations of accounting and analytical skills needed by business and accounting students. Those with financial record-keeping responsibilities in their current employment will find it essential.

An understanding of accounting is necessary to examine the performance and financial health of business. For this reason, accounting is often referred to as the 'language of business'. This course is the ideal way for students to acquire a valuable skill as well as begin to develop an appreciation of the role of accounting in the evaluation and management of a business. Accordingly, it is recommended as a course both for students interested in business generally, and for those planning a career in accounting.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Use debit and credit accounting to record and adjust basic business transactions.

- Prepare multi-step income statements, classified balance sheets, and statements of retained earnings.

- Use basic financial statement ratio analysis to evaluate financial performance.

- Demonstrate knowledge of each step in the accounting cycle.

- Know and apply organizational internal control components.

- Use Generally Accepted Accounting Principles (GAAP) to record common business transactions involving merchandise inventory, cash, and accounts receivable transactions.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 212: Principles of Accounting II
Continues the presentation of fundamental issues begun in BA 211. Introduces statement of cash flows and financial statement analysis.

This is the second term of the traditional accounting principles sequence. The course emphasis continues to be on the application of Generally Accepted Accounting Principles (GAAP) to the recording and reporting of financial information, the underlying theoretical foundations of accounting, and the analytical skills needed by business and accounting students.

An understanding of accounting is necessary to examine the performance and financial health of a business. For this reason, accounting is often referred to as the 'language of business'. This course is the ideal way for students to acquire a valuable skill as well as begin to develop an appreciation of the role of accounting in the evaluation and management of a business. Accordingly, it is recommended as a course both for students interested in business generally, and for those planning a career in accounting.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Use debit and credit accounting to record and adjust basic business transactions.

- Prepare multi-step income statements, classified balance sheets, statements of retained earnings and statements of cash flows.

- Demonstrate knowledge of each step in the accounting cycle.

- Use Generally Accepted Accounting Principles (GAAP) to record common business transactions involving long-term assets, investments, liabilities and stockholders' equity.

- Use basic financial statement ratio analysis to evaluate financial performance.

Credits: 3
Prerequisites: **BA 211 WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 213: Managerial Accounting

Covers accounting information from management perspective for planning, performance evaluation and for decision making purposes. Includes cost concepts, product costing, cost-volume-profit relationships, profit planning, variance analysis, responsibility accounting and capital budgeting.

Course Student Learning Outcomes

Upon successful completion, the student will be able to:

- Incorporate and use basic managerial accounting terminology and concepts in a business environment and communicate effectively.
- Use an understanding of cost concepts for product costing and to analyze relevant costs.
- Understand the nature of costs and apply to cost-volume-profit relationships and activity based costing.
- Apply budgeting for business planning and standard costs to perform variance analysis.
- Use knowledge of responsibility accounting to evaluate and measure business performance.
- Apply an understanding of capital budgeting for decision making.

Credits: 4
Prerequisites: **BA 211**
Program: **Business Administration**

BA 218: Personal Finance

Explores the role of the consumer in our economy, problems of financing family and individual needs, including budgeting, banking relationships, borrowing, insurance, risk management, real estate, investing, portfolio management, retirement and personal taxes.

Personal Finance is designed to expose the interested student to many functions of personal finance. The course provides the students with information that can be used to develop an overall financial plan and an understanding of critical areas where decisions should be made.

Topics such as the economy, budgeting, taxes, shopping, real estate, credit, retirement and estate planning are discussed in an introductory manner.

Course Student Learning Outcomes

Upon successful completion of Personal Finance, the student will be able to:

- Use a framework for financial planning to understand the overall role finances play in his/her personal life.
- Apply financial principles to demonstrate sound, practical decision-making in personal financial situations.
- Communicate effectively in dealing with personal business matters.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 222: Financial Management
Covers basic financial concepts and practices and includes analysis of company resources, types and sources of financing, forecasting and planning methods, and the roles of the money and capital markets.

Finance Management is designed to expose the student to the financial issues of determining the monetary resources needed by a business, the mix of these resources, the sources and uses of funds, the benefits, risks and costs associated with different types of resources and financing.

Course Student Learning Outcomes
Upon successful completion of Financial Management, the student will be able to:

- Demonstrate an understanding of the overall role and importance of the finance function.
- Demonstrate basic finance management knowledge.
- Communicate effectively using standard business terminology.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 223: Principles of Marketing
Provides a general knowledge of marketing emphasizing marketing mix elements and target markets for consumer and industrial products, marketing strategies, customer behavior, market planning and promotion.

Course Student Learning Outcomes
Upon successful completion of Principles of Marketing, students will be able to:

- Use an understanding of marketing and the market driven enterprise to differentiate market-driven enterprises from non market-driven enterprises in a market economy as a foundation for future course work and employer selection.
- Identify some of the basic approaches to formulating a marketing strategy in order to participate effectively when working with marketing policy coordinators.
- Identify key stages of the market planning process in order to create marketing plans through development of key sections common to most plans, as well as execution of rudimentary primary and secondary research.
- Use knowledge of elements of the marketing mix and the functional disciplines of marketing such as research and marketing communications in order to guide future course selections.
- Use understanding of both the product and marketing lifecycle including professional roles and responsibilities within that lifecycle to guide
- marketing career selection and to correctly identify key stakeholders in the business workplace.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 224: Human Resource Management

Covers human behavior, employment, employee development, performance appraisal, wage and salary administration, employment and job rights, discipline and due process, and labor-management relations.

Course Student Learning Outcomes

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

- Understand and apply key human resource management perspectives.

- Strengthen organizational effectiveness by applying job description, human resource planning, recruiting and selection factors that meet company human resources requirements.

- Understand and apply various aspects of motivation as they relate to job satisfaction, compensation, and security.

- Incorporate and articulate effective methods of training and developing employees.

- Comply with current federal and state regulations pertaining to employment.

- Articulate and apply human resource strategies to facilitate improved employee-management relations.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 226: Business Law I

Discusses fundamental concepts, principles, and rules of law that apply to business transactions. Includes the function and operation of the courts, business crimes, torts, contract law, intellectual property, the application of the Uniform Commercial Code to business activities and recent developments in business law, such as cyberlaw and electronic commerce.

Business Law is designed to expose the student to the American Legal System and it's affect on business activities. The course provides the student information about the difference between trial courts and appellate courts, public law and private law, civil law and criminal law. Other topics will include: legal procedure, tort law, computer and intellectual law, business crimes, contract law, and sales of goods. This course is applicable as elective credit toward an Associate degree and may be transferable to a four year institution.

Course Student Learning Outcomes

Upon successful completion of Business Law I the student will be able to:

- Demonstrate an understanding of the Legal Environment of Business.

- Apply basic legal knowledge to business transactions.

- Communicate effectively using standard business and legal terminology.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 228: Computer Accounting Applications
Introduces double-entry, fully integrated computerized general ledger software. Topics include general ledger, accounts receivable, accounts payable, payroll, fixed assets, bank reconciliations, and inventory.

Course Student Learning Outcomes
Upon successful completion of Computerized Accounting Applications, the student will be able to:

- Demonstrate an understanding of accounting theory.
- Apply accounting procedures using microcomputer software.
- Communicate effectively using standard accounting terminology.
- Demonstrate an understanding of accounting reports and records.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 234: International Marketing
Covers nature and concepts of international marketing including techniques for identifying potential markets and assessing uncontrollable elements such as economic, political and sociocultural environmental factors. International marketing strategies related to product/service, pricing, promotion and distribution are examined.

Course Student Learning Outcomes
- Communicate effectively using basic international business vocabulary enabling them to successfully follow and engage in higher-level international business courses.
- Identify issues in marketing unique to the global business environment in order to facilitate employment in entry-level positions in international trade and commerce.
- Identify major governmental and non-governmental sources of information and import / export assistance and apply that knowledge through development of marketing plans tied to global business activity and country-specific business conditions.
- Develop basic workflow for international market planning and identify major components of a marketing plan such that they will be able to participate in entry-level support activities in a marketing department of a globally oriented business.
- Identify sources of information on cultural and business practice differences between countries enabling students to prepare themselves to do business with foreign nationals from those countries or brief other business managers on proper protocols for conducting business in those countries.
- Use concepts of global marketing as outlined in Domain 2 of the NASBITE Certified Global Business Professional Practice Delineation in order to respond to questions specific to the global business management knowledge portion of the NASBITE Certified Global Business Professional exam.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 235: Social Media Marketing

Covers the use of social networks and emerging media in marketing and the role of social media in developing corporate, institutional or brand identity.

Due to the nature of the course, all students will be required to access and use social media for course completion both for research purposes and for exploration of communication options within social media networks. Protection of privacy and the legal ramifications of social network use is a significant topic of this course and will be stressed throughout the class duration.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Write a social media marketing plan for a new or existing product.

- Identify primary social media channels used by corporations and analyze the function of each channel in order to participate in channel decisions and discussions within marketing teams.

- Use terminology related to use of social media in a marketing context.

- Develop both proactive and reactive strategies to manage corporate messaging in a social media environment.

- Identify and respond to significant legal and ethical issues related to social media including laws and voluntary agreements covering protection of individual information protection.

- Use understanding of privacy and data integrity issues associated with social media to identify both personal and institutional data privacy threats and maintain both personal and institutional data integrity.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 238: Sales

Offers a blend of practicality and theory on industrial, commercial and retail sales. Demonstrates and practices basic sales techniques, explores communication and motivation as they relate to selling and examine the function of sales relative to the total marketing program.

Course Student Learning Outcomes

- Define and explain selling.

- Understand the psychology of selling

- To develop selling skills that involve prospecting, planning, presenting, handling objectives, closing, follow-up, and servicing customers after the sale.

- To familiarize students with current issues and certain situations that may be different from the norm.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 239: Advertising

Covers the basics of planning, creating, using, and placing advertising in the business world. Reviews entire field of advertising as basis for students who select advertising as a career or as an integral part of a marketing program.

Advertising is designed to expose the interested student to the many aspects and functions of advertising. The course provides information about the history of advertising, commission schedules used in the advertising industry, the organization of a typical advertising agency, how an advertisement is created, and media coverage.

Course Student Learning Outcomes

Upon successful completion of Advertising, the student will be able to:

- Demonstrate an understanding of the overall role advertising plays in the business world.
- Demonstrate an understanding of advertising strategies and budgets.
- Identify and understand the various advertising media.
- Demonstrate an understanding of how an advertising agency operates.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 240: Nonprofit Financial Management and Accounting

Develops conceptual foundation underlying the financial management and accounting procedures, records and statements for non-profit organizations.

Course Student Learning Outcomes

Upon successful completion of Nonprofit Accounting and Finance, the student will be able to:

- Apply key concepts of fiscal management, policies and internal controls in an entry-level accounting position with a nonprofit entity.
- Apply basic concepts of budgeting and fund accounting as they relate to nonprofit entities.
- Communicate effectively through the preparation and interpretation of nonprofit financial reporting.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 242: Introduction to Investments
Covers popular investment vehicles--what they are, how they can be utilized and the risk and return possibilities. Emphasizes stocks and bonds, mutual funds, options and real estate. Examines securities exchanges and the functions of the broker.

Introduction to Investments is designed to expose the student to the financial world of investments. The course provides the student information about primary and secondary markets, the various exchanges and the OTC market. It covers margin trading and short selling, as well as options. Where and how to find security information will be covered. In real estate the student will be exposed to commercial investments, such as apartments.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Apply the principles of investing including the concepts of risk and return.

- Demonstrate an understanding of the major investment vehicles.

- Communicate effectively using basic terminology associated with the investment environment.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 60** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 249: Principles of Retailing and E-tailing
Covers analyzing target market, developing retail marketing mix elements, and reviewing store planning techniques used by retailers. Includes discussions of changing retailing environment and impact of government regulations.

Course Student Learning Outcomes
Upon successful completion of the course, students will be able to:

- Use their understanding of the history of retailing to inform development of contemporary retail strategy.

- Articulate and implement industry standard approaches to the site selection, store planning, and visual merchandising.

- Develop a merchandise plan and budget.

- Understand and apply the promotional elements of retailing.

- Identify the environmental factors that impact retailing and develop short and long-term plans to address existing and emerging issues.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 250: Small Business Management

Designed for students and prospective small business owners and managers. It emphasizes the general functions, procedures, and specific subject areas related to initiating, organizing, and operating a successful small business. It specifically prepares the student to develop a business plan for opening a business.

Small Business Management provides the background concepts and practices necessary for a successful owner and/or manager. The student will be made aware of the importance and the functions of such things as: marketing surveys, marketing targets, financing, choosing a form of legal organization, managing the risk involved in operating a small business, and focusing on customers through products, price, promotion, and placement.

Course Student Learning Outcomes

Upon successful completion of Small Business, the student will be able to:

- Demonstrate an understanding of the importance of small business in the economy.

- Prepare a comprehensive Business Plan.

- Analyze a financial statement and plan.

- Choose a legal form of business.

- Demonstrate an understanding of the tax implications of a small business

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 255: Project Management - Business Environments

Showcases the evolving interpretation of project management by providing practical information useful to project managers from all disciplines. Discussion topics will include: integration, scope, time, cost, quality, human resource management, communication, risk, and procurement management. Project management is a broad term that can include many areas of a business.

Project Management has become an academic discipline, a management function, a way of thinking, and a language with its own jargon. Project managers have become the chameleons of companies. The position requires managers to have the ability to juggle "hard" and "soft" skills as they orchestrate projects in departmental communities. Furthermore, PM's are being requested to interface with internal and external clients to manage change, conflict, and motivation for project acceptance. This course will blend theoretical concepts, industry tested instruction, and practical application to ready students for project management positions.

Course Student Learning Outcomes

- Use the five stages of the project management process as supported by the PMP model

- Implement the primary soft skills of Appreciative Inquiry, conflict management, and the Balanced Scorecard.

- Showcase the basic mapping of a Project Charter, SOW, WBS, CP, and EVA

- Apply the core elements of Project Management which include scope, quality, risk, and procurement management.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 256: Income Tax
Introduces preparation of federal individual and sole proprietorship income tax returns. Provides brief overview of partnership and corporate returns.

This course is designed to introduce students to the Federal tax system for individuals and businesses. Students will learn how to complete basic schedules and forms, including the W-2, W-3, and W-4 forms.

Course Student Learning Outcomes
Upon successful completion of BA 256, the student will be able to:

- Demonstrate an understanding of how to complete a basic set of forms and schedules for an individual taxpayer
- Demonstrate a knowledge of current tax rules and regulations
- Calculate the correct of amount of tax using tax tables and/or tax formulas provided by the government

Credits: 3
Program: **Business Administration**

BA 277: Professional Ethics in Business
Introduces ethics as an ongoing conversation about human relationships in business. Integrates ethics across all parts of business, including finance, accounting, and organizational behavior. Explores understanding how choices and actions affect themselves and others in business settings. Provides a framework for identifying, analyzing, and resolving ethical dilemmas encountered throughout working life.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Apply contemporary ethical standards in relation to corporate social responsibility and the triple bottom line to make effective and ethical on-the-job decisions.
- Use the stakeholder model in decision making for approaching ethical issues in the workplace.
- Demonstrate the codes of conduct and statements of values found in a profession and/or business setting.
- Recognize and evaluate the ethical demands encountered by management in a global business environment and distinguish between multicultural ethics, etiquette, and behavior.
- Apply analytical thinking to business ethics problem solving.

Credits: 4
Prerequisites: **BA 101 WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 278: Eco-Innovation and Social Entrepreneurship

Introduces the social, economic and environmental pillars of sustainability, and social entrepreneurship within the business environment with a focus on global, domestic and internal business methods, practices and policies. Investigates sustainable business, social innovation and intrapreneurship evolution and trends. Includes opportunities to interact with local social entrepreneurs, analyze initiatives, and develop market-based solutions to social problems. Examines individual and corporate decision-making and best practices. Includes team projects and a community-based service learning experience.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Understand the fundamental definitions and concepts of environmental sustainability, social entrepreneurism and intrapreneurism.

- Analyze claims about sustainable business and social entrepreneurial practices and policies critically.

- Develop and apply systems-thinking, writing, and analytical skills effectively in the workplace.

Sustainability-focused Learning Outcomes from the SPARC Council

- 4. Critically examine the complex and interconnected relationship between human economic behavior and the environment through a lens of sustainability and "the triple bottom line" (people, planet, profit).

- 5. Build an awareness of the impacts of environmental sustainability issues and policies on communities of diverse backgrounds, on the local, regional, national and international level, in order to interact with sensitivity, respect and a sense of responsibility to others and to the future.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 280A: Cooperative Education: Business Experience

Offers relevant field experience in business environments in one of the following areas: bookkeeping, marketing, management, international business, advertising, banking, purchasing, investment, finance and customer services (sales or credit services). Allows exploration of career options. Course may be repeated for credit up to 12 credits.

Course Student Learning Outcomes

Upon completion of the training, students shall have the ability to:

- Work in the business field.

- Obtain further training in their selected field.

- Write learning objectives for their subsequent field experience plan.

- Have a better understanding of the skills and demands of their chosen field.

- Further explore the career field of their choice.

- Apply the job skills they acquired to help them become more employable.

Credits: 1 - 6
Prerequisites: Completion of 12 BA credits and instructor permission.
Program: **Business Administration**

BA 280B: Cooperative Education: Business Experience - Seminar

Supplements on-the-job experience through feedback sessions, instruction in job-related areas, and linkages to the student's on-campus program.

Provides classroom, lecture and assignment activities coordinated with work experience activities. The seminar supplements the on-the-job experience through feedback sessions, instruction in job-related areas and linkages to the student's on-campus program.

Seminar is in discussion format. It coordinates the on-the-job training to provide insight into various issues related to the student's job performance.

Credits: 1
Prerequisites: **Department permission required.**
Program: **Business Administration**

BA 285: Human Relations-Organizations
Explores interactions in organizations by examining human perceptions, communications, small group dynamics and leadership. Includes dynamics of change, cultural diversity, substance abuse, work stress, ethics and social responsibility, and the challenges of globalization.

Course Student Learning Outcomes
Upon successful completion, students will be able to:

- Use an understanding of self-esteem development and motivation to facilitate increased organizational productivity.

- Use professional and industry appropriate communication skills with employees, co-workers and customers to improve organizational effectiveness and resolve conflict in a diverse workplace.

- Identify different types of work teams and incorporate this knowledge into effective project delegation.

- Apply the tenets of effective leadership and different leadership styles to strengthen an organization.

- Incorporate and articulate the stages of personal change and models of organizational change to more effectively implement organizational goals.

- Identify and apply organizational standards of health, ethics, social responsibility, and globalization to facilitate sustainable growth and success of the organization.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Business Administration**

BA 290: Basic Income Tax Preparation
Covers elements of basic tax preparation. Meets the statutory educational requirements for those wishing to be licensed income tax preparers in Oregon.

Course Student Learning Outcomes
Upon successful completion, students will be able to:

- Use knowledge of the I.R.S. tax code to prepare individual federal tax returns.

- Identify and apply appropriate exclusions on an individual tax return.

- Identify and apply savings determined by legitimate tax deductions, credits and depreciation.

- Understand and apply knowledge to calculate tax owed on individual returns.

- Follow the tenets of Oregon's tax law to prepare Oregon state tax returns.

- Fulfill the 80 hour requirement for the Oregon Tax Preparers exam.

Credits: 8
Program: **Business Administration**

Chemistry Courses

CH 151: Preparatory Chemistry

Introduces basic chemical principles and computational problems found in General Chemistry with a concentration on developing both analytical and reasoning skills via problem solving. Prepares students wanting to take the CH 221-3 General Chemistry series that have no chemical background or have not taken a college or high school chemistry course in the last 3 years.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Demonstrate an emerging ability to use effective written and/or oral communication
  through the application of preparatory
  chemical concepts and reasoning using the language of chemistry.

- Demonstrate an emerging understanding of how preparatory chemistry impacts the natural and technological environments.

- Demonstrate an emerging ability to use detailed data collection, analysis and collaborative skills in order to explore preparatory chemical principles, critically evaluate models and information, draw conclusions and communicate results.

- Demonstrate an emerging
  understanding of chemical principles and collaborative skills to effectively solve problems encountered in preparatory chemistry using appropriate computational and reasoning skills.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 95** Equivalent placement test scores also and CH 151 Competency Exam also accepted.
Program: **Chemistry**

CH 221: General Chemistry I

Explores measurements, properties of matter, nomenclature, atomic theory, chemical periodicity, and chemical bonding. Recommended for the following majors and pre-professional degrees: chemistry, natural science, engineering, medicine and dentistry. This is the first course in a three course sequence.

Chemistry 221 is the first of a three term chemistry sequence designed to provide a year of general chemistry to science majors (5 credits/term). It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture and laboratory. The lecture time is used to provide the student with foundational chemical concepts and mathematical applications to chemistry. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.

Course Student Learning Outcomes

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

- Demonstrate a basic ability to use effective written and/or oral communication through the application of general chemistry concepts and reasoning using the language of chemistry.

- Demonstrate an emerging understanding of how general chemistry impacts the natural and technological environments.

- Demonstrate a basic ability to use detailed data collection, analysis and collaborative skills in order to explore general chemical principles, critically evaluate models and information, draw conclusions and communicate results in the context of the material covered in General Chemistry I.

- Demonstrate an emerging understanding of chemical principles and collaborative skills to effectively solve problems encountered in general chemistry using appropriate computational and reasoning skills.

Credits: 5
Prerequisites: **MTH 111 WR 115 RD 115 CH 151** Equivalent placement test scores also and CH 151 Competency Exam also accepted.
Program: **Chemistry**

CH 222: General Chemistry II
Explores stoichiometry; chemical reactions and equations; thermo chemistry; physical states of matter including properties of gases, liquids, solids and solutions; and chemical kinetics. Introduces organic chemistry. This is the second course in a three course sequence.

Chemistry 222 is the second of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture, and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.

Course Student Learning Outcomes
Upon completion of this course the student should be able to:

- Demonstrate a basic ability to use effective written and/or oral communication through the application of general chemistry concepts and reasoning using the language of chemistry.

- Demonstrate an emerging understanding of how general chemistry impacts the natural and technological environments.

- Demonstrate a basic ability to use detailed data collection, analysis and collaborative skills in order to explore general chemical principles, critically evaluate models and information, draw conclusions and communicate results in the context of the material covered in General Chemistry II.

- Demonstrate an emerging understanding of chemical principles and collaborative skills to effectively solve problems encountered in general chemistry using appropriate computational and reasoning skills.

Credits: 5
Prerequisites: **CH 221**
Program: **Chemistry**

CH 223: General Chemistry III
Explores acid-base chemistry, ionic equilibria; electrochemistry; nuclear chemistry; thermodynamics; and descriptive chemistry topics. Includes special topics as time and interest allow.

Special topics will be included as time and interest allows. Special topics may include: acid rain, bioenergetics industrial processes, kinetics of cellular metabolism, alternative fuels and the use of elements in nature and industry. Recommended for chemistry and other natural science majors, pre-professional majors in engineering, medicine and dentistry. Chemistry 223 is the third of a three terms, 15-credit hour (5 hours/term), chemistry sequence designed to provide a year of general chemistry to science majors. It will meet transfer school requirements for such science majors as: chemistry, physics, chemical engineering, pre-medicine, and other pre-professional programs. The class consists of lecture and laboratory. The lecture time is used to provide the student with basic chemical concepts and mathematical applications to chemistry. The laboratory re-enforces concepts presented in lecture and provides the student a hands-on opportunity to explore these.

Course Student Learning Outcomes
Upon completion of this course the student should be able to:

- Demonstrate an intermediate ability to use effective written and/or oral communication through the application of general chemistry concepts and reasoning using the language of chemistry.

- Demonstrate a basic understanding of how general chemistry impacts the natural and technological environments.

- Demonstrate an intermediate ability to use detailed data collection, analysis and collaborative skills in order to explore general chemical principles, critically evaluate models and information, draw conclusions and communicate results in the context of the material covered in General Chemistry III.

- Demonstrate a basic understanding of chemical principles and collaborative skills to effectively solve problems encountered in general chemistry using appropriate computational and reasoning skills.

Credits: 5
Prerequisites: **CH 222**
Program: **Chemistry**

College Success and Career Guidance Courses

CG 58: Math Literacy Success

Explores attitudes, emotions and barriers towards math. Covers learning strategies to enhance math success, including math focused study skills, anxiety reduction techniques, learning styles, and more. Includes strategies for developing motivation and persistence for math class preparation and test taking.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Develop identity as individuals who can successfully learn math concepts.
- Identify and employ strategies (i.e. test taking, study schedule, learning styles, etc) to prepare for and succeed in math courses.
- Recognize impact of attitudinal and emotional responses, motivation, and anxiety to math.

Credits: 1
Program: **College Success and Career Guidance**

CG 100: College Survival and Success

Provides information and techniques for time, money and self-management, including motivation, goal setting, and accepting personal responsibility for college success. Includes developing skills for navigating a culturally diverse learning environment and utilizing college resources and services.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Use the concepts of accepting personal responsibility and interdependent behaviors to achieve academic and personal goals.
- Apply effective motivational strategies and goal setting tools to academic and personal life.
- Communicate and participate responsibly in order to navigate college systems
- Make informed choices regarding time, money, and self-management.
- Use college resources and policies to determine and implement academic decisions.
- Incorporate awareness of diversity and cultural differences to participate fully in college and community.

Credits: 3
Program: **College Success and Career Guidance**

CG 105: Scholarships: $$ for College

Provides a systematic approach to researching and applying for scholarships. Topics include: Creating a scholarship portfolio, internet resources, and research strategies. Students will identify skills, accomplishments, values, goals, and life experiences, and learn strategies to translate them into an effective scholarship application. Interviewing tips will be discussed. Panels and guest speakers, including scholarship winners, will share perspectives on the scholarship process.

Course Student Learning Outcomes

Students who complete the course will be able to:

- Identify personal experiences, skills, accomplishments, and life experiences important to presenting a positive picture of themselves in a scholarship application.

- Learn to quickly and effectively research a large variety of pertinent scholarships, focusing on the Internet.

- Develop a personal scholarship portfolio, using time effectively to produce scholarship applications.

- Create a long-term plan for annual scholarship applications, including working consistently to improve each aspect of the three main criteria (academic performance, out-of-school involvement, personal essays) necessary for successful scholarships.

- Identify and apply for at least three scholarships.

- Gain the confidence to create successful scholarship applications, and the determination to continue applying each year that they are in school.

- Understand how the general rules and techniques of creating a high-quality scholarship application can also apply to other aspects of life, including finding, and successfully interviewing for, future employment; as well as preparing quality application for transferring to four-year schools.

- Appreciate the importance of a "volunteerism" or "community service" personal ethic.

Credits: 2
Program: **College Success and Career Guidance**

CG 114: Financial Survival for College Students

Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence and reduced life stress. Introduces: funding college, budgeting, wise use of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls. CG 114 and BA 114 are equivalent. Only one may be taken for credit.

Course Student Learning Outcomes

As a result of having participated in this class students will:

- Implement a financial plan to pay for college while maximizing resources and minimizing borrowing.

- Maintain short, medium and long-term financial goals while adhering to a spending plan.

- Make informed financial decisions to avoid unnecessary financial risks and establish a strong credit portfolio.

Credits: 1
Prerequisites: **WR 90 RD 90 MTH 20** Equivalent placement test scores also accepted.
Program: **College Success and Career Guidance**

CG 130: Today's Careers

Explores a wide range of occupations, and identifies the educational and skill requirements for each. Covers ways of gathering information about specific occupations. Includes perspectives on a variety of careers to further illustrate the realities of the world of work.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Identify and research occupational information such as outlook, growth, and wages.

- Utilize information to develop occupational and educational goals.

Credits: 2
Program: **College Success and Career Guidance**

CG 190: Intercultural Leadership for Mentors

Explores concepts of cross-cultural leadership and mentorship styles. Assists in the development of leadership and mentorship skills with the intent of supporting college success and retention of self and others. Includes teambuilding, goal-setting, role modeling, public speaking, time management, ethics, diversity, and customer service. Inspires the cultivation of a personal leadership vision and cross-cultural awareness, respect, and understanding.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- Incorporate personal leadership vision and cross cultural awareness when leading or mentoring groups or individuals across a range of diverse environments.

- Adapt leadership strategies and activities in accordance with needs and goals of participants.

- Apply workshop facilitation skills and portfolio development in the work environment.

Credits: 3

Prerequisites: Must pass a criminal background check if working with middle or high school students.

Program: **College Success and Career Guidance**

Communication Studies Courses

COMM 100: Introduction to Communication
Covers complexities of the communication process. Includes insights into the causes and effects of general communication behaviors, involvement in active exploration of basic communication theories and concepts, and opportunities to develop communication strengths.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use a newly gained understanding of the cause and effect of communication behaviors to begin to reduce miscommunication with others.
- Use the insight into filters created through the framework of culture, society, organizations, family, and self in order to make responsible personal choices in many types of relationships.
- Explore different areas of communication in order to expand a broad base of skills and communicative tools when interacting with others.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 111: Public Speaking
Introduces speechmaking based primarily on a traditional public speaking approach. Covers classical rhetorical theory and highlights rhetoric's importance to public speaking. Develops theoretical understanding and practical application of oral communication skills. Includes techniques in controlling speech anxiety, how to structure and organize information to present to a variety of audiences, and physical and vocal delivery skills.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use learned public speaking skills in order to present an effective and efficient message.
- Use an understanding of the 5 canons of rhetoric to create and present effective speeches.
- Provide skills for community leadership through increased practice in organization and presentation of ideas.
- Make responsible decisions through the increased ability to critically examine ideas and information.
- Use strategies and skills to manage communication anxiety.
- Use knowledge of digital presentation tools to create and present effective presentations.

Credits: 4
Prerequisites: **WR 121 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 112: Persuasive Speaking

Explores theories of persuasive speaking and the nature of arguments. Develops skills of inquiry and advocacy through oral discourse, including critical analysis and rules of evidence. Includes practice in using, planning, delivering and refuting persuasive arguments in a variety of extemporaneous formats. Investigates how persuasion works to influence others as well as self.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Manage arguments through learned rhetorical strategies.

- Engage in decision making by constructing, articulating and critically evaluating arguments.

- Prepare, research, outline and present an effective persuasive message using public speaking skills.

- Use rhetorical strategies in order to engage with audiences of diverse perspectives.

- Use refined organizational and presentational skills for improved community leadership.

Credits: 4
Prerequisites: **WR 121 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 130: Business & Professional Communication

Focuses on communication as it relates to business and professional settings. Explores the climates, settings, philosophies, and practices of organizational communication, including effective business presentations.

Business and Professional Speech Communication, is a course which provides students the opportunity to develop skills and understandings useful in the career environment. A variety of communication situations may be analyzed, including: problem solving; discussion groups; organizational networks; interviewing; and, conference planning and speaking. This course emphasizes the theory and practice of communication as it relates particularly to business and professional settings. Readings and discussions focus upon the philosophies and practice of organizational communication. Basic concepts of effective speech communication are presented, which students can apply in their career environments.

Course Student Learning Outcomes

Upon successful completion:

- Use an understanding of communication principles to effectively speak, listen, and interact, both verbally and non-verbally, within business and professional environments.

- Discern and apply communication in the modern organization, especially as it relates to persuasive strategies and the dissemination of information.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 140: Introduction to Intercultural Communication

Explores the nature and impact of different cultures on communication. Includes interactive relationship forms as the basis for global understanding in the classroom, business or travel. Focus on processing messages with accelerating changes in political, economic and immigration patterns through individual cultural perceptions. Understand and communicate with people who are "different."

Course Student Learning Outcomes

Upon successful completion students will be able to:

- explore how culturally-based assumptions influence communicative behaviors, perceptions, and attitudes.

- examine historically-based worldviews and the evolution of communication through the filter of cultural ideas, behaviors and issues.

- critically examine the impact of cultural filters on communication in order to become more sensitive toward people with different values and beliefs.

- analyze how social institutions perpetuate systems of privilege and discrimination and how these are manifested through communication in order to improve one's own communication.

- explore intercultural communication in terms of power relationships.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 214: Interpersonal Communication: Process and Theory

Introduces interpersonal communication in different contexts in order to build and manage relationships. Focuses on message exchange in person-to-person interactions; emphasizes theoretical principles and their application. Concentrates on the development of communication skills to build communication competence in interpersonal contexts.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Select and apply appropriate communicative behavior to improve the quality of dyadic interactions in various contexts.

- Use active listening skills to analyze and explain dyadic interactions with others, including others from diverse backgrounds.

- Manage conflict through learned conflict management techniques in a variety of situations.

- Practice communication competence in person-to-person interactions to build self-efficacy and to manage relationships.

Credits: 4
Prerequisites: **WR 121 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 215: Small Group Communication: Process and Theory
Problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages in the small group, norms and roles, conflict reduction, and decision making. Focuses on theory and practice.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Continue to adjust communicative behavior in order to improve the quality of small group interactions within various settings
- Manage projects, presentations, and small groups through learned communication strategies.
- Manage conflict through learned communication strategies within the small group setting.
- Use learned active listening skills in order to analyze and explain others' communicative behaviors within the small group

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

COMM 228: Mass Communication and Society
Surveys media of mass communication and the effects on society. Introduces the history, development and technological advances of mass communication systems and their subsequent role in society, public discourse and the individual. Includes an analysis of print and broadcast journalism, advertising, public relations, television, film and new media.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use an understanding of the effects of mass media on culture and society in order to make responsible personal and professional decisions.
- Recognize the connection between journalistic/media freedoms and democracy in order to maintain balance between freedom of the press and freedom of the society.
- Provide community leadership through the recognition of the political and economic influence of the media.
- Critically and thoughtfully respond to both explicit and implicit communication of media.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Communication Studies**

Computer Applications Systems Courses

Oregon Coast Community College offers an associate degree and career pathway certificates within the Computer Applications and Office Systems Department. Associate degree programs may be completed in approximately two years. State- approved Career Pathway Certificates vary in length but are designed to be completed in less than one year. These certificates help students attain skills for targeted entry-level jobs in specific areas of computer applications, office systems, and web development. The credits earned will provide a convenient pathway for students who wish to continue to pursue the one-year certificates and two-year AAS degrees in the program.

Due to the rapid changes in employment opportunities, technological advances, and certifying agency regulations, these programs are subject to change.

Program Costs

Please see college website for program costs. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.
Roadmap Link: **http://oregon.ctepathways.org/c/version/ 2115/883 6.html**

(CAS/OS) Administrative Assistant Certificates

Intended to meet business career needs for entry- level administrative assistants, secretaries, receptionists, file clerks, and data entry personnel. Workers in these positions may perform a wide variety of duties such as working with office technology to produce and file business documents, greeting the public, planning and scheduling, accounting, and creating web pages.

Admission Prerequisites

- All programs of study in CAS/OS recommend placement in WR 115, RD 115, MTH 20 and keyboarding by touch or CAS 121. Additional skill requirements are specified in course descriptions. Placement examinations to assist students in selecting appropriate writing and mathematics courses are required prior to registration.

- All courses in the degrees and certificates within the CAS/OS program must be completed with a grade of "C" or "P" or better.

Other Prerequisites

Students with questions about entry-level readiness should arrange to meet with a department advisor.

CAS 109: Beginning Powerpoint
Introduces the basic features of Microsoft PowerPoint, producing multimedia slideshows for presentations to be delivered on a projection system, personal computer, or automated to run independently on a kiosk. Explores informational, educational, business, and personal presentations. Includes animations, transitions, and designs.

Course Student Learning Outcomes
Upon successful completion of this course, student will be able to:

- Use Microsoft PowerPoint to create personal and/or business on-screen presentations following current professional and/or industry standards.

- Use critical thinking skills to independently design and create on-screen presentations.

Credits: 1
Program: **Computer Applications Systems**

CAS 110: Introduction to Web Graphics
Introduces the creation of graphics for use on websites using industry-standard graphics editing software. Includes creating vector-based and pixel-based graphics, optimizing images for websites, selecting appropriate image file formats, and performing basic photo editing.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Create and optimize graphics for use on websites.

- Perform basic photo editing tasks.

- Use critical thinking skills to appropriately select image file formats for a variety of applications.

Credits: 1
Program: **Computer Applications Systems**

CAS 111D: Beginning Website Creation: Dreamweaver
Introduces basic elements of website creation using Adobe Dreamweaver. Includes web terminology, basic HTML, uploading pages to a server (FTP), site management, tables, layout, stylesheets (CSS), rollovers, optimizing graphics, and accessibility.

Course Student Learning Outcomes
Upon successful completion of this course, student will be able to:

- Use Adobe Dreamweaver to create personal and/or business websites following current professional and/or industry standards.
- Use critical thinking skills to design and create a basic, multi-page website.
- Use Adobe Dreamweaver and a stand-alone FTP program to upload files to a web server.
- Be prepared to pursue future courses in website development and design.

Credits: 3
Program: **Computer Applications Systems**

CAS 121: Beginning Keyboarding
Covers the skills necessary to touch type on the computer keyboard using correct techniques. Includes the development of speed and accuracy. Covers the production of basic business and academic documents.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Keyboard by touch the alphabetic computer keyboard.
- Use critical thinking skills to apply proper formatting to business and academic documents following professional and industry standards.

Credits: 3
Program: **Computer Applications Systems**

CAS 122: Keyboarding for Speed and Accuracy
Develops confidence, endurance, and control for accurate keyboarding while increasing keyboarding speed. Develops ability to proofread documents accurately and efficiently.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Keyboard by touch with increased accuracy and speed following current professional and/or industry standards.
- Use critical thinking skills to apply proofreading techniques to business documents.
- Use feedback/guidance from the instructor and classmates to incorporate methods to improve speed and accuracy levels and assess their effectiveness on individual skill development.

Credits: 3
Program: **Computer Applications Systems**

CAS 123: Professional Document Formatting
Covers formatting, proofreading, and editing to produce business documents such as professional reports, meeting & events materials, and business letters utilizing a variety of software technologies. Focuses on improving and increasing speed and accuracy of keyboarding skills for document production.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Use appropriate software to quickly and accurately produce business documents following professional industry standards.
- Use critical thinking skills to analyze information for production of business documents, and determine and integrate software technologies for the formatting structure best suited to convey information in a professional manner.

Credits: 3
Prerequisites: **CAS 216** Instructor permission also accepted.
Program: **Computer Applications Systems**

CAS 133: Basic Computer Skills/Microsoft Office

Introduces the basic features of Microsoft Office, Windows basics, and file management. Develops familiarity with Word, Excel, Access, PowerPoint, email, and Internet basics. Covers components of the Internet and Computing Core (IC3) program content.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Recognize when to use each of the Microsoft Office programs to create professional and academic documents.

- Use Microsoft Office programs to create personal, academic and business documents following current professional and/or industry standards.

- Apply skills and concepts for basic use of computer hardware, software, networks, and the Internet in the workplace and in future coursework as identified by the internationally accepted Internet and Computing Core (IC3) standards.

Credits: 4

Program: **Computer Applications Systems**

CAS 137: Basic Web Design Skills/Adobe

Introduces the basic features of Adobe Creative Cloud software including Bridge, Photoshop, Dreamweaver, Illustrator, and Acrobat. Includes using the software to edit photos, create basic websites, design web graphics, and organize web projects.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Recognize when to use each of the Adobe Creative Cloud programs to create standards-based web graphics and web pages.

- Use web authoring software to create a simple, multi-page website.

- Use basic image editing techniques to design and perfect images.

- Use critical thinking skills to create a project that integrates the various software programs.

Credits: 3

Program: **Computer Applications Systems**

CAS 140: Beginning Access

Introduces the basic features of Microsoft Access. Covers beginning database management concepts including tables, forms, reports, queries, and basic macros. Stresses a working knowledge of database management vocabulary. Emphasizes efficient use of Access toolbars and menus. Discusses database design issues.

Course Student Learning Outcomes

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

- Use Microsoft Access to create personal and/or business databases following current professional and/or industry standards.

- Use critical thinking skills to design and create database objects.

- Communicate in a business setting using database management vocabulary.

Credits: 3

Program: **Computer Applications Systems**

CAS 170: Beginning Excel

Introduces the basic features of Microsoft Excel and spreadsheet concepts to design and create accurate professional worksheets for use in business and industry, and academic environments. Includes entering data; creating formulas; professional formatting; creating charts; creating, sorting, and filtering tables; creating and using templates; and working with functions. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it.

A major goal is to develop better computation skills. Improved critical thinking, decision-making, and problem-solving skills will also be emphasized.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Use Microsoft Excel to create personal and/or business spreadsheets following current professional and/or industry standards.

- Use critical thinking skills to design and create spreadsheets.

- Communicate in a business setting using spreadsheet vocabulary.

Credits: 3
Program: **Computer Applications Systems**

CAS 171: Intermediate Excel

Introduces advanced features of Excel to design and create accurate, professional worksheets for use in business and industry. Includes financial, logical, lookup, data analysis and database functions; pivot tables; "what-if" analysis with data tables; importing data; complex graphs; and macros; and solver features. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it.

A major goal is to develop better computation skills. Improved spreadsheet design through critical thinking, decision-making, and problem-solving is also emphasized.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Apply critical thinking, problem-solving, and decision making skills to independently design and create complex Excel spreadsheets following current professional and/or industry standards.

- Organize, manipulate, and analyze data using Excel data analysis tools.

- Communicate in a business setting using spreadsheet vocabulary.

Credits: 3
Prerequisites: **CAS 170** Instructor permission also accepted.
Program: **Computer Applications Systems**

CAS 216: Beginning Word

Introduces the basics of Microsoft Word to create, edit, and print documents such as letters, memos, and manuscripts; produce multi-page documents; use headers and footers; become familiar with the program's writing tools and basics of enhancing documents; and produce merged copy.

This course is presented in a hands-on lecture/lab format. Other methods such as instructional work sheets, videotapes, demonstrations, or one-on-one instruction may be used. Out-of-class preparation will be required.

Course Student Learning Outcomes

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

- Use Microsoft Word to create personal and/or business documents following current professional and/or industry standards.

- Use critical thinking skills to independently design and create word processed documents.

- Communicate in a business setting using word processing vocabulary

- Be prepared for intermediate level Word course.

Credits: 3
Program: **Computer Applications Systems**

CAS 217: Intermediate Word

Introduces additional concepts of Microsoft Word to enhance documents through advanced features. Includes working with images; creating/using styles; formatting multi-page documents using advanced features of headers/footers and section breaks; integrating software to create and format tables and charts; using advanced mail merge; creating documents with columns; creating and using fill-in forms.

This course is presented in a hands-on lecture/lab format. Other methods such as instructional work sheets, videotapes, demonstrations, or one-on-one instruction may be used. Out-of-class preparation will be required.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Use advanced features of Word to efficiently produce documents.

- Create, analyze, and critique documents to meet professional and industry standards.

Credits: 3
Prerequisites: **CAS 216** Instructor permission also accepted.
Program: **Computer Applications Systems**

CAS 231: Publisher

Introduces Microsoft Publisher to design and create effective publications that combine text graphics, illustrations, and/or photographs such as announcements, fliers, advertisements, and reports. Covers the processes to create, import, and manipulate text, graphics, and/or templates through program tools and features.

Course Student Learning Outcomes

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

- Use Microsoft Publisher to create personal and/or business publications following current professional and/or industry standards.

- Use critical thinking skills to independently design and create publications.

Credits: 3
Program: **Computer Applications Systems**

CAS 232: Desktop Publishing: InDesign

Introduces Adobe InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Covers the processes to create, import, and manipulate text and/or graphics through use of software features.

Course Student Learning Outcomes

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

- Use Adobe InDesign to create personal and/or business publications following current professional and/or industry standards.
- Use critical thinking skills to independently design and create publications.

Credits: 3
Program: **Computer Applications Systems**

CAS 246: Integrated Computer Projects

Builds upon previous computer and business knowledge to create individual and group projects using software found in today's workplace. Uses integrated software (i.e. MS Office) and current technology to further develop professional software skills.

Course Student Learning Outcomes

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

- Integrate various software applications to plan, create, and present projects following current professional and/or industry standards.
- Use critical thinking skills to solve unfamiliar business-related problems through the integration of various computer software applications.

Credits: 4
Prerequisites: **CAS 216 CAS 170** Instructor permission also accepted.
Program: **Computer Applications Systems**

Computer Information Systems Courses

CIS 120: Computer Concepts I
Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes key applications, such as word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment.

Course Student Learning Outcomes
On completion of the course students should be able to:

- Use technology ethically, safely, securely, and legally.

- Identify and analyze computer hardware, software, and network components.

- Design basic business web pages using current HTML/CSS coding standards.

- Install, configure, and remove software and hardware.

- Use systems development, word-processing, spreadsheet, and presentation software to solve basic information systems problems.

- Apply standard statistical inference procedures to draw conclusions from data.

- Retrieve information and create reports from relational databases.

- Make intelligent computer purchase decisions.

- Analyze compression techniques and file formats to determine effective ways of securing, managing, and transferring data.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Computer Information Systems**

Early Childhood Education Courses

ECE 120: Introduction to Early Education and Family Studies
Introduces the foundations of early childhood education and family studies. Covers the history, scope, current issues and trends, focusing on programs and services for children, birth-5. Includes an emphasis on development, developmentally appropriate practices and observation of young children and professionals.

This course is intended to provide students with an overview of the field of Early Childhood Education with particular attention to development, developmentally appropriate practices and concepts relating to children ages 0 – 5. The course emphasizes the impact of development on the ways in which children interact with their environments, other children, and adults, and examines personal suitability for the field by activity participating/observing in an early education environment.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Identify the multiple influences on early development and learning in order to support young children and families.

- Understand how positive relationships and supportive interactions build the foundation of effective learning environments for young children.

Credits: 3
Prerequisites: Requires 2-hours per week of observation/ participation. Students must enroll in the Oregon Office of Child Care Central Background Registry (Criminal Background Check). Students must show evidence of current TB test and MMR vaccination. Audit available.
Program: **Early Childhood Education**

ECE 121: Observation and Guidance I
Focuses on age-appropriate guidance and observations techniques for individual children six week to six years. Topics include the ongoing dynamics of relationships, how values and belief systems impact guidance decisions, and the linkages between observation and guidance plans for individual children.

Observation and Guidance I will include basic observation and guidance techniques for individual children (infancy – six years). This course puts more emphasis on guidance techniques and the personal value and belief systems that underlie their usage, but also provides students with some basic observational tools (running records, anecdotals) that can be used in identifying, evaluating, and developing guidance strategies.

This course is required for the Early Childhood Certificate and the A.A.S. Degree in Early Childhood Education. In order to count toward the Early Childhood Certificate or AAS degree, this course must be taken for a letter grade.

Students must have access to infants, toddlers, or young children (2.5 – 5 years) in order to complete observation assignments.

Course Student Learning Outcomes
- Identifies, individually and collaboratively, guidance techniques for individual children based on proven theory and practices.

- Recognizes environmental, developmental, and cultural factors that impact children's behaviors.

- Identifies the skills and strategies needed for make accurate observations of individual children based on child development principles.

- Explains the connection between observations and appropriate guidance, management, and planning for individual children.

- Articulates the role of observation in communicating with parents and professionals.

Credits: 3
Program: **Early Childhood Education**

ECE 122I: Environments and Curriculum for Infants and Toddlers
Covers theories of physical and social space, activities, experiences, and materials and the relationships between them for children ages six weeks-three years of age. Introduces the use of developmentally and culturally appropriate practices in planning, selecting, and evaluating environments and curriculum for infants and toddlers in home-based and center-based care. Reviews child development (social/emotional, cognitive, gross/fine motor, communication/language, self-help), relationship-based care, routines, transitions and play with infants and toddlers. Includes planning and implementing environments and curriculum for infants and toddlers.

Requires: Up to 10 hours of ECE site observations.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Articulate the teacher's role in incorporating development, culture, and play in the creation of indoor and outdoor learning environments and supporting curriculum for infants and toddlers.

- Discuss theoretical perspectives on environments and curriculum for infants and toddlers.

- Identify principles and components of appropriate environments and curriculum for infants and toddlers.

- Describe the role of individual child routines and schedules in environments and curriculum for infants and toddlers.

- Review safety and health rules and regulations in the creation of environments for infants and toddlers.

- Review use of lesson planning and webbing in the creation of environments and curriculum for infants and toddlers.

Credits: 4
Program: **Early Childhood Education**

ECE 123P: Environments and Curriculum for Preschool
Covers developing meaningful and challenging preschool curriculum and environments with a focus on the importance of play. Incorporates developmentally and culturally appropriate pedagogy and inclusion to plan learning experiences, physical and social environments, routines and transitions, and family involvement. Covers assessing and documenting children's learning.

Requires: Ten hours of observations and field trips.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Plan for indoor and outdoor classrooms, understanding the impact of social, emotional, cognitive, physical and language development on young children.

- Apply developmental theories for children's indoor and outdoor learning when planning indoor and outdoor activities.

- Distinguish the difference between developmentally and culturally appropriate practices.

- Use documentation and environment ratings scales to develop and assess curriculum and environments.

- Explain indoor and outdoor environment set-up, materials and schedules.

- Create indoor and outdoor lesson plans and activity plans for different learning styles, abilities and needs.

- Demonstrate emergent curriculum and project approach knowledge and skills.

Credits: 4
Program: **Early Childhood Education**

ECE 124: Multicultural Practices: Exploring Our Views
Develops awareness of how personal experiences, belief systems, identities, and values impact work with children, families, and communities. Examines the impact of cultural, linguistic, social, and class identities and histories on inter-relationships in diverse populations. Explores techniques for incorporating other people's histories, values, and belief systems into child-family-community-centered practices.

This class is intended to encourage students to reflect on their experiences, belief systems, and values and the impact those experiences, values, and beliefs have on practice with children, families and communities.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Identify influences on self-identity, including culture, race, language, gender, sexual orientation, gender-identity, physical ability, and class.
- Recognize the identities of others as the product of cultural, linguistic, gender, social, and class influences and respond in an appropriate manner.
- Assess cultural, linguistic, and class-related experiences and needs of early education and human service programs.

Credits: 3
Program: **Early Childhood Education**

ECE 130A: Practicum Seminar 1
Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum.

Participating students are expected to attend seminar as scheduled and on time, actively participate in all aspects of the seminar, and complete all required assignments for seminar.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Collect and represent basic documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.

Credits: 2
Prerequisites: **ECE 120 ECE 121**
Program: **Early Childhood Education**

ECE 130B: Practicum Seminar 2
Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.
2. Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss working with children.

Credits: 2
Prerequisites: **ECE 130A**
Program: **Early Childhood Education**

ECE 130C: Practicum Seminar 3

Reviews skills necessary for supporting the total development of children, ages 6 weeks to 6 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.

- Use the knowledge, skills, and abilities acquired in pre- and co-requisite coursework to discuss working with children.

- Integrate knowledge of child development and learning; family and community relationships; observation, documentation, and assessment; developmentally effective approaches; the use of content to build meaningful curriculum; and professionalism.

Credits: 2
Prerequisites: **ECE 130B**
Program: **Early Childhood Education**

ECE 131A: Practicum for Experienced Teachers 1

Improves and strengthens beginning level skills for working with children ages birth-5 in a group setting at work sites. Includes the use of developmentally appropriate methods in recognizing and providing safe, responsive, and sanitary environments. Department permission required based on work experience and previous coursework.

At Level I, be employable as a competent teacher's aide with children, under a lead teacher's supervision.

At Level II, be employable as a competent assistant teacher.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of children's characteristics and needs from birth through age 5, in order to provide appropriate care and education.

Credits: 3
Prerequisites: **ECE 120 ECE 121 ECE 124**
Program: **Early Childhood Education**

ECE 131B: Practicum for Experienced Teachers 2

Improves and strengthens basic intermediate level skills for working with children ages birth-5 in a group setting at work sites. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification. Department permission required based on work experience and previous coursework.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

1. Use an understanding of children's characteristics and needs from birth through age 5, in order to provide appropriate care and education.

2. Use an understanding of diverse family characteristics to appropriately and effectively interact with children.

3. Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children.

Credits: 3
Prerequisites: **ECE 131A HEC 201 ECE 122I ECE 123P** ECE 122I or ECE 123P may be accepted.
Program: **Early Childhood Education**

ECE 132: Early Childhood Field Work

Students engage in intentional field work to gain practical experience, skill development, and professional direction in achieving their career goals, working under supervision in an approved worksite.

Course Student Learning Outcomes

Through reflection, self-assessment, and supervisory assessment of their work, apply skills essential for identified career pathway.

Credits: 2
Program: **Early Childhood Education**

ECE 133: Practicum 1 in Early Childhood Education

Covers developing beginning level skills for working with children ages birth - 5 in a group setting. Includes the use of developmentally appropriate methods in recognizing and providing safe, responsive, and sanitary environments; using beginning-level guidance strategies; and acclimating to the field of early education.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of children's characteristics and needs, from birth through age 5, in order to provide appropriate care and education.

- Respond to children using an understanding of diverse family and community characteristics.

- Use appropriate observation, documentation, and other assessment tools and approaches to support the development of children.

- Engage in continuous, collaborative learning to inform practice.

Credits: 3
Prerequisites: **ECE 120 ECE 121 ECE 124 WR 90** WR 90 or equivalent placement.
Program: **Early Childhood Education**

ECE 134: Practicum 2 in Early Childhood Education

Covers development of basic intermediate level skills to work with children ages birth - 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution; schedule and routine planning; fundamental curriculum development; and environmental modification.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Create healthy, respectful, supportive, and challenging learning environments for young children using knowledge of child development.

- Develop appropriate goals, curriculum, and teaching strategies for young children using an understanding of the goals, benefits, and uses of assessment.

- Develop positive relationships and supportive interactions with young children in an early childhood environment.

- Reflect on personal caregiving practices in order to promote positive outcomes for each child.

Credits: 3
Prerequisites: **ECE 133 ECE 130A HEC 201 ECE 122I ECE 123P**
Either ECE 122I or ECE 123P is accepted.
Program: **Early Childhood Education**

ECE 135: Practicum 3 in Early Childhood Education
Covers the development of advanced intermediate level skills to work with children ages birth - 5 in a group setting. Includes the use of developmentally and culturally appropriate methods to support guidance and conflict resolution; development, implementation, and evaluation of environments and curriculum; and facilitation of classroom management.

Placement of Practicum 3 in licensed/certified community early education environments, or Head Start/Early Start Programs.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Understand the multiple influences on early development and learning in order to support young children and families.

- Support the engagement of families and communities in the education of young children through respectful, reciprocal relationships.

- Use assessment partnerships with families and with professional colleagues to build effective learning environments for young children.

- Use a broad repertoire of developmentally appropriate teaching/learning approaches to support young children's learning.

- Use knowledge of appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for individual children.

- Apply knowledgeable, reflective, and critical perspectives on early education to caregiving practices with young children birth – 5 years.

Credits: 3
Prerequisites: **ECE 134 ECE 130B ECE 122I ECE 123P** Either ECE 122I or ECE 123P is accepted.
Program: **Early Childhood Education**

ECE 170: Coaching and Mentoring in Early Education and Family Studies
Explores the role of coaching and mentoring in facilitating the development of novice early education practitioners and in enhancing early childhood environments. Reviews models of coaching and mentoring.

This course is designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate the role of coaching and mentoring in the professional development of early childhood practitioners and the creation of quality early childhood settings.

- Articulate plans for coaching and mentoring other professionals in a variety of settings and with a variety of professional goals.

Credits: 1
Program: **Early Childhood Education**

ECE 171A: Infant Toddler Positive Behavioral Intervention and Support
Explores Positive Behavioral Intervention and Support (PBIS) system for infants and toddlers. Covers the identification of behavioral practices, instructional strategies, and intervention strategies for individual infants and toddlers.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Explain the difference between Positive Behavioral Intervention Support and discipline methods for infants and toddlers.

- Identify the steps of the Positive Behavioral Intervention Support process.

- Define purposes of challenging behavior and describe approaches that may be used to determine the meaning of challenging behavior in infants and toddlers.

- Describe strategies that may be used to prevent challenging behavior.

- Identify alternatives to replace challenging behavior.

- Identify how to respond to challenging behavior in ways that do not reinforce it.

Credits: 1
Program: **Early Childhood Education**

ECE 171B: Preschool Positive Behavioral Intervention and Support
Explores Positive Behavioral Intervention and Support (PBIS) system for preschoolers. Covers the identification of behavioral practices, instructional strategies and intervention strategies for individual preschool age children.

Course Student Learning Outcomes
Upon completion of the courses students will be able to:

- Identify the difference between Positive Behavioral Intervention Support and discipline methods appropriate for preschool age children.

- Identify the steps of the Positive Behavioral Intervention Support process.

- Define the purposes of challenging behavior and describe approaches that may be used to determine the meaning of challenging behavior in preschool age children.

- Describe strategies that may be used to prevent challenging behavior.

- Identify alternatives to replace challenging behavior.

- Identify how to respond to challenging behavior in ways that do not reinforce it.

Credits: 1
Program: **Early Childhood Education**

ECE 175A: Infant/Toddler Caregiving: Learning and Development
Covers growth and development of infants and toddlers ages birth - 3, including physical, cognitive, and language development.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Recognize developmental milestones for infants and toddlers and the environments that support development.

- Recognize responsive, respectful and relationship-based infant toddler care.

Credits: 1
Program: **Early Childhood Education**

ECE 175C: Infant/Toddler Caregiving: Social/Emotional Growth
Covers social-emotional growth and socialization of infants and toddlers ages birth - 3, including development, temperament, responsible care, guidance and discipline, and supporting the needs of infants and toddlers.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Recognize the development of attachment and typical, temperamental characteristics.
- Recognize responsive, respectful and relationship-based infant toddler care.

Credits: 1
Program: **Early Childhood Education**

ECE 177: Tiny to Tall: Making Mixed Age Groupings Work
Covers working with mixed-age groups in early childhood settings, including children from infancy through elementary school age. Addresses the challenges and benefits of creating quality environments and programming for children of mixed ages.

This course is designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Articulate the developmental and programmatic benefits of mixed age groupings.
- Articulate plans for creating quality programs for mixed-age groups.

Credits: 1
Program: **Early Childhood Education**

ECE 183: Seven Essential Life Skills Every Child Needs
Introduces seven life skills critical for young children's success which are: focus and self-control, perspective taking, communicating, making connections, critical thinking, taking on challenges, self-directed engaged learning.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Understand the seven life skills research.
- Create a physical and social environment that supports children's development and learning.
- Apply life skills strategies and tools in a classroom setting.
- Assess children's seven life skills strengths and challenges.

Credits: 1
Program: **Early Childhood Education**

ECE 185: Planning Fun and Meaningful Field Trips for Young Children
Covers the positive benefits of field trips in early childhood programs, including field trip possibilities in the Portland area, developing field trip protocols, and problem-solving common field trip issues.

This course is designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Articulate the developmental and programmatic benefits of field trips in early childhood programs.
- Articulate plans for creating positive field trip experiences for groups of children and their families.

Credits: 1
Program: **Early Childhood Education**

ECE 195: Boys in Early Childhood Education

Explores the educational and social experiences specific to boys in early childhood programs. Covers teacher's views on boys' behaviors and the effect on their learning. Includes developmentally and culturally appropriate approaches to engage boys in the early learning environment and curriculum.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Articulate an understanding of the social and educational needs of boys in early education programs.

- Identify the teacher's impact on boys' social, emotional, cognitive, and physical development.

- Create developmentally and culturally appropriate environments and learning experiences for boys in the classroom.

- Understand the importance of rough and tumble play and superhero play.

- Advocate for quality early education for boys.

Credits: 1
Program: **Early Childhood Education**

ECE 196: Teaming and Communication in ECE Settings

Introduces the identification and utilization of different strategies to strengthen teaming and communication specific to early education settings. Covers culture and communication, including communicating with colleagues, staff and parents in early education environments.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify conflict styles in communication.

- Understand conflict styles based on culture and specific roles in the early education field.

- Apply an understanding of communication strategies to work with parents, colleagues, and supervisors in early education environments.

- Demonstrate a basic understanding of teaming dynamics.

- Identify the communication styles of colleagues and parents in the field of Early Childhood Education

Credits: 2
Program: **Early Childhood Education**

ECE 200: The Professional in Early Education and Family Studies

History, current programs and practices, and future issues of early childhood education. Includes professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues and community resources. Develops a professional philosophy.

Course Student Learning Outcomes

- Describe historical and current influences on the Early Childhood Education field.

- Assess their current personal place in the ECE field.

- Formulate a professional plan for their future role in the ECE field.

Credits: 3
Prerequisites: **WR 115**
Program: **Early Childhood Education**

ECE 221: Observation and Guidance II

Examines techniques for observing and recording behavior and keeping records as used in the care and education of infants through five-year-olds. Focuses on observation and guidance techniques for groups of children in addressing challenging behaviors and issues in early childhood environments. Covers the caregiver's role in using observation to promote development, including self-development.

Observation and Guidance II will include a brief overview ECE 121 (Observation and Guidance I) covering basic observation and guidance techniques for individual children (infancy – six years). Observation and Guidance II further expands the guidelines, techniques, and methods of observing individuals (children and adults) and groups of young children. The course will also consider group guidance techniques in early childhood environments and the observation methods which facilitate the identification or development of group guidance strategies. Using expanded observation and guidance techniques, students complete a term project involving the planning and implementation of strategies and environments that support children's play.

Course Student Learning Outcomes
- Identifies, individually and collaboratively, appropriate guidance techniques for groups of children based on proven theory and practices.
- Refines knowledge of environmental, developmental, and cultural factors that impact children's behaviors.
- Explains the skills and strategies needed for make accurate observations of groups children based on child development principles.
- Demonstrates an understanding of the connection between observations and appropriate guidance, management, and planning for groups of children.
- Recognizes standard assessment tools commonly used in the field of early childhood education.
- Articulates the role of observation in communicating with parents and professionals.

Credits: 3
Prerequisites: **WR 115 ECE 121**
Program: **Early Childhood Education**

ECE 224: Multicultural Practice: Curriculum & Implementation

Develops awareness of cultural and ethnic issues as they relate to the early childhood classroom teacher. Focuses on ethnocentrism, racism and discrimination. Includes techniques for developing multi-cultural, anti-bias curriculum.

This course will present to students knowledge of the ways culture and ethnicity influence expectations, behaviors, and relationships between children, parents, and early childhood professionals. In addition, knowledge of curriculum development and implementation, of the teacher's role in helping children and parents adapt to early childhood settings, and of advocacy techniques will be presented.

Course Student Learning Outcomes
- Define applicable terms in including ethnocentrism, racism, prejudice, discrimination, etc.
- Identify and describe socio-cultural influences on the family and child development
- Identify and describe your own cultural roots, personal values, and attitudes
- Identify and describe issues impacting minorities in our society
- Analyze materials and activities for multi-culturalism and bias
- Plan anti-bias, multicultural, developmentally appropriate activities for young children
- Identify community resources for children, families, and early childhood professionals
- Identify various styles and opportunities of advocacy for children and families

Credits: 3
Prerequisites: **ECE 124**
Program: **Early Childhood Education**

ECE 232: Math and Science for Young Children
Explores actively engaging infants through preschool age children in science and math concepts. Covers planning experiences that are meaningful, challenging, developmentally and culturally appropriate for indoor and outdoor classrooms. Connects everyday knowledge and skills to math and science.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Understand math and science content for infants through preschool age.

- Create appropriate experiences and research-based teaching for mathematical and scientific concepts, methods, and language for indoor and outdoor classrooms for infants, toddlers and preschoolers.

- Develop children's curiosity, imagination, flexibility, inventiveness, and persistence.

- Encourage preschool children to ask questions, conduct investigations, collect data, and look for answers.

- Provide math and science opportunities and investigations relevant to infant and toddler development.

- Integrate knowledge of social, emotional, physical, cognitive, language development, developmentally and culturally appropriate pedagogy.

- Use child-centered and project based learning relevant to infants, toddlers and preschool age children.

Credits: 3
Program: **Early Childhood Education**

ECE 234: Children with Special Needs in Early Childhood Education
Covers early intervention and early childhood special education including disability characteristics, environmental and curricular adaptation, instructional strategies, and legislative mandates. Explores inclusion of children with diverse and special needs in early care and education settings, including the role of families in early intervention services.

Course Student Learning Outcomes

- Recognize the foundations and current issues and implementations of early intervention and early childhood special education.

- Compare options for early identification, screening and assessment of children for disabilities and special needs.

- Investigate best practices for children with various identified disabilities and special needs including family involvement, IEP/IFSP use, inclusion strategies, classroom and curriculum modifications, and universal design.

Credits: 3
Program: **Early Childhood Education**

ECE 236: Language and Literacy in Early Childhood Education

Overview of language and literacy development in children from infancy to age 6. Design and use a variety of language and literacy development activities with young children.

The student will develop knowledge and understanding of the normal development of language in the young child and the teacher's role in fostering and facilitating this development. Hands-on experiences with language stimulation activities and

the application of literature will be offered. Also, the student will assess and develop techniques for evaluating and using a variety of types of literature with the child.

Course Student Learning Outcomes

- Review the process of normal language development from birth to age six and the concepts and theories related to this process.

- Develop an understanding of the teacher's multiple roles in facilitating language development.

- Recognize the variety of literature for infants, toddlers and young children and its function.

- Develop techniques in evaluating and selecting literature for young children, ages 6 weeks to 6 years.

- Develop knowledge and skills in presenting children's literature using a variety of methods.

Credits: 3
Program: **Early Childhood Education**

ECE 262: Health, Safety and Nutrition for the Young

Explores health, nutrition, and safety issues for children ages Infant through preschool. Includes state licensing requirements in early care and education settings, family style eating practices, USDA food program requirements, safe environments for children, healthy lifestyle practices, and childhood Illness.

Course Student Learning Outcomes

- Evaluate early care and education environments based on state licensing practices.

- Develop lesson plans tied to nutrition and family style eating practices

- Complete quizzes or exams.

- Engage in activities and tasks related to course content.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Early Childhood Education**

Economics Courses

EC 201: Principles of Economics: Microeconomics
Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies.

Course Student Learning Outcomes
Upon successful completion, students will ne able to:

- Think critically and formulate independent and well-considered conclusions about economic issues and policies.
- Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
- Make rational decisions based on rudimentary marginal analyses.
- Understand market structures and market power.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Economics**

EC 202: Principles of Economics: Macroeconomics
Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Think critically and formulate independent and well-considered conclusions about economic issues and policies.
- Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
- Understand different paradigmatic perspectives regarding the stability or instability of the macroeconomy.
- Evaluate different public policy options for addressing macroeconomic issues and problems.
- Make rational decisions based on rudimentary marginal analyses.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Economics**

Education Courses

Teacher Education Pathway Courses

Due to the highly individualized nature of the course work required for teacher licensure based on certification level and subject matter, students are asked to work with Theresa Harper, Teacher Education Pathway Advisor, to create an academic plan. Please contact her via email at theresa.harper@oregoncoastcc.org.

Degrees and Certificates

- **Teacher Education Pathway**

ED 100: Introduction to Education for Paraeducators
Explores the roles of a variety of personnel in schools. Includes personal responses to school situations, students, other personnel and the roles of schools in American Society. Examines ethical, legal, and administrative implications for educators. Recommended as an initial course for those contemplating a career in education. Course is designed to ease the transition of students to college-level study.

Course Student Learning Outcomes
Students will:

- Use an understanding of school issues in our society and the roles of various instructional personnel in schools in order to work effectively in a school setting;
- Communicate effectively in situations relating to students, parents, and professional colleagues;
- Use reason, decision-making, and complex problem-solving in school-related situations especially those regarding ethics and confidentiality;
- Gather and present pre-employment materials (e.g., resume, cover letter, requests for letters of reference);
- Use organizational skills appropriate for school settings;
- Apply study skills necessary for college success

Credits: 3
Program: **Education**

ED 102: Digital and Visual Communication Fundamentals
Covers visual communication concepts and techniques and their application to educational and library settings. Covers design principles and strategies to create content and graphics used in 2-D and 3-D visual formats. Includes the development and creation of posters, bulletin boards, presentations, handouts, brochures, educational games, and displays.

Analyze and evaluate the effective and powerful use of design elements and layout and its impact and influence on the audience in thought and action. Electronic tools and resources are used to develop visual information, materials, and presentations. Introduction to various production techniques are incorporated into hands-on project development. Provides opportunities to empower educators and library staff to present information utilizing different modalities.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Explain visual communication techniques and apply those techniques to create effective displays for library and educational settings.
- Comply with copyright, accessibility, cultural, and ethical issues surrounding the use of images and content in display and presentations in print and non-print formats.
- Properly use materials and resources as well as equipment, hardware, and software in the production of visuals/displays.
- Analyze and communicate, verbally and in written form, the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials.
- Implement different modes of presentation based on analyzing the scope and scale of design tasks (computer, bulletin board, display case, window displays, hanging displays, posters, flyers, brochures, tri-fold displays, table-top displays, murals).
- Problem-solve design challenges based on stated functional criteria.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Education**

ED 112: Introduction to Children's Literature

Introduces children's literature, authors and illustrators. Covers current and classic works, book awards, artistic and literary elements, introduction to genres, basic book discussion techniques, and audio-visual and electronic formats.

This course provides opportunities for students to explore and share children's books including picture books, folktales, concept books, poetry, chapter books and novels. Emphasis will be placed on books, authors, and illustrators that have won major awards such as the Newbery Medal, the Caldecott Award, Coretta Scott King and Young Reader's Choice Awards. Students will gain experience and knowledge in book discussion/sharing techniques.

Emphasis is placed on being able to choose books for different age and grade levels to promote and integrate literature into the curriculum. Students will gain experience and knowledge in evaluating books based on various curricular criteria including analyzing literary, artistic, and cultural elements. Students will learn to analyze text using a culturally responsive lens exploring bias, stereotype, and cultural messaging, and consider ways to frame and select content for K-12 students. Students will analyze status quo cultural representations in children's literature and consider non-dominant themes in order to meet the needs of an increasingly diverse K-12 audience. Students will engage in book discussions/sharing techniques along with developing activity/lesson ideas.

Course Student Learning Outcomes
- Describe the various types of major awards (such as the Newbery, Caldecott, Coretta Scott King and Young Reader's Choice Awards).

- List and describe the use of basic artistic elements in picture book design.

- List the literary elements of fiction.

- Identify and analyze cultural elements using a culturally responsive lens exploring bias, stereotype, and cultural messaging, and consider ways to frame and select content for K-12 students.

- Analyze and Evaluate nonfiction books based on content, structure, style, authenticity, and accuracy,

- Read and report on assigned reading of children's literature.

- Develop activity/lesson ideas based around children's literature and promoting curricular connections and integration.

- Define and recognize the following genres: picture book, folktales, poetry, fantasy, realistic and historical fiction, biographies, nonfiction, multicultural, and graphic novels.

Credits: 3
Prerequisites: **WR 115**
Program: **Education**

ED 131: Applied Learning Theory

Prepares teachers and instructional assistants to work in a standards-based setting. Offers strategies to plan and implement instruction, assess student progress and instructional effectiveness, and re-teach as needed. Focuses on learning and motivational theories that apply to instructional situations. Includes creating and studying activities for specific learning problems.

Course Student Learning Outcomes
Students will:

- Appy current research in learning, instruction, and motivation to tutoring and teaching experiences.

- Modify and develop teaching techniques to meet both individual student needs as well as K-12 curriculum standards.

- Assessinstructional effectiveness through looking at student work.

Credits: 3
Prerequisites: **WR 115 RD 115**
Program: **Education**

ED 136: Learning with Technology

Explores existing and emerging educational technology being used in libraries and classrooms. Focuses on using educational technology to complement and enhance learning activities. Discusses basic principles of instructional design and adaptive technologies.

The curriculum for this course is based on the International Society for Technology in Education (ISTE) recommended foundations in technology for all teachers. It meets the National Educational Technology Standards for Teachers (NETS-T) and the national Technology Standards for School Administrators (TSSA) as recommended by ISTE. Course competencies are aligned with outcome 5 of the Oregon Paraeducator Certificate:- Apply Technology to support teaching, "learning and communication."

Course Student Learning Outcomes

Upon completion of the course students should be able to:

1. Use instructional theories and models to describe how technology integration into learning activities can enhance learning.
2. Apply basic principles of instructional design to develop technology-enhanced learning activities for diverse learner groups.
3. Create online instructional materials and presentations for use in educational settings.
4. Evaluate educational technology for educational use.
5. Collaborate and communicate with others using educational technology.
6. Utilize assistive and adaptive technologies in the design and development of learning activities for diverse learner groups.

Credits: 3
Prerequisites: **WR 115 RD 115** Or equivalent placement.
Program: **Education**

ED 224: Foundations of Education

Provides an overview of the history and current issues in the field for K-12 education including the impact of philosophy on practice.

Course Student Learning Outcomes

Students will be able to:

- Use global and historical perspectives, philosophical concepts, and educational views to articulate evolving teaching philosophies of their own;
- Use knowledge of the organization and management of the k-12 education system at a local, state, and national level to appropriately access resources;
- Relate specific educational practices in teaching and organization/management to philosophical theories and practical considerations in order to engage in professional collaborations;
- Connect issues of current and historical relevance to the field of education (e.g., diversity, accountability, standards, assessment, local vs. state vs. national control, funding) to professional daily practice.
- Meet the following required statewide outcomes for Foundations of Education to successfully apply them to professional practice:
  ◦ Describe the qualities and characteristics that are necessary for one to be a professional and effective educator.
  ◦ Identify the roles, responsibilities and ethical expectations of teachers in today's schools.
  ◦ Understand the multiple purposes of schooling in America.
  ◦ Develop an initial personal philosophy of education through examination of different schools of thought.
  ◦ Explain how major social, cultural, economic, and political forces have impacted and continue to impact education.
  ◦ Describe the diversity found in today's students, e.g. culture, race, ability, gender, language, community and economic class.
  ◦ Understand the relationship of diversity to educational access and societal equity.

Credits: 3
Prerequisites: **WR 115 RD 115**
Program: **Education**

ED 251: Overview of Exceptional Learners

Introduction to diverse conditions of students with special needs in public schools. Identifies and defines the following disabilities: learning disabilities, emotional and behavior disorders, mental retardation, severe and multiple disabilities, autism, health impairments, physical disabilities, communication disorders, vision impairments, hearing loss, and traumatic brain injury.

Course Student Learning Outcomes

Students will:

- Demonstrate the ability to understand terminology used in Special Education.

- Investigate the different types of exceptional learners.

- Investigate characteristics of their physical, mental, and emotional development.

- Demonstrate respect for differences.

- Demonstrate the ability to use reason, decision making, and complex problem solving skills.

Credits: 3
Program: **Education**

ED 269: Introduction to Teaching Students with Learning Disabilities

Defines terms associated with learning disabilities. Includes diagnostic procedures, remedial programs and teaching techniques. Prepares the professional educator to approach the study of exceptionalities and individuals with exceptionalities in a systematic and reflective manner. Integrates historical foundations, learning theories, philosophies, legal requirements, and practices geared toward the education of individuals with diverse needs and abilities in a variety of multicultural settings. Prepares individuals to effectively meet the educational, physical, social, and behavioral needs of students with learning disabilities.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Describe key changes in special education.

- Describe the key categories of learning disabilities and other related disabilities in young children, school age children, adolescents, and adults.

- Identify the assessment tools utilized for assessment and guiding instruction in special education.

- Explain the role of learning theory in the field of learning disabilities and related disabilities.

- Describe the importance of developmental, behavioral, and cognitive psychology in developing instructional strategies for students with learning disabilities.

- Identify the legal protections specific to students with disabilities.

Credits: 3
Program: **Education**

ED 298A: Independent Projects in Education

Provides an opportunity to work independently on an individualized area of study within education under the sponsorship and guidance of an education faculty member.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Meet the outcomes mutually agreed upon by the student and instructor for the independent project.

- Engage in a minimum of 30 hours in identifying research-based practices in an educational setting.

Credits: 1

Prerequisites: Instructor permission required.

Program: **Education**

Emergency Medical Services Courses

The Emergency Medical Services Department offers career training for entry-level positions in emergency medical settings. Ambulance companies, fire departments, police departments, and various other industries requiring emergency medical services may employ EMS Providers. After successful completion of all requirements for EMT or AEMT training, the student is eligible to apply to take the respective state licensure exams.

The Emergency Medical Services (EMS) Department trains and educates EMS professionals to excel in meeting the needs of the community. EMS Providers respond to medical emergencies by providing immediate care and transportation to the ill and injured. This department combines classroom lectures, hands-on skills labs and appropriate cooperative clinical and field experience to provide students with cognitive, psychomotor, and affective competence to function as effective EMS providers.

EMS 105: EMT Part I
Develops skills for the recognition of symptoms of illness and injuries and proper procedures of emergency care. Requires passing criminal background check and drug screen before placement into mandatory clinical observation in hospital emergency department and ambulance ride-along experience. Part 1 of the 2-part Oregon EMT course.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Perform basic elements of patient assessment, in order to progress to EMS 106
- Form a general field impression of patient condition based on basic patient assessment tools

Credits: 5
Prerequisites: **WR 115 RD 90 MTH 20** Department permission and current HCP CPR card required. Equivalent placement test scores also accepted.
Program: **Emergency Medical Services**

EMS 106: EMT Part II
Continues EMS 105, Oregon EMT preparation. Includes preparation for state and national certification exams.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Integrate knowledge and observations in the clinical setting to delineate the EMT roles and responsibilities
- Assess, treat, transport, document, and verbally report for a variety of medical emergencies.

Credits: 5
Prerequisites: **EMS 105** Successful completion of EMS 105 at PCC within the last year; current HCP CPR card; and Department permission required.
Program: **Emergency Medical Services**

EMS 135: Advanced EMT Part 1
Develops skills for recognizing symptoms of illness and injuries. Covers proper procedures of emergency care at the Advanced EMT level. Requires passing criminal background check and drugscreen before placement into mandatory clinical and internship experience. Part 1 of the 2-part Advanced EMT course.

Course Student Learning Outcomes
- Employ basic and advanced elements of Advanced EMT patient assessment, in order to develop treatment plans for simulated patient encounters
- Perform appropriate interventions within the Advanced EMT scope of practice, with regard to anatomical, physiological, and pathophysiological differences in a variety of simulated patient conditions

Credits: 5
Prerequisites: **EMS 106 WR 115 RD 90 MTH 20** Department permission required; current HCP CPR card; current Oregon EMT licensure. Equivalent placement test scores also accepted for WR 115, RD 90, and MTH 20.
Program: **Emergency Medical Services**

EMS 136: Advanced EMT Part 2

Develops skills for recognizing symptoms of illness and injuries. Covers proper procedures of emergency care at the Advanced EMT level. Continuation of AEMT Part I. Requires passing criminal background check and drug screen before placement into mandatory clinical and internship experience. Part 2 of the 2-part Advanced EMT course sequence.

Course Student Learning Outcomes

- Employ basic and advanced elements of Advanced EMT patient assessment, in order to develop treatment plans for live patient encounters in clinical and prehospital environments

- Perform appropriate interventions within the Advanced EMT scope of practice, with regard to anatomical, physiological, and pathophysiological differences in a variety of live patient encounters in clinical and prehospital environments

Credits: 5
Prerequisites: **EMS 135** EMS 135 at PCC within the last year and Current HCP CPR card; Current Oregon EMT licensure; Department permission required.
Program: **Emergency Medical Services**

English Courses

ENG 104: Introduction to Literature (Fiction)
Examines significant works of fiction, short stories and novels, from diverse cultures and periods in history; explores fiction as an art form designed to provoke thought and challenge social norms; considers fiction as an expression of human experience.

Course Student Learning Outcomes
Upon successful completion students should able to:

- Recognize and understand the variety of stylistic choices that authors of fiction make within given forms and how form influences meaning.

- Articulate ways in which the text contributes to self-understanding.

- Engage, through the text, unfamiliar and diverse cultures, experiences and points of view, recognizing the text as a product of a particular culture and historical moment.

- Understand the text within the context of a literary tradition or convention.

- Evaluate various interpretations of a text and their validity through reading, writing, and discussion in individual and group responses analyzing the support/evidence for a particular interpretation.

- Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 105: Introduction to Literature (Plays)
Examines plays as literature and as an art form designed to provoke thought and to challenge social norms. Considers drama as an expression of human experience.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Engage, through dramatic works, unfamiliar and diverse cultures, experiences, and points of view.

- Articulate ways in which the works of drama contribute to self-understanding.

- Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.

- Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms.

- Evaluate various interpretations of plays and their validity through reading, writing and speaking, and through individual and group responses, and analyze the support/evidence for a particular interpretation.

- Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 106: Introduction to Literature (Poetry)

Examines significant poems from diverse cultures and periods in history; explores poetry as an art form designed to provoke thought and challenge social norms; considers poetry as an expression of human experience.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Engage, through poetic texts, diverse points of view and diverse historical, cultural, and literary contexts.

- Analyze a variety of poetic forms, from sonnets to haiku to free verse, and identify and effectively employ poetic terms, including diction, sound, rhyme, rhythm, meter, imagery, symbolism, persona, etc.

- Explicate poems in writing and speech and provide adequate support/evidence for such explications.

- Recognize the multiple possibilities of interpretations of poems and the validity thereof.

- Articulate ways in which the text contributes to self-understanding.

- Conduct research to find materials to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

Credits: 4

Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.

Program: **English**

ENG 107: Introduction to World Literature (Up to 16th-Century)

Introduces a broad spectrum of literature in translation that begins in antiquity and concludes at the dawn of the Renaissance. Includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and interconnectedness of literature from a variety of worldwide traditions, both western and non-western.

Instructors may choose an anthology, individual works, or both. This course meets the requirements of a survey, emphasizing breadth over depth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify and discuss the ways in which literary texts from different cultures and time periods up to the 16th-century are interconnected.

- Analyze the effects of war, religion, technology, economic development, racism, and culture on world literature from antiquity up to the 16th-century.

- Compare and discuss important similarities and differences between the various literary forms, periods, and histories in both western and nonwestern literatures up to the 16th-century.

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4

Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.

Program: **English**

ENG 108: Introduction to World Literature (16th-Century to Present)

Introduces a broad spectrum of literature in translation that begins in the Renaissance and concludes at the present. Includes works of fiction, poetry, drama and non-fiction. Examines the uniqueness and interconnectedness of literature from a variety of worldwide traditions, both western and non-western.

Instructors may choose an anthology, individual works, or both. This course meets the requirements of a survey, emphasizing breadth over depth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Discuss crucial literary movements that transpired from the 16th-century to the present, including the Renaissance, Romanticism, Modernism, and Post-Modernism.

- Analyze the effects of war, religion, colonialism, technology, totalitarianism, economic development, racism, and culture on world literature from the 16th-century to the present.

- Compare and discuss important similarities and differences between the various literary forms, periods, and histories in both western and nonwestern literatures from the 16th-century to the present.

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 195: Film Studies: Film as Art

Enhances understanding of film through analysis of film history and form. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which a film may both contribute and react to its time and culture; analyze film through studying the techniques by which it was made; and substantiate observations with examples taken from film tradition and from the film itself.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Use understanding of film technique and film as an art medium as tools to analyze film.

- Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself.

- Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 196: Film Studies: Directors

Enhances understanding of film through analysis of directorial decisions and film techniques. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze ways in which directorial decisions may affect an individual film and viewer; situate a film within a director's body of work; analyze ways in which it may both contribute and react to its time and culture; and substantiate observations with examples taken from the film tradition and from the film itself.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Use understanding of film technique and film as an art medium as tools to analyze film.

- Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself.

- Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.

- Recognize ways in which directorial decisions may affect an individual film, as well as affect a viewer.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 197: Film Studies: Contemporary Themes and Genres

Enhances understanding of film through analysis of contemporary film-making, narrative techniques, genres, themes and critical approaches. Develops visual literacy and analysis skills by offering a range of tools to study any film. Analyze contemporary film techniques and the ways in which the films may both contribute and react to their time and culture; study contemporary film theory; and substantiate observations with examples taken from the film tradition and from the film itself.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Use understanding of film technique and film as an art medium as tools to analyze film.

- Articulate a position, orally and in writing, by situating a film in a cultural context, and substantiating observations with examples taken from that tradition and from the film itself.

- Use reflective visual reading, writing listening and speaking skills to recognize, develop and articulate personal standards, predispositions and theories regarding film and critical responses to film.

- Recognize individual films as representative of the contemporary culture and historical moment that produced them.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 201: Shakespeare: Early Works

Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the earlier histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Identify and discuss qualities of Shakespeare's earlier texts and the issues of interpretation and language confronted by readers, actors, and
- viewers when approaching his writing.
- Discuss the development of Shakespeare's art and contribution to literature and culture.
- Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating
- a play/poem.
- Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today.
- Engage in thoughtful discussion and self-reflection regarding the social and ethical questions the plays and poems raise regarding human experience.
- Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 202: Shakespeare: Later Works

Explores the development of Shakespeare's art and contribution to literature, culture, and the English language, with a focus on the later histories, tragedies, comedies, and non-dramatic poetry. Introduces the study of Shakespeare's dramatic techniques, character development, historical and cultural setting, and language.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Identify and discuss qualities of Shakespeare's later texts and the issues of interpretation and language confronted by readers, actors, and viewers when approaching his writing.
- Discuss the development of Shakespeare's art and contribution to literature and culture.
- Read analytically to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play/poem.
- Discuss how the philosophical and intellectual viewpoints of the English Renaissance shaped Shakespeare's writing, and their application today.
- Engage in thoughtful discussion and self?reflection regarding the social and ethical questions the plays and poems raise regarding human experience.
- Write coherent and compelling essays that begin to explore the complex questions Shakespeare raises.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 204: Survey of English Literature

The first half of a two-course survey of British literature that includes English 205. English 204 introduces students to British literature from its Anglo-Saxon and Celtic beginnings through the 18th century.

Instructors may choose an anthology, complete works, or a combination of both. The course will meet the requirements of a survey, emphasizing breadth over depth.

Course Student Learning Outcomes

The students will:

- Explore basic critical approaches to texts of English literature for the time period of 1000 CE through 1784.

- Identify relationships between form and meaning in English literature in the time period of 1000 CE through 1784.

- Make connections among texts and historical, political, and cultural contexts.

- Recognize literary conventions and build a critical vocabulary with which to discuss and write bout literature.

- Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 205: Survey of English Literature

The second half of a two-course survey of British literature that includes English 204. English 205 introduces students to British literature from the 19th century to the present.

Instructors may choose an anthology, complete works, or a combination of both. The course will meet the requirements of a survey, emphasizing breadth over depth.

Course Student Learning Outcomes

The students will:

- Explore basic critical approaches to texts of English literature for the time period of 1785 to the present.

- Identify relationships between form and meaning in English literature in the time period of 1785 to the present.

- Make connections among texts and historical, political, and cultural contexts.

- Recognize literary conventions and build a critical vocabulary with which to discuss and write about literature.

- Write clear, focused, coherent essays about literature for an academic audience using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 207: World Literature - Asian (India)

Introduces students to Indian literature in English (for the most part, translated) from ancient to contemporary. May include such works and authors as hymns from the Rig Veda, The Ramayana, classical poetry, and the twentieth century authors Narayan, Ved Mehta and Arundhati Roy.

Instructors may choose an anthology, individual works, or a combination of both. The course will meet the requirements of a survey, emphasizing breadth over depth, as well as a mixture of classical and contemporary texts.

Course Student Learning Outcomes

Upon completion of English 207 with a "C" or higher, students will be able to:

- Identify and discuss the ways Indian texts speak about and are influenced by history, language, caste, economics, religion, gender, regional differences, sexuality and culture.

- Analyze literary texts and recognize the limitations of such analysis, especially due to the challenges reading non-western texts in a predominantly western academic setting.

- Discuss multiple approaches to Indian texts, including those that illuminate how South Asians debate and understand their own literary and cinematic traditions.

- Apply the challenges and wisdom gained in reading South Asian texts to other intercultural encounters in academics, business, politics, and community.

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 208: World Literature - Asian (China)

Introduces Chinese literature translated into English, from the oldest texts (ca. 1000 BCE) to contemporary works. Includes poetry, fiction, nonfiction, drama, and film. Examines the cultural and historical importance of Confucianism, Daoism, and Buddhism on Chinese literature.

Instructors may choose an anthology, individual works, or a combination of both. The course will meet the requirements of a survey, emphasizing breadth over depth, as well as a mixture of classical and contemporary texts.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Recognize differences between Chinese and Western concepts of literature and explain how these differences affect what we read and how we read it.

- Speak to the limits of translation, especially in regard to core Chinese concepts that have no equivalent concept in English.

- Distinguish the traditional literature of the bureaucratic class from traditional folk literature and recognize the cross influences of the two traditions.

- Read works of Chinese literature with an understanding of the cultural and historical importance of Confucianism, Daoism, and Buddhism.

- Write clear, focused, coherent essays about Chinese literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 209: World Literature - Asian (Japan)

Introduces a range of Japanese texts and films in order to explore the artistic, social, political, and historical characteristics of Japanese literature from the earliest poems to contemporary novels. Explores movements in literary and artistic traditions from multiple periods (e.g., Heian, Meiji) and analyzes how texts emphasize or resist the values of each historical moment. Considers issues of social class, religion, and aesthetics as they apply to creative works.

Instructors may choose an anthology, individual works, or a combination of both. The course will meet the requirements of a survey, emphasizing breadth over depth, as well as a mixture of classical and contemporary texts.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Read Japanese literature and discuss the aesthetics of its periods (e.g. Heian,Muromachi, Edo, etc).

- Speak to the limitations of translation into English, particularly the fundamental challenge of language embedded value systems.

- Read Japanese literature with a knowledge of important religious concepts and historical events (e.g.. Shintoism, Buddhism, the policy of isolationism, the bombing of Hiroshima and Nagasaki, westernization,etc).

- Write literary analysis that demonstrates an awareness of the different style of thought available in the literature of Japan.

- Identify works of literature from classical Japanese writers and trace the continuation of their legacy in contemporary texts.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 212: Biography and Autobiography

Covers the study of biographies, autobiographies, memoirs, and journals as works of literature.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Recognize the structures of biography and autobiography as distinct forms of literature.

- Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.

- Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

- When reading, connect biographical and autobiographical texts to their historical and cultural contexts.

- Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 213: Latin American Literature

Explores fiction, creative non-fiction, poetry, drama, myth, and other texts from Latin America. Includes works from many cultures and ethnicities from Latin America, including indigenous peoples. All readings are in English.

Course Student Learning Outcomes

By the end of the course, students should be able to:

- Read and discuss the literary forms and elements in a variety of texts ("texts" here is meant in its broadest sense and may include music, architecture, weaving, and visual arts).

- Compare and contrast the social, religious, political, economic, gender, generational, and environmental issues raised in these texts with those seen in the world at hand.

- Discuss how literary themes and metaphors express particular world views.

- Explore Otherness by studying the issues of identity and alienation present in the texts, describing the layers of identity portrayed through characters and cultures and paying particular attention to the creation and dissolution of various types of borders.

- Discuss the writers' explorations of the role of the storyteller in various Latin American and indigenous societies.

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 214: Literature of the Northwest

Studies fictional, factual, and poetic works by Northwest writers from before the arrival of Euro-Americans to the present. Emphasizes relationship between Northwest writing and Northwest social, cultural, and physical environment.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Define "Northwest literature" in relation to the physical environments and cultures, both tribal and Euro-American, which have produced it and which are often its central subjects.

- Trace the social and environmental histories of the Northwest through its literature.

- Connect the literature of the Northwest to other arts practiced in the Northwest and to other literature produced in the rest of the United States at comparable periods.

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 216: Teen and Children's Literature

Explores a wide range of literature written for children and teens and introduces the history of this literature focusing on American and British writing as well as international and multicultural traditions. Examines the differences between literature for children and teens and literature for adults, the relationship between text and illustrations, and other issues and controversies concerning children's literature such as the didactic use of text and censorship.

Course Student Learning Outcomes

- Use literary analysis to analyze and critique children's and teen's literature, reading familiar works with a fresh perspective and utilizing critiques and perspectives when communicating with others.

- Recognize and understand the ways in which literature for teens and children is generally created in a cultural and historic context that has influenced trends and uses of this literature in the past.

- Apply cultural and historic context to current uses and trends in order to further understand the influences these factors have on current publishing practices in these genres today.

- Write clearly about ideas and issues related to literature written for teens and children, identifying the variety of genres and historic trends as well as controversies surrounding these genres such as didactic applications and censorship.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 222: Images of Women in Literature

Explores images of women as they appear in a diverse range of texts from across a variety of cultures and historical periods. Focuses on how both men and women have imagined and represented femininity and femaleness in ways that can challenge, reinforce and/or reconfigure culturally-based perceptions, behaviors and practices.

Course Student Learning Outcomes
Upon successful completion students will be able to:

- Appreciate the ways in which the text constructs images of women within diverse cultures and a variety of historical moments.

- Locate (find and place) representations of women within various literary traditions, conventions, and in relation to other forms of artistic expression.

- Recognize stylistic choices authors make within given forms and the ways they affect the creation of images of women in literature.

- Explore how form influences meaning in complex documents that invite multiple interpretation.

- Write clear, focused, coherent essays about literature for an academic audience using standard English conventions and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 230: Environmental Literature

Introduces texts that explore the relationship between people and their environments, both natural and built. Examines historical trends that have shaped thinking, understanding, and feelings about how humans and the natural world interact. Explores literary writings on issues of sustainability, environmental justice, ecological literacy, and a sense of place.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify, define, and evaluate kinds of environmental literature.

- Identify and explain the strategies which poets, novelists, essayists and other writers have used to address environmental questions.

- Use the methods of literary analysis and literary history to identify changing trends in environmental tropes and concerns.

- Apply an understanding of environmental literature to explain the interconnected environmental effects of everyday decisions we make as individuals and a culture.

- Critically examine the complex and interconnected relationship between human behavior and the environment through a lens of sustainability and the "triple bottom line" of people, planet, and profit.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 237: Working-Class Literature

Introduces U.S. and global literature by and/or about the working class.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Analyze literature to identify the differences and similarities in working-class experiences across time and national contexts.

- Identify recurring themes within working-class literature both within and across national contexts.

- Identify differences in style and form in working class literature that are shaped by national status, traditions, and/or cultures.

- Identify the variety of contexts—historical, cultural, sociological, and political—under which literature is produced and distributed.

- Produce critical, reflective, and/or creative writing about working-class literature.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 240: Introduction to Native American Literatures

Studies literary arts and cultural expressions by Native American authors. Considers Native American literatures in their national, historical, cultural, geographical, political, and legal contexts. Prioritizes Indigenous experience, worldview, and intellectual traditions in the study of Native literatures.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Recognize the diversity and vitality of Native American experiences and expressions.

- Identify how a variety of Native literatures are influenced by the historical tensions between the United States and the Native peoples of this continent.

- Trace the incorporation of traditional Native stories or characters into the narrative production of contemporary writers.

- Recognize the influence of Indigenous languages, cultures, worldviews, legal histories, and intellectual traditions upon the literary productions of Native writers.

- Explain how various perceptions of Indigenous identity and nationhood shape Native literatures and scholarship.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 244: Introduction to Asian-American Literature

Studies writings in English by American writers of Chinese, Japanese, Korean, Vietnamese, Filipino, Pacific Islander, and other Asian ancestry. Considers the writings in their historical, cultural, political, and social contexts. Emphasizes development of attitudes, values, and identities.

Course Student Learning Outcomes

Upon completion of the course, students should be able to:

- Recognize distinguishing characteristics of the various Asian-American literatures and relate the writings to their historical, cultural, and political contexts.

- Recognize the tensions in the writings between assimilationist attitudes and separatist attitudes, and between individual and representative presentations of Asian-American life.

- Explain how culturally based assumptions influence perceptions and behaviors in the writings, with particular attention to the function of stereotyped caricatures.

- Recognize the role of gender differences in writings produced by male Asian-American writers and by women Asian-American writers.

- Trace the incorporation of Asian folktales, stories, parables, proverbs, and other old-world literary material into Asian-American literatures.

- Recognize the role of audience, or intended readership, in the presentation of Asian-American life, and the assumptions about cultural differences the writers are making.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 250: Introduction to Folklore and Mythology

Develops a cross-cultural perspective on myths, mythologies and folklore from around the world. Explores different theories of the cultural meanings and functions of myth, past and present. Introduces various ways of interpreting and experiencing myth and folklore as texts with oral origins.

Instructors may choose an anthology with excerpts, complete works, or a combination of both. The assigned readings will cover a range and diversity of mythology and folklore.

Course Student Learning Outcomes

Upon completion of ENG 250 with a "C" or higher, students should be able to:

- Recognize the essentially oral nature of myths and folklore and examine how the context of oral performance shapes the meaning of a story

- Discuss how a diverse range of specific myths function within the cultures that produce them

- Explore a variety of scholarly approaches to mythology and folklore

- Recognize recurring mythological themes and motifs in traditional myths and the arts

- Explore how the collection, transcription and interpretation of myths reflect a process of cultural struggle and historical patterns of domination and

- Write clear,focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 253: American Literature to 1865

Introduces the literature of the land which is now the United States from before European contact through the mid-nineteenth century. Revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture. Considers various literary forms, canonized (such as novel, narrative poem), popular (such as the serialized tale, verse) and unpublished (the jeremiad, Native American oratory, the slave narrative, diary).

Course Student Learning Outcomes

Upon successful students should be able to:

- Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century.

- Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature.

- Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America.

- Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written

- Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters).

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 254: American Literature from 1865

Introduces students to the literature of the land which is now the United States from the mid-nineteenth century to the present. The course revolves around written manifestations of the various interests, preoccupations, and experiences of the peoples creating and recreating American culture.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century.

- Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature.

- Identify and discuss the issues, conflicts, preoccupations, and themes of the various literatures of America.

- Use literary texts to examine the historical, cultural, and rhetorical contexts in which they were written

- Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters).

- Write clear, focused, coherent essays about literature for an academic audience, using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 257: African-American Literature

Covers the major genres and authors of African-American literature from the period of slavery through the Harlem Renaissance.

Major topics include abolition, labor and conditions under slave bondage, reconstructing the black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, creation of a Black aesthetic.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Recognize the importance of self-documentation as a means to claim the African-American identity.

- Examine the intersection of economics, history, culture, region, politics, religion, gender, and sexuality to African-American literature.

- Understand the legacy of the Trans-Atlantic Slave Trade to the African-American experience.

- Identify the relationship between African-American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 258: African-American Literature

Introduces the literature of Americans whose roots are in Africa. Emphasizes the way contemporary political and social aspirations of African Americans are reflected in the literature of the periods from the Harlem Renaissance through the present.

Surveys the creative literature of black writers in the United States with special attention given to the social and symbolic environments from which they emerged, protest against racist violence, socioeconomic mobility, and creation of a modern day Black aesthetic.

Course Student Learning Outcomes

Students should be able to:

- Analyze AfricanAmerican literature from the Harlem Renaissance to the present to identify themes about race, ethnicity, and culture and recognize the contribution of AfricanAmerican writers to recreate cultural identity.

- Examine the intersection of economics, history, culture, politics, religion, and gender to AfricanAmerican literature.

- Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes.

- Identify the relationship between AfricanAmerican literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).

- Write coherent academic essays that explore the complexity of the literature.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 260: Introduction to Women Writers

Explores women's writings and literary theory from diverse places and historical periods.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- Appreciate the role of gender in shaping texts as a product of particular cultures and historical moments, especially unfamiliar ones.

- Consider women's writing as a significant influence in the construction of individual and cultural experiences within specific historical contexts

- Observe elements of form, grammar, dialect, and various language devices as a means by which texts create meaning

- Challenge cultural norms and limits of analysis/criticism to create a richer experience of the texts, including multiple interpretations of the text as a complex fabric.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 261: Literature of Science Fiction

Explores the roots of science fiction as well as classic and modern works of science fiction and speculative literature. Introduces common themes in science fiction, the various ideological underpinnings of science fiction, and the way such literature comments on current issues in society and presents new ideas to society.

Course texts may include anthologies, collections, novels, magazines, or other works the instructor deems appropriate. Instructors may also include additional works from related or sub genres, such as fantasy, magical realism or cyber-punk, cinematic or video texts, and/or critical works about science fiction.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Recognize the elements common to science fiction that distinguish it from other genres and analyze science fiction works from various critical approaches using appropriate literary terminology.

- Create critical hypotheses about texts and argue for their validity using textual evidence.

- Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations.

- Explore the tradition of science fiction and discover ways in which authors have recognized the possibilities of the genre by examining a variety of modern and classic works.

- Examine different presentations in science fiction of gender, science and technology, governmental systems, culture, religion and ethnicity.

- Write clear, focused coherent essays about science fiction for an academic audience using standard English conventions of grammar and style.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 265: Literature of Social Protest

Develops an understanding of how the literature of social protest addresses issues of class oppression, economic inequality, racism, sexism, war, and peace. Engages theoretical questions about the relationship between politics and aesthetic expression, as well as the nature of literature in relation to social protest.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Analyze and discuss texts from a range of genres in the literature of social protest (e.g. poetry, novels, films, nonfiction, songs, and multimedia).

- Identify persistent themes and their expressions in the literature of social protest (e.g. solidarity, systems of power, systems of social control, oppression and revolution).

- Articulate ways that the literature of social protest is embedded in historical and cultural forces.

- Identify relationships between historical moments of social protest and expressions of literary aesthetics.

- Produce critical, reflective, and/or creative writing about the literature of social protest.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 266: Literature of War

Introduces a range of international texts and films pertaining to war in order to explore the social, cultural, political, and historical conditions that have led to war, the experiences of those directly and indirectly involved in war, as well as its aftermath. Explores various perspectives, including those of combatants and their families, innocent victims, returning soldiers and veterans, and later generations. Explores the many complex questions about the evolving definitions of war; the morality of war; the roles of race, gender and religion in war; the roles of propaganda and anti-war movements; the ways in which wars are remembered and forgotten; and the possibilities for peace. Covers memoirs, fiction, poetry, literary nonfiction, graphic novels, documentaries and feature films created by both combatants and civilians.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Identify and discuss qualities of war literature and film, and the unique issues confronted by writers and readers alike when approaching this literature.

- Read/watch analytically to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film.

- Use international literary texts and films from a variety of perspectives to understand the wide range of experiences around war, and to engage in thoughtful discussion and self-reflection in the context of this understanding.

- Discuss the cultural and social differences that allow us to cast the "other" as an enemy in times of war and make peace-making break down.

- Write coherent and compelling essays that continue to explore the complex questions pertaining to the Literature of War.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 269: Wilderness Literature

Explores writings about wilderness and the natural world, giving attention to the relationship between nature and culture. Considers a variety of historical perspectives through essays, poetry, book-length nonfiction, novels, and film. Examines efforts to rethink the concept of wilderness with respect to law, gender, work, race, and the built environment (e.g., urban forests, gardens, farming) while addressing contemporary concerns for global environmental sustainability.

Course Student Learning Outcomes

Upon successful completion, student should be able to:

- Use literary analysis to understand, critique, and discuss writings about wilderness and the natural world, recognizing important themes, concepts, and issues.

- Recognize how literature shapes and challenges our attitudes and actions towards nature—and how our ideas about the meaning of wilderness continue to evolve.

- Apply an understanding of wilderness literature to the vision of global environmental sustainability.

- Write clearly about the complex ideas and questions pertaining to the literature of wilderness and the natural world.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

ENG 275: The Bible as Literature

Explores the Bible as a literary text by discussing authorship, translation, literary forms, history, and cultural context. Discusses the Bible as a point of reference for literature as well as for other works of art.

The Bible as Literature examines the way stories, characters, and idioms of the Bible become allusions and metaphors in contemporary western literature and culture. ENG 275 applies the techniques and language of literary criticism to Biblical text. The course work may include the examination of a variety of translations of the Bible and the process of canonization. The course may examine not only books from the traditional canons but also from texts not typically included in the canon such as the Apocrypha and Gnostic texts.

Course Student Learning Outcomes

Upon completing this course, students should be able to…

- Read the Bible with an understanding of its literary forms and conventions as well as its relationship to history and culture.

- Apply concepts of literary criticism (e.g., typology, archetype, parallelism, chiastic structure) to a variety of writings including the Hebrew Bible, New Testament, and Apocryphal books.

- Recognize the Bible's lasting influence on other works of literature, art, music, and popular culture.

- Discuss and show familiarity with selected Bible texts as well as secondary biblical scholarship.

- Analyze a variety of English translations to understand the effects of translation from the original languages (Hebrew, Aramaic, Greek) on the meaning and interpretation of texts.

- Write coherent and compelling essays that begin to explore the complex questions pertaining to the Bible.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **English**

Environmental Studies Courses

ESR 171: Environmental Science: Biological Perspectives
Covers environmental topics that are primarily biological in nature. Includes human population issues, matter and energy resources, ecosystems, environmental ethics, and food and land resources. The associated laboratories will illustrate these topics and may include fieldwork.

Fieldwork Statement:

Fieldwork is a professional competence in many areas of Environmental Studies. Standard field practices include measurements of abiotic and biotic components in a variety of environmental conditions and habitat types. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, application of key terms and concepts, species identification, and measurement and data collection using appropriate equipment. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.).

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Express graphically, orally or in writing, basic elements and functions of ecosystems.

- Identify and express interactions of humans and the environment.

- Utilize field and laboratory methods and technologies to measure and describe ecosystems.

- Demonstrate an understanding of ecosystem functioning and human effects upon ecosystems.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Environmental Studies**

ESR 172: Environmental Science: Chemical Perspectives
Covers environmental topics that are primarily chemical in nature. Includes air pollution, global warming, toxicology, risk assessment, water pollution, and hazardous waste. The associated laboratories will illustrate these topics and may include fieldwork.

Fieldwork Statement:

Fieldwork is a professional competence in many areas of Environmental Studies. Standard field practices include measurements of abiotic and biotic components in a variety of environmental conditions and habitat types. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, application of key terms and concepts, species identification, and measurement and data collection using appropriate equipment. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.).

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Express graphically, orally or in writing, basic elements of chemistry in the environment.

- Identify and express interactions of humans and the environment.

- Utilize field and laboratory methods/technologies to measure and describe environmental factors.

- Demonstrate an understanding of environmental chemistry and human effects upon it.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Environmental Studies**

ESR 173: Environmental Science: Geological Perspectives

Covers environmental topics that are primarily geological in nature. Includes geology basics, soil resources, hydrogeology, nonrenewable mineral and energy resources, perpetual energy resources, and solid waste. The associated laboratories will illustrate these topics and may include fieldwork.

Fieldwork Statement:

Fieldwork is a professional competence in many areas of Environmental Studies. Standard field practices include measurements of abiotic and biotic components in a variety of environmental conditions and habitat types. Fieldwork includes use of all the senses to make observations in natural and built environments. Field training may include developing skills in site characterization, application of key terms and concepts, species identification, and measurement and data collection using appropriate equipment. Fieldwork may include inherent risks (uneven terrain, off-trail work with map & compass, variable weather, insects, environmental irritants, travel, stress, etc.).

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Express graphically, orally or in writing, basic elements of environmental earth-sciences.

- Identify and express geological interactions of humans and the environment.

- Utilize field and laboratory methods/technologies to measure and describe environmental factors.

- Demonstrate an understanding of geologic time scales and processes.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Environmental Studies**

ESR 298: Independent Study: Environmental Science

Provides an opportunity to perform research on a selected topic related to environmental science or environmental studies under the supervision of an instructor.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Meet the outcomes or goals mutually agreed upon by the student and the instructor for this independent study course.

- Discover and understand the natural history of a field site.

- Use the scientific method including experimental design in the field, data collection, and presentations of results and conclusions.

- Make decisions based on evidence.

- Develop informed positions or opinions on contemporary issues.

Credits: 1 - 4
Prerequisites: **WR 115 RD 115 MTH 20** Instructor permission required. Equivalent placement test scores also accepted.
Program: **Environmental Studies**

Family and Human Service Courses

HUS 101: Introduction to Human Services
Introduces the history, scope and context of human services, including how the profession evolved. Includes a survey of the present conditions in the field, contemporary trends, issues, and outcomes of service delivery.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Articulate the history and development of the human services profession.
- Identify the range of diverse populations served and needs addressed by human services.
- Examine the attitudes, skills, and knowledge needed in the human service field.

Credits: 3
Program: **Family and Human Service**

HUS 102: Mental Health First Aid: Adult
Provides key skills to help adults who are developing a mental health problem or experiencing a mental health crisis. Covers mental health literacy, including identifying, understanding, and responding to signs of mental illness.

Uses curriculum developed by Mental Health First Aid USA: www.mentalhealthfirstaid.org. This course is delivered by a certified Mental Health First Aide USA instructor who completes training and meets certification requirements.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Recognize potential risk factors and warning signs for a range of mental health problems, including: depression, anxiety/trauma, psychosis and psychotic disorders, substance use disorders, and self-injury.
- Use 5-step action plan to help individuals in crisis connect with appropriate professional help.
- Examine the prevalence of various mental health disorders in the United States and the need for reduced stigma.
- Apply knowledge of appropriate professional, peer, social, and self-help resources available to help someone with a mental health problem treat and manage the problem and achieve recovery.
- Assess personal views and feelings about mental health problems and disorders.

Credits: 1
Program: **Family and Human Service**

HUS 103: Introduction to Home Visiting
Introduces the philosophy and practice of home visiting. Examines the strategies and issues of home visiting in a variety of contexts.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Identify best practices and effective strategies of home visiting.
- Apply an understanding of cultural competence to one's home visiting practice.

Credits: 2
Program: **Family and Human Service**

HUS 104: Introduction to Trauma Informed Care
Introduces the core principles of trauma informed care. Explores the types of trauma and the effect on clients and human service professionals.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Articulate a basic understanding of trauma informed care.
- Articulate the principles of trauma informed care.

Credits: 1
Program: **Family and Human Service**

HUS 105: Introduction to Crisis Intervention
Introduces a theoretical and practical approach to understanding crisis intervention. Addresses crisis intervention techniques and community resources.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Articulate an understanding of crisis intervention strategies.
- Explain available community resources to support individuals in crisis.

Credits: 1
Program: **Family and Human Service**

HUS 121: Family and Human Systems
Introduces the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. Provides an understanding of human systems, including individual, interpersonal, group, family, organizational, community and societal.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Recognize how family structures and roles change in human systems.
- Examine major theories of human behavior in the social environment.
- Identify the organizational structures of families and communities, including the capacities, limitations and resiliency of human systems.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Family and Human Service**

HUS 131: Models and Systems of Human Service Delivery
Explores the scope of conditions that promote or inhibit human functioning. Covers the range and characteristics of human services delivery systems, including populations served. Requires: 20 hours of Community Based Learning (CBL).

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Identify the range and characteristics of human service delivery systems and organizations.
- Identify the range of populations served and the needs addressed by human services.
- Articulate the major models of human services used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Family and Human Service**

HUS 141: Direct Service Methods

Introduces theory, knowledge, and skills needed to provide direct services and appropriate interventions to clients and client groups. Covers major methods of direct service delivery, including interviewing, group facilitation, and crisis intervention.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify theories of prevention, intervention, and maintenance in human services.

- Apply skills to facilitate appropriate direct services and interventions related to client groups, including intake interviewing, group facilitation, and crisis intervention.

Credits: 3

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **Family and Human Service**

Food & Nutrition Courses

FN 110: Personal Nutrition

Explores personal food habits and beliefs. Emphasizes practical application of nutrition knowledge to enhance general health. Includes analyzing one's present diet and evaluating it according to latest nutritional guidelines. Covers basic nutrition and little or no science background is necessary to succeed.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use credible nutrition information to promote individual and community health.

- Apply nutrition principles to implement and follow a healthy and sustainable eating plan.

Credits: 3
Program: **Food & Nutrition**

FN 225: Nutrition

Introduces components of an adequate diet, nutrient availability and utilization. Analyze dietary intake and compare to current scientific guidelines. Examines peripheral factors influencing diet such as global and local issues, cultural environment, and elements of food safety. Strong background in life sciences recommended.

Course Student Learning Outcomes

Understand major functions, characteristics and food sources of nutrients and connect pertinent factors between an individual's lifestyle and diet in order to choose foods that will provide a varied, adequate diet.

Credits: 4
Prerequisites: **WR 121 MTH 60 BI 231** MTH 60 or high accepted.
Program: **Food & Nutrition**

General Science Courses

GS 106: Physical Science (Geology)
Covers minerals, rocks, volcanism, earthquakes, plate tectonics, erosion and deposition by wind, glaciers and streams, weathering, fossils and geologic history. Includes weekly lab.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed.

- Use an understanding of geologic dating methods and the interpretation of geologic deposits to explain how geologists reconstruct the history of the Earth.

- Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of geologic processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by geologic processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of geology to our evolving understanding of global change and sustainability while placing the development of geology in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65** Equivalent placement test scores also accepted.
Program: **General Science**

GS 107: Physical Science (Astronomy)
Surveys astronomy to include historical development of the universe, Earth as a planet, Earth's moon, planets of the solar system, the sun, stars, and galaxies. Includes a weekly lab.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use an understanding of solar system models to explain the motions and phases of astronomical objects visible to the naked eye in the night sky.

- Use an understanding of planetary, stellar, galactic, and universe scale astronomical processes to assess the possibility of life existing elsewhere in the universe.

- Access space science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of astronomical processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of astronomical phenomena, use scientific reasoning to interpret these observations and measurements, and compare the results with current astronomical models identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by astronomical processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of astronomy to our evolving understanding of global change and sustainability while placing the development of astronomy in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65** Equivalent placement test scores also accepted.
Program: **General Science**

GS 108: Physical Science (Oceanography)
Explores the chemical, biological, physical, and geological nature of the oceans. Includes a weekly lab.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines, and estuaries.

- Use an understanding of ocean structure and processes to explain the spatial and temporal distribution of biological productivity in the world ocean.

- Access ocean science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of ocean processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65** Equivalent placement test scores also accepted.
Program: **General Science**

GS 109: Physical Science (Meteorology)
Covers characteristics of our atmosphere including air pressure and winds, atmospheric moisture, large air masses, violent storms, climates, and the effect of oceans on weather. Includes a weekly lab.

Course Student Learning Outcomes
Upon completion of this course students should be able to:

- Use an understanding of atmospheric processes to elucidate the practice of weather prediction.

- Use an understanding of atmospheric structure and global circulation to explain the climates of the Earth.

- Access atmosphere science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of meteorological processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of the atmosphere, weather, and climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of meteorological processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by meteorological processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of meteorology to our evolving understanding of global change and sustainability while placing the development of meteorology in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65** Equivalent placement test scores also accepted.
Program: **General Science**

Geography Courses

GEO 106: World Regional Geography

Examines the human, cultural, and environmental geographic issues that shape the world's regions. Includes information on spatial patterns of economic development, natural resource uses, international trade, population and migration, transportation, and cultural landscapes. Analyzes each region as part of the larger global community, with a specific emphasis on current issues and trends.

Course Student Learning Outcomes

Upon successful completion students will be able to:

- Discuss in an informed way how geographic concepts and theories explain current world events, world issues and daily events.

- Explore and reflect on one's role and responsibilities in an increasingly globalized world, specifically as part of a technological, commerce-driven culture.

- Analyze human, cultural, and environmental processes that shape the world's cultural regions in order to be an informed and active global citizen.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Geography**

GEO 206: Geography of Oregon

Explores the various historical, social, economic, physical, and geographic factors that have contributed to the modern Oregon landscape. Delineates the major cultural and physical divisions within Oregon, in order to better understand the state's significant diversity. Emphasizes current issues and trends, and places the growth of Oregon into context with regional and national growth patterns.

Course Student Learning Outcomes

Upon successful completion of Geography 206 the student will be able to:

- Analyze how Oregonians interact with modern-day landscapes based on Oregon's physical environment.

- Evaluate how changing cultural, social, and economic characteristics of Oregon effect public policy, urban growth, and the physical environment.

- Be a more educated consumer and more informed citizen through a deeper understanding of how Oregon's economic development is being shaped by local, national, and even global factors.

- Participate in local decisions about land use policy, urban growth, and economic development.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Geography**

Geology Courses

G 160: Geology: Oregon Coast
Designed to introduce the relationships between the biology and geology of the Oregon Coast.

Geology: Oregon Coast (G160) is a one-term course that explores the geologic history of the Oregon Coast and the relationships between geology and the plants and animals of the Oregon Coast. Students will go on a three-day field trip to the Oregon Coast to get hands-on experience of concepts covered in the lecture portion of the class..

Course Student Learning Outcomes
After completion of this course, students will:

- Apply an understanding of basic ecological principles to the plant and animal species living on the Oregon Coast to appreciate the complexity of factors that influence the "web of life" and our place within it.
- Apply a basic knowledge of geological processes that formed this region to the impact this geology has on the biological organisms found here
- Use scientific field research equipment
- Communicate effectively orally and in writing
- Successfully apply basic geological concepts in future coursework.

Credits: 2
Program: **Geology**

G 184: Global Climate Change
Covers characteristics of Earth's climate system. Includes the atmosphere, ocean, biosphere, and solid Earth as well as past, present, and future climate change and future mitigation and adaptation efforts. Includes a weekly lab.

Course Student Learning Outcomes
After taking this course, students should be able to:

- Use an Earth system perspective that includes the atmosphere, hydrosphere, solid earth, and biosphere to explain past, present, and future global climate patterns.
- Identify both human and non-human forcings on the climate system and the system response to these forcings including possible feedback mechanisms.
- Use real data to document climate change impacts both globally and in the Pacific Northwest and link these changes to the current scientific understanding of climate change.
- Make field, laboratory and web based observations and measurements of climate, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of the climate system identifying areas of congruence and discrepancy.
- Access climate science information from a variety of sources, evaluate the quality of this information, and critically compare this information with current models of the climate system.
- Use scientifically valid modes of inquiry, individually and collaboratively, to critically assess the hazards and risks posed by climate change, to themselves and society, and evaluate the efficacy of ethically robust responses to these risks.
- Communicate effectively about Earth's changing climate, its impacts, and possible responses from an Earth System perspective.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Geology**

G 200F: Geology Field Studies: Pacific Northwest Coast
Introduces basic geology concepts through lecture and a field trip in the vicinity of the Pacific Northwest Coast.

Geology Field Studies: Pacific Northwest Coast (G200 F) is a one credit course designed to engage students with the earth sciences by examining the geology of the Pacific Northwest Coast area. The course consists of a one day field trip buttressed by supporting lectures that introduce aspects of geology as needed to explain the geology of the Pacific Northwest Coast area. This course can be used to partly fulfill graduation requirements for the Associate Degree. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the geologic time scale and the evolution of the Earth.

Course Student Learning Outcomes
Upon completing this course, students should be able to:

- narrate a geologic history of the Pacific Northwest Coast region by combining site specific content knowledge with limited field observations and experiences within the Pacific Northwest Coast region.

- connect current coastal hazard assessments and land use concerns of the Pacific Northwest Coast region to the geography and geologic history of the Pacific Northwest Coast region.

- communicate geologic concepts effectively using maps and diagrams in written and/or oral formats.

Credits: 1
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Geology**

G 200G: Geology Field Studies Columbia River Gorge
Introduces basic concepts in geology through lecture and a field trip in the vicinity of the Columbia River Gorge.

Geology Field Studies: Columbia River Gorge (G200 G) is a one credit course designed to engage students with the earth sciences by examining the geology of the Columbia River Gorge area. The course consists of a one day field trip buttressed by supporting lectures that introduce aspects of geology as needed to explain the geology of the Columbia River Gorge area. This course can be used to partly fulfill graduation requirements for the Associate Degree. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the geologic time scale and the evolution of the Earth.

Course Student Learning Outcomes
Upon completing this course, students should be able to:

- narrate a geologic history of the Columbia River Gorge region by combining site specific content knowledge with limited field observations and experiences within the Columbia River Gorge region.

- connect current hazard assessments and environmental concerns affecting the Columbia River Gorge region to the geography and geologic history of the Columbia River Gorge region.

- communicate geologic concepts effectively using maps and diagrams in written and/or oral formats

Credits: 1
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Geology**

G 201: Earth Materials and Tectonics

Introduces physical geology which deals with minerals, rocks, internal structure of the earth, and plate tectonics. Includes a weekly lab.

Physical Geology G201 is intended for both geology majors and nonmajors, and is the first term of a year of beginning college geology. Physical Geology is concerned with earth materials and geologic processes acting on the earth. G201 deals mainly with rocks and minerals, and introduces students to internally-driven geologic processes. This course can be used to partly fulfill graduation requirements for the Associate Degree, and has been approved for block transfer. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the concepts of geologic time and the evolution of the Earth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of rock and mineral characterization and classification to infer the geologic processes which formed individual rock and mineral specimens.

- Analyze the development, scope, and limitations of plate tectonics and utilize plate tectonics to explain the Earth's earthquake and volcanic activity as well as the occurrence of common rocks, minerals, and economic deposits.

- Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of solid earth processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of rocks and minerals and/or Earth's internal process, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of solid earth processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes and earthquakes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 95 MTH 98** Equivalent placement test scores also accepted. MTH 95 or MTH98 accepted.
Program: **Geology**

G 202: Earth Surface Processes

Introduces physical geology which deals with mass wasting, streams, glaciers, deserts, beaches, groundwater, and use of topographic maps. Includes a weekly lab.

Physical Geology G202 is intended for both geology majors and non-majors, and is the second term of a year of beginning college geology. Physical Geology is concerned with earth materials and geologic processes acting on the earth. G202 deals mainly with surficial geologic processes. This course can be used to partly fulfill graduation requirements for the Associate Degree, and has been approved for block transfer. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the concepts of geologic time and the evolution of the Earth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms.

- Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity, and time interact to create landscapes.

- Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth surface processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of landforms and/or surface processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of earth surface processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of physical geology to our evolving understanding of global change and sustainability while placing the development of physical geology in its historical and cultural context.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 95 MTH 98** Equivalent placement test scores also accepted. MTH 95 or MTH98 accepted.

Program: **Geology**

G 203: Evolution of Planet Earth

Introduces historical geology which deals with geologic time, fossils, stratigraphic principles, and the geologic history of the North American continent. Includes a weekly lab.

Historical Geology is intended for both geology majors and non-majors, and is the third term of a year of beginning college geology. This course can be used to partly fulfill graduation requirements for the Associate Degree, and has been approved for block transfer. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the concepts of geologic time and the evolution of the Earth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded in specific geologic areas.

- Analyze how relative and absolute dating have been used to construct and refine the geological time scale.

- Use their understanding of earth systems and biological evolution to explain major events in the geologic record.

- Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of current models of earth history, identifying areas of congruence and discrepancy.

- Assess the contributions of historical geology to our evolving understanding of global change and sustainability while placing the development of historical geology in its historical and cultural context.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 95 MTH 98** Equivalent placement test scores also accepted. MTH 95 or MTH 98 accepted.

Program: **Geology**

G 207: Geology of the Pacific Northwest

Introduces the regional geology of the Pacific Northwest with emphasis on Oregon geology. Includes basic geologic principles, earth materials and geology of Pacific Northwest provinces.

Geology of the Pacific Northwest (G207) is a one-term introductory course in geology. The purpose of this course is to acquaint the student with basic geologic principles and the general geology of the Pacific Northwest. The emphasis is on the geology of Oregon and Washington. This course can be used to partly fulfill graduation requirements for the Associate Degree, and has been approved for block transfer. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the geologic time scale and the evolution of the Earth.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of earth materials and landforms to infer the surficial and internal processes which formed the landscape and underlying geology of the physiographic provinces of the Pacific Northwest.

- Use an understanding of plate tectonics and surficial processes to unravel the sequence of geologic events which have acted over time to create the physiographic provinces of the Pacific Northwest from diverse geologic terranes.

- Access earth science information about the Pacific Northwest from a variety of sources, evaluate the quality of this information, and compare this information with current models of the formation and development of the physiographic provinces of the Pacific Northwest, identifying areas of congruence and discrepancy.

- Make field and laboratory based observations and measurements of earth materials and landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geological processes affecting the Pacific Northwest, identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by the geological processes which are still shaping the Pacific Northwest both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of physical and historical geology to our evolving understanding of global change and sustainability while placing the development of the geology of the Pacific Northwest in its historical and cultural context.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 58 MTH 65** Equivalent placement test scores also accepted. MTH 58 or MTH 65 accepted.
Program: **Geology**

G 208: Volcanoes and Their Activity
Covers the origin, activity, products, classification, and hazards of volcanoes.

Volcanoes and Their Activity (G208) is a one-term introductory course in volcanology, which is a branch of the science of geology. The student will develop an understanding of the types, origin, activity, products, and hazards of volcanoes. This course can be used to partly fulfill graduation requirements for the Associate Degree, and has been approved for block transfer. The text and materials have been chosen by the faculty and the emphasis of the course will be the viewpoint of the author(s). This includes the geologic time scale and the evolution of the Earth.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens.

- Analyze the development, scope, and limitations of plate tectonics, and utilize plate tectonics to explain the Earth's volcanic activity, and the relationship of this activity to climate change, agriculture, and formation of economic deposits.

- Access volcano science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of volcanic processes, identifying areas of congruence and discrepancy.

- Make field and laboratory-based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy.

- Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

- Assess the contributions of volcanology to our evolving understanding of global change and sustainability while placing the development of volcanology in its historical and cultural context.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 58 MTH 65** Equivalent placement test scores also accepted. MTH 58 or MTH 65 accepted.
Program: **Geology**

Health Courses

HE 112: Standard First Aid and Emergency Care

Describes emergency procedures and techniques of basic life support for adult, child, or infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Provides education and training in Automated External Defibrillator. Upon successful completion of this course, students may earn an American Red Cross Standard First Aid and CPR/AED Adult/ Child and Infant CPR certificate.

This course will cover major aspects of first aid with regard to emergency care and preventative measures. The student will learn the proper methods and procedures for applying CPR in given emergency situations.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Apply working knowledge of AED technology.

- Evaluate first aid/CPR scenarios and apply appropriate first aid/CPR techniques to those scenarios.

Credits: 1
Prerequisites: **RD 115** Equivalent placement test scores also accepted.
Program: **Health**

HE 242: Stress and Human Health

Explores and analyzes stress and its relationship to human health. Examines various personal stressors and the links between stress and disease. Covers how to manage stress with healthy coping and relaxation techniques by using current research and multiple perspectives. Evaluates personal stressors and surveys numerous methods to manage stress.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Describe the relationship between stress, human health, behaviors, and perceptions.

- Recognize signs and symptoms of stress.

- Summarize the physiological response to stress and how it impacts human health.

- Identify stressors and possible root causes using health models.

- Evaluate the effectiveness of stress management strategies and relaxation techniques on a personal level.

- Explore information from credible research on stress and health.

Credits: 4
Program: **Health**

HE 250: Personal Health

Inspires close examination and evaluation of factors that influence one's personal health and wellness. Involves critical analysis of health information related to the biological, psychological, sociocultural, and environmental impacts on personal health from a wellness perspective.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Explain how biological, psychological, sociocultural, and environmental factors influence personal and community health.

- Apply the Socioecological model to assess personal health status and use a variety of wellness enhancement strategies.

- Use health literacy skills to critically evaluate and inform health-related decisions.

- Apply critical thinking skills to analyze strategies for self-assessment, behavior change and modifying health risks.

Credits: 3
Program: **Health**

HE 295: Health and Fitness for Life

Explores the interrelationship of the five components of physical fitness, nutrition and stress management concepts and activities to increase individual health and wellness.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Apply behavior change theories to assess and self-reflect on health and fitness status

- Apply and evaluate wellness concepts that promote health and fitness

- Explore activity options to maintain and/or improve lifelong health and fitness

Credits: 2
Program: **Health**

History Courses

HST 101: History of Western Civilization: Ancient to Medieval
Explores the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe.

Course Student Learning Outcomes
Upon completion of the course student should be able to:

- Articulate and interpret an understanding of key historical facts and events in the ancient world and early medieval Europe.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 102: History of Western Civilization: Medieval to Modern
Covers the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution, Enlightenment and the French Revolution.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Articulate and interpret an understanding of key historical facts and events in late medieval and early modern Europe.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 103: History of Western Civilization: Modern Europe

Covers the history of nineteenth- and twentieth-century Europe, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Articulate and interpret an understanding of key historical facts and events in modern Europe.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well-organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 104: History of the Middle East

Surveys the Middle East from ancient to modern times. Includes political, diplomatic, economic, social, religious and cultural themes.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of the Middle East.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 105: History of India and South Asia Region

Introduces the history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of India and South Asia.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 106: History of China

Introduces the history of China. Includes political, diplomatic, economic,social, religious, and cultural themes from pre-history to modern times.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of China.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 107: History of Korea and Japan

Explores the history of Korea and Japan and their dynamic relationship from pre-history to modern times. Includes political, diplomatic, economic, social, religious, and cultural themes.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of Korea and Japan.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 201: History of the United States to 1840

Examines the social, political, economic and cultural developments of Colonial America and the Early Republic of the United States. Includes: Native Americans pre- and post-European colonization (Spanish, French, Dutch and English); European indentured servitude and African slavery; Salem Witch Trials; Great Awakening; French and Indian War; Declaration of Independence and the American Revolution; Constitution and the Bill of Rights; Whiskey Rebellion; War of 1812; Missouri Compromise; American Indian Removal. History courses are non-sequential and may be taken in any term and in any order.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in Colonial America and the early United States.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 202: History of the United States 1840-1914
Examines the social, political, economic and cultural developments of the United States from 1840 to 1914. Includes: the Women's Rights Movement, Manifest Destiny, the U.S.- Mexican War, slavery, abolitionism and the growing sectional crisis between the North and South, Abraham Lincoln and the Civil War, Reconstruction, westward migration and its impact on Native Americans, America's overseas empire, and the Progressive Era. History courses are non-sequential and may be taken in any term and in any order.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the United States from 1840 to 1914.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 203: History of the United States 1914 to Present
Examines the social, political, economic, and cultural developments of the United States from 1914 to the present. Includes: World War I; 19th Amendment (women's suffrage); "roaring" 1920s; civil liberties; Great Depression; World War II; Cold War (Korea, "Red Scare," Cuban missile crisis, Vietnam, fall of the Berlin Wall); Civil Rights movements, legislation and Martin Luther King, Jr.; The Great Society and War on Poverty; Watergate and Iran/Contra scandals; 9/11. History courses are non-sequential and may be taken in any term and in any order.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the twentieth and twenty first century history of the United States.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 204: History of Women in the U.S.: Pre-colonial to 1877
Examines the lives of women in terms of family relations, religion, culture, sexuality and reproduction, and work roles, as well as educational opportunities and social reform activities. Explores diversity in terms of class, race, ethnicity, legal status, and region. History courses are non-sequential and may be taken in any term and in any order.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in U.S. History from pre-European settlement to 1877, and their particular impact on women.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 205: History of Women in the U.S.: 1877 to Present
Examines women's work in the maturing industrial economy, women's reform activities, and changing family and social relationships. Explores class, ethnic, racial, and regional diversity. History courses are non-sequential and may be taken in any term and in any order.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in U.S. History from 1877 to the present, and their particular impact on women.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 218: American Indian History

Covers history of American Indians in what is now the United States from pre-Columbian times to the present, exploring the cultural diversity among Native peoples, tribal sovereignty, conflicts and accommodations with European Americans, and the historical roots of contemporary issues that emphasize American Indians as a vital part of the shared history of the United States.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in American Indian history.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 225: History of Women, Sex, and the Family

Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of family life and women.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 240: Oregon History

Examines the rich and diverse history of Oregon including the significance of Oregon's frontier heritage and Oregon's role in American history from pre-European contact to the modern era. Explores economic, political, social, and cultural factors in terms of race, ethnicity, gender, class, and religion.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in Oregon history.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 270: History of Mexico

Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes social, political, and cultural developments and contributions by a diversity of Mexico's peoples.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of Mexico.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 271: History of Central America and the Caribbean
Covers Central American and Caribbean history from the pre-Columbian era to the present. Focuses on post-contact history including colonialism, independence, revolution, nation-building and international relationships. Emphasizes social, political and cultural developments and contributions by a diversity of Central American and Caribbean peoples.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of Central America and the Caribbean.

- Identify the influence of culturally-based practices, values, and beliefs to analyze how historically-defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well-organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 277: History of the Oregon Trail
Examines the history of the Oregon Trail including the predecessors of the route, the motivations of the people who used the route, the trail and its variations, life along the trail, and the impact of the migration.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in the history of westward migration along the Oregon Trail.

- Identify the influence of culturally-based practices, values, and beliefs to analyze how historically-defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well-organized historical argument using effective, appropriate, and accurate language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **History**

HST 279: Russian History II

Surveys the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Articulate and interpret an understanding of key historical facts and events in Russian history from the late eighteenth century to the present.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **History**

HST 285: The Holocaust

Introduces the aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazi-occupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, and the aftermath of the Holocaust.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Articulate and interpret an understanding of key historical facts and events during the Holocaust.

- Identify the influence of culturally based practices, values, and beliefs to analyze how historically defined meanings of difference affect human behavior.

- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.

- Construct a well organized historical argument using effective, appropriate, and accurate language.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **History**

Journalism Courses

J 103: Introduction to Media Writing
Introduces the basic process and practice of writing media. Discusses style and story structure for print and electronic media and the rights and responsibilities of the public communicator. Emphasizes journalistic style and format, accuracy and clarity in writing.

Course Student Learning Outcomes
Students will be able to:

- Organize researched material into journalistic format.
- Understand the responsibility inherent in providing information to the public.
- Apply basic techniques of journalistic writing and formats.

Credits: 4
Prerequisites: **WR 121**
Program: **Journalism**

Library Courses

LIB 101: Library Research and Beyond: Find, Select and Cite

Introduces the research process and essential research skills to find, select and cite the best information. Teaches identification of research topics, planning and carrying out the research process, and to identify and cite preferred sources of credible information.

Course Student Learning Outcomes

In this course, students will engage with the following concepts:

- Research is motivated by a need to know more on a topic.
- Not all information is good information; some good information is not pertinent information.
- Successful research is a recursive process that requires persistence, and a balance of focus and open-mindedness.
- Students engaged in research are scholars, entering into an ongoing conversation in which others' ideas are given credit and original ideas are valued.

Credits: 1
Prerequisites: **WR 115** Or placement into
Program: **Library**

LIB 127: Information Research in a Field of Study or Profession

Explores a discipline or job-related field by learning what professionals and scholars read, write and talk about. Covers where research and information is published and how to access relevant information efficiently. Examines the jargon used in a field of study or profession and how evidence is used in decision making.

Use this class to develop skills in finding and evaluating information in a specific area of study, and experience using an academic library.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Investigate topics and issues by examining discipline-based research.
- Describe how information is created and communicated in a field of study or profession.
- Apply an understanding of how evidence is used in a field of study or profession to evaluate information and make effective decisions or solve a problem.
- Access specialized information using tools such as research databases and the web.

Credits: 2
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Library**

Mathematics Courses

MTH 20: Fundamentals of Mathematics
Develops arithmetic fluency and the conceptual basis, and applications of integers, fractions, decimals, percents, and measurements. A scientific calculator may be required. The TI-30XS or TI-30XIIS is recommended. It's recommended that students take MTH courses in consecutive terms.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Perform accurate arithmetic computations in a variety of expressions and applications.

- Apply mathematical problem solving strategies.

- Effectively communicate mathematical reasoning.

Credits: 4
Program: **Mathematics**

MTH 30: Business Mathematics
Applies arithmetic to a variety of problems found in the business field, including simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation. Scientific calculator required.

This course is intended to prepare students to use basic mathematics in solving monetary problems in business and personal finance.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Analyze real world scenarios to recognize when simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Appreciate business mathematics concepts that are encountered in the real world, understand and be able to communicate the underlying business concepts and mathematics involved to help another person gain insight into the situation.

- Work with simple and compound interest, annuities, payroll preparation, pricing, invoice preparation, trade discounts, taxes, and depreciation problems in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and mathematics that requires the use of and an understanding of the concepts of business mathematics.

Credits: 4
Prerequisites: **MTH 20** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 58: Math Literacy I

Introduces pattern recognition, estimation and number sense, working with units, spreadsheets, linear equations and inequalities. Explores how to clearly communicate arguments supported by quantitative evidence using words, tables, graphs, and mathematical equations. Supports collaborative learning through class group interaction. TI-83 or TI-84 calculator required.

Course Student Learning Outcomes

Upon completion of the course students should be able to

- Make accurate inferences and conclusions based upon data presented in graphical or tabular format.

- Demonstrate how units are used in measurement and in calculation.

- Recognize linear and non-linear patterns.

- Derive, solve, and model with linear equations and inequalities in one variable.

- Estimate values based upon data presented in numerical, tabular and graphical form.

Credits: 4
Prerequisites: **MTH 20** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 60: Introductory Algebra - First Term

Introduces algebraic concepts and processes with a focus on linear equations, linear inequalities, and systems of linear equations. Emphasizes number-sense, applications, graphs, formulas, and proper mathematical notation.

A scientific calculator and access to a graphing utility may be required.

Students are no longer required to have physical graphing calculators in MTH 60, 65, 70, 95, 111, and 112. Where physically possible, instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing utility may be done outside of proctored exams.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify the differences between an expression and an equation.

- Simplify and evaluate algebraic expressions.

- Solve linear equations and inequalities in one variable, and linear systems in two variables.

- Identify and interpret the slope as a rate of change in linear relationships.

- Create linear equations, inequalities, and systems that model contextual situations and use the model to make predictions.

- Represent linear relationships between two variables using a graph, table, verbal description, and algebraic formula.

Credits: 4
Prerequisites: **MTH 20** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 65: Introductory Algebra - Second Term
Introduces algebraic concepts and processes with a focus on polynomials, exponents, roots, geometry, dimensional analysis, solving quadratic equations, and graphing parabolas. Emphasizes number-sense, applications, graphs, formulas, and proper mathematical notation.

A scientific calculator and access to a graphing utility may be required.

Students are no longer required to have physical graphing calculators in MTH 60, 65, 70, 95, 111, and 112. Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing utility may be done outside of proctored exams.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Recognize and apply the operations necessary to simplify expressions and solve equations.

- Perform polynomial addition, subtraction, and multiplication and perform polynomial division by a monomial.

- Use exponent and radical properties to simplify expressions and solve radical and quadratic equations.

- Distinguish among perimeter, area, and volume and apply the formulas and appropriate units in contextual situations.

- Perform unit conversions.

- Distinguish between quadratic and linear relationships in symbolic, graphical, and verbal forms.

- Create quadratic models, make predictions, and interpret the meaning of intercepts, vertices, and maximum or minimum values.

Credits: 4
Prerequisites: **MTH 60**
Program: **Mathematics**

MTH 95: Intermediate Algebra
Introduces algebraic concepts and processes with a focus on factoring, functions, rational expressions, solving equations (quadratic, rational, radical, absolute value), and solving inequalities. Emphasizes number-sense, applications, graphs, formulas, and proper mathematical notation.

Access to a graphing utility will be required and a scientific calculator may be required.

Students are no longer required to have physical graphing calculators in MTH 60, 65, 70, 95, 111, or 112. Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing utility may be done outside of the proctored exams.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Factor expressions and use factoring to simplify rational expressions and solve quadratic equations.

- Solve absolute value, quadratic, rational, radical equations, and compound inequalities both symbolically and graphically.

- Understand the definition of a function and use it to distinguish between function and non-function relationships.

- Interpret information provided in function notation given a function expressed in graphical, symbolic, numeric, or verbal form.

- Use variables to represent unknown quantities, create a function to model a situation, and use algebra and/or technology to find and interpret a result.

- Interpret properties of functions and relations, such as the meaning of ordered pairs, domain and range, maximum and minimum values, and intercepts.

Credits: 4
Prerequisites: **WR 115 MTH 65** Or placement into WR 115 also accepted. Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 98: Math Literacy II

Introduces normal distribution and regression/curve fitting. Covers modeling, graphing and solving of linear and quadratic equations. Introduces problem solving with linear systems of equations. Explores how to clearly communicate sophisticated arguments supported by quantitative evidence using spreadsheets, words, tables, graphs, and mathematical equations, as appropriate. Supports collaborative learning through class group interaction. TI-83 or TI-84 calculator required.

Course Student Learning Outcomes
Upon completion of the course students should be able to

- Use a graphing calculator and an Excel style spreadsheet system to perform calculations and create graphical displays.

- Make reasonable conclusions based upon data or situations modeled by a normal distribution.

- Construct, model and problem solve with linear and non-linear functions.

- Apply an understanding of functions and function notation.

- Recognize the difference between direct and indirect variation.

Credits: 4
Prerequisites: **MTH 58 MTH 65 WR 90 RD 90** Equivalent placement test scores also accepted. MTH 58 or MTH 65 accepted.
Program: **Mathematics**

MTH 105: Math in Society

Explores concepts and applications of logic rules, basic probability and statistics as well as personal finance models. Investigates problem solving techniques (algebraic and nonalgebraic) as well as some nontraditional mathematics topics such as social choice or discrete mathematics. Integrates technology where appropriate.

It's recommended that students take MTH courses in consecutive terms.

Math in Society is a rigorous mathematics course designed for students in Liberal Arts and Humanities majors. The course provides a solid foundation in quantitative reasoning, symbolic reasoning, and problem solving techniques needed to be a productive, contributing citizen in the 21st century.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Use formulas and perform relevant calculations pertaining to personal finance in order to make informed financial decisions

- Make and interpret calculations and graphical displays of numerical data in order to perceive and infer patterns within data sets

- Calculate and interpret theoretical and empirical probabilities in support of making predictions and decisions in the presence of uncertainty

- Use logical reasoning to describe and critique arguments and recognize common logical fallacies

- Support conclusions using logical thought, reflection, explanation and justification

- Use appropriate representations to effectively communicate, orally and in writing, quantitative results and mathematical processes

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 95 MTH 98** Equivalent placement test scores also accepted. MTH 95 or MTH 98 accepted.
Program: **Mathematics**

MTH 111: College Algebra

Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing technology is required, such as Desmos and/or GeoGebra which are available at no cost. It's recommended that students take MTH courses in consecutive terms.

Students are no longer required to have physical graphing calculators in either MTH 95 or MTH 111. Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing calculator will be done outside of the proctored exam grade component.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Demonstrate an understanding of functions including function notation, function algebra, domain/range, inverse functions, piecewise functions, graph transformations, and symmetry.

- Analyze polynomial, rational, exponential, and logarithmic functions represented numerically, symbolically, verbally and graphically and identify properties of these functions using technology.

- Use variables to represent unknown quantities; create models; solve exponential, logarithmic, polynomial, and rational equations; and interpret the results.

- Demonstrate a mastery of the skills necessary for future course work that requires the use of college algebra concepts.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 95** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 112: Elementary Functions

Investigates trigonometric functions, equations and identities. Examines right and oblique triangles, vectors, polar coordinates, parametric equations, and complex numbers. Explores topics graphically, numerically, symbolically, and verbally. Graphing technology is required, such as Desmos and/or GeoGebra which are available at no cost. It's recommended that students take MTH courses in consecutive terms.

Students are no longer required to have physical graphing calculators in MTH 112.

Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing calculator will be done outside of the proctored exam grade component.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Demonstrate mastery-level understanding of angles and right triangle trigonometry in various systems of measure.

- Analyze periodic functions and perform graph transformations on trigonometric functions.

- Use variables to represent unknown quantities; create models; solve trigonometric equations and interpret the results.

- Integrate pre-requisite skills to verify trigonometric identities and simplify trigonometric expressions.

- Analyze the graphs of trigonometric functions, the graphs of functions defined on the polar coordinate system, the graphs of parametric equations, and complex numbers, using technology when appropriate.

- Demonstrate mastery of skills necessary for future course work that requires an understanding of trigonometric functions and identities, vector arithmetic, complex numbers, the polar coordinate system, or parametric equations.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 111** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 211: Foundations of Elementary Math I

Examines the conceptual basis of K-8 mathematics using collaborative learning through in-class group interaction. Provides opportunities to experience using manipulatives to model problem solving, numeration systems, operations, patterns and change, and number theory. Emphasizes quantitative and algebraic reasoning. Includes content and mathematical practices based on the Common Core State Standards.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply an understanding of the theoretical foundations of mathematics focusing on numeration systems and operations as taught at the K-8 level in order to develop mathematical knowledge and communication skills necessary for teaching.

- Use various problem solving strategies and algebraic reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

- Foster the mathematical practices in the Common Core State Standards.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 95** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 212: Foundations of Elementary Math II

Examines the conceptual basis of K-8 mathematics using collaborative learning through in-class group interaction. Provides opportunities to experience using manipulatives to model operations with rational numbers including fractions, decimals, percents, and integers. Explores the set of irrational numbers, the set of real numbers, proportional reasoning, and simple probability and statistics. Includes content and mathematical practices based on the Common Core State Standards.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply an understanding of the theoretical foundations of mathematics focusing on real number operations, probability, and statistics as taught at the K-8 level in order to develop mathematical knowledge and communication skills necessary for teaching.

- Use various problem solving strategies and statistical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

- Foster the mathematical practices in the Common Core State Standards.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 213: Foundations of Elementary Math III

Examines the conceptual basis of K-8 mathematics using collaborative learning through in-class group interaction. Provides opportunities to experience using manipulatives to model problem solving, explore patterns and relationships among geometric figures and develop spatial reasoning. Explores informal geometry, transformational geometry, and measurement systems. Includes content and mathematical practices based on the Common Core State Standards.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Apply an understanding of theoretical foundations of mathematics focusing on geometric principles as taught at the K-8 level in order to develop mathematical knowledge and communication skills necessary for teaching.

- Use various problem solving strategies and geometrical reasoning to create mathematical models, analyze real world scenarios, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Use appropriate mathematics, including correct mathematical terminology, notation, and symbolic processes, and use technology to explore the foundations of elementary mathematics.

- Foster the mathematical practices in the Common Core State Standards.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 95** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 243: Statistics I

Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives. Graphing calculator with advanced statistical programs and/or computer software required; see instructor.

This is the first term of a two-term sequence (MTH 243 and 244) that is intended to provide an introduction to statistics in a data-based setting.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify statistical results and terminology in politics, popular culture, and scientific studies and state their relevance.

- Use statistical thinking to identify, answer and interpret meaningful questions.

- Generate appropriate graphical and numerical summaries for various situations.

- Describe and identify the role and importance of variability and randomness in statistics.

- Use statistical models (single and multivariable) and statistical inference (hypothesis testing and confidence intervals) in a range of contextual settings and draw appropriate conclusions.

- Use statistical software to analyze data, carry out inference and make conclusions.

- Be prepared to continue a course of study in a major field that requires the use and understanding of the concepts and logical implications of probability and statistics.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 95** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 244: Statistics II

Includes confidence interval estimation; tests of significance including z-tests, t-tests, ANOVA, and chi-square; and inference for linear regression. Investigates applications from science, business, and social science perspectives. Graphing calculator with advanced statistical programs and/or computer software required; see instructor.

This is the second term of a two-term sequence (MTH 243 and MTH 244). This course is intended to provide an introduction to statistics in a data-based setting.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Critically analyze the data from observational studies, surveys, and experiments, and using appropriate statistical methods and technology, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Interpret studies in scholarly and scientific publications and make sense of statistical information provided by the media.

- Understand and be able to communicate the underlying mathematics involved to help another person gain insight into probability and statistics concepts encountered in real world situations.

- Reason from data and use standard mathematical terminology, notation, and symbolic processes in order to engage in work, study, and other applications that require the use of and an understanding of the concepts of statistics in a data-based setting.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 243** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 251: Calculus I

Includes limits, continuity, derivatives and some applications of derivatives. Graphing technology is required, such as Desmos and/or GeoGebra which are available at no cost.

This is the first course of four courses in the Calculus sequence. Lab time shall be used by students to work on group activities.

Effective Spring 2018, students will no longer be required to have physical graphing calculators in MTH 251. Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing calculator will be done outside of the proctored exam grade component.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Analyze real world scenarios to recognize when derivatives and limits are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Recognize derivatives and limit-related concepts that are encountered in the real world; understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation.

- Work with derivatives and limits in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving derivatives and limits with colleagues in the field of mathematics, science or engineering.

Credits: 4
Prerequisites: **MTH 112 WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 252: Calculus II

Includes antiderivatives, the definite integral, topics of integration, improper integrals, and applications of differentiation and integration. Graphing technology is required, such as Desmos and/or GeoGebra which are available at no cost.

This class is a foundational course for many STEM majors. Some topics are of particular importance for students continuing into MTH 253 including: using L'Hospital's rule to evaluate limits, improper integrals, and error estimates for definite integrals. Students may be taking this course concurrently with calculus based physics courses. It can be beneficial for these students if the integral symbol is introduced early on to represent anti-derivatives. Partial fractions are a particularly important technique for engineering students (which will be revisited in MTH 253 and MTH 256). Students should be able to do simple partial fraction expansions by hand, but may use the "expand" command on their CAS for more complicated problems. Because this course is also a pre-requisite for MTH 261, logic and correct application of theorems should be emphasized.

Lab time shall be used by students to work on group activities.

Effective Summer 2018, students will no longer be required to have physical graphing calculators in MTH 252. Where physically possible instructors will demonstrate using Desmos, GeoGebra, or other online programs in class. Assessments requiring the use of a graphing calculator will be done outside of the proctored exam grade component.

Credits: 4
Prerequisites: **MTH 251 WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Mathematics**

MTH 253: Calculus III

Includes infinite sequences and series (including Taylor series), vectors, and geometry of space. Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended.

This is the third course of four courses in the Calculus sequence.

Course Student Learning Outcomes
Upon completion of the course the students should be able to:

- Analyze real world scenarios to recognize when series, vectors, and geometry of space are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, judge if the results are reasonable, and then interpret and clearly communicate the results.

- Recognize series, vectors, and geometry of space concepts that are encountered in the real world; understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation.

- Work with series, vectors, and geometry of space in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving vectors and series with colleagues in the field of mathematics, science or engineering.

Credits: 5
Prerequisites: **MTH 252 WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Mathematics**

Medical Assistant Courses

The Medical Assistant Program prepares students for entry level employment in a physician's clinic or a variety of other healthcare settings. Program graduates will have the academic, administrative and clinical skills necessary for an allied health care professional. Courses cover anatomy, physiology, and medical terminology, as well as, computers, office procedures, communications, psychology and mathematics. Those training in the Medical Assisting Program will find occupations involved within various aspects of health care in clinics and physicians' offices. The medical assistant performs a variety of clinical and administrative duties.

Clinical duties may include: assisting physicians and preparing patients for examinations; taking and recording vital signs and medical histories; performing venipuncture, spirometry, and electrocardiograms; and preparing, administering, and documenting medications; collecting and processing specimens.

Administrative duties may include: scheduling and receiving patients; maintaining medical records; handling telephone calls; corresponding authorizations and reports; and insurance and billing matters.

Students are prepared to function under the supervision of a licensed provider. The program is designed to correlate classroom and laboratory experience with practical experience in health care facilities. The program is accredited by National Center for Competency Testing (NCCT) and when students complete the program they are eligible to apply for National Certification which is required by many healthcare facilities.

Program Outcomes

Upon completion of the Medical Assistant Training Program students will have the resources to:

- Interact in a caring and respectful manner with patients, families, and the health care team.

- Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.

- Perform the administrative business tasks required in a medical office.

- Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.

- Comply with quality assurance requirements in performing clinical laboratory procedures.

- Perform common diagnostic procedures under a licensed health care provider to ensure patient comfort and safety.

   Pre-requisites: High School Completion or GED; placement in Writing 121 or completion of WR 115 and RD 115 with a C or better; and placement in MTH 20 or higher.

Other Requirements

Once conditionally admitted, students will be required to complete various state and program requirements such as a criminal background check, immunizations and drug screening. For more information contact the Health and Human Service Department and/or Academic Advising.

NCMA 101: Body Structure & Function I
Explores medical terminology in its proper context. Includes form and function of the human body in health and disease and basic word structure. Reviews select body system including: their components, basic structure and function to be able to apply medical terminology skills in the clinical setting.

Course Student Learning Outcomes
- Define basic combining word forms, suffixes, prefixes and demonstrate how to build medical words.
- Define terms that apply to the structural organization of the human body.
- Locate and identify terms that describe positions, directions and planes of the body.
- Correctly describe locations, structure and functions of each organ of the following systems:
   ◦ integumentary, digestive, urinary, female reproductive and male reproductive.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 102: Clinical Procedures I

Develop communication and technical skills used in a medical office setting.

Course Student Learning Outcomes

- Apply principles of aseptic technique and infection control.

- Obtain and document a patient history and vital signs.

- Prepare and maintain examination and treatment areas, and patients for examination, procedures and treatments.

- Recognize and adhere to legal guidelines and ethical principles for medical assisting.

- Recognize and respect cultural diversity by using effective and appropriate verbal and written communication.

- Receive, organize, prioritize, and transmit information.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 103: Office Skills for the Medical Office

Introduces entry level office procedures. Includes: telephone techniques, patient scheduling, office organization, office communication, the use of office machinery, computer systems, patient medical records, software and billing, coding and insurance procedures, while providing for patient privacy and confidentiality.

Course Student Learning Outcomes

- Apply and use proper telephone etiquette, including scheduling, patient triage, prior authorizations for insurance, and referrals.

- Apply a basic understanding of office communication including verbal and written communication.

- Correctly use office machinery including fax machines, copy machines, multi-line phone systems, computers, etc. while providing for patient privacy and confidentiality.

- Display the ability to work as a team and resolve conflicts in a positive, professional manner.

- Show evidence of mastery of basic billing, coding and insurance procedures, the basic foundation of banking and financial records and processes, and the ability to assemble and file in both paper and electronic patient medical records.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 111: Body Structure and Function II

Explores medical terminology in its proper context. Includes form and function of the human body in health and disease and basic word structure. Reviews select body system including: their components, basic structure and function to be able to apply medical terminology skills in the clinical setting.

Course Student Learning Outcomes

- Define basic combining word forms, suffixes, prefixes and demonstrate how to build medical words.

- Define terms that apply to the structural organization of the human body.

- Locate and identify terms that describe positions, directions and planes of the body.

- Correctly describe locations, structure and functions of each organ of the following systems:
    - nervous, cardiovascular, respiratory, blood, lymphatic and immune, musculoskeletal, sensory, and endocrine and the area of psychiatry.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 NCMA 101** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 112: Clinical Procedures II

Continues to develop communication and technical skills used in a medical office and clinic setting.

Course Student Learning Outcomes

- Comply with quality assurance practices for medical offices.

- Perform selected diagnostic tests; screen and report test results.

- Correctly assist with examinations, procedures, and treatments.

- Recognize and respond appropriately to emergencies.

- Prioritize and perform multiple tasks, managing time effectively.

- Use effective verbal and written communication, adapting communication to individual's ability to understand and modify teaching methods to client needs.

- Receive, organize, prioritize, and transmit medical information adhering to legal and ethical principles.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 NCMA 102** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 113: Clinical Practicum I
Provides opportunities to practice direct care to patients and support office functions in a medical setting.

Course Student Learning Outcomes
- Complete administrative tasks including scheduling and monitoring office or clinic appointments.
- Prepare and assist with selected examinations, procedures and treatments.
- Provide care that encompasses compassion, empathy, and respect of cultural diversity.
- Utilize therapeutic and professional communication techniques in the clinical setting with patients, peers, and health care team members.
- Utilize basic patient teaching techniques when communicating with clients.
- Present self in both appearance and behavior appropriate for a professional medical assistant in compliance with OCCC and facility policies.
- Adhere to ethical and legal principles guiding practice as a medical assistant.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 NCMA 112** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 123: Medical Assistant Clinical Practicum II
Provides opportunities to practice direct care to patients and support office functions in a medical setting.

Course Student Learning Outcomes
- Complete administrative tasks such as scheduling and monitoring office or clinic appointments.
- Prepare and maintain examination and treatment area and assist with selected examinations, procedures and treatments.
- Make decisions regarding patient care based on professional values and complying with legal/ethical standards.
- Use therapeutic and professional communication techniques in the clinical setting with patients, peers, and coworkers.
- Implement patient education plans incorporating culture, learning needs and ability to learn.
- Adhere to ethical and legal principles guiding practice as a medical assistant.
- Collaborate with members of the health care team for assigned patients.

Credits: 5
Prerequisites: **WR 115 RD 115 MTH 20 NCMA 113** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

NCMA 125: Pharmacology for Medical Assistants

Includes basic principles and practice of pharmacology and administering drugs, identifying roles and responsibilities of the medical assistant in safely administering selected medications by various routes. Covers medications related to each of the following classifications: vitamins, minerals and herbs, skin, nervous system, urinary system, gastrointestinal system, anti-infective analgesics, sedatives and hypnotics, psychotropic meds, musculoskeletal, anticonvulsants, reproductive system, cardiovascular, and respiratory.

Course Student Learning Outcomes

- Demonstrate an understanding of basic principles of pharmacology, uses, side effects, contraindications, and patient education pieces for each of the classifications of medications to include: vitamins, minerals and herbs, skin, nervous system, urinary system, gastrointestinal system, anti-infective, analgesics, sedatives and hypnotics, psychotropic meds, musculoskeletal, anticonvulsants, reproductive system, cardiovascular, and respiratory.

- Evaluate and review the legal aspects of administering medications, and the roles and responsibilities. of the medical assistant.

- Differentiate between chemical, generic, and trade names of drugs.

- Locate and use various resources to obtain information regarding medication administration.

- Accurately calculate drug dosages; accurately and safely administer medications by oral, parenteral, topical, and rectal routes to clients of all ages.

- Accurately maintain medication and immunization records.

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Medical Assistant**

Medical Professions Courses

MP 111: Medical Terminology
Covers prefixes, suffixes, root words, abbreviations, conditions, symptoms and procedure terms. Course taught by body systems. English communication skills necessary.

Course Student Learning Outcomes
Students who successfully complete this course will be able to:

- Have knowledge of basic rules of work construction and vocabulary of the body systems.

- Read and understand medical documentation in medical records and medical reports.

- Communicate with health care professionals utilizing proper medical terminology.

Credits: 4
Program: **Medical Professions**

Music Courses

MUS 101: Introduction to Music (Basic Materials)
Introduces the basic components of music such as rhythm, melody, harmony and structure. Includes basic note reading and building of music literacy skills. No prior music experience required.

Course Student Learning Outcomes
- Use basic music literacy in order to apply musical skills in the form of singing and/or learning to play a musical instrument.
- Listen critically using the building blocks of music in order to identify structure and form in music.
- Use the basic components of music in order to identify what makes up diverse musical style and genre.

Credits: 3
Program: **Music**

MUS 105: Music Appreciation
Provides an introduction to understanding symphonic music in the vocal and instrumental genres from the ancient period through the contemporary music of our time. Class will be presented using a multi-media format.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Appreciate the western music tradition, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement.
- Experience musical works "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.
- Generalize course content to other music not covered in the course so that one can understand and value a broad spectrum of musical expression.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 108: Music Cultures of the World
Examines musical cultures throughout the world with attention to cultural contexts and musical styles, including but not limited to Africa, the Americas, Asia, Near East, Europe and the South Pacific.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Overcome ethnocentrism through awareness about diverse peoples cultural communities and traditions. Use the social, political, and cultural contexts for different musical practices to gain a better awareness about their own cultural heritage and develop understanding and empathy for others.
- Relate music to history, society, culture, and the individual while incorporating intellectual concepts, material resources and listening skills to appreciate and analyze diverse music from a global intercultural perspective.
- Gain an understanding of the relationship of music to history, society, culture, and the individual while learning about intellectual concepts, material resources and listening skills necessary to appreciate and analyze diverse music from a global intercultural perspective.
- Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural moments, origins, precedents and potential in relationship to and inspiration upon other musics.
- Appreciate the artistic, social, historical, and cultural contexts of world music through observation and critique to become an informed listener.
- Generalize course content to other cultural expressions (including but not limited to music and genres not covered in the course) so that one can understand and value a broad spectrum of cultural expressions within diverse cultural settings.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 110: Fundamentals of Music

Covers the basic concepts of music: pitch, rhythm, meter, intervals, modes, scales, harmony and music notation. Introduces the science of sound and music theory terminology. Begins development of musical performance skills through singing, clapping and performance on the piano keyboard. Also includes basic aural skills. Course intended for non-music majors and to prepare students for further music theory study.

Course Student Learning Outcomes

Upon successful completion of this course the student will be able to:

- Begin the formal study of music theory as it is applied in the music of the Western World.
- Use learned applied keyboard, rhythm and singing skills in order to build the foundations of musicianship.
- Listen critically using the building blocks of music in order to better understand the diverse musical styles of the world and what makes the music of each culture unique.

Credits: 4
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 111: Music Theory I (part one)

Covers music theory as exhibited in the works of the great composers of the 17th and 18th centuries. Includes notation, pitch, meter, tonality, modality, harmony and diatonic function. Basic music analysis focusing on harmonic function and figured bass notation. Includes written composition. Part one of three-term sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Exhibit developing musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by beginning the application of the components of music theory through musical expression.
- Attain musical literacy in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis and basic music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.
- Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.
- Develop a personal musical language in the composition of basic musical works

Credits: 3
Prerequisites: **WR 115 RD 115 MTH 20 MUS 110** Equivalent placement test scores also accepted.
Program: **Music**

MUS 111C: Music Theory I: Sight Singing and Ear Training (part one)
Focuses on the development of skills related to the notation, performance and aural recognition of music. Includes meter, rhythm, diatonic melodies, triads, solfeggio, intervals, and harmonic function. Part one of three term sequence.

Course Student Learning Outcomes
Material will primarily be presented in a lecture/lab format. Other educational methods will be used to enhance lectures. These will include use of recorded materials, internet sites and computer software.
A large amount of student to teacher contact should be achieved throughout the term in order to encourage and accomplish successful student development.

- Students will be able to interpret and perform rhythmic notation in simple meters (beat division and longer).

- Students will be able to interpret and perform rhythmic notation in compound meters (beat division and longer).

- Students will be able to isolate and accurately notate rhythm of a musical example (beat division and longer).

- Students will be able to apply solfege to conjunct diatonic melodies.

- Students will be able to aurally identify scale degrees within major and minor scales.

- Students will be able to sing diatonic intervals (m2-P5) at sight.

- Students will be able to aurally identify diatonic harmonic intervals (m2-P5).

- Students will be able to sing basic conjunct diatonic melodies at sight using solfege.

- Students will be able to accurately notate diatonic conjunct melodies.

- Students will be able to aurally identify major and minor scales.

- Students will be able to aurally identify diatonic chord functions (primary functions in major and minor keys).

- Students will be able to aurally detect errors (rhythm and pitch) in the notation of diatonic conjunct melodies.

- Students will be able to aurally identify triad chord qualities (major and minor).

- Students will be able to aurally identify nonharmonic tones within a musical example (passing and neighbor tones).

Credits: 1
Program: **Music**

MUS 112: Music Theory I (part two)
Continues work from MUS 111. Focuses on four-part harmony and common practice period voice leading. Includes figured bass realization, harmonic analysis and written composition. Part two of three-term sequence.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Attain fluent musical language in order to consciously observe the musical practices of the masterworks of the western world through listening, harmonic analysis, basic music composition and the practicing of tonal counterpoint in order to appreciate simultaneously the uniqueness of

- a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.

- Exhibit good musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.

- Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.

- Develop a personal musical language in the composition of original musical works.

Credits: 3
Prerequisites: **MUS 111**
Program: **Music**

MUS 112C: Music Theory I: Sight Singing and Ear Training (part two)
Continues development of skills from MUS 111C. Includes harmonic implications in melody, complex rhythms, beat subdivisions and four-part harmony. Introduces melodic chromaticism, extended harmony and phrase relationships. Part two of three-term sequence.

Course Student Learning Outcomes
Material will primarily be presented in a lecture/lab format. Other educational methods will be used to enhance lectures. These will include use of recorded materials, internet sites and computer software.

A large amount of student to teacher contact should be achieved throughout the term in order to encourage and accomplish successful student development.

- Students will be able to interpret and perform rhythmic notation in simple meters (beat subdivision and longer values).
- Students will be able to interpret and perform rhythmic notation in compound meters (beat subdivision and longer values).
- Students will be able to isolate and accurately notate rhythm of musical examples that include beat subdivisions.
- Students will be able to apply solfege to disjunct diatonic melodies.
- Students will be able to sing diatonic intervals (m2-P8) at sight.
- Students will be able to aurally identify diatonic harmonic intervals (m2-P8).
- Students will be able to sing basic disjunct diatonic melodies at sight using solfege.
- Students will be able to accurately notate disjunct diatonic melodies upon hearing.
- Students will be able to aurally identify chord function (diatonic functions).
- Students will be able to aurally detect errors in notation of disjunct diatonic melodies from the music literature.
- Students will be able to aurally identify triad chord qualities (major, minor, diminished and augmented).
- Students will be able to aurally identify nonharmonic tones within a musical example (suspensions, anticipations and escape tones).

- Students will be able to accurately identify the relationship between two musical phrases. (E.g. repetition vs. sequence)

Credits: 1
Prerequisites: **MUS 111C**
Program: **Music**

MUS 113: Music Theory I (part three)
Continues work from MUS 112. Introduction to chromatic harmony as exhibited through tonicization and harmonic modulation. Covers melodic structure and basic Schenkerian reduction technique. Also includes large-scale form and analysis and written composition. Meets arts and humanities sequence requirement for Associate of Arts Oregon Transfer degree. Part three of three-term sequence.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Attain fluent musical language mastery in order to consciously observe musical form in the masterworks of the western world through listening, harmonic analysis and music composition in order to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an influence and inspiration on other works, and its relationship to a particular cultural moment.
- Exhibit advanced musicianship (good tone production, stylistically proper phrasing, execution of dynamics and articulations) by applying components of music theory through musical expression.
- Generalize listening experience to music that is not part of the western art music tradition so that he/she can understand and value the music of the peoples of the world in all-encompassing ways.
- Acquire a personal musical language in the composition of original musical works.

Credits: 3
Prerequisites: **MUS 112**
Program: **Music**

MUS 113C: Music Theory I: Sight Singing and Ear Training (part three)
Continues development of skills learned in MUS 112C. Includes two-part melodic and rhythmic notation. Introduces secondary function and diatonic modulation. Part three of three-term sequence.

Course Student Learning Outcomes
Material will primarily be presented in a lecture/lab format. Other educational methods will be used to enhance lectures. These will include use of recorded materials, internet sites and computer software.
A large amount of student to teacher contact should be achieved throughout the term in order to encourage and accomplish successful student development.

- Students will be able to interpret and perform complex rhythmic notation in simple meters (beat subdivision and longer values).
- Students will be able to interpret and perform complex rhythmic notation in compound meters (beat subdivision and longer values).
- Students will be able to isolate and accurately notate rhythm of two-part musical examples that include beat subdivisions.
- Students will be able to apply solfege to chromatic melodies.
- Students will be able to sing all intervals (m2-P8) at sight.
- Students will be able to aurally identify all harmonic intervals (m2-P8).
- Students will be able to sing basic chromatic melodies at sight using solfege.
- Students will be able to accurately notate single-line chromatic melodies and two-part diatonic melodies upon hearing.
- Students will be able to aurally identify chord function (diatonic and secondary functions).
- Students will be able to aurally detect errors in notation of chromatic melodies from the music literature.
- Students will be able to aurally identify seventh chord qualities.
- Students will be able to accurately notate the outer voices of a four-part musical example.

Credits: 1
Prerequisites: **MUS 112C**

Program: **Music**

MUS 191: Class Guitar I
Group instruction in guitar. Covers traditional classical guitar technique. Focuses on note reading and basic music theory as applies to guitar. Topics include single line first position melodies, common arpeggio patterns and music in two or more parts. Includes both solo and ensemble performance. Attention given to history and repertoire of the guitar.

No previous experience required.

Course Student Learning Outcomes
- Students will be able to perform single line melodies and simple polyphonic pieces in the first position.
- Students will be able to execute musical works using basic classical guitar technique.
- Students will be able to recognize the basic components of music theory.
- Students will begin to be able to identify the stylistic variations between musical genres.

Credits: 2
Program: **Music**

MUS 191P: Class Piano I
Group instruction in piano performance. Intent of course is the development of piano proficiency skills. Focus given to basic keyboard technique, score reading and performance, sight-reading, harmonization, accompanying, and transposition. Designed for music majors but is available to all students.

No previous experience required.

This course is required for students who plan on majoring in music at a four-year institution and is strongly recommended for any student wishing to study music theory. The course is open to all students

Course Student Learning Outcomes
The material for the course will be presented in a lecture/lab format. Instruction will take place in an electronic piano lab. The piano lab should facilitate practical examination. Students will be required to apply the material through music performance on the piano keyboard. Musical examples from a wide array of genres will be used to demonstrate the concepts covered. Lectures may be enhanced through the use of multimedia technologies.

- Students will able to accurately perform the major and minor scales in all keys (one octave, separate hands)
- Students will be able to accurately construct and perform the ancient church modes in all keys.
- Students will be able to accurately construct and perform basic triad arpeggios (hand over hand, ascending and descending, diatonic and chromatic)
- Students will be able to construct and accurately perform all inversions of basic triads.
- Students will be able to construct and accurately perform pentascales built on each scale degree of the major and minor scales.
- Students will be able to construct and accurately perform pentascales based on whole tone and chromatic scales.
- Students will be able to identify the quality of triads built on any major or minor scale degree.
- Students will be able to construct and perform chord progressions using the primary triads in all major and minor keys.
- Students will be able to successfully harmonize a single-line melody using proper chord progression.

- Students will be able to read and perform basic rhythms at sight.
- Students will be able to read and perform basic (beginning level) piano compositions at sight.
- Students will be able to accurately perform transpositions of five finger pieces.

Credits: 2
Program: **Music**

MUS 192: Class Guitar II
Group instruction in guitar. Continues material presented in Music 191. Topics include reading notes up to the fifth position, advanced left hand technique, chord structure, flamenco technique and music theory as it applies to the guitar. Includes both solo and ensemble performance. More in depth study of the historical origins of the guitar, the repertoire and its major players.

Course Student Learning Outcomes
- Students will be able to perform single line melodies and intermediate polyphonic pieces up to the fifth position.
- Students will be able to execute musical works using beginning to intermediate classical and flamenco guitar technique.
- Students will be able to find solutions to idiomatic problems.
- Students will be able to construct basic harmonies on the fretboard.
- Students will be able to interpret intermediate level music notation.
- Students will begin to be able to identify the stylistic variations between musical genres through the use of applied music theory.

Credits: 2
Prerequisites: **MUS 191** Or knowledge of first position note reading.
Program: **Music**

MUS 192P: Class Piano II
Continues group instruction in piano performance covered in MUS 191p. Intent of course is the development of piano proficiency skills. Focus given to basic keyboard technique, score reading and performance, sight-reading, harmonization, accompanying, and transposition. Designed for music majors but is available to all students.

This course is required for students who plan on majoring in music at a four-year institution and is strongly recommended for any student wishing to pursue studies in music theory. The course is open to all students

Course Student Learning Outcomes
The material for the course will be presented in a lecture/lab format. Instruction will take place in an electronic piano lab. The piano lab should facilitate practical examination. Students will be required to apply the material through music performance on the the piano keyboard. Musical examples from a wide array of genres will be used to demonstrate the concepts covered. Lectures may be enhanced through the use of multimedia technologies.

- Students will able to accurately perform major scales in all keys with prepared fingerings (separate hands, four octaves, ascending and descending)
- Students will be able to accurately construct and perform seventh chord arpeggios (hand over hand, ascending and descending)
- Students will be able to accurately interpret and perform triads and seventh chords using pop chord notation.
- Students will be able to construct and perform chord progressions using the secondary and primary triads in all major and minor keys.
- Students will be able to successfully harmonize a single-line melody using proper chord progression (including secondary harmonies).
- Students will be able to accurately harmonize the major and minor scales.
- Students will be able to accurately perform four-part, chorale style harmonizations.
- Students will be able to provide harmonic analysis of chords as found in music.
- Students will be able to accurately perform a basic (beginning to intermediate level) composition for treble and bass clef.

- Students will be able to successfully transpose a basic piano composition to two new keys.
- Students will be able to successfully perform a basic piano composition at sight.

Credits: 2
Prerequisites: **MUS 191P**
Program: **Music**

MUS 193: Class Guitar III
Group instruction in guitar. Continues material presented in Music 192. Topics include reading notes up to the twelfth position, alternate tunings, altered chords, creating original arrangements and music theory as it applies to the guitar. Includes both performing as a soloist and as a member of an ensemble. Detailed study of twentieth century guitar practice and the influence of popular styles.

Course Student Learning Outcomes
- Students will be able to perform intermediate polyphonic pieces up to the twelfth position.
- Students will be able to execute musical works using intermediate to advanced classical, flamenco and modern guitar techniques.
- Students will be able to perform musical works in alternate tunings.
- Students will be able to create original arrangements for performance on the guitar.
- Students will be able to interpret intermediate to advanced level music notation.
- Students will begin to be able to compose original works for the guitar.
- Students will be able to identify common luthier practices.

Credits: 2
Prerequisites: **MUS 192**
Program: **Music**

MUS 193P: Class Piano III
Continues group instruction in piano performance covered in MUS 192p. Intent of course is the development of piano proficiency skills. Focus given to basic keyboard technique, score reading and performance, sight-reading, harmonization, accompanying, and transposition. Designed for music majors but available to all students.

This course is required for students who plan on majoring in music at a four-year institution and is strongly recommended for any student wishing to pursue studies in music theory. The course is open to all students

Course Student Learning Outcomes
The material for the course will be presented in a lecture/lab format. Instruction will take place in an electronic piano lab. The piano lab should facilitate practical examination. Students will be required to apply the material through music performance on the the piano keyboard. Musical examples from a wide array of genres will be used to demonstrate the concepts covered. Lectures may be enhanced through the use of multimedia technologies.

- Students will be able to successfully apply basic keyboard fingering concepts to simple piano compositions.
- Students will able to accurately perform major and parallel minor scales in all keys (separate hands, two octaves, ascending and descending).
- Students will be able to accurately perform major and minor tetra scales in all keys.
- Students will be able to accurately perform seventh chord arpeggios (hand over hand, ascending and descending)
- Students will be able to construct and perform seventh chords on all scale degrees of the major and harmonic minor scales.
- Students will be able to successfully perform triads and seventh chords in blocked and broken forms.
- Students will be able to accurately construct and perform harmonic progressions using diatonic seventh chords.
- Students will be able to accurately harmonize single-line melody using secondary dominant chords.
- Students will be able to accurately perform four-part, chorale style harmonizations using secondary dominant chords.

- Students will be able to provide harmonic analysis of chords as found in music.
- Students will be able to identify harmonic modulations in piano compositions (closely related keys only).
- Students will be able to accurately harmonize a modulating single-line melody.
- Students will be able to accurately perform a basic (intermediate level) composition for treble and bass clef.
- Students will be able to successfully transpose piano composition to two new keys.
- Students will be able to successfully perform a basic piano composition at sight.
- Students will be able to successfully create and perform accompaniment from a lead sheet.

Credits: 2
Prerequisites: **MUS 192P**
Program: **Music**

MUS 203: Introduction to Music and Its Literature
Covers music of the post-Romantic era and the 20th century.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Communicate effectively with musicians and nonmusicians on the historic development of the western music tradition.
- Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious ogma.
- Educate others about how remarkable individual usical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today.
- Perform and create music employing the period and stylistic characteristics of the post-romantic and 20th century western music tradition.
- Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 205: Introduction to Jazz History
Covers the 90-year history of jazz, a truly American art form. Examines and analyzes eras, styles, and significant artists.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Understand that the study of jazz involves an analysis of what motivates humans to create and how their creations reflect their values and world views

- Experience jazz music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural moment

- Critically examine the impact of jazz on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 206: Introduction to the History of Rock Music
Introduces the history of rock music. Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective.

Course Student Learning Outcomes
Upon successful completion, students will be able to:

- Use an understanding of the technological advancements and development of the record industry during the 20th and 21st centuries (in relation to rock music) to interpret and understand current and possible future technological trends in music.

- Use an understanding of the cultural and sociological dynamics that created rock music to better integrate ones own beliefs effectively into the community.

- Cultivate a personal set of aesthetic and artistic values informed by an understanding of the development of genres, innovations, and trends in rock music.

- Use the ability to examine and analyze a piece of music based on structural and expressive elements to interpret and understand other communicative media.

- Employ knowledge of rock music's development to analyze current social and cultural trends and their relation to past social and cultural movements.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 207: Introduction to the History of Folk Music

Provides the historic development and the musical and textural characteristics of American folk music, from its Anglo-Celtic, Hispanic, African and Native American roots to the present, including country music, bluegrass, blues, border music, religious and other ethnic music. Discusses Folk revivals and the significance of songs in terms of the social norms of the time, including the interaction of folk music with popular music.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Appreciate the musical traditions of the diverse cultures of the United States, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievements through expression.

- Experience music "dynamically," that is, to appreciate simultaneously the uniqueness and value of each culture and its music through particular cultural

- moments, origins, precedents and potential in relationship to and inspiration upon other music.

- Appreciate the artistic, social, historical, and cultural contexts of folk music through observation and critique in order to be an informed listener.

Credits: 3
Prerequisites: **WR 115** Equivalent placement test scores also accepted.
Program: **Music**

MUS 220A: Chorus

Provides an opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance at an elementary level using repertory drawn from the canon of choral works from the 16th-21st centuries. No audition required.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use an understanding of beginning musicianship and performance etiquette to perform choral repertoire to a public audience as a member of a large vocal ensemble.

- Use an understanding of beginning music literacy to prepare and rehearse choral repertoire as a member of a large vocal ensemble.

- Use an understanding of beginning rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in choral repertoire to accurately interpret vocal music in performance.

- Use a beginning understanding of vocal range and type to continue to improve as a singer.

Credits: 1
Program: **Music**

MUS 220B: Chorus
Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use an understanding of advanced beginning musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.

- Use an understanding of advanced beginning music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.

- Use an understanding of advanced beginning rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in advanced beginning repertory to accurately interpret vocal music in performance.

- Use an understanding of vocal range and type to continue to improve as a singer.

Credits: 1
Prerequisites: **MUS 220A**
Program: **Music**

MUS 220C: Chorus
Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use an understanding of beginning-intermediate musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.

- Use an understanding of beginning-intermediate music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.

- Use an understanding of beginning-intermediate rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in beginning-intermediate repertory to accurately interpret vocal music in performance.

Credits: 1
Prerequisites: **MUS 220B**
Program: **Music**

MUS 220D: Chorus

Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Use an understanding of intermediate musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.

- Use an understanding of intermediate music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.

- Use an understanding of intermediate rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in intermediate repertory to accurately interpret vocal music in performance.

Credits: 1
Prerequisites: **MUS 220C**
Program: **Music**

MUS 220E: Chorus

Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Use an understanding of intermediate-advanced musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.

- Use an understanding of intermediate-advanced music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.

- Use an understanding of intermediate-advanced rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in intermediate-advanced repertory to accurately interpret vocal music in performance.

Credits: 1
Prerequisites: **MUS 220D**
Program: **Music**

MUS 220F: Chorus

Provides the opportunity to sing in a large general chorus of mixed voices. Includes rehearsal and performance of repertory drawn from the canon of choral works from the 16th-21st centuries. No audition is required.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Use an understanding of advanced musicianship and performance etiquette to perform basic repertory to a public audience as a member of a large vocal ensemble.

- Use an understanding of advanced music literacy to prepare and rehearse basic repertory as a member of a large vocal ensemble.

- Use an understanding of advanced rehearsal techniques and etiquette to follow a conductor, annotate music, and be a contributing member of a large vocal ensemble during rehearsal.

- Use an understanding of stylistic differences in advanced repertory to accurately interpret vocal music in performance.

Credits: 1
Prerequisites: **MUS 220E**
Program: **Music**

Nursing Courses

Oregon Coast offers a career ladder program for those who want to become licensed practical nurses (through the first-year Practical Nursing Certificate) or registered nurses (through the Associate of Applied Science in Nursing). Oregon Coast Community College staff members are also ready to advise students planning to transfer to a school of nursing that grants baccalaureate degrees. Oregon Coast Community College offers general education courses that apply to a Bachelor of Science program.

Employment Opportunities

As a nurse, your responsibilities will vary depending on where you choose to work. Hospital staff nurses care for a group of patients and often supervise others. They assess the needs and problems of their clients, diagnose nursing problems, and plan, implement and evaluate nursing care. The job requires technical, critical thinking and interpersonal skills. Nurses interact with clients and their families, as well as other members of the health care team. Your exact job activities will vary from day to day, depending on the type and condition of the clients under your care. However, each day will call for careful observation, decision-making and problem solving. Providing nursing care is both challenging and rewarding.

Prerequisites

The following courses are required for application to the OCCC Nursing program for both Practical Nursing and the Associate of Applied Science Degree in Nursing.

- Elementary Algebra, MTH 95 or higher, or placement

- Human Anatomy and Physiology (BI 231 and BI 232; Note: BI 112 is the prerequisite for BI 231).

- English Composition (WR 121 and WR 122 or WR 123 or WR 227)

- General Psychology (PSY 201A)

- Human Development (PSY 215)

- Medical Terminology (MP111)

Science and math courses must have been completed within 7 years of application. If the math is older than 7 years, you can take the placement test and must score into Math 111 or higher within one year prior to applying to meet the math requirement.

- The science and math courses must be completed by the end of winter term of the application year with a letter grade of "C" or better, and within seven years prior to entering the Nursing Program.

- Fundamentals of Nutrition (FN225) must be completed by the Fall Term of the first year of the nursing program.

- The nursing program at OCCC is completive and most pre-Nursing students complete the majority of general education and science courses required for the Nursing Program in order to enhance their chance of admission.

Specific entry requirements are outlined in the Nursing Application on the Oregon Coast Community College website. Enrollment in the program is limited, and there is an early deadline for applications. Most students spend one or more years in a pre-Nursing program to prepare for applying to the Nursing program. Students considering the Nursing Program are highly recommended to contact the Student Services at 541-867-8501 to meet with an academic advisor.

Technical Standards and Student Disability Information

Nursing is a physically and mentally challenging occupation. Education related to this field is designed to prepare nurses for these challenges. Nursing students must be able to meet all established essential academic and clinical requirements to successfully complete the program. Persons with questions concerning qualifications are encouraged to contact the Health and Human Services office for individual consultation prior to formal application.

OCCC Nursing Program provides the information on technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care programs. The technical standards are available on the college website. Applicants with disabilities are encouraged to contact Dean of Students 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability.

The Dean of Students is responsible for determining if reasonable accommodations can be identified and ensuring that accommodations are provided for OCCC students. These services are confidential and are separate from the nursing and college application processes. Early contact with the Dean of Students will ensure that accommodations can be made available when students begin the program.

Articulation with Linfield

Oregon Coast and Linfield College have developed a co-enrollment agreement to assist students who complete the Associate Degree in Nursing have a smooth transition to Linfield College's RN to BSN program. For more information on Nursing articulation from Oregon Coast to Linfield, students are urged to contact the Director of Career and Technical Programs or Student Services.

Additional Requirements

Applicants and students must demonstrate a personal history compatible with obtaining a license to practice Nursing in Oregon. Admission to and graduation from the Nursing Program does not assure eligibility for licensure. The Oregon State Board of Nursing (OSBN) makes the determination about eligibility for licensure. The OSBN may not license persons with certain criminal convictions or with a major mental or physical illness that could affect ability to practice safely. Applicants or students with questions about licensing regulations may want to call OSBN at 971-673-0685. All applicants are required to check the Disqualifying Crimes and Potentially Disqualifying Crimes lists available on the website: **http://www.oregoncoastcc.org/degrees/**

Every Nursing Program applicant and student must answer questions to determine if there is personal history of:

- conviction for a criminal offense or
- physical or mental health problems that might interfere with the requirements of nursing practice.
- Failure to provide truthful and complete answers to these questions will result in denial of admission for applicants and dismissal for students.
- If the college becomes aware of criminal or unethical behavior on the part of the applicant, admission will be denied.

Once a student is accepted into the nursing program they will be required to submit to a criminal background check and a drug screen. A student admitted to the Program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs can be required to undergo immediate drug testing to detect the presence of alcohol or other drugs and to report the results of such testing to the CTE Director. The student's status in the program will be reviewed by the nursing faculty and the director. Any required testing and counseling shall be at the student's expense. Failure to follow a counselor-prescribed treatment plan will result in dismissal from the Program.

NUR 101: Nursing Assistant Level 1
Introduces foundational knowledge and skills necessary to deliver routine patient care to residents of long term care and other care facilities. Covers personal care nursing skills, restorative services, mental health services, social needs, and patient rights. Includes an introduction to anatomy and physiology. This course meets the Oregon State Board of Nursing requirements for eligibility to apply for Nursing Assistant 1 certification.

Course Student Learning Outcomes
- Utilize appropriate infection control measures while providing patient care, including hand hygiene, disposal of contaminated articles, and hazardous wastes.
- Utilize proper body mechanics and safey transfer to prevent injury to self and client.
- Implement basic principles of personal care, including bathing, hair care, dressing/undressing, oral care, shaving and nail care.
- Utilize basic communication and interpersonal skills with patients as well as staff members, family members, and other health care team members.
- Provide safe and effective patient care to include meeting basic needs, personal care, restorative services, mental health services, social needs and patient rights.
- Distinguish between personal and professional values and legal/ethical responsibilities in practice.

Credits: 8
Program: **Nursing**

NUR 102: Certified Nursing Assistant Level 2: Acute Care

Covers knowledge and skills necessary for a Certified Nursing Assistant 2 to work in an acute care facility. This course meets the Oregon State Board of Nursing (OSBN) requirements for the Certified Nursing Assistant 2 registry.

Course Student Learning Outcomes

- Deliver healthcare with relevant cultural knowledge and communicate between people from culturally diverse backgrounds using therapeutic and professional communication techniques in the clinical setting.

- Recognize and report normal and abnormal patterns in clinical findings and behaviors of clients to members of the health care team.

- Provide care through adherence to clients' plan of care through taking action within designated responsibilities and as directed by the Registered Nurse.

- Demonstrate person-centered care by meeting the individual person's needs, preferences and abilities.

- Demonstrate proficiency in skills related to common disease processes and conditions that affect body system function and the person functional ability.

- Apply proper use of diagnostic, safety, and therapeutic devices within the Nursing Assistant's scope of care.

- Distinguish between personal and professional values and legal/ethical responsibilities in practice.

Credits: 6
Prerequisites: **NUR 101** CNA 1 License from the OSBN also required.
Program: **Nursing**

NUR 141: Fundamentals of Nursing

Presents concepts and skills that lay a foundation for entry into the nursing profession. Provides opportunities to attain the knowledge and skills that are necessary to promote health, prevent disease, and deliver basic nursing care to individual patients across the lifespan. The skills laboratory section is the first of five in the Nursing sequence.

Course Student Learning Outcomes

- Utilize an understanding of conceptual foundations of nursing; nursing process, critical thinking and holistic care, as they apply to the nursing role in care of patients with common health disturbances.

- Recognize how facts and principles from physical, biological, social, and behavioral sciences are applied to planning care for individuals across the life span.

- Apply selected health promotion concepts in care of patients from diverse backgrounds in various health care settings

- Use therapeutic and professional communication techniques in the clinical setting.

- Provide basic nursing care for patients using facts and principles from physical, biological, social, and behavioral sciences.

- Distinguish between personal and professional values, and legal/ethical responsibilities in practice

- Follow standard safety and infection control measures to perform nursing skills correctly in the skills practice laboratory.

Credits: 12
Prerequisites: **BI 233** Admission to the nursing program. Prerequisite or concurrent enrollment in BI 233 accepted.
Program: **Nursing**

NUR 142: Care of Acutely Ill Patients and Developing Families I

Focuses on the care of individual patients with health problems related to the respiratory, cardiovascular, fluid and electrolytes, endocrine, musculoskeletal, and neurological systems. Incorporates the nursing role in providing care to patients across the lifespan. Includes the second skills laboratory section in the Nursing sequence.

Course Student Learning Outcomes

- Utilize critical thinking skills and understanding of nursing process to develop holistic, individualized plans of care for patients with pain, endocrine, respiratory, cardiovascular, musculoskeletal, integumentary disorders, and women's health needs across the life span.

- Identify health-related community-based resources supporting individuals across the lifespan.

- Utilize therapeutic communication skills with individual patients and families, while providing health education and health promotion.

- Collaborate with members of the health care team during planning, implementation and evaluation of the plan of care for assigned patients.

- Distinguish personal ethics that might conflict with professional ethics as delineated by the American Nurses Association in the Code of Ethics for Nurses

- Evaluate and apply strategies and communication techniques that promote effective delegation.

Credits: 12
Prerequisites: **NUR 141 BI 234 FN 225**
Program: **Nursing**

NUR 143: Care of Acutely Ill Patients and Developing Families II

Focuses on the care of patients with health problems related to neurological, hematological, gastrointestinal, and genitourinary systems, as well as conditions related to cancer, mental health, infectious diseases, and complications of obstetrics. Incorporates the role of the nurse in providing care to patients across the lifespan who are acutely ill. Includes the third skills laboratory section in the Nursing sequence.

Course Student Learning Outcomes

- Develop holistic individualized plans of care for patients with altered immunity, hematological/oncologic, urinary, neurological/cognitive, gastrointestinal, and reproductive, disorders.

- Show evidence of an emerging understanding of psychobiological disorders, psychosocial trauma, and the obstetrical experience including antepartum, postpartum, and newborn adaptation.

- Implement individual and group, evidenced-based health education plans incorporating culture, learning needs/readiness, and ability to learn.

- Communicate effectively with patients and healthcare team members with emerging leadership and management skills.

- Recognize situations requiring revision to the plan of care for assigned patients; report and initiate plan of care changes

- Make decisions regarding patient care based on professional values and complying with legal/ethical standards.

- Utilize assessment skills and communication techniques that promote effective and appropriate delegation.

Credits: 12
Prerequisites: **NUR 142**
Program: **Nursing**

NUR 145: Introduction to Pharmacology & Pathophysiology
Introduces connections between pathophysiology of selected disease processes, associated pharmacological treatments and nursing responsibilities.

Course Student Learning Outcomes
- Use knowledge of pharmacodynamics and pathophysiology to identify nursing implications associated with administration of medications from select drug classifications.

- Relate the pathophysiology of select disorders to the actions and nursing implications associated with caring for patients receiving medications for those disorders.

- Monitor and evaluate the effectiveness of drug therapy, focusing on interpretation of nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs.

- Use knowledge of select drug classifications, uses, general drug actions, adverse reactions, contraindications, precautions and interactions to outline a patient plan of care.

- Teach patients and family members regarding safe and effective use of drugs.

Credits: 1
Prerequisites: **NUR 142**
Program: **Nursing**

NUR 241: Care of Patients with Complex Health Problems
Covers clinical decision-making when providing care to patients with complex physical and mental health problems. Emphasizes increased independence, judgment and critical thinking in the nursing role. Includes the fourth skills laboratory section in the Nursing sequence.

Course Student Learning Outcomes
- Develop comprehensive, holistic, individualized plans of care for patients with acute and chronic psychiatric disorders, infectious disease, gastrointestinal problems, acute and chronic pain, endocrine problems and fluid/electrolyte/acid-base problems.

- Function with increased independence in clinical decision-making and the application of nursing process to patients with complex physical and/or mental health problems.

- Evaluate the effectiveness of health teaching plans that are culturally sensitive and revise plans appropriately.

- Communicate therapeutically with patients experiencing difficulty coping across the mental health continuum.

- Organize and prioritize components of care requiring complex assessments and interventions for assigned patients; consistently reports pertinent information to the health care team.

- Differentiate the scope of practice and legal responsibilities of the registered nurse and licensed practical nurse in Oregon.

Credits: 12
Prerequisites: **NUR 143**
Program: **Nursing**

NUR 242: Care of Patients in Situations of Crisis and in Community

Covers clinical decision-making when providing care to patients with complex physical needs. Focuses on patients experiencing acute and chronic high acuity illness; palliative and end of life care and disaster preparedness. Includes the fifth skills laboratory section in the Nursing sequence.

Course Student Learning Outcomes

- Develop comprehensive, holistic, individualized plans of care for patients with community based health care needs, and in planning care for patients with oncologic, cardiovascular, renal, respiratory, and neurologic problems.

- Function with increased independence in clinical decision-making, and the application of nursing processes to patients with complex and acute problems.

- Develop discharge plans that reflect understanding of community resources and individual patient/family needs.

- Communicate therapeutically with patients experiencing complex and acute health care needs.

- Assume responsibility for the "Manager of Care" role including the process of effective delegation.

- Identify nursing responsibilities related to local/national disaster response.

- Utilize professional values and responsibilities inherent in the registered nurse role in providing nursing care.

Credits: 12
Prerequisites: **NUR 241**
Program: **Nursing**

NUR 243: Preparation for Entry into Practice

Presents concepts in nursing management and professional nursing issues. Includes a clinical preceptorship within a health care setting.

Course Student Learning Outcomes

- Use clinical decision-making, critical thinking skills and evidence based practice in the application of the nursing process for assigned patients.

- Communicate effectively and collaboratively with patients, families, their preceptor, and other members of the healthcare team.

- Assume responsibility for the "Manager of Care" role; overseeing the patient plan of care for an assigned patients.

- Compare and contrast aspects of healthcare systems and their impact on patient outcomes.

- Improve quality of care with evidence-based practices, within the scope of nursing.

- Use sound judgment and decision-making based upon professional values and established nursing standards of care.

- Show readiness for seeking employment as a registered nurse.

Credits: 8
Prerequisites: **NUR 242**
Program: **Nursing**

NUR 244: Preparation for the NCLEX-RN Exam

Provides a comprehensive review and preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Includes test taking strategies and critical analysis of NCLEX type questions through guided learning. Explores content areas in nursing care management; maternal, child and pediatric nursing; psychiatric and mental health nursing; adult and geriatric health; and pharmacology.

Course Student Learning Outcomes

- Develop an individual plan for preparing for the NCLEX-RN exam

- Recognize and apply test-taking strategies to improve performance in taking multi-format style questions

- Employ an increased recognition of nursing concepts in nursing management, maternal, child and pediatric nursing; psychiatric and mental health nursing; adult and geriatric health; and pharmacology.

- Evaluate client situations and determine the best nursing response in a multiple choice computerized environment that is based upon on established nursing standards and principles.

Credits: 2
Prerequisites: **NUR 242**
Program: **Nursing**

Office Systems Courses

OS 131: 10-key on Calculators
Develops 10-key skills by touch.

Course Student Learning Outcomes
Students will be able to

- Use proper finger placement on the keypad.

- Enter numbers by touch for speed and accuracy in adding and subtracting numbers.

- Effectively utilize the 10-key machine as an efficient business tool.

Credits: 1
Program: **Office Systems**

OS 220: Business Editing Skills
Develops skills necessary for editing, transcribing, and writing memos, letters and email. Emphasis: punctuation, capitalization, spelling, grammar, and word use.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Use correct punctuation, capitalization, spelling, grammar, and word usage when editing, transcribing, or writing business documents.

- Think critically to produce mailable documents

Credits: 4
Program: **Office Systems**

OS 240: Filing and Records Management
Develops skills for indexing, coding, and cross-referencing documents to be filed. Includes requisitions and charge-outs, records transfer, various filing systems, and an overall view of the role of records management in business including electronic and image records.

Perform the duties of a filing clerk.

Course Student Learning Outcomes
Upon successful completion, students will be able to:

- Apply basic filing rules to manage records efficiently

- Enter and sort data in an electronic database

Credits: 4
Program: **Office Systems**

OS 245: Office Systems and Procedures
Develops the skills of an administrative professional for current business practices. Uses computer technology for tasks such as scheduling, email, and faxing. Develops communication, organization and prioritizing skills, telephone techniques, problem solving, and analytical abilities. Analyzes current trends in workplace ethics and the multi-cultural workplace. Develops workplace readiness and applies job search skills for current job market.

Course Student Learning Outcomes
- Perform the duties of administrative assistant.

- Use critical thinking skills to independently produce office documents.

- Efficiently manage multiple tasks of an administrative assistant.

Credits: 4
Prerequisites: **CAS 216 OS 220**
Program: **Office Systems**

Parenting Education & Family Life Courses

Teacher Education Pathway Courses

Due to the highly individualized nature of the course work required for teacher licensure based on certification level and subject matter, students are asked to work with Theresa Harper, Teacher Education Pathway Advisor, to create an academic plan. Please contact her via email at theresa.harper@oregoncoastcc.org.

Degrees and Certificates

- **Teacher Education Pathway**

HEC 140: Introduction to Family Life Education
Introduces an overview of the field of Family Life Education (FLE). Covers theory, methods, and contexts of family life education, including family diversity, sexuality education, and parenting education.

This course is designed for individuals interested in early childhood education, parenting education, and family life education.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Identify major principles and theories in Family Life Education (FLE).

- Understand the various contexts in which Family Life Education is practiced.

Credits: 3
Program: **Parenting Education & Family Life**

HEC 201: Family Partnerships in Education
Introduces the study of family behavior, values, and attitudes. Covers the historical, cultural, and socioeconomic influences on family development, including ecological systems, demographic trends, diversity, contemporary issues and public policy.

This course is designed for individuals interested in early childhood education, parenting education, and family life education. The course addresses various family compositions issues and trends, including single parents, intergenerational families, same-sex families, families of color, immigrant families, class issues, etc.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Identify the major concepts and issues facing contemporary families.

- Understand families and their relationships to other institutions, including educational and occupational systems.

- Use an understanding of the structures, functions, and cultural variations of families in early childhood education and human service settings.

- Interact, communicate, and work with diverse families in a variety of contexts.

Credits: 3
Program: **Parenting Education & Family Life**

HEC 212: Parent-Child Relations

Introduces the social, developmental, and cultural nature of parenting. Covers parent-child relationships in social contexts, the work of parenting, and issues facing contemporary parents and children.

This is an elective course designed for students completing the EEFS degree, while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements in early childhood education, parenting education, family life education, family service work, and/or those who want to learn more about parent-child relationships.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Identify major concepts, issues, and theories in parenting and family relationships.

- Understand the dynamics of parent-child relationships from birth to adolescence.

Credits: 3
Program: **Parenting Education & Family Life**

HEC 226: Child Development

Basic theories, research and principles of physical, cognitive, language, social and emotional development of children from the prenatal period through adolescence. Includes observation and classroom processes.

Course Student Learning Outcomes
- Articulate normal growth and development using theories and principles of child development

- Express verbally and in writing how culture, environment and heredity influence children's development

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Parenting Education & Family Life**

Philosophy Courses

PHL 202: Ethics
Studies attempts by philosophers to account for the difference between right and wrong, for the notion of moral obligation and to answer the question: How should we lead our lives?

Course Student Learning Outcomes
Students completing this course should be able to:

- Recognize the philosophical assumptions that are embedded in moral ideas and in philosophical works in order to define one's moral responsibility in contemporary society.

- Reflect on and evaluate ethical arguments from diverse sources in order to communicate effectively with others who might have a different opinion from one's own.

- Recognize and reflect on the interconnectedness of and the historical development of moral ideas in order to be conscious of the historical context of moral argumentation and its significance in our culture and the culture of others.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Philosophy**

PHL 209: Business Ethics
Reviews some historical and contemporary ethical theories and ethical issues that arise in several aspects of business, such as, management, use of computers, marketing, accounting, and doing business in an international setting. Includes the social responsibilities of corporations, the rights of workers, truth in advertising, the environmental impact of doing business, affirmative action in hiring, sexual harassment in the workplace, respect for cultural differences, and the responsibilities of the individual in the corporate setting.

Course Student Learning Outcomes
Students completing this course should be able to

- Understand core ethical theories in order to develop morally sound responses toward the challenges of business.

- Recognize and confront the ethical issues that arise in business in order to address them in ways that best satisfy the triple bottom line consisting of people, planet, and profit.

- Comprehend and abide by the professional and ethical standards appropriate for business professionals.

- Analyze and evaluate ethical arguments in order to enhance communication and reflection within social conversations pertaining to business related issues.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Philosophy**

Physical Education Courses

PE 121A: Modern Dance I
Introduces fundamentals of Modern Dance technique with a focus on correct alignment, development of strength, flexibility, range of motion, and stability, and dance specific terminology.

Course Student Learning Outcomes
Upon successful completion, students should be able to:

- Apply lessons in Modern Dance-specific anatomy, safe practices, and injury prevention in order to improve well-being and Modern Dance performance.
- Engage in and appreciate different forms of artistic expression through Modern Dance.
- Interpret Modern Dance terminology to critically analyze performances.

Credits: 1
Program: **Physical Education**

PE 141A: Disc Golf
Provides disc golf instruction in skills, drills and game play. Emphasizes history, etiquette, rules, vocabulary and strategy. Promotes skill related components of physical fitness (agility, balance, coordination, power, speed and reaction time).

Students will play at nearby parks, to be determined. Will need to bring 3 discs (driver, mid-range disc and a putter.)

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Improve overall physical conditioning through participation in disc golf including but not limited to skill-related fitness.
- Perform safe and effective skills and techniques for disc golf.
- Apply knowledge of rules and scoring when playing disc golf.
- Develop a lifelong fitness health and wellness program that incorporates disc golf.

Credits: 1
Program: **Physical Education**

PE 142A: Zumba Fitness I
Introduces Zumba Fitness to improve health and overall wellness through structured group exercise. Promotes improvement of cardiorespiratory conditioning, muscle endurance and flexibility.

Each student supplies his/her own clothing. Clothing should be loose and comfortable fitting for exercise. Shoes are mandatory and should be designed for aerobic/cardiorespiratory exercise – specifically lateral and high impact movements. General class format includes a warm-up, a cardiorespiratory conditioning segment, muscular endurance and strength exercises, stretches for flexibility and relaxation, and a cool-down.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Apply the benefits of cardiorespiratory fitness and muscular endurance as attained in Zumba.
- Incorporate basic Zumba skills into lifelong fitness programming.

Credits: 1
Program: **Physical Education**

PE 182A: Beginning Group Fitness

Promotes fitness, health, and overall wellness through structured group fitness classes. Introduces knowledge and skills needed to perform safe and proper group fitness exercises. Emphasizes improved cardiorespiratory conditioning, muscle strength and endurance, flexibility, and body composition. Skills covered may vary by campus, term, and/or instructor.

Each student supplies his/her own clothing. Clothing should be loose and comfortable fitting for exercise. Shoes are mandatory and should be designed for aerobic exercise. Class format includes warm-up, a cardiovascular segment, muscular endurance and strength exercise, flexibility, and cooldown.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Improve overall physical conditioning while participating in group fitness activities.

- Safely perform exercises in a group fitness environment.

- Develop a lifelong fitness, health, and wellness program that incorporates group fitness.

Credits: 1
Program: **Physical Education**

PE 182C: Walking for Fitness I

Introduces a self-paced walking program as a lifelong fitness activity that maintains and enhances physical fitness and well-being. Provides basic information and tools needed to understand, organize, plan, and implement a physical fitness program that features walking as the primary activity.

Student provides appropriate sport clothing activity. Sport shoes designed for walking are required.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Apply the components of an effective physical fitness program, utilizing walking as the primary activity.

- Improve physical conditioning by participating in a regular walking program.

- Perform basic fitness walking techniques.

- Apply proper technique to set pacing for safe and effective walking for fitness.

Credits: 1
Program: **Physical Education**

PE 182G: Tai Chi II

Continues the exploration of theories and movement principles, meditation and Yi (mind) development introduced in Tai Chi I. Expands upon the basic techniques to develop a life-long practice of Tai Chi.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Perform advanced postures to demonstrate a deeper connection to the Tai Chi form and movements.

- Apply advanced breathing and relaxation techniques with Tai Chi form and movements.

- Employ Tai Chi theory and techniques to enhance daily living and to help maintain lifetime fitness.

Credits: 1
Prerequisites: **PE 182S** Instructor permission also accepted.
Program: **Physical Education**

PE 182J: Gentle Yoga

Introduces Vinyasa yoga techniques to better manage stress. Incorporates a dynamic series of poses performed at a gentle pace. Covers basic yoga philosophy, asanas, pranayama, meditation and relaxation for a holistic approach to better health and wellness. Recommended for students with limited abilities and beginners who are not ready for Yoga I.

All gentle yoga students are required to participate in a one on one meeting with the instructor to assess the student's physical and mental needs and goals. Based on the result of the one on one meeting, the class will be adjusted to the overall needs of the students. An average class includes asanas for the major muscle groups, breathing techniques, balance activities, and skills for stress management.   This course utilizes the use of equipment to help tailor fit the class to each individual student.

Course Student Learning Outcomes

Upon completion of this class students should be able to:

- Utilize skills developed through participation in Vinaysa yoga to help maintain lifelong health and fitness.

- Apply Vinyasa yoga principles, language and techniques to physical conditioning programming.

Credits: 1
Program: **Physical Education**

PE 182K: Yoga I

Introduces the values and skills of Hatha yoga. Includes basic yoga philosophy and exercises for increased flexibility, improved health, relaxation, and reduced stress in daily living.

An average class includes asanas (exercises) for the major muscle groups, breathing techniques, balance activities, and skills for stress management. Course includes teacher directed activity, outside class research, planning, and study, films, videotapes, and the practice of relaxation techniques.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Improve physical conditioning related to flexibility through participation in Hatha yoga.
- Develop and maintain a personal yoga practice.

Credits: 1
Program: **Physical Education**

PE 182L: Yoga II

Expands application of the values and skills of Hatha yoga. Includes intermediate yoga exercises for increased flexibility, improved health, relaxation, and reduced stress in daily living.

Conducted as a learning-performing type class with outside individual research to enrich students' knowledge and skill. It includes teacher and student directed activity. Includes asana practice, relaxation practice, and videos to enrich learning. Each student will select a topic for further exploration and present a report to the class and a written report to the instructor.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Improve physical conditioning related to flexibility through participation in intermediate-level Hatha yoga.
- Develop and maintain a personal yoga practice, applying intermediate-level Hatha yoga skills.

Credits: 1
Program: **Physical Education**

PE 182Q: Self-Paced Fitness

Introduces a self-paced physical exercise program encompassing cardiovascular conditioning, strength training and flexibility exercises. Incorporates individual and independent physical exercise and requires tracking exercises in a log/journal.

This is a hybrid course that may meet at the beginning and end of the term for pre/post evaluation.

Course Student Learning Outcomes

Upon completion of this class, students should be able to:

- Incorporate flexibility, cardiovascular conditioning and strength training in future exercise programs.
- Apply skills/techniques for lifelong fitness.
- Track fitness activity.
- Apply principles, terminology, and techniques for overall conditioning.

Credits: 1
Program: **Physical Education**

PE 182S: Tai Chi I

Explores this ancient form of gentle movement which emphasizes balance, concentration and coordination. Addresses traditional styles of Tai Chi, meditation and Yi (mind) development techniques in an easy to follow format.

The Tai Chi style taught may vary between instructors.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Apply basic movements and kinesthetic awareness utilizing beginning Tai Chi techniques.
- Incorporate the principles, language, and techniques of Tai Chi daily.

Credits: 1
Program: **Physical Education**

PE 183A: Beginning Hiking
Introduces hiking concepts and skills necessary to hike safely as a regular fitness activity. Includes fitness for hiking, route planning, safety, and environmental considerations. Required: Be able to comfortably walk on outdoor trails for three miles or more. Be prepared for day hiking trips off campus by providing your own transportation, parking fees and equipment.

Student provides appropriate clothing, shoes, and equipment. Small backpack, water bottle/bladder, and hiking or trail shoes required.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Improve overall physical conditioning through participation in hiking activities.
- Apply basic hiking skills and concepts when planning safe and enjoyable hikes.
- Utilize environmentally conscious practices when participating in hiking activities.
- Recognize how to use hiking in a lifelong fitness, health, and wellness program.

Credits: 1
Program: **Physical Education**

PE 183X: Tae Kwon Do I
Introduces a working knowledge of the fundamental techniques employed in the art of Tae Kwon Do.

Student provides appropriate sport clothing for activity.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Improve overall body conditioning
- Improve strength, coordination, speed, power, balance, and focus
- Advance student's growth and conditioning toward lifelong fitness
- Develop knowledge and skills in Tae Kwon Do
- Recognize and apply benefits of Tae Kwon Do
- Improve whole body agility and correct alignment
- Develop kinesthetic awareness

Credits: 1
Program: **Physical Education**

PE 247: Surfing
Introduces the fundamentals of the sport of surfing; including the history, safety, and etiquette of surfing. Covers the knowledge and experience needed to make intelligent decisions regarding present and future surfing sessions. Includes pool sessions and surfing in the ocean.

Each student will be charged an additional $105.00 on top of the class tuition to cover the cost of the pool rental, surfing gear, and additional instructors. All students will be required to provide their own transportation to the Newport Swimming Pool and Ossies Surf Shop on the days scheduled for those specific activities. All surfing rental gear will be provided by Ossies Surf Shop; student provides own swim suit, towel, and water bottle for the pool and surfing sessions.

Course Student Learning Outcomes
Upon completion of the course students should be able to:

- Demonstrate basic skills required to identify, catch, and ride waves.
- Describe and exhibit proper surfing etiquette.
- Perform appropriate surfboard maintenance.
- Promote awareness of environmental issues as they relate to surfing.
- Identify and describe appropriate beach weather conditions to determine whether or not it is safe to engage in any activities in the area.

Credits: 1
Program: **Physical Education**

PE 295: Health and Fitness for Life Lab

Explores the interrelationship of the five components of physical fitness, basic nutrition concepts, and stress management activities to increase individual health and wellness through lab sessions, fitness assessments, and fitness program development.

In this course students evaluate their personal health status. They will participate in all five components of wellness during the class and experience their interconnection. Health and Fitness Lab is a transferable course. Students must simultaneously enroll in HE 295 lecture. Lab sections are available for students with disabilities.

Course Student Learning Outcomes

Upon successful completion, students should be able to:

- Evaluate their fitness
- Make informed choices in choosing exercise programs to maintain or improve their levels in the five components of physical fitness.
- Make informed lifestyle choices that will maintain their physical fitness throughout their lives.

Credits: 1
Program: **Physical Education**

Physics Courses

PHY 101: Force, Motion, and Energy
Introduces mechanics, vectors, energy, simple machines, and satellite motion. Designed as a laboratory science course for non-science majors.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Apply knowledge of mechanics and vectors to explain natural physical processes and related technological advances.

- Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.

- Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.

- Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65 MTH 98** MTH 65 or MTH 98 accepted. Equivalent placement test scores also accepted.
Program: **Physics**

PHY 102: Atoms, Matter, and Heat
Introduces properties of matter, heat and thermodynamics, and atomic and nuclear physics. Designed as a laboratory science course for non-science majors.

Course Student Learning Outcomes
Upon completion of the course students will be able to:

- Apply knowledge of the properties of matter, thermodynamics, and atomic and nuclear physics to explain natural physical processes and related technological advances.

- Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.

- Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.

- Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65 MTH 98** MTH 65 or MTH 98 accepted. Equivalent placement test scores also accepted.
Program: **Physics**

PHY 103: Sound, Light, and Electricity

Introduces waves and sound, electricity and magnetism, and light and optics. Designed as a laboratory science course for non-science majors.

Course Student Learning Outcomes

Upon completion of the course students will be able to:

- Apply knowledge of sound waves, electricity and magnetism, and light to explain natural physical processes and related technological advances.

- Use an understanding of elementary mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.

- Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.

- Assess the contributions of physics to our evolving understanding of global change and sustainability while placing the development of physics in its historical and cultural context.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 65 MTH 98** MTH 65 or MTH 98 accepted. Equivalent placement test scores also accepted.
Program: **Physics**

Political Science Courses

PS 201: U.S. Government

Examines the development of constitutional traditions in the United States. Includes topics such as the Bill of Rights, interest groups, parties, and elections, as well as, the national institutions including the Legislative, Executive and Judicial branches of government.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to interest groups, political parties and other political realities in the United States.

- Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of U. S. Constitutional traditions involving national political institutions, including the Legislative, Executive and Judicial branches of U. S. Government.

- Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues associated with the Bill of Rights, and equal rights under the law, and other political issues.

- Reason quantitatively and qualitatively in both written and oral communication to address national problems within US national political institutions.

- Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in elections, accessing the various government institutions, and engaging in other opportunities for action in a democratic society.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Political Science**

PS 202: U.S. Public Policy & Democracy

Examines the public administration of and management issues relating to US national bureaucratic institutions. Covers how these impact a wide range of domestic policies including taxation, spending priorities, economic regulations, poverty programs, healthcare, and environmental programs, social security and other entitlements.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to conflicts associated with formulating national public policy such as taxation and spending policies.

- Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of national bureaucratic institutions of U.S. politics as these operate in relation to Legislative, Executive and Judicial mandates.

- Analyze the roles of individuals and political institutions as these relate to contemporary controversies regarding a wide range of domestic public policy issues in the US.

- Reason quantitatively and qualitatively to address national problems with public administration within US bureaucratic institutions, including various management styles.

- Develop and articulate personal value judgments, respecting different points of view, while practicing ethical and social requirements of responsible citizenship by participating in the shaping of national political priorities and policies.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Political Science**

PS 203: State and Local Government
Examines state and local government policy formulation and outcomes on issues ranging from taxation to prisons, and education to environmental concerns. Focuses on Oregon state and local politics. PS 201, 202, and 203 need not be taken in sequence.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply an understanding of diversity of human experience and culture in relationship to how we think and interact with others with regards to
- controversies associated with state and local government policies.
- Employ different methods of inquiry and analytical skills to conceptually organize experiences and discern meaning from ongoing study of state and
- local government policymaking structures and policy formulation.
- Analyze the roles of individuals and political institutions as these relate to contemporary problems and issues ranging from taxation to
- prisons and education to environmental concerns.
- Use the ability to reason quantitatively and qualitatively using analytical skills expressed in both written and oral communication to address
- political problems at the state and local government levels in the U.S.
- Develop and articulate personal value judgments, respecting points of view, while practicing ethical and social requirements of responsible citizenship
- by participating in elections, and other opportunities for action at the state and local government levels in the U.S.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Political Science**

PS 205: Global Politics: Conflict & Cooperation
Examines the nature of relations among states. Topics include motivating factors such as nationalism and imperialism, economic rivalries and the quest for security, questions of national sovereignty and international cooperation, war and peace, global issues, and the future.

Course Student Learning Outcomes
Students will be able to

- Explore how culturally based assumptions shape any countries' foreign policies and international interactions , as well as, with intergovernmental organizations and nongovernmental organizations.
- Examine historical bases for evolving economic and political relationships among national states , including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, (for example , how economic globalization often includes elements of cultural imperialism).
- Analyze how policies relating to International Law and Human Rights (including issues of privilege, discrimination, environmental degradation) are often a function of unequal international power relationships.
- Formulate and apply personal value judgments, while demonstrating sensitivity and empathy for people of other nations with different points of view.
- Engage in lifelong learning that includes the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Political Science**

Psychology Courses

PSY 101: Psychology and Human Relations
Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships.
- Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships.
- Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and cultural interactions.
- Communicate, listen, and manage conflict more effectively in personal and professional relationships.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 201A: Introduction to Psychology - Part 1
Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.
- Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.
- Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.
- Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.
- Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 202A: Introduction to Psychology - Part 2

Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 202A is the second term of a two-term sequence in introductory psychology.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.

- Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and

- exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.

- Discern the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common

- fallacies, and poorly supported assertions regarding behavior.

- Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.

- Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 213: Introduction to Behavioral Neuroscience

Surveys the role of the brain and nervous system in behavior, psychological functioning, and neurophysiological processes that underlie human development.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes.

- Use the human sensory system to understand the biology of sleep and the role of the visual system, and the functions of sustaining life.

- Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and, pathological behavior.

- Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders

- Apply an understanding of brain functioning to the conduct of one's own life.

- Apply this knowledge to abilities including attention, learning, perception of others and decision making.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 PSY 201A** Equivalent placement test scores also accepted. PSY 201A or one year of biology accepted.
Program: **Psychology**

PSY 214: Introduction to Personality

Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior.
- Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the
- challenges of daily living.
- Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **Psychology**

PSY 215: Human Development

Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development.

Course Student Learning Outcomes

Students should be able to:

- Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.
- Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.
- Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.
- Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.
- Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.

Credits: 4

Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.

Program: **Psychology**

PSY 216: Social Psychology

Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human
- thinking and behaviors.
- Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior.
- Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences.
- Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 222: Family & Intimate Relationships

Explores processes involved in both traditional and non-traditional relationships and families: including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage, and blended families.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships.
- Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships.
- Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 231: Human Sexuality

Explores sexual issues from scientific and humanistic perspectives. Surveys historical, cultural and cross-cultural variation in sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations. This is the first course in a two-course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Improve sexual health and functioning through the critical evaluation of scientific and popular information.

- Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors.

- Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors.

- Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being.

- Establish, maintain, and enhance intimate relationships through the utilization of research based principles.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 232: Human Sexuality

Explores sexual issues from scientific and humanistic perspectives. Surveys sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, and the commercialization of sex. This is the second course in a two course sequence.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development.

- Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning.

- Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction, psychosocial and cultural factors.

- Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections.

- Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and functional (consensual, atypical) sexual behaviors.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 236: Psychology of Adult Development and Aging

Provides an overview of the biological, cognitive, and psychosocial aspects of adulthood and aging including theories of aging and specific research in the field of gerontology. Focuses on genetic and environmental factors that influence health as we age. Includes the challenges specific to gender, ability level, and culture.

Topics include age-related changes in memory and other cognitive abilities, self-perceptions, mental health (including addictions, Alzheimer's Disease and other dementias), personality changes, coping with stress as well as changes that arise as people adapt to various life transitions (widowhood, retirement, loss, etc.). Myths and stereotypes associated with aging are examined as they relate to specific effects on individuals.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Use knowledge of biological, cognitive, and psychosocial processes in order to assist self and others to understand various aging trajectories.

- Assess the psychosocial needs of specific adult populations with varying physical and cognitive functioning levels and plan how those needs could be met within specific living situations.

- Critically evaluate research on biological, cognitive, and psychosocial issues as they arise in a rapidly changing and aging world.

- Apply concepts from developmental psychology to optimize aging in self and others.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

PSY 239: Introduction to Abnormal Psychology

Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior.

- Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories.

- Become a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 PSY 201A PSY 202A**
Equivalent placement test scores also accepted. PSY 201A or PSY202A may be accepted.
Program: **Psychology**

PSY 240: Personal Awareness and Growth

Explores multidimensional perspectives on personal growth and awareness, and how to apply this knowledge to healthy cognitive and behavioral practices in daily living. Covers dimensions of growth including physical, intrapersonal, interpersonal, cognitive, occupational/educational, communal/environmental, and spiritual. Introduces various aspects of personal growth including how childhood and adolescent development and experiences affect thinking, feelings, and behavior; differentiation; self-discipline and resilience; authentic happiness; love and relationships; stress management; creative expression; body image and awareness; education and job/career pursuits; loneliness and solitude; death; and loss.

Course Student Learning Outcomes

Upon completion of the course students should be able to:

- Describe seven dimensions of personal growth (physical, intrapersonal, interpersonal, cognitive, occupational/educational, communal/environmental, and spiritual) and specific indicators of awareness and growth in each of these dimensions.

- Apply current psychological research (in cognitive-behavioral therapy, positive psychology, neuroscience, environmental and community psychology, assertive communication, stress management, and resilience) with the intention of achieving more satisfying and constructive everyday thinking and behavior.

- Explain how the concept of personal growth varies cross-culturally and developmentally, and how one can, using critical thinking and personal reflection, effectively use this knowledge to be more flexible with differences in personal and professional relationships.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Psychology**

Reading Courses

RD 90: Reading 90

Improves reading through work on vocabulary development, motor skills, comprehension and some reading rate improvement.

Course Student Learning Outcomes
- Find and articulate the main idea and major details in a variety of written text: textbooks, literature, newspapers, and magazines.
- Read critically and think critically, distinguishing fact from opinion and determining the author°s purpose and bias.
- Use reading for pleasure, learning, and intellectual stimulation.
- Employ vocabulary development strategies.
- Adjust reading rate to the nature of the material.
- Exhibit successful college student behaviors.
- Perform successfully in Reading 115.

Credits: 3
Program: **Reading**

RD 115: College Reading

Focuses on expanding reading frequency and effectively reading complex college level texts; Emphasizes comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks.

Course Student Learning Outcomes

Improve reading rate, vocabulary and comprehension. Includes formation of efficient reading habits, vocabulary development, inferential and critical reading, and adapting reading rate to different reading tasks.

Credits: 4
Prerequisites: **RD 90** Equivalent placement test scores also accepted.
Program: **Reading**

RD 117: Advanced College Reading

Further exploration of topics covered in RD 115, emphasizing inferential, critical, and technical reading.

Course Student Learning Outcomes

After successful completion of Reading 117, students will be able to:

- Read textbooks and research material with increased effectiveness
- Expand both general and specialized vocabularies
- Develop inferential reading skills
- Develop awareness and application of nuances, imagery, figurative language, connotation, symbolism, irony, and satire
- Read not only with enjoyment but with a sense of enlightenment
- Respond to texts both verbally and in writing, presenting ideas and opinions based on the reading
- Access campus support services and other learning resources

Credits: 3
Prerequisites: **RD 115**
Program: **Reading**

Religious Studies Courses

R 210: World Religions
Examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism, and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics.

Course Student Learning Outcomes
Upon successful completion students will be able to:

- Articulate an understanding of the world's religions to interact appropriately with practitioners of those religions.

- Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs.

- Engage in critical thinking in order to recognize and reflect on the impact of religion in different cultures and on global events.

- Examine the history and development of the world's religions, including their myths and doctrines, personal and social ethics, as well as their interactions with each other and how they are modified as they spread to surrounding cultures.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement also accepted.
Program: **Religious Studies**

Sociology Courses

SOC 204: Sociology in Everyday Life
Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events.

- Identify social inequality and stratification systems to evaluate the impact on societies.

- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Credits: 4
Prerequisites: **RD 115** Equivalent placement test scores also accepted.
Program: **Sociology**

SOC 205: Social Change in Societies
Explores how societies change by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals and our social institutions (such as the family, economy, politics, education, and religion).

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply sociological perspectives and use their sociological imagination in their reflections on the causes of social change and the impact of change on people and social institutions.

- Locate themselves (connect their personal biography and social status with societal history) in the process of social change and social movements.

- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Sociology**

SOC 206: Social Problems

Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict.

Course Student Learning Outcomes

Upon successful completions students should be able to:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating

- social actions and policies.

- Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.

- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Sociology**

SOC 213: Diversity in the United States

Frames social status differences within the context of social structure and culture. Examines how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, age, etc. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction.

This course provides a sweeping sociological overview of diversity in the United States. While covering the specific areas of race, ethnicity, gender, age, social class, and sexual orientations, it also deals with topics generally related to diversity. For example, concepts and topics such as the following are typically included: racism, sexism, stratification, stereotyping and ethnocentrism, hate violence, youth violence, and immigration laws and impacts.

Course Student Learning Outcomes

Students successfully completing this course will be able to do the following:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination.

- Locate themselves within their various social statuses and how those play out social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address the structure and operation of systems of stratification.

- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in addressing inequality and privilege as it exists in current social actions and contexts.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Sociology**

SOC 214A: Illumination Project: Tools for Creative Social Activism 1

Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as institutional privilege, power and oppression, social identity, cultural assumptions and discrimination. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the first course of a three course sequence.

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating
- social actions and reactions.
- Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.
- Empathize with people, cultures and communities from backgrounds different than themselves.
- Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted. Instructor permission required.
Program: **Sociology**

SOC 214B: Illumination Project: Tools for Creative Social Activism 2

Applies the sociological perspective to the study of social problems and possible solutions. Explores topics such as racism, immigration, xenophobia, institutional privilege and oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, social change interventions, creative production and basic acting. This is the second course of a three course sequence.

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating
- social actions and reactions.
- Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.
- Empathize with people, cultures and communities from backgrounds different than themselves.
- Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.
- Use an understanding of social theories to educate others about institutional oppression and inequities based on racism and xenophobia as well as potential solutions to social problems.

Credits: 4
Prerequisites: **SOC 214A** Instructor permission required.
Program: **Sociology**

SOC 214C: Illumination Project: Tools for Creative Social Activism 3

Applies the sociological perspective to the study of social problems and possible solutions. Explores institutional oppression and social activism through classroom and community presentations utilizing interactive theater. Includes social analysis, group facilitation, educational methods and practice, social change interventions, creative production and basic acting. This is the third course of a three course sequence.

Students in this course will create live interactive theater performances that will be toured through out campus with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems and evaluating social actions and reactions.

- Locate themselves within social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address social problems.

- Empathize with people, cultures and communities from backgrounds different than themselves.

- Employ knowledge of group processing, written and oral communication skills, artistic presentation and active listening in order to engage in community change and civic action.

- Use an understanding of social theories to educate others about institutional oppression based on culturally defined meanings of difference as well as potential solutions to those social problems.

- Be prepared to facilitate difficult dialogues at a basic level around controversial social issues in a community and academic setting.

Credits: 4
Prerequisites: **SOC 214B** Instructor permission required.
Program: **Sociology**

SOC 218: Sociology of Gender

Focuses on how socialization is affected by gender. Topics include how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements and issues.

Course Student Learning Outcomes

Students successfully completing this course will be able to apply the sociological perspective to the causes and consequences of gender roles in our lives and in the world around us and be able to identify and assess how interactions between gender, class, and race/ethnicity contribute to the stratification of society.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted.
Program: **Sociology**

Spanish Courses

SPA 101: First Year Spanish - First Term
Emphasizes active communication in beginning Spanish.
Includes listening, speaking, reading, writing, pronunciation,
structure, vocabulary and culture. For beginners.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Manage basic interactions, in both oral and written
  forms, in highly predictable settings using basic
  vocabulary in the present tense.

- Develop circumlocution and inference skills, at a
  beginning level, when navigating a limited number of
  real world situations in Spanish.

- Recognize linguistic and cultural diversity within the
  Spanish-speaking world and how it differs and/or relates
  to one's own culture.

- Identify selected historical and cultural movements in
  the target culture through exposure to literature, art,
  music, film and/or performing arts in the target
  language.

- Acquire strategies for analyzing authentic materials in
  the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement
test scores also accepted.
Program: **Spanish**

SPA 102: First Year Spanish - Second Term
Continues the work of SPA 101. Emphasizes active
communication in Spanish. Includes listening, speaking,
reading, writing, pronunciation, structure, vocabulary, and
culture.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Manage common interactions, in both oral and written
  forms, in predictable settings using the present and
  beginning work in the past tense.

- Apply circumlocution and inference skills, at a beginning
  level, when navigating selected real world situations in
  Spanish.

- Identify a limited range of linguistic and cultural
  diversity within the Spanish-speaking world and how it
  differs and/or relates to one's own culture.

- Apply a limited understanding of selected historical and
  cultural movements in the target culture through
  exposure to literature, art and performing

- arts in the target language.

- Apply some strategies for analyzing authentic materials
  in the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 SPA 101** Equivalent
placement test scores also accepted. SPA 101 or instructor
permission accepted.
Program: **Spanish**

SPA 103: First Year Spanish - Third Term
Continues the work of SPA 102. Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.

- Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.

- Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.

- Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.

- Expand and strengthen strategies for analyzing authentic materials in the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 SPA 102** Equivalent placement test scores also accepted. SPA 102 or instructor permission accepted.
Program: **Spanish**

SPA 111C: First Year Spanish Conversation
Practice of structures and vocabulary of first year Spanish in a conversational format.

SPA 111C is a first-year level course designed for students who wish to improve their ability to converse in Spanish. Students will have the opportunity to practice the structures and vocabulary they have worked with in first-year Spanish courses. This course also provides review for students who are entering a second-year Spanish class. This is a three-credit transferable course, and it counts as an elective toward associate degrees.

Course Student Learning Outcomes
- communicates using common interactions in predictable settings and uses basic vocabulary, present tense and some present perfect tense forms

- begins to apply language-learning skills to various real-life situations

- recognizes and begins to appreciate linguistic and cultural diversity within the Spanish speaking world

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

SPA 112C: First Year Spanish Conversation
Practice of structures and vocabulary of first year Spanish in a conversational format.

SPA 112C is a first-year level course designed for students who wish to improve their ability to converse in Spanish. Students will have the opportunity to practice the structures and vocabulary they have worked with in first-year Spanish courses. This course also provides review for students who are entering a second-year Spanish class. This is a three-credit transferable course, and it counts as an elective toward associate degrees.

Course Student Learning Outcomes
The student:

- communicates using common interactions in predictable settings and uses basic vocabulary, present tense and some present perfect tense forms

- begins to apply language-learning skills to various real-life situations

- recognizes and begins to appreciate linguistic and cultural diversity within the Spanish speaking world

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

SPA 113C: First Year Spanish Conversation
Continuation of SPA 112C.

SPA113C is a first-year level course designed for students who wish to improve their ability to converse in Spanish. Students will have the opportunity to practice the structures and vocabulary they have worked with in first year Spanish courses. This course also provides review for students who are entering a second-year Spanish class. This is a three-credit transferable course, and it counts as an elective toward associate degrees.

Course Student Learning Outcomes
The student:

- communicates using common interactions in predictable settings and uses basic vocabulary, present tense, some present perfect, preterite and imperfect forms

- begins to apply language-learning skills to various real-life situations

- recognizes and begins to appreciate linguistic and cultural diversity within the Spanish speaking world

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

SPA 201: Second Year Spanish - First Term

Continues the work of first year Spanish, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Handle a limited number of uncomplicated communicative tasks in straightforward social situations.

- Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.

- Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.

- Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.

- Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.

- Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20** Equivalent placement test scores also accepted. Completion of first year Spanish at college level or instructor permission accepted.
Program: **Spanish**

SPA 202: Second Year Spanish - Second Term

Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing.

Course Student Learning Outcomes

Upon successful completion students should be able to:

- Handle a wider range of communicative tasks in selected social situations.

- Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.

- Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.

- Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective.

- Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.

- Analyze and develop responses to selected authentic materials in the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 SPA 201** Equivalent placement test scores also accepted. SPA 201 or instructor permission accepted.
Program: **Spanish**

SPA 203: Second Year Spanish - Third Term
Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing.

Course Student Learning Outcomes
Upon successful completio students should be able to:

- Manage most communicative tasks in a variety of social situations.
- Communicate effectively with some rephrasing and circumlocution with most native speakers.
- Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
- Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective.
- Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
- Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

Credits: 4
Prerequisites: **WR 115 RD 115 MTH 20 SPA 202** Equivalent placement test scores also accepted. SPA 202 or instructor permission accepted.
Program: **Spanish**

SPA 211C: Intermediate Spanish Conversation
Stresses conversational skills at the second year level.

Spanish 211C is a second-year level course designed to improve student's ability to converse in Spanish. It provides opportunity to practice the structures and vocabulary students have encountered or are encountering in their second-year Spanish course. This course is a good review course for students who wish to prepare for further study in Spanish or for those traveling to a Spanish-speaking country. This is a one-credit transferable course, and it counts as an elective for the associate degrees.

Course Student Learning Outcomes
The student:

- Participates in simple and direct conversations on predictable topics related to personal environment.
- Manages uncomplicated communicative exchanges.
- Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

SPA 212C: Intermediate Spanish Conversation
Continuation of SPA 211C.

Spanish 212C is a second-year level course designed to improve student's ability to converse in Spanish. It provides opportunity to practice the structures and vocabulary students have encountered or are encountering in their second-year Spanish course. This course is a good review course for students who wish to prepare for further study in Spanish or for those traveling to a Spanish-speaking country. This is a one-credit transferable course, and it counts as an elective for the associate degrees.

Course Student Learning Outcomes
The student:

- Participates in simple and direct conversations on predictable topics related to personal environment.

- Manages uncomplicated communicative exchanges.

- Creates with the language by combining language elements in discrete sentences.

- Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

SPA 213C: Intermediate Spanish Conversation
Continuation of SPA 212C.

Spanish 213C is a second-year level course designed to improve student's ability to converse in Spanish. It provides opportunity to practice the structures and vocabulary students have encountered or are encountering in their second-year Spanish course. This course is a good review course for students who wish to prepare for further study in Spanish or for those traveling to a Spanish-speaking country. This is a one-credit transferable course, and it counts as an elective for the associate degrees.

Course Student Learning Outcomes
The student:

- Initiates, sustains and brings to a close a number of basic, uncomplicated communicative exchanges.

- Creates with the language by combining language elements in discrete sentences and string of sentences.

- Recognizes and appreciates linguistic and cultural diversity within the Hispanic world.

Credits: 1
Co-Requisites: Instructor permission also accepted.
Program: **Spanish**

Writing Courses

WR 90: Writing 90

Instruction includes sentence structure, paragraph and essay development, and written expression. Students can expect to increase working vocabulary and improve skills in basic communications.

Course Student Learning Outcomes

- Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
- Demonstrate critical thinking in written responses to text.
- Recognize and utilize pre-writing steps for composing a good essay.
- Utilize basic word processing in writing.
- Demonstrate successful college student behaviors.
- Perform successfully in Writing 115.

Credits: 3
Prerequisites: **RD 90** Placement into RD 90 accepted.
Program: **Writing**

WR 115: Introduction to Expository Writing

Introduces college level skills in reading critically, exploring ideas, and writing. Covers composing essays which support a thesis through structure appropriate to both thesis and reader and revision for clarity and correctness.

Students write 2000-2500 words of revised, final draft copy, including at least one essay that incorporates source materials and employs MLA citation conventions. Students meet with the instructor for two out-of-class conferences. Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising.

Course Student Learning Outcomes

Upon completion of Writing 115 with a "C" or better, students will be able to:

- Read to determine a writer's purpose and perspective.
- Formulate questions to explore a variety of college?level texts.
- Write for a variety of purposes, audiences and contexts.
- Write coherent essays that develop ideas in support of a thesis.
- Develop the ability to paraphrase, summarize, and synthesize information effectively and ethically in order to integrate and connect other writers' ideas with one's own.

Credits: 4
Prerequisites: **WR 90 RD 90** Or placement into WR 115 and RD 115.
Program: **Writing**

WR 121: English Composition

Focuses on academic writing as a means of inquiry. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate positions. Emphasizes development of a variety of strategies to present evidence in support of a thesis.

Students write 3500-4500 words of revised, final draft copy, including at least one essay of at least 1000 words that integrates research. Students meet with the instructor for two out-of-class conferences.

Course Student Learning Outcomes

Upon completion of WR121 with a "C" or higher, students will be able to:

- Read closely to determine a writer's purpose and perspective.

- Formulate questions to explore the way that a variety of texts communicate meaning.

- Write for a variety of clearly defined purposes, audiences and contexts.

- Write clear and coherent essays that demonstrate a logical development of ideas and incorporate evidence in support of a thesis

- Begin to locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

Credits: 4
Prerequisites: **WR 115 RD 115** Or placement into WR 121.
Program: **Writing**

WR 122: English Composition

Continues the focus of WR 121 on academic writing as a means of inquiry with added emphasis on persuasion and argument supported by external research. Uses critical reading, discussion and the writing process to explore ideas, develop cultural awareness and formulate original positions. Emphasizes development of writing and critical thinking through logical reasoning, rhetorical control, independent research and information literacy.

Students write 4000-7000 words of revised, final draft copy, including at least one researched paper of 1500 words or more using outside sources and documentation. Students meet with the instructor for two out-of-class conferences.

Course Student Learning Outcomes

Upon completion of WR122 with a "C" or higher, students will be able to:

- Read closely and analytically to determine an author's purpose, perspective and use of rhetorical strategies.

- Think critically to evaluate the reasoning and arguments of a variety of sources

- Articulate their own position on complex topics with multiple points of view, contributing to the academic conversation through writing and discussion.

- Write for a variety of clearly defined purposes, audiences and contexts with control of key rhetorical strategies

- Write persuasive essays that demonstrate a logical development of ideas and incorporate reasonable, credible evidence in support of a thesis

- Locate, evaluate and use information effectively and ethically to develop an informed position and encourage intellectual curiosity.

Credits: 4
Prerequisites: **WR 121**
Program: **Writing**

WR 123: English Composition

Uses extensive research writing to develop skills in critical analysis and documented argument. Students synthesize their considered response to designated text(s) and/or issues with the reactions of other writers. Includes paraphrasing, summarizing, quoting, and documenting using style appropriate to discipline researched.

Course Student Learning Outcomes

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of WR 123 with a "C" or better, student will be able to:

- Successfully organize and manage an extended, research-based, thesis-centered essay of 3500-4000 words or an equivalent in shorter essays using MLA, APA, or other appropriate documentation styles

- Demonstrate critical thinking and problem-solving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, and analyzing the structure and organization of sources and own writing

- Independently locate, examine, select, evaluate, and use various sources, including electronic sources

- Practice and demonstrate skills necessary to research writing, such as paraphrase, summary, and use of direct quotation

- Articulate own problem solving process and self-assessment; demonstrate the ethics of research by identifying and avoiding plagiarism

Credits: 3
Prerequisites: **WR 122**
Program: **Writing**

WR 227: Technical and Professional Writing 1

Introduces technical and professional communications. Students compose, design, revise, and edit effective letters, memos, reports, descriptions, instructions, and employment documents. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Two instructor conferences required.

Course Student Learning Outcomes

Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

Upon completion of WR 227 with a "C" or better, the student will be able to:

- Read, interpret, analyze, and evaluate complex technical and professional documents and visuals.

- Design and produce the most commonly used business/professional communications.

- Design and produce the most commonly used technical communications.

- Design and produce communications specifically tailored to a number of different audiences who have diverse educational, cultural, and linguistic backgrounds, and who have various levels of expertise.

- Design and produce communications that include visuals that are accurate, ethical, and accessible and from which more than one audience can extract the information quickly and easily.

- Work and problem solve effectively with others to achieve a common communication goal, using collaborative techniques, respecting the work of colleagues, and meeting deadlines; listen and speak reflectively.

Credits: 4
Prerequisites: **WR 121** Basic computer literacy and intermediate word processing skills also required.
Program: **Writing**

WR 240: Creative Writing - Nonfiction
Introduces creative nonfiction and the writing of essays using creative techniques, such as personal narrative, memoir, nature and travel writing, and literary journalism. Explores the works of established writers for forms, techniques and styles as a context for the production of creative nonfiction for class discussion and analysis.

Students who are candidates for WR 240 should possess writing skills to the degree that mechanical errors and organizational problems are minimal, allowing them to experiment and develop their craft from sentence level to a finished, publishable piece of writing.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Read a wide range of established creative nonfiction writers to learn techniques demonstrated in their work.

- Employ creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, concreteness, dialogue, flashbacks, juxtaposition, metaphor, voice, tone, formality and informality; alternate narrative summary and scene.

- Use self-reflection and techniques for employing the imagination to generate new essays and then to revise the essays, using techniques for "re-entering" or "re-seeing" a piece of writing.

- Use critical thinking and problem solving to critique others' poems and communicate suggestions about strengths and weaknesses of drafts to peers.

- Engage subjects by participating directly in the action being written about, such as by doing in-depth in-person interviews or designing an experience, and then pursuing the experience with the foreknowledge that the experience will constitute the basis of an essay.

Credits: 4
Prerequisites: **WR 121**
Program: **Writing**

WR 241: Creative Writing - Fiction
Focuses on writing short fiction for class discussion and analysis in a workshop setting. Explores the techniques, styles, and structures of the writings of established authors, as well as the creative writing process from development of an idea to revision of a manuscript.

Course Student Learning Outcomes
Upon successful completion students should be able to:

- Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view).

- Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.

- Read peer fiction closely and analytically in order to contribute to peer workshops in a thoughtful and critical manner.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Writing**

WR 242: Creative Writing - Poetry
Focuses on the writing and submitting of poetry for class discussion and analysis in a workshop setting. Introduces the techniques, structures, and styles of established poets.

Course Student Learning Outcomes
Upon completion of the course, students should be able to:

- Continue to read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.

- Employ the various techniques and elements of poetry such as imagery, metaphor, linebreaks, alliteration, assonance, and meter to write poems.

- Use self-reflection and techniques for employing the imagination to generate new poems and then to revise the poems, using techniques for "re-entering" or "re-seeing" a piece of writing.

Credits: 4
Prerequisites: **WR 115 RD 115** Equivalent placement test scores also accepted.
Program: **Writing**

WR 246: Advanced Creative Writing, Editing & Publishing
Emphasizes development of craft while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms, including an annual student literary magazine. May be repeated twice for credit.

A brief interview with the instructor may be necessary before enrollment in the course. Students are encouraged to continue study in literature and languages as well as other creative writing courses.

Course Student Learning Outcomes
Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.

- Upon completion of the course, students should be able to:
- Solicit and then read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the
- evaluation process and the decisions to accept or reject manuscripts.
- Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking
- and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.
- Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as
- writers.
- Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and
- communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding.
- Write their own creative writing with greater knowledge and self-awareness.

Credits: 4
Prerequisites: **WR 240 WR 241 WR 242** WR 240 or WR 241 or WR 242 accepted.
Program: **Writing**

Aquarium Science Degrees and Certificates

The Aquarium Science Program offers a comprehensive two-year Associate of Applied Science (AAS) degree and a one-year Certificate that is open only to individuals who already possess a Bachelor's degree in a life science area. Both the Certificate and the AAS provide theory and practical experience designed to prepare students for a career in aquatic animal husbandry.

Enrollment in the Aquarium Science Program is limited. For additional information and to apply for the program online visit the college webpage at **http://www.oregoncoastcc.org/ aquarium-science** or contact, the Aquarium Science Program Manager.

Students who successfully earn a degree or certificate will be qualified to work in the aquatic animal husbandry profession. They may be eligible for entry-level positions as aquarists, aquatic biologists, and keepers. Potential employment opportunities include public zoos and aquariums, ornamental fish retailers and wholesalers, aquaculture businesses, fish hatcheries, research programs, marine educational centers, state and federal natural resource agencies, as well as self-employment.

Admissions Requirements

Enrollment is limited to 20 to 24 students each year. Individuals wanting to enroll in the program must complete an on-line application located at **http://www.oregoncoastcc.org/aquarium-science**. Each applicant will have an interview with the Aquarium Science faculty.

Program Outcomes

Students completing the AAS or certificate will:

- Accurately communicate, verbally, and in writing, scientific concepts, research findings and ideas to professionals and the general public.

- Maintain, analyze, diagnose, and repair aquatic life support systems and their components.

- Perform basic water quality analysis using standard testing equipment.

- Maintain healthy animal populations by applying industry standards and practices to aquarium set-up, monitoring, and animal care.

- Identify healthy, physically compromised animals, and abnormal animal behaviors.

- Work as a member of a team to conceptualize, plan, construct, and manage environments that promote healthy fishes and invertebrates.

- Apply fundamental knowledge and skills in science, mathematics, and communications for success in a professional or academic setting (AAS degree specific outcome).

Associate of Applied Science in Aquarium Science
Students may earn an Associate of Applied Science degree in Aquarium Science by successfully completing the required 93 credit hours with a grade of C or better in all courses. Students are required to complete 132 hours of practicum and 400 hours of field internship.

Aquarium Science
The Aquarium Science Program offers a comprehensive two-year Associate of Applied Science (AAS) degree and a one-year Certificate that is open only to individuals who already possess a Bachelor's degree in a life science area.

Both the Certificate and the AAS provide theory and practical experience designed to prepare students for a career in aquatic animal husbandry. Enrollment in the Aquarium Science Program is limited. For additional information and to apply for the program online visit the college webpage at **http://www.oregoncoastcc.org/aquarium-science** or contact, the Aquarium Science Program Manager. Students who successfully earn a degree or certificate will be qualified to work in the aquatic animal husbandry profession. They may be eligible for entry-level positions as aquarists, aquatic biologists, and keepers. Potential employment opportunities include public zoos and aquariums, ornamental fish retailers and wholesalers, aquaculture businesses, fish hatcheries, research programs, marine educational centers, state and federal natural resource agencies, as well as self-employment.

Admissions Requirements

Enrollment is limited to 20 to 24 students each year. Individuals wanting to enroll in the program must complete an on-line application located at **http://www.oregoncoastcc.org/aquarium-science**. Each applicant will have an interview with the Aquarium Science faculty.

Program Outcomes

Students completing the AAS or certificate will:

- Accurately communicate, verbally, and in writing, scientific concepts, research findings and ideas to professionals and the general public.
- Maintain, analyze, diagnose, and repair aquatic life support systems and their components.
- Perform basic water quality analysis using standard testing equipment.
- Maintain healthy animal populations by applying industry standards and practices to aquarium set-up, monitoring, and animal care.
- Identify healthy, physically compromised animals, and abnormal animal behaviors.
- Work as a member of a team to conceptualize, plan, construct, and manage environments that promote healthy fishes and invertebrates.
- Apply fundamental knowledge and skills in science, mathematics, and communications for success in a professional or academic setting (AAS degree specific outcome).

Approved General Education Electives

OCCC utilizes PCC's approved general education electives for the AAS. This list is located **here**. OCCC offers term-by-term a subset of these electives. Please consult with an academic advisor for more information.

Aquarium Science AAS Program Costs

Information about program costs can be found **here**. Contact Student Services at 541-867-8503 to find out about financial aid eligibility.

Program: Aquarium Science

Type: AAS Degree

Term 1

Item #	Title	Credits
AQS 100	Introduction to Aquarium Science	3
	BI 101 or BI 211	4 - 5
WR 121	English Composition	4
	Sub-Total Credits	**11-12**

Term 2

Item #	Title	Credits
AQS 110	Aquarium Science Practicum 1	2
	BI 102 or BI 212	4
PSY 101	Psychology and Human Relations	4
	WR 227 or WR 122	4
COMM 111	Public Speaking	4
	Sub-Total Credits	**18**

Term 3

Item #	Title	Credits
AQS 111	Aquarium Science Practicum 2	2
AQS 165	Current Issues in Aquarium Science	1
AQS 216	Elasmobranch Husbandry	2
AQS 220	Biology of Captive Invertebrates	4
	BI 103 or BI 213	4
AQS 186	Introduction to Scientific Diving	3
	Sub-Total Credits	**16**

Term 4

Item #	Title	Credits
AQS 215	Biology of Captive Fishes	4
AQS 240	Life Support System Design and Operation	4
AQS 245	Animal Husbandry in a Research Capacity	2
	4 Credits Arts and Letters Elective	4
	General Elective (1 Credit)	1
	Sub-Total Credits	**15**

Term 5

Item #	Title	Credits
AQS 226	Biology of Diverse Captive Species	2
AQS 232	Reproduction and Nutrition of Aquatic Animals	4
AQS 252	Exhibits and Interpretation	4
AQS 270	Fish and Invertebrate Health Management	4
	Human/Soc. Science Elective	4
	Sub-Total Credits	**18**

Term 6

Item #	Title	Credits
AQS 295	Aquarium Science Internship	12
	Sub-Total Credits	**12**
	Total credits:	90-91

Aquarium Science One Year Certificate

Students may earn a Certificate of Completion in Aquarium Science by successfully completing the required 53 credit hours with a grade of C or better in all courses. This option is only open to individuals who possess a Bachelor's or Master's degree in a life science related discipline such as Biology, Zoology, Marine Biology, Ecology, or similar area. Students are required to complete 132 hours of practicum and 400 hours of field internship. Courses with a § symbol may not be substituted.

Aquarium Science

The Aquarium Science Program offers a comprehensive two-year Associate of Applied Science (AAS) degree and a one-year Certificate that is open only to individuals who already possess a Bachelor's degree in a life science area.

Both the Certificate and the AAS provide theory and practical experience designed to prepare students for a career in aquatic animal husbandry. Enrollment in the Aquarium Science Program is limited. For additional information and to apply for the program online visit the college webpage at **http://www.oregoncoastcc.org/aquarium-science** or contact, the Aquarium Science Program Manager. Students who successfully earn a degree or certificate will be qualified to work in the aquatic animal husbandry profession. They may be eligible for entry-level positions as aquarists, aquatic biologists, and keepers. Potential employment opportunities include public zoos and aquariums, ornamental fish retailers and wholesalers, aquaculture businesses, fish hatcheries, research programs, marine educational centers, state and federal natural resource agencies, as well as self-employment.

Admissions Requirements

Enrollment is limited to 20 to 24 students each year. Individuals wanting to enroll in the program must complete an on-line application located at **http://www.oregoncoastcc.org/aquarium-science**. Each applicant will have an interview with the Aquarium Science faculty.

Certificate Outcomes

- Students completing the AAS or certificate will:

- Accurately communicate, verbally, and in writing, scientific concepts, research findings and ideas to professionals and the general public.
- Maintain, analyze, diagnose, and repair aquatic life support systems and their components.
- Perform basic water quality analysis using standard testing equipment.
- Maintain healthy animal populations by applying industry standards and practices to aquarium set-up, monitoring, and animal care.
- Identify healthy, physically compromised animals, and abnormal animal behaviors.
- Work as a member of a team to conceptualize, plan, construct, and manage environments that promote healthy fishes and invertebrates.
- Apply fundamental knowledge and skills in science, mathematics, and communications for success in a professional or academic setting (AAS degree specific outcome).

Aquarium Science One-Year Certificate Program Costs
Information regarding program costs can be found **here**. Contact Student Services at 541-867-8503 to find out about financial aid eligibility.

Program: Aquarium Science

Type: Certificate

Term 1

Item #	Title	Credits
AQS 215	Biology of Captive Fishes	4
	AQS 240§	4
AQS 245	Animal Husbandry in a Research Capacity	2
	Sub-Total Credits	**10**

Term 2

Item #	Title	Credits
AQS 110	Aquarium Science Practicum 1	2
AQS 226	Biology of Diverse Captive Species	2
	AQS 232§	4
	AQS 252§	4
	AQS 270§	4
	Sub-Total Credits	**16**

Term 3

Item #	Title	Credits
AQS 111	Aquarium Science Practicum 2	2
AQS 165	Current Issues in Aquarium Science	1
AQS 216	Elasmobranch Husbandry	2
AQS 220	Biology of Captive Invertebrates	4
AQS 186	Introduction to Scientific Diving	3
	Sub-Total Credits	**12**

Term 4

Item #	Title	Credits
AQS 295	Aquarium Science Internship	12
	Sub-Total Credits	**12**
	Total credits:	50

Associate of Arts Oregon Transfer Degrees and Certificates

Associate of Arts Oregon Transfer (AAOT)

Overview

The Associate of Arts Oregon Transfer degree is an opportunity for students to complete lower division degree requirements at OCCC.

Any student having the Associate of Arts Oregon Transfer (AAOT) degree recognized on an official college transcript will have met the lower division general education requirements of baccalaureate degree programs of any institution in the Oregon University System.

Students transferring under this agreement will have junior status for registration purposes. Course, class standing or GPA, and requirements for specific majors, departments or schools are not necessarily satisfied by an AAOT degree.

All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses.

Academic Requirements

The Associate of Arts Oregon Transfer degree is awarded to students who meet the following:

1. **Associate Degree Comprehensive Requirements**

2. Associate of Arts Oregon Transfer Degree Requirements:

All courses must be passed with a grade of "C" or "P" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT is awarded.

a. Foundational Requirements: Courses must be a minimum of three credits (except for Health/Wellness/Fitness courses, which may be any number of credits)

Writing*: WR 121 and either WR 122 or WR 227. A student must have at least eight credits of Writing; WR 123 may be used to complete the eight credits.

Oral Communication: COMM 111 or COMM 112 or COMM 214 or SP 113.

Math*: Complete a minimum of four credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite.

Health/Wellness/Fitness: One or more courses totaling at least three credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295, or PE (not including PE 10, PE 199 or PE 299).

b. Discipline Studies:

Students must complete at least 11 Discipline Studies courses from the **General Education/Discipline Studies List**. All courses in Discipline Studies must be a minimum of three credits. A course may count toward Foundational Requirements or Discipline Studies but not both.

Arts and Letters: Complete at least three courses chosen from at least two disciplines in this area

Social Sciences: Complete at least four courses chosen from at least two disciplines in this area

Science/Math/Computer Science: Complete at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 11 required Discipline Studies courses.

c. Elective Credit Requirements:

All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective courses may be any number of credits. Elective credits may include any lower division collegiate course. A maximum of 12 credits of Career and Technical Education courses may be applied to this degree. One-credit Management/Supervisory Development (MSD) workshops may not be applied to this degree. A maximum of three credits of Physical Education (PE) may be applied to this degree.

*Basic Competency Requirements for writing and math will be met by successfully completing these courses. The Information Literacy requirement is satisfied by successful completion of the Writing courses.

AAOT Degree Outcomes

Students who complete this degree should be able to:

- Communicate effectively by determining the purpose, audience, and context of communication, and respond to feedback to improve clarity, coherence, and effectiveness in workplace, community, and academic pursuits.

- Apply scientific, cultural, and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

- Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional, and community issues.

- Use an understanding of the variations in human culture, perspectives, and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

- Demonstrate and apply the knowledge, skills, and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

- Assess, examine, and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

- Transfer into upper division courses for a baccalaureate degree at any institution in the Oregon University System, having met all lower division general education requirements and being granted junior standing for university registration purposes.

Program: Associate of Arts Oregon Transfer

Type: Associate Degree

Total credits:	90

Associate of General Studies Degrees and Certificates

Associate of General Studies (AGS)

Overview
The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursue a specific college major or career technical program. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution.

Academic Requirements
The Associate of General Studies is awarded to students who meet the following:

1. **Associate Degree Comprehensive Requirements**

2. Associate of General Studies (AGS) Requirements:

A. General Education Requirement: Students must earn a minimum of 16 credits of General Education taken from the General Education /Discipline Studies List. These credits must come from courses taken in the following categories:

• Arts and Letters

• Social Sciences

• Science/Math/Computer Science

The 16 credits must include at least one course with a minimum of three credits from each category. General Education requirements for the AGS degree will be waived for students who enroll at OCCC with an AA, AAS, AGS, AS, BA, BS degree or higher from a regionally accredited institution or foreign equivalent.

B. Basic Competency Requirements in writing and math for the AGS degree:

  Writing: Competency in writing must be demonstrated by either:

• Completing WR 121 with a C or better, or

• Passing a lower division collegiate* writing course for which WR 121 is a prerequisite with a C or better

Students with AA, AAS, AGS, AS, BA, BS, degrees or higher from a regionally accredited institution or foreign equivalent, will have the basic competency in writing (WR 121) waived

  Math: Competency in mathematics must be demonstrated by:

• Completing with a grade of C or P or better MTH 58, MTH 63 or MTH 65 , or

• Passing the PCC Competency Exam for MTH 65, or

• Completing with a grade of C or P or better a MTH course (minimum of three credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite

C. Elective Credit Requirements - All students must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective credits may apply from any course numbered 100 or higher (either lower division collegiate or career technical). Elective credit limitations are:

• Maximum of six credits (100 level and above) of Physical Education (PE) may apply

• Maximum of six one-credit Management/Supervisory Development (MSD) workshops may apply

• Maximum of 24 credits of Occupational Skills Training (OST) classes may apply

AGS Degree Outcomes
Students who complete this degree should be able to:

- Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community, and academic pursuits.

- Apply scientific, cultural, and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

- Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional, and community issues.

- Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

- Assess, examine and reflect on one's own academic skill, professional competence, and personal beliefs and how these impact others.

- Fulfill their educational needs using a variety of college level courses including lower division collegiate and career technical.

Program: Associate of General Studies

Type: Associate Degree

Total credits:	90

Associate of Science Oregon Transfer in Business Degrees and Certificates

Associate of Science Oregon Transfer in Business (ASOT-BUS)

Overview

The Associate of Science Oregon Transfer-Business (ASOT-BUS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Business program. Students completing the ASOT-BUS will have met the lower-division General Education requirements of an Oregon public university's baccalaureate degree program. Students transferring will have junior status for registration purposes.

Admission to the Business School of an Oregon public university is not guaranteed upon completion of the ASOT-BUS degree. Some institutions have specific requirements for admission to their Business program. Examples include: a higher minimum GPA requirement, a requirement that specific courses within the ASOT-BUS be taken for a letter grade (meaning that courses taken P/NP will not be accepted), or additional coursework. It is strongly recommended that students contact the specific Oregon public university's Business program early in the first term of their ASOT-BUS course work to be advised of admission requirements.

Academic Requirements

The ASOT-BUS is awarded to students who meet the following:

1. **Associate Degree Comprehensive Requirements**

2. Associate of Science Oregon Transfer-Business Requirements

All courses must be passed with a grade of "P" or "C" or better. Students must have a minimum cumulative GPA of 2.0 at the time the ASOT-BUS is awarded.

A. Foundational Requirements: Courses must be a minimum of three credits.

• Writing:* Writing: WR 121 and either WR 122 or WR 227. A student must have at least eight credits of writing; student may need to complete WR 121, WR 122, and WR 227 to meet the eight credit requirement.

• Oral Communication: COMM 111 or COMM 112 or COMM 214 or SP 113

• Math:* A minimum of three MTH courses for which Intermediate Algebra is a prerequisite. One course must be Statistics.

• Computer Applications: Students must demonstrate proficiency in word processing, spreadsheet, database, and presentation software by the successful completion of BA 131 or CAS 133, and CAS 170 or CAS 171.

* Basic Competency Requirements for Writing and Math will be met by successfully completing these courses. The Information Literacy requirement is satisfied by successful completion of the Writing courses.

B. Discipline Studies: Students must complete at least 11 Discipline Studies courses from the General Education/Discipline Studies List. All courses in Discipline Studies must be a minimum of three credits. A course may count toward Foundational Requirements or Discipline Studies but not both.

• Arts and Letters: Complete at least three courses chosen from at least two disciplines in this area

• Social Sciences: Complete at least four courses chosen from at least two disciplines in this area. A minimum of two courses in Microeconomics and Macroeconomics must be included.

• Science/Math/Computer Science: Complete at least four courses in at least two disciplines. At least three of these courses must be laboratory courses in the biological or physical sciences. The fourth course can be one of the three MTH courses from the Foundational Requirements.

• Cultural Literacy: Students must select one course from any of the Discipline Studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 11 required Discipline Studies courses.

C. Business-specific requirements: Each course must be completed with a "P" or "C" or better. BA 101, BA 211, BA 212, BA 213, and BA 226. BA 226 may be replaced by any other faculty-approved 200-level BA course.

D. Elective credit requirements: All candidates must complete elective credits to meet the overall requirement of 90 credits for this degree. Elective courses may be any number of credits. Elective credits may include any lower division collegiate course. A maximum of 12 credits of Career and Technical Education courses may be applied to this degree. One-credit Management/Supervisory Development (MSD) workshops may not be applied to this degree. A maximum of three credits of Physical Education (PE) may be applied to this degree.

University Specific Prerequisites, Recommendations

Each Oregon public university has different requirements for its Business program; in some cases, meeting the minimum requirements of the ASOT-BUS degree will not fulfill the eligibility requirements for admission to the school's Business program. Examples of eligibility requirements include: a higher minimum GPA for admission than is required for the ASOT-BUS, a requirement that specific courses within the ASOT-BUS degree be taken for a letter grade (courses taken P/NP will not be accepted), or additional coursework beyond that included in the ASOT-BUS. Students are advised to contact their Oregon public university destination's Business program early in the first term of their ASOT-BUS course work to be advised of admission and additional course requirements beyond those stipulated above.

Eastern Oregon University

http://www.eou.edu/admissions/transfer/

Oregon Institute of Technology

http://oit.edu/programs/manage

Oregon State University

http://business.oregonstate.edu/

Portland State University

http://www.pdx.edu/sba/

Southern Oregon University

http://sou.edu/business/undergrad/index.html

University of Oregon

http://lcb.uoregon.edu/App_Aspx/advisingResources.aspx

Western Oregon

http://wou.edu/las/business/major.php

ASOT-BUS Outcomes
Students who complete this degree should be able to:

- Communicate effectively by determining the purpose, audience, and context of communication, and respond to feedback to improve clarity, coherence, and effectiveness in workplace, community, and academic pursuits.

- Apply scientific, cultural, and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

- Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional, and community issues.

- Use an understanding of the variations in human culture, perspectives, and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community

- Demonstrate and apply the knowledge, skills, and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

- Assess, examine, and reflect on one's own academic skill, professional competence, and personal beliefs and how these impact others.

- Transfer into an upper division baccalaureate degree program in Business at any institution in the Oregon University System offering a Business degree, having met all lower division general education requirements and being granted junior standing for both for the Business major and for university registration purposes.

Program: Associate of Science Oregon Transfer in Business

Type: Associate Degree

Total credits:	90

Business Administration Degrees and Certificates

Oregon Coast Community College offers an associate degree and career pathway certificates within Business Administration. The two-year degree emphasizes skills to be used on the job upon completion of the degree requirements and are not designed for students intending to transfer to four- year schools. If transferability of courses is a concern, students should consult with the institution of their choice regarding transfer possibilities. State- approved Career Pathway Certificates vary in length but are designed to be completed in less than one year. These certificates help students attain skills for targeted entry-level jobs in specific areas of accounting.

Due to the rapid changes in employment opportunities, technological advances and certifying agency regulations, Business programs are subject to change. Students must meet OCCC's writing and math competencies prior to graduation. Additional requirements for individual business courses are listed in the Course Description section of this catalog.

Accounting AAS Degree
Minimum 92 credits. Students must also meet Associate Degree Comprehensive Requirements and Associate of Applied Science Requirements. Students must complete a total of sixteen credits of General Education. Some courses specified within the program may be used as General Education. In addition to required courses in the program of study, students must satisfy MTH 58/65 competency. Students should consult with program advisors for course planning.

Program Outcomes
- Analyze, record, and report accounting information in conformity with Generally Accepted Accounting Principles.
- Communicate effectively with business professionals.
- Develop and interpret accounting and financial information for decision making.
- Practice within the legal, ethical, and economic standards of the business environment.
- Use applicable technology available in accounting practice.

Students who have completed high school bookkeeping or have had work experience with full- cycle bookkeeping responsibilities should substitute a business elective and start the accounting series BA 211 in the second term.

Program: Business Administration

Type: AAS Degree

Accounting Degree Courses

Item #	Title	Credits
BA 101	Introduction to Business	4
BA 111	Introduction to Accounting	3
BA 131	Introduction to Business Technology	4
BA 177	Payroll Accounting	3
BA 205	Business Communication Using Technology	4
BA 206	Management Fundamentals	3
BA 211	Principles of Accounting I	3
BA 212	Principles of Accounting II	3
BA 213	Managerial Accounting	4
BA 222	Financial Management	3
BA 226	Business Law I	4
BA 228	Computer Accounting Applications	3
	BA 240 or BA 242	3
BA 256	Income Tax	3
BA 285	Human Relations-Organizations	3
	CAS 170 or CAS 171	3
	CAS 216 or CAS 217	3
EC 201	Principles of Economics: Microeconomics	4
EC 202	Principles of Economics: Macroeconomics	4
OS 131	10-key on Calculators	1
	PHL 202 or PHL 209 or BA 227	4
WR 121	English Composition	4
	Business Program Electives	11
	8 Credits Remaining General Education	8
	Sub-Total Credits	**92**

	Total credits:	92

Accelerated Accounting Less than One Year Certificate
Minimum 29 credits. Students must meet all certificate requirements.

Certificate Outcomes
- Students who successfully complete the One-Year Accounting Certificate will develop basic skills and introductory knowledge appropriate for entry-level bookkeeping and accounting positions.

Students who have completed high school bookkeeping or have had work experience with full- cycle bookkeeping responsibilities should contact their academic advisor for potential substitution options. Students who can touch type more than 40 words per minute should substitute an approved business elective.

To satisfy graduation requirements for all business degrees and certificates, students must earn a letter grade of "C" or better for all BA courses.

Program: Business Administration

Type: Certificate

Accelerated Accounting Certificate Courses

Item #	Title	Credits
BA 111	Introduction to Accounting	3
BA 177	Payroll Accounting	3
BA 211	Principles of Accounting I	3
BA 228	Computer Accounting Applications	3
	CAS 121 or CAS 122	3
	CAS 170 or CAS 171	3
	CAS 216 or CAS 217	3
OS 131	10-key on Calculators	1
	WR 90 or WR 115 or WR 121	3 - 4
	3 Credits Business Program Electives	3
	Sub-Total Credits	**28-29**
	Total credits:	75

Entry-Level Accounting Career Pathway Certificate
Minimum 14 credits. Students must meet all certificate requirements. The Entry-Level Accounting Clerk Certificate is a Career Pathway. All courses are contained in the Accounting AAS Degree.

Certificate Outcomes
- Analyze, record, and report accounting information
- Communicate effectively with business professionals.
- Use applicable technology available in accounting practice.

Program: Business Administration

Type: Certificate

Entry-Level Accounting Courses

Item #	Title	Credits
BA 101	Introduction to Business	4
BA 111	Introduction to Accounting	3
BA 131	Introduction to Business Technology	4
BA 228	Computer Accounting Applications	3
	Sub-Total Credits	**14**
	Total credits:	14

Computer Applications Systems Degrees and Certificates

Oregon Coast Community College offers an associate degree and career pathway certificates within the Computer Applications and Office Systems Department. Associate degree programs may be completed in approximately two years. State- approved Career Pathway Certificates vary in length but are designed to be completed in less than one year. These certificates help students attain skills for targeted entry-level jobs in specific areas of computer applications, office systems, and web development. The credits earned will provide a convenient pathway for students who wish to continue to pursue the one-year certificates and two-year AAS degrees in the program.

Due to the rapid changes in employment opportunities, technological advances, and certifying agency regulations, these programs are subject to change.

Program Costs

Please see college website for program costs. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.
Roadmap Link: **http://oregon.ctepathways.org/c/version/ 2115/883 6.html**

(CAS/OS) Administrative Assistant Certificates

Intended to meet business career needs for entry- level administrative assistants, secretaries, receptionists, file clerks, and data entry personnel. Workers in these positions may perform a wide variety of duties such as working with office technology to produce and file business documents, greeting the public, planning and scheduling, accounting, and creating web pages.

Admission Prerequisites

- All programs of study in CAS/OS recommend placement in WR 115, RD 115, MTH 20 and keyboarding by touch or CAS 121. Additional skill requirements are specified in course descriptions. Placement examinations to assist students in selecting appropriate writing and mathematics courses are required prior to registration.

- All courses in the degrees and certificates within the CAS/OS program must be completed with a grade of "C" or "P" or better.

Other Prerequisites

Students with questions about entry-level readiness should arrange to meet with a department advisor.

CAS/OS Administrative Assistant: Administrative Support Career Pathway Certificate
NOTE: *Oregon Coast Community College (OCCC) delivers college credit instruction, certificates and degrees through its Inter-Governmental Agreement with Portland Community College (PCC).* ***PCC is discontinuing this certificate. As of October 5, 2019, this program is no longer accepting new students.***

Academic Requirements
Minimum 26 credits. Students must meet all certificate requirements. The Administrative Support Certificate is a Career Pathway. All courses are contained in the Administrative Assistant AAS Degree.

Certificate Outcomes
- Be prepared for entry-level jobs in the area of word processor and clerical support.

- Learn new computer applications and office skills.

- Upgrade existing computer applications and office skills.

Administrative Assistant Degree Electives
May take any CAS/OS course in addition to the required CAS/OS courses from the Administrative Assistant degree or certificate. CIS 178 may be taken as a CAS/OS elective.

Program: Computer Applications Systems

Type: Certificate

Administrative Support Certificate Courses

Item #	Title	Credits
CAS 122	Keyboarding for Speed and Accuracy	3
CAS 123	Professional Document Formatting	3
CAS 170	Beginning Excel	3
CAS 216	Beginning Word	3
CAS 217	Intermediate Word	3
OS 220	Business Editing Skills	4
WR 121	English Composition	4
	3 Credits Administrative Assistant Degree Electives	3
	Sub-Total Credits	**26**
	Total credits:	26

Business Office Assistant Certificate Courses

Item #	Title	Credits
BA 111	Introduction to Accounting	3
CAS 122	Keyboarding for Speed and Accuracy	3
CAS 140	Beginning Access	3
CAS 170	Beginning Excel	3
CAS 171	Intermediate Excel	3
	CAS 216 or CAS 217	3
CAS 246	Integrated Computer Projects	4
OS 131	10-key on Calculators	1
WR 121	English Composition	4
	Sub-Total Credits	**27**
	Total credits:	27

CAS/OS Administrative Assistant: Business Office Assistant Career Pathway Certificate

NOTE: *Oregon Coast Community College (OCCC) delivers college credit instruction, certificates and degrees through its Inter-Governmental Agreement with Portland Community College (PCC).* **PCC is discontinuing this certificate. As of October 5, 2019, this program is no longer accepting new students.**

Certificate Outcomes
- Be prepared for entry-level jobs
- Learn new computer applications and office skills.
- Upgrade existing computer applications and office skills.

Program: Computer Applications Systems

Type: Certificate

CAS/OS Administrative Assistant: Computer Software Fundamentals Career Pathway Certificate

Minimum 13 credits. Students must meet all certificate requirements. The Computer Software Fundamentals Certificate is a Career Pathway. All courses are contained in the Administrative Assistant AAS Degree.

If a student already has knowledge of basic computer skills they may substitute a class from the Administrative Assistant Certificate Elective list For CAS 133.

Certificate Outcomes
- Apply new computer applications and office skills at an entry level.
- Be prepared for entry-level jobs in the area of office support and information clerk.

Program Costs

Please see college website for program costs. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

Roadmap Link:

Program: Computer Applications Systems

Type: Certificate

Computer Software Fundamentals Certificate Courses

Item #	Title	Credits
CAS 122	Keyboarding for Speed and Accuracy	3
CAS 133	Basic Computer Skills/ Microsoft Office	4
CAS 170	Beginning Excel	3
CAS 216	Beginning Word	3
	Sub-Total Credits	**13**
	Total credits:	13

Core Transfer Maps Degrees and Certificates

Core Transfer Maps

Overview

Students may take classes that fit these categories at any Oregon community college, and all classes transfer to meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.

Note that students interested in a specific major should consult an existing transfer guide for that major when picking their specific Core Transfer Map classes. This will help keep you on track for credits towards your 4-year degree completion, by helping you select Core Transfer Map classes that can also fulfill lower-division requirements in your major. Students should **consult an academic advisor** for information on transfer guides

Required Courses

Subject	General Pathway	STEM Pathway
Writing	WR 121	WR 121
Arts & Letters	2 courses chosen from the AAOT General Education Arts & Letters list (6-8 credits)	2 courses chosen from the AAOT General Education Arts & Letters list (6-8 credits)
Social Sciences	2 courses chosen from the AAOT General Education Social Science list (6-8 credits)	2 courses chosen from the AAOT General Education Social Science list (6-8 credits)
Natural Science	2 Lab Science courses chosen from the AAOT General Education Math/Science/Computer Science list (8-10 credits; lab science courses ONLY)	2 Lab Science courses chosen from the AAOT General Education Math/Science/Computer Science list (8-10 credits; lab science courses ONLY. Note that science courses for non-majors do not qualify)
Math	1 course (4-5 credits); any 100-level or 200-level MTH course for which MTH 95 or MTH 98 is a prerequisite	1 course (4-5 credits); any 100-level or 200-level MTH course for which MTH 95 or MTH 98 is a prerequisite

Additional Requirements

Subject	General Pathway	STEM Pathway
Cultural Literacy	Students must select one course from any of	Students must select one course from any of
	the discipline studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 6 required courses in Arts & Letters, Social Sciences, or Natural Sciences.	the discipline studies that is designated as meeting the statewide criteria for cultural literacy (as indicated on the General Education/Discipline Studies List). This course can be one of the 6 required courses in Arts & Letters, Social Sciences, or Natural Sciences.
At Least 30 Total Credits	If the credit total for the above requirements is less than 30 credits, select a course of your choice from the AAOT General Education list.	If the credit total for the above requirements is less than 30 credits, select a course of your choice from the AAOT General Education list.
Completion Standards	All courses must be completed with a grade of "C" or "P" or better. Students must have a cumulative GPA of at least 2.0 in the Foundational Curriculum courses at the time of completion.	All courses must be completed with a grade of "C" or "P" or better. Students must have a cumulative GPA of at least 2.0 in the Foundational Curriculum courses at the time of completion.

Completed Core Transfer Map Curricula

Subject	General Pathway	STEM Pathway
Total	At least 8 courses (at least 30 credits)	At least 8 courses (at least 30 credits)

Program: Core Transfer Maps

Type: Other

Total credits:	0

Early Childhood Education Degrees and Certificates

Early Childhood Education Career Pathway Certificate

Investing in Children

The early years shape a life. Research in child development has demonstrated that during the years from birth through 6 years old, important growth occurs in all domains, including social, emotional, cognitive, linguistic and physical development. The early childhood educator – whether a teacher, family or child care provider – plays a critical role in fostering children's development and investing in their future.

In OCCC's Early Childhood Education program, we offer you the skills you need to succeed in the world of early childhood development, early childhood education centers, preschool programming, infant and toddler care, and family child care programs. Employment opportunities may include teaching assistant, child care aide, lead teacher, family child care provider and program director.

Program Overview

OCCC offers a Career Pathway's Certificate in early childhood education for those interested in working with children and families.

The Early Childhood Education (ECE) program prepares teachers and home care providers of young children, ages birth through five, to plan environments, develop suitable learning experiences, and work closely with families in childhood care and education contexts. They also supervise play and physical needs of small children, organize daily activities, keep records of children's progress, and confer with parents. Early education graduates may also work in related fields such as child care resource and referral.

Academic Prerequisites

Placement into RD 115 and WR 115.

Program Outcomes

• Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children (critical thinking & problem solving; communication; cultural awareness)

• Identify themselves as collaborative learners who demonstrate reflective perspectives on their work, making decisions that integrate knowledge from professional sources. (Self reflection; communication)

• Know and use professional standards related to early childhood practice. (professional competence)

• Use observation and documentation, in partnership with families and other professionals, to positively influence children's development and learning. (professional competence, communication)

• Use their understanding of the importance and complex characteristics of children's families and communities to create respectful reciprocal relationships that support and involve all families in their children's development and learning. (cultural awareness; self reflection)

Early Childhood Education Career Pathway Certificate

Minimum 36 credits. Students must meet all certificate requirements.

While in the program, students must:

- Receive a grade of "C " or better in every required early education class in order to receive a certificate or degree
- Meet practicum competencies for the certificate and degree.

Practicum

Practicum (student teaching) is a required component of the program. Practicum allows students to develop skills in working with children in a group setting using developmentally appropriate methods.

Before students can begin practicum, they must submit documentation of registration with Oregon's Criminal History Registry, of measles immunization, and of a current Food Handler's Card. All required forms are available from the program office (HT 318) and the Child Development Center.

Students are advised to begin gathering this documentation early (well before practicum begins). Students who have not submitted the required documentation to their practicum instructor may not begin practicum.

Additional Information
Prospective students should note that a completed not-for-credit credential (the CDA: Child Development Associate and the Oregon Registry Step 7) may apply to the Early Childhood Education program and the student's transcript for program credit. Please speak with a **program advisor** for more details.

1	Students with a valid CPR card may receive non-traditional credit.
2	Students must enroll in practicum seminar each term they take practicum.

Program: Early Childhood Education

Type: Certificate

Item #	Title	Credits
ECE 120	Introduction to Early Education and Family Studies	3
ECE 121	Observation and Guidance I	3
ECE 122I	Environments and Curriculum for Infants and Toddlers	4
ECE 123P	Environments and Curriculum for Preschool	4
ECE 124	Multicultural Practices: Exploring Our Views	3
	ECE 130A[2]	2
	ECE 130B[2]	2
	ECE 133 or ECE 131A	
ECE 196	Teaming and Communication in ECE Settings	2
	ECE 134 or ECE 131B	
	HE 112[1]	1
ECE 262	Health, Safety and Nutrition for the Young	3
HEC 201	Family Partnerships in Education	3
	Sub-Total Credits	**30**
	Total credits:	36

Emergency Medical Services Degrees and Certificates

The Emergency Medical Services Department offers career training for entry-level positions in emergency medical settings. Ambulance companies, fire departments, police departments, and various other industries requiring emergency medical services may employ EMS Providers. After successful completion of all requirements for EMT or AEMT training, the student is eligible to apply to take the respective state licensure exams.

The Emergency Medical Services (EMS) Department trains and educates EMS professionals to excel in meeting the needs of the community. EMS Providers respond to medical emergencies by providing immediate care and transportation to the ill and injured. This department combines classroom lectures, hands-on skills labs and appropriate cooperative clinical and field experience to provide students with cognitive, psychomotor, and affective competence to function as effective EMS providers.

Advanced Emergency Medical Technician Less than One-Year Certificate

The Emergency Medical Services Department offers career training for entry-level positions in emergency medical settings. Ambulance companies, fire departments, police departments, and various other industries requiring emergency medical services may employ EMS Providers. After successful completion of all requirements for EMT or AEMT, training, the student is eligible to apply to take the respective state licensure exams.

The Emergency Medical Services (EMS) Department trains and educates EMS professionals to excel in meeting the needs of the community. EMS Providers respond to medical emergencies by providing immediate care and transportation to the ill and injured. This department combines classroom lectures, hands-on skills labs and appropriate cooperative clinical and field experience to provide students with cognitive, psychomotor, and affective competence to function as effective EMS providers.

The Advanced Emergency Medical Technician (AEMT) provides basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. AEMTs function as part of a comprehensive EMS response, under medical oversight, performing interventions with the basic and advanced equipment typically found on an ambulance. The AEMT is a link from the scene to the emergency health care system. Minimum 20 credits. Students must meet all certificate requirements.

Certificate Outcomes
- Perform the professional functions of an entry-level Advanced Emergency Medical Technician.

Minimum 20 credits. Students must meet all certificate requirements.

Academic Prerequisites
- WR 115; MTH 20; RD 90

- Must have completed high school or GED.

- Applicants for EMS courses must meet all prerequisites prior to registration into EMS courses.

- Submit photocopies of transcripts, immunization documentation and completed application to the EMS Department for review. Contact department office for instructions. Incomplete applications will not be accepted. Applicants for the paramedic level must complete a departmental selection process.

Non-Academic Prerequisites
- Must be a minimum of 18 years of age.

- Must have documented results of: TB exam (within 6 months), MMR (measles, mumps, and rubella immunity) if born after 12-31-56, Tdap (within past 10 years), Hepatitis B immunization series started, Varicella (chicken pox immunity), influenza (one dose each year for students needing clinical placement).

- AHA Healthcare Provider BLS (CPR) or ASHI CPR-Pro card current through certification/licensure testing.

Additional Requirements

Satisfactory Criminal History Background check and drug screening will be mandatory to qualify for clinical rotations and state licensure. The cost for Criminal History Background check and drug screening is the responsibility of the applicant/student. Applicants and students must demonstrate a personal history compatible with being certified as Emergency Medical Services applicant. All applicants are required to check the **Disqualifying Crimes and Potentially Disqualifying Crimes list**

Every Emergency Medical Services program applicant and student must answer questions to determine if there is personal history of:

- conviction for a criminal offense or
- physical or mental health problems that might interfere with the requirements of nursing practice.
- Failure to provide truthful and complete answers to these questions will result in denial of admission for applicants and dismissal for students.
- If the college becomes aware of criminal or unethical behavior on the part of the applicant, admission will be denied.

A student admitted to the program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs can be required to undergo immediate drug testing to detect the presence of alcohol or other drugs and to report the results of such testing to the CTE Director. The student's status in the program will be reviewed by the medical assistant faculty and the director. Any required testing and counseling shall be at the student's expense. Failure to follow a counselor- prescribed treatment plan will result in dismissal from the pro

Applicants should be aware that the following questions are asked on the National Registry EMT and/or the Oregon EMT Application:

1. Do you or have you had within the past 10 years, any physical or mental condition that impairs, could impair, or has impaired your ability to perform the duties of an EMS Provider? If you answer yes, explain whether your condition is controlled by medication or other treatment and how your condition treated or untreated, affects your ability to perform the duties of an EMS Provider.

2. Do you or have you used in the last 10 years, any drug or chemical substance for other than legitimate medical purposes that impairs or has impaired your ability to perform the duties of an EMS Provider?

3. Have you been counseled about, diagnosed with, or treated for, a dependency on alcohol or drugs within the last 10 years?

4. Have you ever been arrested, charged with, or convicted of any misdemeanor or felony? (Minor traffic violations need not be reported.)

5. Has an employer or supervising physician taken disciplinary action against you related to your duties as an EMS Provider? (Discipline includes suspension, letter of reprimand, resignation in lieu of termination, a limitation or restriction of scope of practice or dismissal for cause.)

6. Have you been named in a lawsuit alleging medical malpractice or misconduct related to providing medical care?

7. Have you ever been disciplined, denied or revoked by the National Registry of EMTs or any health care certifying/licensing agency?

8. Have you ever surrendered or resigned a health care license or certificate?

9. Have you lived, worked or attended school outside of Oregon for 60 or more consecutive days in the last 5 years?

Academic Requirements
- Attendance of the first session of each course is mandatory. Students missing the first class will be dropped from the roster by the department.

Technical Standards for Students with Disabilities Information
Emergency Medical Services is a physically and mentally challenging occupation. Education related to this field is designed to prepare students for these challenges. Emergency Medical Service students must be able to meet all established essential academic and clinical requirements to successfully complete the program. Persons with questions concerning qualifications are encouraged to contact the Health and Human Services office for individual consultation prior to formal application.

OCCC Emergency Medical Services provides the information on technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services.

These **technical standards** reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care programs. The technical standards are available on the college website.

Applicants with disabilities are encouraged to contact Dean of Students 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability. The Dean of Students is responsible for determining if reasonable accommodations can be identified and ensuring that accommodations are provided for OCCC students. These services are confidential and are separate from the nursing and college application processes. Early contact with the Dean of Students will ensure that accommodations can be made available when students begin the program.

Program Costs
Please refer to the college website for current program costs. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

Additional Information: Please refer to the college web page for EMT for additional information including application to the program.

Program: Emergency Medical Services

Type: Certificate

Term 1

Item #	Title	Credits
EMS 105	EMT Part I	5
	Sub-Total Credits	**5**

Term 2

Item #	Title	Credits
EMS 106	EMT Part II	5
	Sub-Total Credits	**5**

Term 3

Item #	Title	Credits
EMS 135	Advanced EMT Part 1	5
	Sub-Total Credits	**5**

Term 4

Item #	Title	Credits
EMS 136	Advanced EMT Part 2	5
	Sub-Total Credits	**5**
	Total credits:	20

Medical Assistant Degrees and Certificates

The Medical Assistant Program prepares students for entry level employment in a physician's clinic or a variety of other healthcare settings. Program graduates will have the academic, administrative and clinical skills necessary for an allied health care professional. Courses cover anatomy, physiology, and medical terminology, as well as, computers, office procedures, communications, psychology and mathematics. Those training in the Medical Assisting Program will find occupations involved within various aspects of health care in clinics and physicians' offices. The medical assistant performs a variety of clinical and administrative duties.

Clinical duties may include: assisting physicians and preparing patients for examinations; taking and recording vital signs and medical histories; performing venipuncture, spirometry, and electrocardiograms; and preparing, administering, and documenting medications; collecting and processing specimens.

Administrative duties may include: scheduling and receiving patients; maintaining medical records; handling telephone calls; corresponding authorizations and reports; and insurance and billing matters.

Students are prepared to function under the supervision of a licensed provider. The program is designed to correlate classroom and laboratory experience with practical experience in health care facilities. The program is accredited by National Center for Competency Testing (NCCT) and when students complete the program they are eligible to apply for National Certification which is required by many healthcare facilities.

Program Outcomes

Upon completion of the Medical Assistant Training Program students will have the resources to:

- Interact in a caring and respectful manner with patients, families, and the health care team.

- Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.

- Perform the administrative business tasks required in a medical office.

- Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.

- Comply with quality assurance requirements in performing clinical laboratory procedures.

- Perform common diagnostic procedures under a licensed health care provider to ensure patient comfort and safety.

  Pre-requisites: High School Completion or GED; placement in Writing 121 or completion of WR 115 and RD 115 with a C or better; and placement in MTH 20 or higher.

Other Requirements

Once conditionally admitted, students will be required to complete various state and program requirements such as a criminal background check, immunizations and drug screening. For more information contact the Health and Human Service Department and/or Academic Advising.

Medical Assistant Less Than One-Year Certificate

Program Overview
OCCC's Medical Assisting Certificate prepares students for entry level employment in a physician's clinic or a variety of other healthcare settings. Program graduates will have the academic, administrative and clinical skills necessary for an allied healthcare professional.

Program Outcomes
Upon completion of the Medical Assisting Training Program students will:

- Interact in a caring and respectful manner with patients, families, and the health care team.

- Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.

- Perform the administrative business tasks required in a medical office.

- Assist the physician and other members of the health care team in clinical procedures related to the examination and treatment of patients.
- Comply with quality assurance requirements in performing clinical laboratory procedures.
- Perform common diagnostic procedures under a licensed health care provider to ensure patient comfort and safety.

Overview of the Role of Medical Assisting

Perform administrative and clinical duties under the direction of a physician or other medical practitioner. Administrative duties may include scheduling appointments, keeping medical records, billing, and insurance coding.

Employers look for candidates who can demonstrate they have the qualities necessary for success in the Medical Assisting field: candidates who:

- Can think critically, solve problems and construct practical solution
- Have excellent interpersonal, written and verbal communication skills
- Are nonjudgmental about the diverse populations of people
- Are service oriented
- Have the abilities for social perceptiveness

Video: Learn about the Medical Assistant Field

Nationally Certified Medical Assistant Program Costs

Please refer to the college website for current program costs. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

Potential Earnings

Please see the college website regarding employment opportunities and salaries noted at the State of Oregon Department of Employment.

Technical Standards for Students with Disabilities Information

Medical Assisting is a physically and mentally challenging occupation. Education related to this field is designed to prepare medical assistants for these challenges. Medical Assistant students must be able to meet all established essential academic and clinical requirements to successfully complete the program. Persons with questions concerning qualifications are encouraged to contact the Health and Human Services office for individual consultation prior to formal application.

OCCC National Certified Medical Assistant Program provides the information on technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care programs.

Applicants with disabilities are encouraged to contact Dean of Students 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability. The Dean of Students is responsible for determining if reasonable accommodations can be identified and ensuring that accommodations are provided for OCCC students. These services are confidential and are separate from the nursing and college application processes. Early contact with the Dean of Students will ensure that accommodations can be made available when students begin the program. Please refer to the **college website** regarding technical standards and additional program requirements/application.

Additional Requirements

Applicants and students must demonstrate a personal history compatible with being certified as a Medical Assistant. Admission to and completion of the Nationally Certified Medical Assistant program does not assure eligibility for national certification. All applicants are required to check the **Disqualifying Crimes and Potentially Disqualifying Crimes** list.

Every Nationally Certified Medical Assistant program applicant and student must answer questions to determine if there is personal history of:

- Conviction for a criminal offense or

- Physical or mental health problems that might interfere with the requirements of nursing practice.

- Failure to provide truthful and complete answers to these questions will result in denial of admission for applicants and dismissal for students.

- If the college becomes aware of criminal or unethical behavior on the part of the applicant, admission will be denied.

Prior to acceptance into the medical assistant program, the student will be required to submit to a criminal background check and a drug screen. A student admitted to the program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs can be required to undergo immediate drug testing to detect the presence of alcohol or other drugs and to report the results of such testing to the CTE Director. The student's status in the program will be reviewed by the medical assistant faculty and the director. Any required testing and counseling shall be at the student's expense. Failure to follow a counselor-prescribed treatment plan will result in dismissal from the program.

Certification Completion Requirements
Students may earn a Certificate of Completion in Nationally Certified Medical Assistant by successfully completing the required 41 credits with a letter grade of "C" or better in all required courses.

Articulation Agreements
Oregon Coast Community College (OCCC) has an articulation agreement with the Oregon Institute of Technology (OIT), for students graduating from the Medical Assistant Program to enable the students to pursue a **Bachelor of Science in Health Care Management, Administration Option at Oregon Institute of Technology (OIT).**

Type: Certificate

Term 1

Item #	Title	Credits
NCMA 101	Body Structure & Function I	4
NCMA 102	Clinical Procedures I	4
WR 121	English Composition	4
	Sub-Total Credits	**12**

Term 2

Item #	Title	Credits
NCMA 103	Office Skills for the Medical Office	5
NCMA 111	Body Structure and Function II	4
NCMA 112	Clinical Procedures II	4
	Sub-Total Credits	**13**

Term 3

Item #	Title	Credits
NCMA 113	Clinical Practicum I	4
NCMA 125	Pharmacology for Medical Assistants	3
PSY 101	Psychology and Human Relations	4
	Sub-Total Credits	**11**

Term 4

Item #	Title	Credits
NCMA 123	Medical Assistant Clinical Practicum II	5
	Sub-Total Credits	**5**
	Total credits:	41

Program: Medical Assistant

Nursing Degrees and Certificates

Oregon Coast offers a career ladder program for those who want to become licensed practical nurses (through the first-year Practical Nursing Certificate) or registered nurses (through the Associate of Applied Science in Nursing). Oregon Coast Community College staff members are also ready to advise students planning to transfer to a school of nursing that grants baccalaureate degrees. Oregon Coast Community College offers general education courses that apply to a Bachelor of Science program.

Employment Opportunities

As a nurse, your responsibilities will vary depending on where you choose to work. Hospital staff nurses care for a group of patients and often supervise others. They assess the needs and problems of their clients, diagnose nursing problems, and plan, implement and evaluate nursing care. The job requires technical, critical thinking and interpersonal skills. Nurses interact with clients and their families, as well as other members of the health care team. Your exact job activities will vary from day to day, depending on the type and condition of the clients under your care. However, each day will call for careful observation, decision-making and problem solving. Providing nursing care is both challenging and rewarding.

Prerequisites

The following courses are required for application to the OCCC Nursing program for both Practical Nursing and the Associate of Applied Science Degree in Nursing.

- Elementary Algebra, MTH 95 or higher, or placement

- Human Anatomy and Physiology (BI 231 and BI 232; Note: BI 112 is the prerequisite for BI 231).

- English Composition (WR 121 and WR 122 or WR 123 or WR 227)

- General Psychology (PSY 201A)

- Human Development (PSY 215)

- Medical Terminology (MP111)

Science and math courses must have been completed within 7 years of application. If the math is older than 7 years, you can take the placement test and must score into Math 111 or higher within one year prior to applying to meet the math requirement.

- The science and math courses must be completed by the end of winter term of the application year with a letter grade of "C" or better, and within seven years prior to entering the Nursing Program.

- Fundamentals of Nutrition (FN225) must be completed by the Fall Term of the first year of the nursing program.

- The nursing program at OCCC is completive and most pre-Nursing students complete the majority of general education and science courses required for the Nursing Program in order to enhance their chance of admission.

Specific entry requirements are outlined in the Nursing Application on the Oregon Coast Community College website. Enrollment in the program is limited, and there is an early deadline for applications. Most students spend one or more years in a pre-Nursing program to prepare for applying to the Nursing program. Students considering the Nursing Program are highly recommended to contact the Student Services at 541-867-8501 to meet with an academic advisor.

Technical Standards and Student Disability Information

Nursing is a physically and mentally challenging occupation. Education related to this field is designed to prepare nurses for these challenges. Nursing students must be able to meet all established essential academic and clinical requirements to successfully complete the program. Persons with questions concerning qualifications are encouraged to contact the Health and Human Services office for individual consultation prior to formal application.

OCCC Nursing Program provides the information on technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care programs. The technical standards are available on the college website. Applicants with disabilities are encouraged to contact Dean of Students 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability.

The Dean of Students is responsible for determining if reasonable accommodations can be identified and ensuring that accommodations are provided for OCCC students. These services are confidential and are separate from the nursing and college application processes. Early contact with the Dean of Students will ensure that accommodations can be made available when students begin the program.

Articulation with Linfield

Oregon Coast and Linfield College have developed a co-enrollment agreement to assist students who complete the Associate Degree in Nursing have a smooth transition to Linfield College's RN to BSN program. For more information on Nursing articulation from Oregon Coast to Linfield, students are urged to contact the Director of Career and Technical Programs or Student Services.

Additional Requirements

Applicants and students must demonstrate a personal history compatible with obtaining a license to practice Nursing in Oregon. Admission to and graduation from the Nursing Program does not assure eligibility for licensure. The Oregon State Board of Nursing (OSBN) makes the determination about eligibility for licensure. The OSBN may not license persons with certain criminal convictions or with a major mental or physical illness that could affect ability to practice safely. Applicants or students with questions about licensing regulations may want to call OSBN at 971-673-0685. All applicants are required to check the Disqualifying Crimes and Potentially Disqualifying Crimes lists available on the website: **http://www.oregoncoastcc.org/degrees/**

Every Nursing Program applicant and student must answer questions to determine if there is personal history of:

- conviction for a criminal offense or
- physical or mental health problems that might interfere with the requirements of nursing practice.
- Failure to provide truthful and complete answers to these questions will result in denial of admission for applicants and dismissal for students.
- If the college becomes aware of criminal or unethical behavior on the part of the applicant, admission will be denied.

Once a student is accepted into the nursing program they will be required to submit to a criminal background check and a drug screen. A student admitted to the Program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs can be required to undergo immediate drug testing to detect the presence of alcohol or other drugs and to report the results of such testing to the CTE Director. The student's status in the program will be reviewed by the nursing faculty and the director. Any required testing and counseling shall be at the student's expense. Failure to follow a counselor-prescribed treatment plan will result in dismissal from the Program.

Associate of Applied Science in Nursing
OCCC's Nursing program is approved by the Oregon State Board of Nursing. In our program, you will learn the knowledge and skills required for an entry-level nursing job, and qualify to take the National Council Licensure Examination for Registered Nurses, which is a requirement for practice.

Our program is designed to prepare the student to be licensed as a registered nurse. RNs deliver nursing care in a variety of healthcare settings.RN's apply knowledge drawn from a broad, in-depth education in the social and physical sciences to assess, plan, .order, give, delegate, teach and supervise care that promotes a patient's optimum health and independence. A nurse guides other team members with less education and/or experience, evaluates needs for patient instruction, plans and participates in health teaching, and applies mental health principles to nursing care and function. RN's must also assume responsibility for their professional development.

RN's Make decisions regarding patient care based on professional values and responsibilities at the associate degree nurse level while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

Admitted students may earn an Associate of Applied Science degree in Nursing by successfully completing 91 required credit hours of the two-year Nursing program (50 credits of first year of the program; 41 credits of the second year of the program) and 32 per-requisite credits. BI, FN, NUR and general education courses to be completed with a letter grade of "C" or better, it is required that all prerequisite courses are completed under the same rule. An associate degree in nursing qualifies students to apply to the Oregon State of Board of Nursing to apply for licensure and to take the National Council Licensure Exam (NCLEX-RN) to become a registered nurse (RN).

Program Outcomes
Students completing the Associate of Applied Science in Nursing degree will have the resources to:

- Use a holistic approach to develop, implement, and evaluate plans of care for patients that apply standard nursing care plans to meet individual needs.

- Communicate effectively and collaboratively in a self-directed manner with patients, families, and members of the healthcare team.

- Use first-level management skills in providing care for individuals and groups of patients.

Note: The number of clock hours required for the below courses is higher than the number of credit hours. Details about clock hours for each course can be found in the Course Descriptions section of this catalog. Nursing courses are a combination of classroom and clinical hours with each classroom credit hour equal to one clock hour per week and each clinical credit hour equal to three clock hours per week. Preparation time for class and clinical experiences is outside the clock hours required for each course.

Associate Degree Nursing Program Costs
Please refer to the college website for current program costs

Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

Approved General Education Electives for Nursing. We utilize Portland Community College's approved general education electives for the Associate of Applied Science. The list is located in the college catalog. OCCC offers term by term a subset of these approved electives. Please confer with your academic advisor at OCCC regarding approved electives.

For program admission information, please visit **OCCC Nursing Web Page**.

Technical Standards
The Oregon Coast Community College Nursing Program has the responsibility to society to educate competent health care providers to care for their patients/clients with clinical judgment, broadly based knowledge and competent technical skills at the entry level. The program has academic as well as technical standards (non-academic criteria) students must meet in order to successfully progress in and graduate from the program. The **Technical Standards** document is provided in order to assure that the students who enter the program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

Articulation Agreement
Oregon Coast Community College (OCCC) has a co-enrollment agreement with Linfield College and the OCCC Nursing program to give students graduating from our program an opportunity to pursue a Bachelor's in Nursing degree. The Co-Admission Agreement between **Linfield College** and OCCC facilitates student progression from the Associate of Applied Science degree program to the Bachelor of Science degree program (RN to BSN) through consistent program communication, curricular coordination, and focused academic advising. Collaboratively, we are promoting successful undergraduate educational experiences for our nursing students.

Note: The number of clock hours required for the courses is higher than the number of credit hours. Details about clock hours for each course can be found in the Course Descriptions section of this catalog. Nursing courses are a combination of classroom and clinical hours with each classroom credit hour equal to one clock hour per week and each clinical credit hour equal to three clock hours per week. Preparation time for class and clinical experiences is outside the clock hours required for each course.

All required courses must be completed with a letter grade of "C" or higher.

Program: Nursing

Type: Associate Degree

Prerequisites
All required courses must be completed with a letter grade of "C" or higher.

Item #	Title	Credits
BI 231	Human Anatomy & Physiology I	4
BI 232	Human Anatomy & Physiology II	4
MP 111	Medical Terminology	4
MTH 95	Intermediate Algebra	4
PSY 201A	Introduction to Psychology - Part 1	4
PSY 215	Human Development	4
WR 121	English Composition	4
	WR 122 or WR 123 or WR 227	4
	Sub-Total Credits	**32**

Year 1, Term 1

Item #	Title	Credits
BI 233	Human Anatomy & Physiology III	4
NUR 141	Fundamentals of Nursing	12
	Sub-Total Credits	**16**

Year 1, Term 2

Item #	Title	Credits
BI 234	Microbiology	5
NUR 142	Care of Acutely Ill Patients and Developing Families I	12
	Sub-Total Credits	**17**

Year 1, Term 3

Item #	Title	Credits
NUR 143	Care of Acutely Ill Patients and Developing Families II	12
NUR 145	Introduction to Pharmacology & Pathophysiology	1
FN 225	Nutrition	4
	Sub-Total Credits	**17**

Year 2, Term 1

Item #	Title	Credits
NUR 241	Care of Patients with Complex Health Problems	12
	3 Credit Social Science Elective	3
	Sub-Total Credits	**15**

Year 2, Term 2

Item #	Title	Credits
NUR 242	Care of Patients in Situations of Crisis and in Community	12
	4-Credit Arts and Letters Elective	4
	Sub-Total Credits	**16**

Year 2, Term 3

Item #	Title	Credits
NUR 243	Preparation for Entry into Practice	8
NUR 244	Preparation for the NCLEX-RN Exam	2
	Sub-Total Credits	**10**
	Total credits:	91

Certified Nursing Assistant Level 2

The Certified Nursing Assistant Level 2 Certificate (CNA2) prepares individuals to work as a Certified Nursing Assistant Level 2. Students will learn the knowledge and skills necessary to care for patients in a variety of healthcare facilities. This course requires both time and a "personal caring" commitment from the students.

Students must be able to meet the physical requirements, engage in therapeutic communication, and deal with stressful interpersonal situations. As a member of the healthcare team and under the supervision of a registered nurse,individuals will perform clinical duties including identifying findings, patterns, habits, and behaviors that deviate from normal in a care setting,use accepted terminology to describe and report findings, and act within the scope of responsibilities and as designated by the RN for abnormal findings.

Students may earn a Level 2 Nursing Assistant Certificate by successfully completing the required 14 credits of coursework. Individuals receiving the Level 2 Nursing Assistant certificate will be eligible to become a Certified Nursing Assistant Level 2 under the guidelines of the Oregon State Board of Nursing.

Program Outcomes

- Utilize appropriate infection control measures while providing patient care, including hand hygiene, disposal of contaminated articles, and hazardous wastes.
- Utilize proper body mechanics and safety transfer to prevent injury to self and client.
- Implement basic principles of personal care, including bathing, hair care, dressing/undressing, oral care, shaving and nail care.
- Utilize basic communication and interpersonal skills with patients as well as staff members, family members, and other health care team members.
- Provide safe and effective patient care to include meeting basic needs, personal care, restorative services, mental health services, social needs and patient rights.
- Distinguish between personal and professional values and legal/ethical responsibilities in practice.
- Deliver healthcare with relevant cultural knowledge and communicate between people from culturally diverse backgrounds using therapeutic and professional communication techniques in the clinical setting.
- Demonstrate adherence to clients' plan of care.
- Demonstrate proper use of diagnostic, safety, and therapeutic devices within the CNA's scope of practice.
- Recognize and report normal and abnormal patterns in clinical findings and behavior of clients to members of the health care team.
- Distinguish between personal and professional values and legal/ethical responsibilities in practice.
- Demonstrate Proficiency in skills related to common disease processes and conditions that affect body system function and the person functional ability.
- Demonstrate person-centered care by meeting the individual person's needs, preferences and abilities.

Employment

Certified Nursing Assistant Level 2 work in various care facilities. As a member of the health care team and under the supervision of a Registered Nurse, individuals perform clinical duties including identifying findings and patterns, habits, and behaviors that deviate from normal in an acute care setting, use acceptable terminology to describe and report findings and take action within scope of responsibilities as designated by the RN for abnormal findings. Employment is projected to grow faster than average. Excellent job opportunities are expected. Please see the **college website** regarding employment opportunities and salaries noted at the State of Oregon Department of Employment.

Other Requirements
Once conditionally admitted, students will be required to complete various state and program requirements such as a criminal background check, immunizations and drug screening. For more information contact the Health and Human Service Department and/or Academic Advising.

Certified Nursing Assistant Level 2 Certificate
Students may earn a Level 2 Nursing Assistant Certificate by successfully completing the required 14 credits of course work with a C or better in all courses and meeting the requirements of the CNA 1 from the Oregon State Board of Nursing.

Pre-requisites
High School Completion or GED; placement in Writing 121 or completion of WR 115 and RD 115 with a C or better; and placement in MTH 20 or higher.

Program Cost
Please refer to the college website for current program costs at http://www.oregoncoastcc.org/certificates/. Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

Technical Standards and Student Disability Information
Nursing Assisting is a physically and mentally challenging occupation. Education related to this field is designed to prepare nursing assistants for these challenges. Nursing Assistant students must be able to meet all established essential academic and clinical requirements to successfully complete the program. Persons with questions concerning qualifications are encouraged to contact the Health and Human Services office for individual consultation prior to formal application.

OCCC Certified Nursing Assistant Level 2 program provides the information on **technical standards** with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care programs. The technical standards are available on the college website.

Applicants with disabilities are encouraged to contact Dean of Students 541-867-8501To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability. The Dean of Students is responsible for determining if reasonable accommodations can be identified and ensuring that accommodations are provided for OCCC students. These services are confidential and are separate from the nursing and college application processes. Early contact with the Dean of Students will ensure that accommodations can be made available when students begin the program.

Additional Requirements
Applicants and students must demonstrate a personal history compatible with obtaining a license to practice as a Nursing Assistant in Oregon. Admission to and completion of the Certified Nursing Assistant Level 2 program does not assure eligibility for licensure. The Oregon State Board of Nursing (OSBN) makes the determination about eligibility for licensure. The OSBN may not license persons with certain criminal convictions or with a major mental or physical illness that could affect ability to practice safely.

All applicants are required to read the **Oregon Department of Human Resources Potentially Disqualifying Crimes from Division 7** and the Oregon Board of Nursing's criminal history requirements and policies found in **Division 1 of the Nurse Practice Act** Applicants or students with questions about licensing regulations may want to call OSBN at 971-673-0685.

Every Nursing Assistant program applicant and student must answer questions to determine if there is personal history of:

- conviction for a criminal offense or

- physical or mental health problems that might

  interfere with the requirements of nursing practice.

- Failure to provide truthful and complete answers to these questions will result in denial of admission for applicants and dismissal for students.

- If the college becomes aware of criminal or unethical behavior on the part of the applicant, admission will be denied.

Prior to acceptance into the nursing assistant program students will be required to submit to a criminal background check and a drug screen. A student admitted to the program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse according to College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs can be required to undergo immediate drug testing to detect the presence of alcohol or other drugs and to report the results of such testing to the CTE Director.The student's status in the program will be reviewed by the nursing assistant faculty and the director.

Any required testing and counseling shall be at the student's expense. Failure to follow a counselor- prescribed treatment plan will result in dismissal from the program.

Program: Nursing

Type: Certificate

Term 1

Item #	Title	Credits
NUR 101	Nursing Assistant Level 1	8
	Sub-Total Credits	**8**

Term 2

Item #	Title	Credits
NUR 102	Certified Nursing Assistant Level 2: Acute Care	6
	Sub-Total Credits	**6**
	Total credits:	14

Practical Nursing Certiifcate

Program Overview

OCCC's Practical Nursing program is approved by the Oregon State Board of Nursing. In our program, you will learn the knowledge and skills required for an entry-level practical nursing positions, and qualify to apply to take the National Council Licensure Examination for Practical Nurses, which is a requirement for practice.

The Practical Nursing Certificate provides a one-year curriculum for students who desire to be a member of a nursing or health care team and gives care to patients of all ages under the direction of registered nurses and/or licensed physicians and dentists. After successfully completing the required 50 credits of the Practical Nursing program, students will be awarded a Certificate of Completion. Grades of C or better in all required courses are necessary to progress to the next term.

Completion of this level qualifies students to apply to take the National Council Licensure Exam (NCLEX-PN) to become a licensed practical nurse (LPN).

Notes: This certificate is only open to student who have applies and been accepted into the associate of applied science in nursing program.

Program Outcomes
- Use a holistic approach in applying the nursing process at the practical nurse level when providing care for individuals and families across the lifespan.
- Use established guidelines to reinforce teaching of health promotion concepts across lifespan to groups in selected community settings.
- Communicate effectively with individual patients, families, and members of the healthcare team.
- Organize and prioritize components of care at the practical nurse level for two to four patients.
- Make decisions regarding patient care based on professional values while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

Practical Nursing Program Costs
Please refer to the college website for **current program costs**

Contact Student Services at 541-867-8503 to find out about Financial Aid eligibility.

LPN to RN
Oregon Coast Community College offers a readmission advanced placement option for prior OCCC Nursing students who have stepped out, on a space-available basis. For information please contact the Director of CTE Programs at 541-867-8513. Please refer to the **college website** for additional information about the Practical Nursing Certificate.

Technical Standards
The Oregon Coast Community College Nursing Program has the responsibility to society to educate competent health care providers to care for their patients/clients with clinical judgment, broadly based knowledge and competent technical skills at the entry level. The program has academic as well as technical standards (non-academic criteria) students must meet in order to successfully progress in and graduate from the program. The **Technical Standards** document is provided in order to assure that the students who enter the program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

All required courses must be completed with a letter grade of "C" or higher.

Note: The number of clock hours required for the courses is higher than the number of credit hours. Details about clock hours for each course can be found in the Course Descriptions section of this catalog. Nursing courses are a combination of classroom and clinical hours with each classroom credit hour equal to one clock hour per week and each clinical credit hour equal to three clock hours per week. Preparation time for class and clinical experiences is outside the clock hours required for each course.

Program: Nursing

Type: Certificate

Prerequisites

Item #	Title	Credits
BI 231	Human Anatomy & Physiology I	4
BI 232	Human Anatomy & Physiology II	4
MP 111	Medical Terminology	4
MTH 95	Intermediate Algebra	4
PSY 201A	Introduction to Psychology - Part 1	4
PSY 215	Human Development	4
WR 121	English Composition	4
	WR 122 or WR 123 or WR 227	4
	Sub-Total Credits	**32**

Year 1, Term 1

Item #	Title	Credits
BI 233	Human Anatomy & Physiology III	4
NUR 141	Fundamentals of Nursing	12
	Sub-Total Credits	**16**

Year 1, Term 2

Item #	Title	Credits
BI 234	Microbiology	5
NUR 142	Care of Acutely Ill Patients and Developing Families I	12
	Sub-Total Credits	**17**

Year 1, Term 3

Item #	Title	Credits
NUR 143	Care of Acutely Ill Patients and Developing Families II	12
NUR 145	Introduction to Pharmacology & Pathophysiology	1
FN 225	Nutrition	4
	Sub-Total Credits	**17**
	Sub-Total Credits	**50**
	Total credits:	50

Oregon Transfer Module Degrees and Certificates

Oregon Transfer Module (OTM)

The Oregon Transfer Module (OTM) provides a one- year curriculum for students who plan to transfer to a State of Oregon community college or university. The module allows students to complete one year of general education foundation course work that is academically sound and will meet the admission standards of the receiving school. The OTM is not a certificate or degree.

Students should work closely with an academic advisor to ensure selection of appropriate course work. Upon transfer, students may be required to complete additional course work in General Education or an academic major, that is specific to the receiving institution. Students who transfer prior to the completion of the Oregon Transfer Module will have their courses individually evaluated by the receiving institution.

Students must complete a minimum of 45 credits of lower division course work with a C- or better in order to complete the Oregon Transfer Module. Students only need to take one course at OCCC/PCC that applies to the OTM to have the contracting college, PCC, be the school which transcripts it.

Program: Oregon Transfer Module

Type: Other

Total credits:		45

Teacher Education Pathway Degrees and Certificates

Teacher Education Pathway

Introduction

The Rural Teacher Education Pathway allows students from Lincoln County to complete the first two years of a Bachelor of Science in Education at Oregon Coast Community College and then transfer to Western Oregon University, with no loss of credit. Students pursuing Early Childhood/Elementary or Elementary/Middle School preparation pathways will transfer to Western Oregon University to complete the third year of study at WOU before returning to the Coast to complete their fourth year of study – including licensure and student teaching.

THE DETAILS: ELEMENTARY/MIDDLE SCHOOL TEACHER TRANSFER PROGRAM

Teaching is one of the most rewarding, yet challenging careers you can choose. Teachers make a difference in the lives of students – to help them learn to read, solve a math problem, or discover how plants grow. Elementary and middle school instructors introduce students to language, science, mathematics, social studies, the arts, and physical education. (Students interested in high school teacher transfer pathways should speak with their OCCC and Western Oregon University advisors.)

Overall employment of kindergarten and elementary school teachers is expected to increase over the next decade to replace an aging teaching workforce. Science, math, special education, and bilingual teachers will be in great demand.

Transferable Credits

Students can earn credits towards an Associate degree, which they can then transfer to Western Oregon University. Education classes count toward the Associate of Arts Oregon Transfer Degree.

Program: Teacher Education Pathway

Type: Other