OREGON COAST
COMMUNITY COLLEGE

2025-26
COLLEGE CATALOG

OREGONCOAST.EDU

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Welcome

Welcome To Oregon Coast Community College!

As we enter 2025-2026, I am excited and honored to step in as President of Oregon Coast Community College (OCCC) for my first full academic year. The future is bright for OCCC as we enter this exciting time in our college's history. I am eager to learn from the community, our faculty and staff, and our students as we venture into this new academic year.

I would like to take this opportunity to let you know a little about me. My name is Marshall Mease Roache and I previously served as the Executive Dean of Career & Technical Education and Public Safety at Chemeketa Community College. I have held numerous positions within the community college world but am most excited to be at OCCC.

My educational journey includes a B.A. in English from the University of Oregon and an M.L.S. in Organizational Leadership from Fort Hays State University. In December 2024 I completed my Ed.D. from the University of Southern Mississippi. Like you, I value continuing education and consider myself a lifelong learner.

I have recently relocated to Lincoln County with my wife, Leslie. We are eager to become active participants in community life and here at OCCC. I have two children in college, and both are excited to spend time at the beach.

This academic year promises to be a time of growth at OCCC has many credit and non-credit opportunities exist on campus and online. Thanks to our voters and approval of the new trades center we are looking to increase opportunities to learn and work in Lincoln County. Our goal is to create a welcoming environment with opportunities for everyone to get involved.

I am looking forward to seeing you at one of our locations,

Marshall

Academic Calendar

2025-2026 Academic Calendar

Summer 2025

Term length: 8 weeks

May 14, 2025	Schedules Available
May 21, 2025	Registration Opens
June 9, 2025	Book Vouchers Available
June 16, 2025	Books Available for Purchase
June 29, 2025	Payment Deadline
July 1, 2025	Classes begin & Canvas shells published
July 2, 2025	Last day to add an 8 or 11-week credit class without instructor permission
July 7, 2025 by 5:00 p.m.	Last day to return books for a refund
July 7, 2025, by 11:59 p.m.	Last day to add a class with instructor permission emailed to Registrar
July 7, 2025, by 11:59 p.m.	Last day to drop a class with a refund
July 7, 2025	Last day to submit an audit request
July 14, 2025	Financial Aid disbursements begin
August 1, 2025	Last day to withdraw from a credit class without a refund and receive a "W" grade
August 1, 2025	Last day to submit a Petition to Graduate form for the term
August 1, 2025	Last day to select the P/NP grading option for a credit class
August 23, 2025	End of Term
N/A	Commencement
August 26, 2025	Grades Available in My.OregonCoast account
Independence Day - TBD	College Closures (Holidays & In-Service)

Labor Day - September 1, 2025	College Closures (Holidays & In-Service)

Fall 2025

Term length: 11 weeks

May 14, 2025	Schedules Available
May 21, 2025	Registration Opens
August 25, 2025	Book Vouchers Available
September 8, 2025	Books Available for Purchase
September 19, 2025	Payment Deadline
September 22, 2025	Classes begin & Canvas shells published
September 24, 2025	Last day to add an 8 or 11-week credit class without instructor permission
September 26, 2025 by 5:00 p.m.	Last day to return books for a refund
September 26, 2025 by 11:59 p.m.	Last day to add a class with instructor permission emailed to Registrar
September 26, 2025 by 11:59 p.m.	Last day to drop a class with a refund
September 26, 2025	Last day to submit an audit request
October 6, 2025	Financial Aid disbursements begin
November 14, 2025	Last day to withdraw from a credit class without a refund and receive a "W" grade
November 7, 2025	Last day to submit a Petition to Graduate form for the term
November 14, 2025	Last day to select the P/NP grading option for a credit class
December 6, 2025	End of Term
N/A	Commencement
December 9, 2025	Grades Available in My.OregonCoast account
All-College In-Service Day - September 19, 2025	College Closures (Holidays & In-Service)
Veteran's Day - November 11, 2025	College Closures (Holidays & In-Service)
Thanksgiving Break - November 27-28, 2025	College Closures (Holidays & In-Service)
Winter Break - December 24-31, 2025	College Closures (Holidays & In-Service)

Winter 2026

Term length: 11 weeks

October 28, 2025	Schedules Available
November 12, 2025	Registration Opens
December 8, 2025	Book Vouchers Available
December 15, 2025	Books Available for Purchase
January 2, 2026	Payment Deadline
January 5, 2026	Classes begin & Canvas shells published
January 7, 2026	Last day to add an 8 or 11-week credit class without instructor permission
January 9, 2026 by 5:00 p.m.	Last day to return books for a refund
January 9, 2026 by 11:59 p.m.	Last day to add a class with instructor permission emailed to Registrar
January 9, 2026 by 11:59 p.m.	Last day to drop a class with a refund
January 9, 2026	Last day to submit an audit request
January 20, 2026	Financial Aid disbursements begin
February 27, 2026	Last day to withdraw from a credit class without a refund and receive a "W" grade
February 20, 2026	Last day to submit a Petition to Graduate form for the term
February 27, 2026	Last day to select the P/NP grading option for a credit class
March 21, 2026	End of Term
N/A	Commencement
March 24, 2026	Grades Available in My.OregonCoast account
New Year's Day - January 1, 2026	College Closures (Holidays & In-Service)
Martin Luther King, Jr. Day - January 19, 2026	College Closures (Holidays & In-Service)
Presidents Day - February 16, 2026	College Closures (Holidays & In-Service)

Spring 2026

Term length: 11 weeks

January 27, 2026	Schedules Available
February 11, 2026	Registration Opens
March 9, 2026	Book Vouchers Available
March 16, 2026	Books Available for Purchase
March 27, 2026	Payment Deadline
March 30, 2026	Classes begin & Canvas shells published
April 1, 2026	Last day to add an 8 or 11-week credit class without instructor permission
April 3, 2026 by 5:00 p.m.	Last day to return books for a refund
April 3, 2026 by 11:59 p.m.	Last day to add a class with instructor permission emailed to Registrar
April 3, 2026 by 11:59 p.m.	Last day to drop a class with a refund
April 3, 2026	Last day to submit an audit request
April 13, 2026	Financial Aid disbursements begin
May 22, 2026	Last day to withdraw from a credit class without a refund and receive a "W" grade
May 8, 2026	Last day to submit a Petition to Graduate form for the term
May 22, 2026	Last day to select the P/NP grading option for a credit class
June 13, 2026	End of Term
June 12, 2026 at 6:00 PM	Commencement
June 16, 2026	Grades Available in My.OregonCoast account
Spring In-Service - April 24, 2026	College Closures (Holidays & In-Service)
Memorial Day - May 25, 2026	College Closures (Holidays & In-Service)
Juneteenth - June 19, 2026	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
541-867-8501
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
541-994-4166
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
541-867-8501
FAX 541-563-4502
Business Hours: Varies, call the Central County Campus for information.

OCCC Welding Laboratory
625 N. Bay Road
Toledo, OR 97391
541-867-8501
Business Hours: Varies, call the Central County Campus for information.

Vision, Mission and Values

www.oregoncoast.edu/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 and a commitment to equitable outcomes, 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 Theme

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.

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 and 4-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

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

https://oregoncoast.edu/accreditation-status-of-occc-programs-and-services/

Oregon Coast Community College (OCCC) is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

Institutional integrity is also addressed through accreditation. Accreditation by the NWCCU is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

OCCC was first recognized as independently accredited by the NWCCU as of Fall term, 2019. See here for a comprehensive history of the institution's journey towards, and achievement of, independence. Inquiries regarding OCCC's accredited status by NWCCU should be directed to the President's Office or the Accreditation Liaison Officer at ea@oregoncoast.edu.
Individuals may also contact:
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Equal Opportunity Statement and 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:
Vice President for Academic & Student Affairs
or Human Resources Director, Joy Gutknecht.

Questions can also be mailed to their attention at:
400 SE College Way, Newport, OR 97366.

For more information, consult **Board Policy 301**.

OCCC 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 funds to strengthen Career & Technical Education programs such as Nursing and Aquarium Science
- Executing an annual campaign to support unrestricted funding
- Supporting capital funding efforts for campus development and improvements
- Managing and growing endowed funds to secure the future of Oregon Coast Community College
- Providing Student Aid in the form of scholarships and, as needed, emergency funds
- Providing funds to assist with program development
- Making it possible for the College to provide the latest technology and equipment to students and instructors

Background

The Foundation received its nonprofit, tax exempt status from the IRS 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 is governed by a volunteer Board of Directors composed of professional, retired educator, business and community leaders who believe in the mission and values of OCCC. The business and affairs of the Foundation are managed and controlled by the Board of Directors, subject to the provisions of the Oregon Nonprofit Foundation Act and the Articles of Incorporation and By-laws of the OCCC Foundation.

Individual volunteer Board directors support the Foundation through giving of their financial resources, time, and expertise. Members serve as community ambassadors to enhance the College's relations with the community and actively participate in fundraising efforts. The Board acts in a fiduciary capacity in administering donations in strict compliance with the instructions of the donor. Gifts to the Foundation may be designated for general purposes or restricted to a specific department or program. If a gift is not designated, the Board determines its use according to the greatest need of the College.

OCCC Foundation Board Members: 2025-2026

Billie Jo Smith, President
David Robinson, President Elect & Secretary
David Bigelow, Treasurer
Marion Mann, Board of Education Liaison
Beatriz Botello
Chris Boyle
David Gomberg
Linda Johnson
Alissa Lane-Keene
Bryan Miyagishima
Lesley Ogden
Steven Spector
Sandi Williams
Marshall Mease Roache, OCCC President, serves as an ex-officio, non-voting member of the Foundation Board.
Jeanette Campagna, Director of Advancement, serves as the Foundation Executive Director and is a non-voting member of the Foundation Board.

Central County Campus
400 SE College Way
Newport. OR 97366
541-867-8531
foundation@oregoncoast.edu
https://oregoncoast.edu/foundation/

Financial Aid and Veterans Educational Benefits

Cost of Attendance/How Financial Aid Offer Amounts are Determined

Most financial aid offers are based on how much money you need. To figure out your financial need, we start with the total cost of attending school. Then, we subtract things like your student aid index, any Pell Grants you're eligible for, and other scholarships or aid you'll receive. If there's anything left over, that's what you need help covering with loans or other outside help. We call this "unmet need."

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

Check out our Net Price Calculator for a personalized estimate.

What is "Student Aid Index?"

The student aid Index, (SAI) is a number used to determine financial need. The SAI is a measure of student/family financial strength and is calculated from the information reported on the FAFSA. An individual's SAI will appear on their FAFSA Submission Summary (FSS). The SAI is calculated according to a formula established by law. Family income, assets, and benefits are all considered, as well your dependency status..

How is "family" defined?

That depends on whether you're considered dependent or independent on the FAFSA form. Read more: Am I dependent or independent?

Cost of attendance

The cost of attending school depends on things like what program you're in and how many classes you take each term. Below are the estimated budgets for full-time students in the AAOT program at OCCC taking 12 credits.

2025-26: student not living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$1,848	$3,696	$5,444	$7,392
Books, course materials, and supplies	$255	$510	$765	$1,020
Living expenses	$5,241	$10,482	$15,723	$19,217
Transportation	$1,122	$2,244	$3,366	$4,114
Miscellaneous personal expenses	$957	$1,914	$2,871	$3,509
Total expenses	$9,423	$18,846	$28,269	$35,252

2025-26: student living with parent

Costs	1 Term	2 Terms	3 Terms	4 Terms
Tuition and fees	$1,848	$3,696	$5,444	$7,392
Books course materials, and supplies	$255	$510	$765	$1,020
Living expenses	$2,621	$5,241	$7,862	$9,608
Transportation	$1,122	$2,244	$3,366	$4,114
Miscellaneous personal expenses	$957	$1,914	$2,871	$3,509
Total expenses	$6,803	$13,605	$20,408	$25,643

How your classes affect your aid

The amount of financial aid you're offered is based on the number of classes you planned to take when you applied. However, what you actually receive depends on the classes you're officially enrolled in by the end of the first week of the term. If you adjust your schedule, your financial aid might change accordingly. And just a reminder, if you're on a waitlist for a class, it doesn't count toward your financial aid enrollment status.

Enrollment level 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

You don't have to be a full-time student to get financial aid. This table shows the minimum number of classes you need for different aid programs. But remember, just meeting the enrollment requirement isn't enough; you still have to show that you need financial help.

Financial aid program	6 credits	less than 6 credits
Direct loan, subsidized and unsubsidized	x	
PLUS loan	x	
Pell Grant		x
Federal Supplemental Educational Opportunity Grant		x
Federal Work Study		x

Financial Aid

https://oregoncoast.edu/financial-aid/

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.

There are many steps in the financial aid process and it can take several weeks 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 using OCCC's school code 042837. Students can submit their 2025-2026 FAFSA as early as December 31, 2024 using tax information from 2023, and their 2026-27 FAFSA as early as October 1, 2025, using tax information from 2024. The application can be accessed at studentaid.gov

2. Get admitted to OCCC. Apply for admission at https://oregoncoast.edu/apply/. Monitor email and submit any required admissions documents.

3. Students will receive an email with instructions how to create an account and login to the OCCC financial aid portal. Students should follow the instructions in the financial aid portal. Your FAFSA data will then come into the portal and you can complete your file. Timely submission of required documents is critically important. Award processing can take several weeks. More on the portal here, Financial Aid - Oregon Coast Community College

4. 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 grants and scholarships from the Office of Student Access and Completion (OSAC), the OCCC Scholarship Foundation, and other sources. For more information or assistance, contact the Financial Aid office at 541-867-8501 or finaid@oregoncoast.edu.

5. Select your refund preference with BankMobile. Watch for a green envelope in the U.S. Mail or an email from BankMobile with your access code. Students who have a credit balance after their financial aid is applied to their student account will receive a stipend for the amount of the credit balance. These stipends are processed beginning week 3 of each term. Stipends will be distributed via the student's refund preference selected with BankMobile. Students should note that loan monies for first-time borrowers may not be available until 30 days after the start of the term. Students who need assistance regarding BankMobile should contact the Student Accounts office at 541-867-8551 or studentaccounts@oregoncoast.edu.

6. Don't forget to fill out a free Office of Student Access and Completion (OSAC) scholarship application at https://oregonstudentaid.gov/. The OSAC application opens November 1 and the final deadline is March 1 of the following year.

7. Apply for Oregon Coast Community College Foundation Scholarships and other scholarships. When the scholarship application opens, the OCCC Foundation scholarship application is available at https://www.oregoncoast.edu/scholarships/. The general scholarship application usually opens late Winter or early 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 as they become available.

Students expecting scholarship funds from an entity that is not OCCC or the OCCC Foundation, 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.

8. Maintain eligibility for Financial Aid by maintaining Financial Aid Satisfactory Academic Progress (SAP).

Financial Aid Enrollment Levels

Financial aid awards are determined by the number of credits a student is enrolled for. All students are awarded based on the number of credits they indicated they would attend when working through the steps in the financial aid portal. Full-time enrollment is not necessary to receive aid.

Adjustments to financial aid disbursements will be made based on the number of credits a student is enrolled in each term regardless of the information they entered in the financial aid portal.

Students enroll in a minimum of 6 credits to receive Direct Loans.

Financial Aid will only pay for credits required for completion of your program of study.

Enrollment Level	Credit Range	Financial Aid Adjustment
Full-time	12 or more	Grants at 100%
Three-quarter-time	9-11	Grants reduced by 25%
Half-time	6-8	Grants reduced by 50%
Less than half-time	1-5	Grants reduced by 75%

*The chart above demonstrates how most, but not all, grants would be adjusted.

Financial Aid Terms and Conditions of Award Agreement

Recipients of Financial Aid will have completed the 'Financial Aid Terms and Conditions of Award' agreement through the Financial Aid Portal. This page summarizes the agreement as a reference.

- I understand the aid as offered is provided to supplement my own payment of my educational costs associated with my attendance at Oregon Coast Community College. I agree to use the funds for my educational expenses as outlined in the student budget and that funds will be made available according to the Financial Aid Disbursement Schedule.
- I understand the financial aid office reserves the right to review or modify my award in determination of my eligibility at any time due to changes in my status, conflicting information in my records, or because of availability of funds. I understand the aid offered is made in good faith; however, may be cancelled or reduced if funds become unavailable.
- I understand I must notify the financial aid office of any changes in name or address, enrollment

status or major program of study. I understand these changes may result in an adjustment to my financial aid award.
- I understand that federal regulation restricts the receipt of financial aid funds to attendance at one institution. I understand that under certain conditions I may be concurrently enrolled at two or more institutions, but that I may receive aid at one institution. I understand that receiving aid while attending concurrently at two or more college requires an institutional Consortium Agreement signed by both institutions.
- I understand that I am required to be enrolled in an eligible degree or program offered by the college or a two-year transfer program acceptable for full credit toward a Bachelor's Degree at a four-year institution.
- I understand that I must maintain satisfactory academic progress as defined in the financial aid **Standards of Satisfactory Progress policy.**
- I understand if I receive an overpayment of funds, withdraw, drop, never attend, or stop attending class I may be subject to repayment of financial aid funds. A portion of the tuition refund will be returned to the appropriate financial aid fund. I am responsible for reading and understanding the financial aid **Return to Title IV policy**.
- I understand I am responsible for knowing my **Rights** as a financial aid student.

Types of Financial Aid

Grants

- Federal Pell Grant: This grant helps students who qualify based on federal criteria. The amount you receive depends on your Student Aid Index (SAI) and how many credits you're taking (between 1-12).
- Federal Supplemental Educational Opportunity Grant (FSEOG): This grant is for undergraduates with significant financial need. At OCCC, it is available to students with an SAI of -1500 or lower until the funds run out.
- Oregon Opportunity Grant: This state grant is for Oregon residents who are enrolled at least half-time (6 credits or more). The amount you get may vary depending on how many credits you're taking.
- Oregon Promise Grant: This state grant is for recent high school graduates, some veteran's recently discharged from the military, and GED completers in Oregon. Applications are accepted throughout the year and deadlines are restrictive. For details on eligibility and how to apply, visit the Office of Student Access and Completion website at oregonstudentaid.gov.

Other Federal Financial Aid

- Federal Work-Study (FWS): This program provides part-time jobs for students with financial need to help pay for school. To qualify, you need to show financial need on your FAFSA, apply early, and be enrolled at least half-time (6 credits). FWS jobs are part-time and must be authorized by the Financial Aid Office.
- If you don't qualify for grants or scholarships, or need more funds, you might be eligible for student loans.

Loans

- Federal Direct Loan Program: These loans are available for students enrolled at least half-time (6 credits). They can be either subsidized or unsubsidized:
- Subsidized Loans: Based on financial need. The government pays the interest while you're in school at least half-time.
- Unsubsidized Loans: Not based on need. You're responsible for the interest from the time the loan is given. You can pay it off as it accrues or let it add to the loan amount, which will increase your repayment amount.
- Nursing Loan: Funded by the Department of Health and Human Services, this loan is available as long as funds are available. For more information, contact OCCC's Financial Aid Director.
- Private Student Loans: These often have higher interest rates than federal loans, so it's usually better to explore federal options first. OCCC will certify private loans, but you need to complete a Private Education Loan Applicant Self-Certification before the loan can be disbursed. Make sure to research thoroughly and understand that there might be better options available before choosing a private loan. OCCC does not endorse any specific private lenders.

Important Note: Federal regulations limit the amount you can borrow each year and overall. You can't borrow more than your total education costs minus any other financial aid or scholarships you receive. For more details, visit the Federal Student Aid website, (https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized).

Financial Aid Satisfactory Academic Progress (SAP) Policy

What is Financial Aid Satisfactory Academic Progress (SAP)?

Federal regulations require that all students who receive financial aid must maintain satisfactory academic progress and work towards an eligible degree or certificate. Please note, due to additional federal requirements for students receiving financial aid, there are differences between OCCC's Academic SAP and Financial Aid Satisfactory Academic Progress (SAP) policies.

Purpose

The purpose of this policy is to describe OCCC's process for determining a student's eligibility for continued receipt of Title IV federal funds in accordance with federal requirements for financial aid satisfactory academic progress in compliance with the Higher Education Act of 1965, as amended (34 CFR 668.34).

This policy applies to all students enrolled in credit-bearing courses and, as required by federal regulations, is at least as strict as its academic progress standards for students enrolled in the same academic program who are not receiving federal Title IV financial aid.

To be eligible for financial aid, a student must make satisfactory academic progress (SAP) toward their degree or certificate. At the end of every term, Oregon Coast Community College will measure a student's SAP using the following criteria:

- Grade Point Average: Maintaining a 2.0 cumulative grade point average (GPA).
- Pace: Earning credit for at least 67 percent of the cumulative credits attempted.
- Completion of no more than 150% of the credits needed to earn the degree or certificate.

If a student does not meet SAP standards, a notification will be sent to their OCCC email address.

Elements of SAP

Grade Point Average (GPA)

A student's GPA will be evaluated at the end of each term to ensure the 2.0 cumulative GPA requirements has been met. If a student's cumulative GPA is below 2.0, they have not met the requirement and will be notified of their financial aid SAP status by college email.

With only a few exceptions, graded courses taken at OCCC are included in GPA. The grades I, W, and NP are not included in GPA calculations and for courses repeated in an attempt to earn a better grade, only the highest grade will be included in GPA calculations. Additionally, transfer credits are not included in GPA and do not count towards meeting this criterion.

A student can reestablish their eligibility by raising their GPA to the required value. If a student has been placed on SAP suspension but experienced mitigating circumstances, they can submit an appeal to the OCCC financial aid office.

Pace

A student's pace of completion is the number of credits earned divided by the number of credits attempted. A student attempts credit when they take a college-level course and earns credit when they pass the course.

A student earns credit for grades of A, B, C, D, and P, and they do not earn credit for grades of W, I, NP, and F. Attempted credits include classes taken at OCCC for a grade as well as accepted transfer credits. Courses attempted, but assigned a W, I, NP, or F grades count as attempted, but not earned when pace is calculated.

If a student repeats a course, each repetition counts toward their attempted credits. For each course repetition, a student earns credit for grades A, B, C, D, and P, but not for W, I, NP, or F. Credit-bearing remedial coursework counts toward both attempted and earned credits. Non-credit remedial course work including ESOL courses will not be included in the SAP calculation.

A student's Pace is evaluated at the end of each term. If their pace is below 67 percent, they have not met the requirement and will be notified of their SAP status by college email. If a student has been placed on SAP suspension but has experienced mitigating circumstances, they can submit an appeal to the OCCC financial aid office.

Maximum Timeframe

To be eligible for financial aid at OCCC, a student must complete their degree within the maximum timeframe. This means before accumulating 150 percent of the attempted credits required for completing their degree or certificate. For example, a 90-credit associate degree would need to be completed within the maximum timeframe of 150 percent which is equal to 135 credits. Attempted credits include all courses taken at OCCC, as well as transfer credits, regardless of whether a student passed each class or not.

If a student does not graduate within the maximum timeframe, or the financial aid office determines that it

is mathematically impossible for a student to graduate within the maximum timeframe, their aid will be suspended. If a student has experienced mitigating circumstances, they can appeal their financial aid suspension.

This policy applies to both degree and certificate students.

Degree and certificate program length varies and is published in the OCCC catalog.

SAP Statuses

Financial Aid Warning

If a student is in good standing and subsequently fails to meet either the GPA or Pace requirements, that student will be placed in Financial Aid Warning status for one term. Students on financial aid warning are eligible to receive Title IV funds.

A student in Financial Aid Warning status must meet both the GPA and Pace requirements at the conclusion of that warning term to move back to good standing. If one or both requirements are not met, the student will be placed on Financial Aid Suspension and will experience a loss of financial aid eligibility.

A first-time financial aid student who has prior academic history and has not completed at least 67 percent of total attempted credits with a minimum of 2.0 cumulative GPA will have a beginning financial aid SAP status of Warning.

A student may have more than one warning term over the course of their program if they have returned to good standing in between.

If a student does not meet financial aid SAP standards, a notification will be sent to their OCCC email address.

Financial Aid Suspension

If a student on warning does not meet SAP standards by the end of the term, the student will be placed on financial aid suspension.

A student on financial aid suspension is required to meet with their student success coach to develop a learning contract and academic plan.

A student on financial aid suspension is required to submit their learning contract and academic plan with their financial aid suspension appeal.

Regaining Eligibility

There are two ways to regain eligibility for federal student aid:

- Improve academic performance until SAP requirements are met.
- Submit an appeal (see Appeal Process below).

If a student does not meet financial aid SAP standards, a notification will be sent to their OCCC email address.

Financial Aid Probation with a Learning Contract and Academic Plan

A student may be placed on probation for one term if they successfully appeal a financial aid suspension status. The Financial Aid Probation status is based on the professional judgment of the financial aid office where it is determined the student is likely to meet financial aid SAP standards by the end of the next term. A student is placed on financial aid probation when SAP has not been met due to a one-time or short-term event and the student has resolved the problem that caused the SAP failure. All suspension appeals must be submitted with a learning contract and academic plan detailing the courses required for the next three terms or for the student to complete their program of study.

While on financial aid probation, a student is eligible to receive Title IV aid. While on probation, a student must complete 67 percent of attempted credits for the term with a 2.0 cumulative GPA by the end of the term to meet the probationary status requirements. A student on probation who meets SAP standards at the end of the term will move to good standing.

If a student on probation does not meet SAP standards at the end of the term, a financial aid staff member will evaluate the student's academic progress for improvement of pace and cumulative GPA and to determine if the student has adhered to their learning contract and academic plan. As a result of this evaluation, if the student has improved their pace, cumulative GPA, and adhered to their learning contract and academic plan, the student may continue with the status of academic probation.

If the student has not significantly improved their pace, cumulative GPA, and/or adhered to their learning contract and academic plan the student will be placed on financial aid suspension. Students in financial aid suspension are not eligible to receive financial aid. Students who have their financial aid suspended have the right to file a Satisfactory Academic Progress Appeal with the financial aid office.

Appeal Process

In order to complete a financial aid SAP appeal, a student must first meet with their student success coach. When meeting with their student success coach and preparing their appeal, a student must make sure to address the element(s) of SAP that are not being

met and develop a learning contract and academic plan. A student must submit their financial aid appeal form, a signed and dated written statement, and learning contract with academic plan by the Thursday of week one of the term for which they are attempting to regain eligibility to receive Title IV funds. Financial aid appeals will be adjudicated by the Financial Aid Director.

A student will be notified via their college email account of the outcome of their appeal, specifying approval or denial along with any additional conditions/ requirements for this status (i.e. mandatory tutoring, mandatory advising check ins, or other activities that support a student's academic success). A student's appeal may be denied based on insufficient detail, documentation, or lack of evidence of any academic or personal difficulties being addressed or resolved.

Veterans Access, Choice and Accountability Act

Oregon Coast Community College complies with Public Law 113-146, the Veterans Access, Choice and Accountability Act of 2014, Section 702. As of July 1, 2015, the following individuals shall be charged the Oregon in-state rate or otherwise be considered a resident, for tuition and fees purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery GI Bill® - Active Duty Program) or chapter 33 (Post-9/11 GI Bill®), of title 38, United States Code, who lives in Oregon while attending a school located in Oregon (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill® benefits (38 U.S.C. § 3319) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.
- Anyone described above while he/she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 GI Bill® benefits (38 U.S.C. § 3319) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679(c) as amended.

Veterans Services

Veterans Services

https://oregoncoast.edu/veterans-benefits/

The Financial Aid Office is here to help veterans and their dependents use their VA educational benefits to cover college expenses. OCCC values the sacrifices of those who served in the U.S. Armed Forces and is honored to help them make the most of their benefits. The college is committed to ensuring students have effective access to their VA educational benefits.

Students using any type of Federal VA Education Benefit need to have all their previous transcripts evaluated. It's the student's responsibility to request official transcripts from all previous colleges and submit them to OCCC's registrar. They must also email registrar@oregoncoast.edu to request an official transcript evaluation. The first term of VA benefits may be certified while waiting for transcript evaluation, but no future terms will be certified until this evaluation is complete.

For questions about VA educational benefits, call 541-867-8525 or email finaid@oregoncoast.edu.

Admissions and Registration

Admissions

https://www.oregoncoast.edu/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.

In order to receive Title IV financial aid a student must be fully admitted to OCCC in an eligible program, meet the age of compulsory attendance in Oregon, and have a high school diploma or GED.

The Financial Aid Administrator shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

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.

Lack of English language skills will also not be a barrier to admission and participation in the College's CTE programs.

Residency Requirements

Oregon Coast Community College does not charge out-of-state tuition.

(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

http://oregoncoast.edu/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

A. 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 Vice President for Academic & Student Affairs or designee
5. meet with an OCCC academic advisor
6. complete the Success Agreement

B. 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 Vice President for Academic & Student Affairs 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
- 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 of meeting with the Vice President for Academic & Student Affairs 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 & Registered as a New Student

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 @oregoncoast.edu email address once it is created. It is important that students are prompt in accessing this email account.

Step 1: Apply for Admissions

Apply online at
https://oregoncoast.edu/apply/

Step 2: Meet with a Success Coach

Make a one-hour appointment with a student success coach using OCCC's online scheduling tool at Advising - Oregon Coast Community College to discuss educational and career plans and which classes to start with. Please bring 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 Success Coach Appointment scheduled in step 2

Keep the appointment. At this one-on-one meeting with an academic Success Coach, 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 Success Coach appointment and Academic Orientation.

Registration is completed online. Students login to My.OregonCoast account 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 My.OregonCoast account, by calling 541-867-8551, or in person at Student Business Office. Information about payment options and the Tuition and Fees Schedule can be found at https://oregoncoast.edu/tuition-and-fees/.

Additional helpful information for New Students is below:

Financial Aid Information

Students can login to their My.OregonCoast account and choose My Financial Aid from the student resources menu.
Students with questions or concerns regarding financial aid can contact their Success Coach, or Academic and Student Affairs at 541-867-8501.

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://oregoncoast.edu/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 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 @oregoncoast.edu 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
https://oregoncoast.edu/apply/

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:

Registrar
Oregon Coast Community College
400 SE College Way
Newport, Oregon 97366

Or emailed to: registrar@oregoncoast.edu

Students taking classes solely for personal enrichment, please ask a Success Coach what transcripts are needed.

Step 3: Individual Success Coach Appointment

Schedule an appointment using OCCC's online scheduling tool at Advising - Oregon Coast Community College. Please bring unofficial transcripts to the appointment if available.

Step 4: Register for the Classes Selected at the Success Coach Appointment

Registration is completed online. Students login to My.OregonCoast account 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 My.OregonCoast account, by calling 541-867-8551, or in person at Student Business Office. Information about payment options and the Tuition and Fees Schedule can be found at https://oregoncoast.edu/tuition-and-fees/.

Additional helpful information for New Students is below:

Financial Aid Information

Students can login to their My.OregonCoast account and choose My Financial Aid from the student resources menu.
Students with questions or concerns regarding financial aid can contact their Success Coach, or Academic and Student Affairs at 541-867-8501.

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://oregoncoast.edu/bookstore and looking at the book list for a specific term.

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 @oregoncoast.edu email address once it is created. It is important that students are prompt in accessing this email account.

Step 1: Get Readmitted to OCCC

Please complete and submit the OCCC Re-entry Form at the link below. This will inform the Office of the Registrar of your intent to re-enroll, and notify them to enter an enrollment in your program of choice.

Re-Entry Form

Step 2: Individual Success Coach Appointment

Schedule an appointment using OCCC's online scheduling tool at Advising - Oregon Coast Community College.

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

Registration is completed online. Students login to My.OregonCoast account 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 My.OregonCoast account, by calling 541-867-8551, or in person at Student Business Office. Information about payment options and the Tuition and Fees Schedule can be found at https://oregoncoast.edu/tuition-and-fees/.

Additional helpful information for Returning Students is below:

Financial Aid Information

Students can login to their My.OregonCoast account and choose My Financial Aid from the student resources menu.
Students with questions or concerns regarding financial aid can contact their Success Coach, or Academic and Student Affairs at 541-867-8501.

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://oregoncoast.edu/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 My.OregonCoast student portal. Students may add classes to their schedules during open registration periods until the start of each term if a success coach 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. Please meet with your success coach if you have questions.

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. All enrollment statuses are listed below:

12 or more credits--full-time enrollment

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

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

Free Tuition for Credit Classes for County Residents Aged 60 and Better

http://www.oregoncoast.edu/seniorwaiver/

Students who are aged 60 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

http://www.oregoncoast.edu/high-school-students/

Dual Credit Program

Early College Program

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

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.

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 for one course per term is at no cost to the student. If other classes are taken in the same term, tuition is reduced by half for those courses. Students are required to pay for fees and books. Limited scholarships are available.

To enter the Early College Program:

1. Complete an admission application by starting here. Please select "Early College" as your program of interest.
2. Make an appointment with an OCCC success coach using our online appointment tool Advising - Oregon Coast Community College 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 My.OregonCoast 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.

Most general education courses are eligible for the Early College Program. This includes Writing, Speech, Music, Science, Math, History, Psychology, and more! Please see your success coach for a complete list of courses.

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

Non-credit Students: Community Education and Small Business Classes

https://oregoncoast.edu/CommunityEd/
https://oregoncoast.edu/sbdc/

Oregon Coast Community College offers a wide range of continuing education opportunities available to all Lincoln County residents. The College's Community Education program provides classes in diverse subjects, including acoustic guitar, foreign languages, oil painting, and much more. The OCCC Small Business Development Center (SBDC) regularly offers affordable and free workshops and classes on topics such as social media marketing, accounting, business law, and more. These non-credit courses are budget-friendly and are available throughout each academic term.

The SBDC also offers no-cost, confidential, one-on-one business advising to anyone – whether they are business owners or simply considering starting a business at some point in the future.

Community education courses, along with links to online registration forms, can be found anytime at oregoncoast.edu/communityed. Find links to SBDC business workshops, as well as where to register for no-cost business advising, at oregoncoast.edu/sbdc.

For personal assistance, call for more information or sign up for advising at 541-994-4166.

Basic Skills: GED Prep & Adult General Education Classes

GED & Adult General Education Overview

https://oregoncoast.edu/ged-class-schedule/

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 Linn-Benton-Lincoln County Educational Service 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.

Contact robert.seal@oregoncoast.edu for information on days, times, and locations of classes.

GED & Adult General Education Orientations

Formal orientations are required before attending classes. Program information and pretests will be given during orientation. Enrollment remains open until the 8th week of the term. To set up an orientation, please emailrobert.seal@oregoncoast.edu and let us know you'd like to join the GED program.

GED & Adult General Education Courses

XASE57 - GED Math

This course equips students with essential mathematical skills and problem-solving strategies required for the GED exam. Students will learn to formulate, solve, and interpret mathematical problems using multiple approaches and strategically integrate technology where appropriate. The course emphasizes understanding and working with concrete objects and symbolic representations, such as graphs, numbers, and computer models. Students will also perform accurate arithmetic operations in various contexts, both with and without a calculator, with a special focus on scientific applications. Additionally, the course fosters scientific reasoning to enhance problem-solving capabilities.

XASE53 - GED Language Arts

Integrates reading and writing skills to enhance critical thinking, analysis, and synthesis of information for understanding and effective communication. Requirement: CASAS reading placement test.

XASE56 - GED Science and Social Studies

Provides basic information about civics and government, U.S. history, economics, and geography to assist in the preparation of the GED Social Studies Exam and/or the transition to post-secondary education. Analyzes the interrelatedness of social studies topics and their impact on today's society. Provides basic information about life, physical, earth, and space science to assist in the preparation of the GED Science Exam and/or the transition to post-secondary education. Analyzes these areas of science in the context of human health, living systems, energy, and related systems. Requires: CASAS Reading placement test.

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

Overview

https://oregoncoast.edu/english-as-a-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. Students 16 or 17 years of age are welcome to attend ESOL classes with official authorization form from the Linn-Benton-Lincoln County Educational Service District. Orientation is not required, and enrollment is open until the 8th week of the term.

Contact robert.seal@oregoncoast.edu for information on days, times, and locations of classes.

Visite nuestro sitio web para encontrar información en español.

Courses include:

XASE44	Multi-Level ESOL (Off-Campus Full Term)
XELL45M	Multi-Level ESOL - Morning (Full Term)
XELL45E	Multi-Level ESOL - Evening (Full Term)
XELL47	Multi-Level ESOL - Distance
XELL48	Multi-Level ESOL (Off-Campus Half Term)
XELL49M	Multi-Level ESOL - Morning (Half Term)
XELL49E	Multi-Level ESOL - Evening (Half Term)

Course Description:

Provides the foundational, intermediate, and advanced skills in English for speakers of other languages, in order to develop and improve the student's ability to speak and understand both oral and written English; to develop and improve reading, writing, and critical thinking skills; and to appreciate and be successful in an American cultural environment. This course is for all levels of English language learning, from beginners with little exposure to English to high level speakers wanting to brush up on skills. This class combines listening, speaking, reading, and writing.

Student Accounts

Credit Balance Policy

As a student progresses through his/her education, there may come a time when a credit balance exists in a student's account. This balance is often a result of financial aid that is over and above the costs of tuition, and other charges placed on the student account (i.e. books). These funds are available to students by the following procedures:

- The Financial Aid Department will notify a student when a Title IV financial aid disbursement has occurred.
- Any credit balance on a student account will be stipended to a student as soon as possible, but no later than 14 days after a disbursement or a R2T4 calculation. All stipends are processed electronically via BankMobile.
- With written authorization from a student, up to $200 of a credit balance can be used to pay for prior year charges.
- A student has the right to revoke an authorization at any time in writing

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 My.OregonCoast 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.

Installment Payment Plan

http://www.oregoncoast.edu/student-accounts/

The College offers the Installment Payment Plan to help students meet tuition expenses more easily. Students can arrange for a payment plan with Student Accounts at 541-867-8551. Any student may participate in the Installment Payment Plan, except those noted below.

For students who qualify, the following conditions apply:

Students must request an installment payment plan by e-mailing student.accounts@oregoncoast.edu.
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.

Pay Your Bill

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 time.

Ready to pay for classes?

To view payment deadlines please see the academic calendar.

Pay Online

Login to My.OregonCoast and choose “My Finances” on the left hand side of the page and then “make a payment online”.

Charges will be pending and not show on your student account until after the add/drop period. To pay prior to the 2nd week of the term, please contact student accounts at student.accounts@oregoncoast.edu to get your balance due.

Pay By Phone

Contact Student Accounts at 541-867-8151.

Pay in-person

The Student Accounts Office is located on the second-floor administrative suite of offices, at the Newport campus. Regular business hours are 8 am to 4:30 pm.

Set up a payment plan

Contact Student Accounts at student.accounts@oregoncoast.edu or 541-867-8151.

3rd Party Payments

To make arrangements for another person or organization to pay on your behalf please contact Student Accounts at student.accounts@oregoncoast.edu or 541-867-8151.

Payment by Financial Aid or Agency Billing

http://www.oregoncoast.edu/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 offer are greater than the enrollment costs, payment of the balance will be made to the student via BankMobile and the refund preference selected by the student. If anticipated financial aid funds are not received, the student is responsible for payment of any monies owed to the College. 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 Office at 541-867-8551. Students with financial aid questions may call the Financial Aid Office at 541-867-8501.

Payment Policies

http://www.oregoncoast.edu/student-accounts/

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.

Cash, personal checks (payable to OCCC), Discover, MasterCard, and VISA are accepted. A deferred tuition plan is available*. See the 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 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.

Refund Policy

http://www.oregoncoast.edu/student-accounts/

To receive a refund, students must drop their class(es) by the date stated on the academic calendar. If paid with a credit card, refunds will be issued to the same card. All other refunds will be processed via BankMobile, Students may contact Student Accounts at 541-867-8551 with any questions.

When a financial aid recipient officially drops from OCCC within the refund period, their financial aid offer is typically adjusted to reflect their new enrollment level. Should a student have unique circumstances that result in courses being removed from their schedule where their financial aid has already disbursed, then the full amount of tuition refund will be credited to the appropriate federal, state and/or institutional accounts. Students should check with their Success Coach about 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.

Tuition & Fees Effective 2025-26

http://www.oregoncoast.edu/tuition-and-fees/

Tuition & Fees Schedule	
Charge Type	**Amount**
Tuition*	$129 / 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.
College Services Fee	$10 / credit
Student Success Fee	$5.25 / credit
Student Government Fee	$.25 / credit
Technology Fee	$14.50 / credit
Art Courses	$35 and up / course
Computer Courses	$28 and up / course
Science Courses	$20 and up / course
Online Fees	$12.50 / credit
Deferred Tuition Contract	$20 / term
Late Payment Fee	$50 / term
Accuplacer Placement Test	$15
Accuplacer Placement Test-Retest	$5 per subject
GED Test (paid to Pearson-Vue)	$38 per test for tests proctored at a testing center or $44 per test online with remote proctoring by Pearson-Vue. GED consists of four tests. Additional information can be found at https://ged.com/policies/oregon/.
GED Retest (paid to Pearson-Vue)	$44 per subject for retests taken online with remote proctoring by Pearson-Vue. $10 for the first two retests which proctored at a testing center. Additional information can be found at https://ged.com/policies/oregon/.

**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. Scholarships are available.

Student Resources

OCCC Success Coaches

https://www.oregoncoast.edu/advising/

Every college and university has its own method of supporting students with academic advising and coaching. Begun in 2022, OCCC has completely redesigned its process to better support you, our students. Our model, dubbed the "Oregon Coast Approach," provides students with personalized service from the very start, through their academic career at OCCC. The Coach that meets the student at an assembly in high school, for example, is the same Coach who helps them apply and register for their first term and, later, helps them plan for their next steps.

From the moment you begin your academic career at Oregon Coast Community College, you will begin working with one of our four Student Success Coaches, and they are devoted to supporting you throughout your time at OCCC.

Make an appointment with an OCCC Success Coach for information regarding:

- Course placement
- Academic concerns
- College success strategies and resources
- Degree requirements
- Financial aid
- Academic progress appeals
- Policies and procedures
- Reviewing unofficial transcripts

Your College Store (Bookstore)

www.oregoncoast.edu/bookstore

Open 8:15am-4:00 pm Monday-Thursday (Summer Hours, 8:15am-2pm 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, hot food, healthy snacks, beverages, supplies, clothing, scrubs and more - also, 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.

Using Financial Aid and/or Scholarships to Purchase your Required Course Materials

Students with a confirmed financial aid award/offer letter can charge their course materials against their pending financial aid. Purchases are limited to the amount of the financial aid left over after subtracting pending institutional fees and tuition. Students must request a book voucher from Student Affairs, then present it to the cashier when making their purchase. More information is located on the financial aid website, Financial Aid-Books - Oregon Coast Community College

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

http://www.oregoncoast.edu/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. A Student Success Coach can assist you in exploring and planning career and transfer paths that are right for you. Use the online scheduling tool at https://www.oregoncoast.edu/advising/ to make an appointment with a Student Success Coach.

Services for Students with Disabilities

http://www.oregoncoast.edu/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 Student Accessibility Services (SAS) at access@oregoncoast.edu. They will be contacted regarding further steps, such as submitting documentation of their disabling condition(s) and meeting with part of the SAS team. It is the student's responsibility to self-identify and make the request for accommodative services in a timely manner.

All questions regarding accommodations should be directed to Student Accessibility Services.

Distance Education and Course Modalities

http://www.oregoncoast.edu/distance-education/

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

OCCC offers courses in various modalities. Please see the available options to see what works best for you.

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 Services

https://oregoncoast.edu/library/

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 academic and public libraries in Oregon. Through that membership, users have access to the collections of all Chinook libraries. Consortium materials may be ordered online and picked up at any consortium library. 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.

The Library offers various spaces in support of learning and life at OCCC. Comfortable furniture greet 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. A Team Lab designed for group collaboration houses four computers, a printer, and a whiteboard. 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.

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

Testing Services

https://www.oregoncoast.edu/academic-services/

Accuplacer Placement Testing

OCCC uses multiple measures to place students. One of the measures used is the Accuplacer reading and writing placement tests. Student success coaches 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 a student success coach. New students need to make an appointment to speak with a student success coach before making a testing appointment. When meeting with a student success coach, 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. 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. 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. Students considering retesting should speak with a student success coach.

OCCC provides reasonable accommodation for students with documented disabilities to facilitate academic success. Please call the testing coordinator at 541-867-8505 before testing to discuss possible options.

ALEKS Placement Test/Math Review

Oregon Coast Community College uses multiple measures to place students. One of the measures used is the ALEKS placement test for math. The need to take

the placement test will be determined by a student success coach, who will provide the student with further information on how to proceed.

As part of their ALEKS registration, Students are given access to an individualized prep and learning module that can be used to prepare for a retake of the test, if needed.

If a community member is required to take the ALEKS for their workplace, they can contact the Testing Center at 541-867-8505 for information and appointment scheduling. There is a testing fee and proctoring takes place at our Newport Campus.

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. If you have questions, please contact the school district the candidate last attended. For Linn Benton Lincoln Education Service District (LBLESD) students, contact the homeschool registrar (homeschool@lblesd.k12.or.us). 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 (online) courses, missed in-class examinations, students needing special accommodations, and some Pearson VUE exams. Non-OCCC 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.oregoncoast.edu/tutoring-center/

Tutoring services are available for individuals enrolled at OCCC. Tutors work one to one or with small groups of students in their content areas. All tutoring takes place at Central Campus, or at North and South Centers. Tutoring occurs during the term and the hours may vary each term.

General Education Requirements - Arts & Letters

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum

Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Arts & Letters Course List

Course	Title	Cultural Literacy
ART 102	Understanding the Visual Arts	
ART 115	Basic Design: 2D Foundations	
ART 117	Basic Design: 3D Foundations	
ART 131A	Drawing I	
ART 181A	Painting I	
ART 204	History of Western Art: Prehistoric to Classical	
ART 205	History of Western Art: Early Christian to Medieval	
ART 206	History of Western Art: Renaissance to Baroque	
ART 209	History of Asian Art: Art and Architecture of Japan	√
ART 210	Women in Art	√
ART 231A	Drawing II	
ART 281A	Painting II	
COMM 111Z	Public Speaking	
COMM 140	Introduction to Intercultural Communication	√
COMM 218Z	Interpersonal Communication: Process and Theory	
COMM 215	Communicating in Teams and Small Groups	
COMM 228	Mass Communication and Society	
ENG 104Z	Introduction to Fiction	
ENG 105Z	Introduction to Drama	
ENG 106Z	Introduction to Poetry	
ENG 195	Film Studies: Film as Art	
ENG 201	Shakespeare: Early Works	
ENG 216	Teen and Children's Literature	
ENG 230	Environmental Literature	
ENG 260	Introduction to Women Writers	√
ENG 261	Literature of Science Fiction	
J 216	News Reporting and Writing	
MUS 105	Music Appreciation Through Listening	
MUS 108	Music as Culture	√
MUS 110	Fundamentals of Music	
MUS 111	Music Theory I (Part One)	
MUS 205	Introduction to the History of Jazz	√
MUS 206	Introduction to the History of Rock Music	
MUS 207	History of American Roots Music	√
R 210	World Religions	√
SPA 201	Second Year Spanish - First Term	
WR 240	Creative Writing - Nonfiction	
WR 241	Creative Writing - Fiction	
WR 242	Creative Writing - Poetry	
WR 246	Advanced Creative Writing, Editing & Publishing	
WS 202	Women, Activism and Social Change	√

General Education Requirements - Science, Math, & Computer Science

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Science, Math, & Computer Science Course List

Course	Title	Lab Science
BI 101	Biology I	√
BI 102	Biology II	√
BI 103	Biology III	√
BI 112	Cell Biology for Health Occupations	√
BI 141	Habitats: Life of the Forest	√
BI 142	Habitats: Marine Biology	√
BI 143	Habitats: Freshwater Biology	√

BI 211	Principles of Biology I	√
BI 212	Principles of Biology II	√
BI 213	Principles of Biology III	√
BI 231	Human Anatomy & Physiology I	√
BI 232	Human Anatomy & Physiology II	√
BI 234	Microbiology	√
CH 151	Preparatory Chemistry	√
CH 221Z	General Chemistry I	√
CH 222Z	General Chemistry II	√
CH 223Z	General Chemistry III	√
CS 160	Exploring Computer Science	
ESR 171	Environmental Science: Biological Perspectives	√
ESR 173	Environmental Science: Geological Perspectives	√
G 184	Global Climate Change	√
G 201	Earth Materials and Tectonics	√
G 202	Earth Surface Processes	√
G 203	Evolution of Planet Earth	√
G 207	Geology of the Pacific Northwest	
G 208	Volcanoes and Their Activity	
GS 106	Physical Science (Geology)	√
GS 108	Physical Science (Oceanography)	√
MTH 105Z	Math in Society	
MTH 111Z	Precalculus I: Functions	
MTH 112Z	Precalculus II: Trigonometry	
MTH 211	Foundations of Elementary Math I	
MTH 212	Foundations of Elementary Math II	
MTH 213	Foundations of Elementary Math III	
MTH 241	Calculus for Management, Life and Social Science	
MTH 244	Statistics II	
MTH 251Z	Calculus I	
MTH 252Z	Calculus II	
MTH 253Z	Calculus III	
MTH 254	Vector Calculus I	
PHY 201	General Physics	√
PHY 211	General Physics (Calculus)	√
STAT 243Z	Elementary Statistics I	

General Education Requirements - Social Sciences

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Social Sciences Course List

Course	Title	Cultural Literacy
EC 201Z	Principles of Economics: Microeconomics	
EC 202Z	Principles of Economics: Macroeconomics	
GEO 106	World Regional Geography	√
HST 101	History of Western Civilization: Ancient to Medieval	√
HST 102	History of Western Civilization: Medieval to Modern	√
HST 103	History of Western Civilization: Modern Europe	√
HST 201	History of the United States to 1840	√
HST 202	History of the United States 1840-1914	√
HST 203	History of the United States 1914 to Present	√
HST 218	American Indian History	√
HST 240	Oregon History	√
HST 270	History of Mexico	√
HST 285	The Holocaust	√
PS 201	U.S. Government	
PSY 101	Psychology and Human Relations	
PSY 201Z	Introduction to Psychology - Part 1	√
PSY 202Z	Introduction to Psychology - Part 2	√
PSY 213	Introduction to Behavioral Neuroscience	
PSY 215	Human Development	
PSY 216	Social Psychology	
PSY 231	Human Sexuality	
PSY 239	Introduction to Abnormal Psychology	
SOC 204Z	Introduction to Sociology	√
SOC 205Z	Social Change	
SOC 206Z	Social Problems	√
SOC 213	Diversity in the United States	√
SOC 218	Sociology of Gender	√

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 that 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 Vice President for Academic & Student Affairs 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 workspaces
- Fine or performing arts workspaces 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 Vice President for Academic & Student Affairs.

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.

The College Computer and Network systems are the sole property of Oregon Coast Community College. They may not be used by any person without the proper authorization of the College. The Computer and Network systems are for College instructional and work-related purposes only.

This policy applies to all College students, faculty, and staff and to others granted use of College information resources. This policy refers to all College information resources whether individually controlled or shared, stand-alone or networked. It applies to all computer and computer communication facilities owned, leased, operated, or contracted by the College. This includes personal computers, workstations, mainframes, minicomputers, and associated peripherals, software and information resources, regardless of whether used for administration, research, teaching, or other purposes. The complete policy is available online at https://oregoncoast.edu/wp-content/uploads/2021/03/AP-3720-Technology-Acceptable-Use-Policy-3.10.21.pdf

Computer Use Guidelines for Public Access Computers

OCCC 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.

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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 oregoncoast.edu email account(s). 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.

Grievance Procedure/Student Complaints

AP 5530 Student Complaints

References: NWCCU Standards 2.C.2, 2.C.3, 2D.2, 2.G.2

Purpose

When there is a difference of opinion regarding the implementation of college procedures, policies, decisions, or unprofessional interactions between students and employees, the parties are encouraged to follow the Informal Complaint Resolution Process. If

this does not result in a satisfactory resolution, or the student does not believe the employee is approachable, a complaint can immediately move to the Formal Complaint Process. The goal of the process is for the parties to gain clarity and adjust expectations in accordance with a mutually agreed-upon solution or abide by the resolution of the OCCC Student Complaint Committee.

Any staff member approached by a student with a complaint about how they have been treated by an employee or the application of a college policy or procedure should assist with finding and following this procedure.

The Student Complaint Process does not apply in cases of alleged sexual harassment, sexual misconduct or discrimination. In these cases, the student should contact the Vice President for Academic & Student Affairs (Title IX Coordinator) or Director of Human Resources for guidance.

Outcomes

The outcome of the process is to decide if a policy or procedure was correctly applied in a particular instance, and/or if the interaction with an employee is aligned with professional expectations. If it is determined that there was an error or mistreatment, the resolution may include, but not be limited to, limiting any negative impact on the student, educating students and/or staff about acceptable implementation of particular policies and procedures, changes to policies or procedures to better guide future actions, and/or show a need for additional employee training. When a complaint is found to be an egregious application of policy or procedure, the chair of the committee may report the matter to the employee's supervisor to be addressed as a personnel concern.

Student Complaint Resolution Procedure (Informal and Formal)

Complaints and perceived problems should be resolved in a timely manner. To ensure this, time restrictions are a part of each step. If a student complainant misses a deadline, the process is terminated. Failure by the responsible college official to meet a deadline does not prejudice the complaint but is grounds for a complaint against that official. Timelines can be extended by mutual agreement between the parties involved at any time and may be necessary based on any approved student accessibility accommodations. Timelines start when Student Complaint Form is received by the Chair of the Student Complaint Committee.

The Student Complaint Committee is chaired by the Dean of Academic Foundations and Student Success. Two additional staff members are included on a rotating basis.

Step 1: Informal Complaint Resolution

The parties involved are encouraged to first seek a common understanding and/or resolution of the matter of concern to the student. We encourage an Informal Complaint Resolution process to be initiated with the individual the conflict exists with, or their supervisor.

1.
    1. The student is encouraged to discuss the problem with the faculty or staff member directly involved within ten (10) working days of the event's occurrence.
    2. If the student chooses not to discuss the issue with the employee, or the problem is not resolved after the discussion, the student may begin the Formal Complaint Resolution process.

Step 2: Formal Complaint Resolution

1.
    1. To initiate the Formal Complaint Resolution process, the student is to submit the Student Complaint Form. **Student Complaint Forms are available online or at OCCC Student Affairs counter and all other OCCC centers.** A complete form must be submitted to Chair of Student Complaint Committee within ten (10) working days of meeting with the faculty/staff/student or the event's occurrence.
    2. Within ten (10) working days of receiving the complaint form, the committee Chair will contact all parties involved to collect information about the complaint.
    3. The Student Complaint Committee shall issue a written decision to all parties involved within fourteen (14) working days after receipt of the complaint form.

Step 3: Appeal of the Student Complaint Committee's Decision

1.
    1. If the student has reason and evidence to believe the decision of the Student Complaint Committee was made in error, the student may submit a written appeal via email to the to the Vice President of Academic and Student Affairs within five (5) working days of receipt of the decision of the Student Complaint Committee. The written appeal should explain why the decision of the Student Complaint Committee is in error. This could be based on the above process not being followed, evidence of a bias in the decision, or a flawed application of the policy

in question. The appeal may include a recommendation of a remedy for the situation.

2. Within seven (7) working days of receipt of the appeal from the student, the Vice President for Academic & Student Affairs shall meet with the student regarding the student's grievance.

Step 4: Final Decision

The Vice President for Academic & Student Affairs shall issue a written decision on the complaint to all parties involved within seven (7) working days of the meeting with the student. The decision of the Vice President of Academic & Student Affairs is final and not subject to further appeal.

A student, after exhausting college complaint procedures, may file a written complaint with the Higher Education Coordinating Commission pursuant to rules outlined in, including but not limited to, Oregon Administrative Rule (OAR) 715-011-0075 and OAR 715-011-0080. File a complaint at: https://www.oregon.gov/highered/access/Pages/student-complaints.aspx A complaint may be filed with the Northwest Commission on Colleges and Universities (NWCCU), OCCC's accreditor, for policy violations related to accreditation: https://nwccu.org/complaints/.

Approved April 2025

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 office of the Director of Facilities and Safety and on our website.

Oregon Coast Community College- Newport and Lincoln City have 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 well lighted areas, and to walk to their parked cars with someone they know.

The complete policy is available online at https://oregoncoast.edu/college-practices-and-procedures/.

Directory Information

Background:

The federal Family Educational Rights and Privacy Act (FERPA) requires that Oregon Coast Community College, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information (PII) from the student's education records. However, Oregon Coast Community College and other educational institutions may disclose what the College (OCCC) has defined as "directory information" without written consent, unless the student has advised the College (OCCC) to the contrary in accordance with Oregon Coast Community College procedure.

Purpose:

One purpose of directory information is to allow Oregon Coast Community College to include information from student education records in certain college publications, or to local news media to recognize student achievements and awards. Examples include, but are not limited to:

- A list of OCCC graduates, their degrees/certificates completed, and awards received, provided to local newspapers;
- Publication of student achievement of honors and President's/Deans' List awards;
- Publication of graduation programs;
- Recognition of scholarship recipients.

Under FERPA law, student directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the student's prior written consent. Outside organizations to whom Oregon Coast Community College may release student directory information include, but are not limited to,

- Employers considering students for interviews, seeking verification of degrees/certificates completed or in progress;
- Other institutions of higher education;
- Local agencies to provide confirmation of student status for housing requests.

OCCC Definition of Student Directory Information:

In recognition of its responsibility to protect both the family privacy and the safety of its students, Oregon

Coast Community College defines and limits directory information to include only the following student information:

- **Student's name**
- **Major field of study**
- **Dates of attendance**
- **Enrollment status (e.g., undergraduate or graduate, full-time or part-time)**
- **Grade level**
- **Degrees, honors, and awards received**

Student Directory Information Opt-out Procedure:

If a student does not want Oregon Coast Community College to disclose any or all of the types of information designated above as directory information from their education records without their prior written consent, the student must notify the Registrar at Oregon Coast Community College by using the opt-out provisions within the FERPA/Student Directory Information/Solomon Amendment notification sent to students each term, or by completing the

OCCC Student Directory Information Opt-out Form (Student) and Opt-out Form (Parent). Student opt-outs must be received by the date specified within the notification.

FERPA (Family Education Rights and Privacy Act)

Also seen on the OCCC website at Student Records and FERPA.

Notification of Rights under FERPA for Oregon Coast Community College (OCCC) Students

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Oregon Coast Community College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask OCCC to amend a record should write the OCCC Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If OCCC decides not to amend the record as requested, OCCC will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before OCCC discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without

OCCC discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official typically includes a person employed by OCCC in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of OCCC who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing his or her tasks. A College official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for OCCC.

Upon request, the College also discloses education records to officials of another school or college in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the OCCC to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202

The Family and Educational Right to Privacy Act (FERPA) permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to maintain a record of the disclosure. Eligible students have a right to inspect and review the record of disclosures.

In accordance and compliance with these FERPA provisions for higher education institutions, Oregon Coast Community College discloses PII from education records without obtaining prior written consent of the student:

- To other College officials, including faculty, within OCCC whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the College may have outsourced institutional services or functions, provided that the FERPA conditions listed are met. [i]
- To officials of another school or College where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the FERPA requirements. [ii]
- To authorized representatives of the S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. [iii]
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. [iv]
- To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. [v]
- To accrediting organizations to carry out their accrediting functions. [vi]
- To parents of an eligible student if the student is a dependent for IRS tax purposes. [vii]
- To comply with a judicial order or lawfully issued subpoena. [viii]
- To appropriate officials in connection with a health or safety emergency, subject to FERPA provisions. [ix]
- Information the College has designated as "directory information" under FERPA provisions. [x]
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the FERPA requirements. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. [xi]
- To the general public, the final results of a disciplinary proceeding, subject to the FERPA requirements, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. [xii]
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. [xiii]

References:

The provisions of the Family Educational Rights and Privacy Act (FERPA) are published at the following link: https://www2.ed.gov/policy/gen/reg/ferpa/index.html and contained with the US Code of Federal Regulations Title 34 CFR, Part 99.

[i] (Title 34, Part 99.31(a)(1))
[ii] (Title 34, Part 99.31(a)(2))
[iii] (Title 34, Part 99.31(a)(3) and 99.35)
[iv] (Title 34, Part 99.31(a)(4))
[v] (Title 34, Part 99.31(a)(6))
[vi] (Title 34, Part 99.31(a)(7))
[vii] (Title 34, Part 99.31(a)(9))
[viii] (Title 34, Part 99.31(a)(9))
[ix] (Title 34, Part 99.31(a)(10))
[x] (Title 34, Part 99.37, and 99.31(a)(11))
[xi] (Title 34, Part 99.31(a)(13))
[xii] (Title 34, Part 99.31(a)(14))
[xiii] (Title 34, Part 99.31(a)(15))

Harassment

Hazing is defined as any action that endangers the physical, emotional, mental health or safety of an individual, or destroys or damages personal property **for the purpose of initiation, membership, admission or participation in a group or organization.**

Oregon Coast Community College will not tolerate hazing in any form. This applies to faculty, staff, and students. Some important things to know about hazing:

- Expressed or implied consent of the person subject to hazing is not a defense.
- Apathy and acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
- Hazing is prohibited under Oregon Law, ORS 163.197, under which hazing is a criminal violation.

Examples of hazing could include, but are not limited to:

- interfering with a Student's academic performance by denying sufficient time for class or study
- compelling ingestion of any substance
- compelling participation in physical activities such as calisthenics, exercise, or other games or activities requiring physical exertion
- compelling exposure to weather elements or other physically or emotionally uncomfortable situations
- compelling excessive fatigue from sleep deprivation, physical activities, or exercise
- committing any act of physical brutality against another including but not limited to paddling, striking with fists, open hands or objects, and branding
- compelling conduct that can be reasonably expected to embarrass or adversely affect the dignity of another, including the performance of public stunts and activities
- compelling another to commit any sexual act or engage in lewd behavior;
- compelling any act that results in the destruction, defacement or removal of private or public property

If you have experienced or witnessed hazing, or have questions or concerns about this policy, please contact Vice President of Academic and Student Affairs, 541-867-8511

Hazing

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Emergency Closure/ Inclement Weather and FlashAlert

Emergency Closure/Inclement Weather and FlashAlert

FlashAlert

Oregon Coast Community College now uses FlashAlert, an Internet-based system for delivering changes in schedule (such as snow closures), and other news, to the news media. Message delivery is also available directly to students, staff, faculty and the public through FlashAlert Messenger.

Sign-up for FlashAlert

Emergency Closure/Inclement Weather Information

In the event of a full or partial-day closure due to emergency closure/inclement weather, the college will provide information as soon as possible. FlashAlert, Facebook, and the college website will provide detailed information.

Lincoln county is a large county with varying weather conditions, if you feel that it would be unsafe to travel to work due to weather conditions, notify your supervisor.

Information for Classified Staff: CBA, Article 11: Closures

Information for Faculty: CBA, Article 21: Holidays and Temporary Closures

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 Discipline/Guidelines for Student Conduct

Student Discipline

In order for OCCC to function as an institution of higher learning, it must be protected from disruption. For that reason, students may be suspended or expelled where their acts or actions threaten or cause a substantial disruption or material interference with normal College activities.

The Office of the Vice President for Academic & Student Affairs is assigned administrative responsibility for student discipline. The Office of the Vice President for Academic & Student Affairs is responsible for overseeing the assembly of facts on cases referred to the Vice President for Academic & Student Affairs' 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 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. (Note: The possession of any dangerous weapon or deadly weapon (as defined in ORS 161.015) on college property is prohibited unless possessed by a certified law enforcement or otherwise in compliance with applicable Oregon State law (ORS 166.370).)

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

Student Right-to-Know

The **Student Right-to-Know Act of 1990** requires each post-secondary 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 calling 541-867-8525.

Student Records and FERPA

Student Records Policy

Oregon Coast Community College shall follow all applicable state and federal laws, rules, and regulations which apply to student records. Subject to the provisions of the **Family Educational Rights and Privacy Act (FERPA) of 1974**, all information contained in the College records which is personally identifiable to any student shall be kept confidential and not released except upon prior written consent of the subject student or upon the lawful subpoena or other order of a court of competent jurisdiction.

FERPA-approved exceptions include college-defined Student Directory Information, and information released for purposes of the Solomon Amendment. Students must be given the ability to opt-out of the release of Student Directory Information. Student information may be shared among College faculty and staff on an official (need to know) basis.

FERPA, also known as the Buckley Amendment, (Statute: 20 U.S.C. 1232g; Regulations: 34CRF Part 99), is a federal law that states (a) a written institutional policy covering student privacy rights must be established and (b) a statement of adopted procedures covering these rights must be made available. The law provides that the institution will maintain the confidentiality of student education records and affords students certain rights regarding their educational records.

For the full statement and notification of specific rights under FERPA for OCCC students, click here.

They are in general:

• 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.

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

Questions about these policies can be directed to the Registrar at Registrar@OregonCoast.edu or at 541-867-8538.

FERPA – OCCC Student Directory Information

Background:

The federal Family Educational Rights and Privacy Act (FERPA) requires that Oregon Coast Community College, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information (PII) from the student's education records. However, Oregon Coast Community College and other educational institutions may disclose what the College (OCCC) has defined as "directory information" without written consent, unless the student has advised the College (OCCC) to the contrary in accordance with Oregon Coast Community College procedure.

Purpose:

One purpose of directory information is to allow Oregon Coast Community College to include information from student education records in certain college publications, or to local news media to recognize student achievements and awards. Examples include, but are not limited to:

- A list of OCCC graduates, their degrees/ certificates completed, and awards received, provided to local newspapers;
- Publication of student achievement of honors and President's/Deans' List awards;
- Publication of graduation programs;
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Under FERPA law, student directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the student's prior written consent. Outside organizations to whom Oregon Coast Community College may release student directory information include, but are not limited to,

- Employers considering students for interviews, seeking verification of degrees/certificates completed or in progress;
- Other institutions of higher education;
- Local agencies to provide confirmation of student status for housing requests.

OCCC Definition of Student Directory Information:

In recognition of its responsibility to protect both the family privacy and the safety of its students, Oregon Coast Community College defines and limits directory information to include only the following student information:

- **Student's name**
- **Major field of study**
- **Dates of attendance**
- **Enrollment status (e.g., undergraduate or graduate, full-time or part-time)**
- **Grade level**
- **Degrees, honors, and awards received**

Student Directory Information Opt-out Procedure:

If a student does not want Oregon Coast Community College to disclose any or all of the types of information designated above as directory information from their education records without their prior written consent, the student must notify the Registrar at Oregon Coast Community College by using the opt-out provisions within the FERPA/Student Directory Information/Solomon Amendment notification sent to students each term, or by completing the

OCCC Student Directory Information Opt-out Form (Student) and Opt-out Form (Parent). Student opt-outs must be received by the date specified within the notification.

FERPA and the Solomon Amendment – Requirement to Provide Information to Military Recruiters

The Solomon Amendment is a federal law that allows military recruiters to access some address,

biographical and academic program information on credit students age 17 and older who have not filed any FERPA restrictions.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which may or may not match the College's FERPA student directory information list.

Student recruiting information is defined as:

- Name
- Address (not defined as OCCC Student Directory Information)
- College Email Address (not defined as OCCC Student Directory Information)
- Telephone (not defined as OCCC Student Directory Information)
- Age (not defined as OCCC Student Directory Information)
- Class Level (Freshman, Sophomore, etc.)
- Academic Major
- Place of Birth (not defined as OCCC Student Directory Information)
- Degrees Received
- Most Recent Educational Institution Attended

[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

Student Rights and Responsibilities

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 or advisors 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 Vice President Student Affairs. 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.

Academic Policies and Procedures

Academic Integrity

AP 5540 Academic Integrity

Honesty in all academic work is an essential element in a learning environment. Attempting to gain an unfair academic advantage by cheating or presenting another's work as one's own are violations of OCCC's Guidelines for Student Conduct. The descriptions below outline unacceptable academic conduct that may lead to disciplinary action up to and including expulsion from the college.

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.

Academic Misconduct is defined as the actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the student's own work, or must clearly acknowledge the source(s).

Academic misconduct includes, but is not limited to:

1.
    1. Cheating is an act defined as presenting examinations, assignments, materials, projects, or other work which was completed, created, and/or assembled from sources or activities forbidden by the faculty. Cheating includes giving information, materials, or work to another person in order to help that person cheat. Cheating is an act in which a student gains unfair academic advantage through duplicity, deception, or dishonesty of any kind. which occurs when a student uses unauthorized notes to complete an exam, takes an examination for another student, copies answers from other students' examinations or engages in similar conduct intended to falsely represent, or that results in falsely representing, their academic capabilities.
    2. Fraud.
    3. Plagiarism is an act defined as presenting academic work, term papers, essays, projects, experiments, examinations, or other assignments which are not entirely the student's work. Plagiarism may include, but is not limited to, quoting sources without giving appropriate credit, building upon the work of another without giving proper credit, taking and presenting as one's own work actual articles or documents or any portion of actual articles or documents from any source, including print, computer and electronic media, or directly using another person's ideas or concepts rather than words without crediting the source;
    4. Copyright Policy Violations are the unauthorized use of copyrighted materials from any source, including but not limited to, print and electronic media, is an act of academic dishonesty. Copyright violators are subject to legal penalty. (https://www.oregoncoast.edu/copyright/)
    5. Buying or selling of all or any portion of course assignments and research papers, knowingly providing material to another student for the purpose of committing, or assisting other students to commit an offense of academic dishonesty or performing academic assignments (including tests and examinations) in another person's stead;

6. Unauthorized disclosure or receipt of academic information.
7. Falsification of research data.
8. Unauthorized collaboration (e.g. working together on an individual assignment);
9. Using the same paper or data for several assignments or courses without proper documentation or authorization (e.g. using the same paper in different classes);
10. Unauthorized alteration of student materials;
11. Academic sabotage, including destroying or obstructing another student's work.

A student who violates academic integrity may be subject to disciplinary action according to Students Rights and Responsibilities and Student Code of Conduct.

Procedures of Academic Integrity Inquiry Process Action/Steps by Faculty:

1. 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.
2. The faculty member provides the student with an opportunity to explain the incident.
3. 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.
4. 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.
5. 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.
6. 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. The faculty member may: (a) issue to the student an oral or written warning; (b) require the assignment be redone; (c) issue a grade of "F" or zero on an assignment, project, or examination on which the academic misconduct occurred; (d) issue a lower grade or grade of "F" or "No Pass" for the course for repeated violations; and/or (e) initiate the student conduct and disciplinary process.
7. The decision of the faculty member is recorded on the Academic Integrity Concern Form which is sent to the faculty member's supervisor and the Chief Academic Officer.
8. 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 for the reason for the investigation and the incomplete mark via the Academic Integrity Concern form.
9. The student may appeal the faculty member's decision within five (5) business days of receiving the faculty member's decision. The student may submit the appeal in writing to the Chief Academic Officer or designee with the rational for why the faculty member's decision is being contested.

Student Appeal of Faculty Decision to the Chief Academic Officer or Designee:

1. If the accused student contests the faculty member's decision, a meeting with the Chief Academic Officer or designee may be requested.
2. If the faculty member wishes to initiate further disciplinary action (e.g., place the student on program-based academic probation), the student is entitled to the rights and process afforded in the Student Code of Conduct policy.
3. Within ten (10) working days of receiving the student appeal, the Chief Academic Officer or designee meets with all parties regarding the alleged incident of academic dishonesty. Official notification of meetings will 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 Chief Academic Officer or designee will consider all relevant evidence submitted within seven (7) days prior to the meeting. The Chief Academic Officer or designee determines if the action recommended by the faculty member is appropriate. If the student misses the meeting, the Chief Academic Officer or designee may proceed with the process to completion.
4. Within five (5) working days of the meeting, the Chief Academic Officer or designee sends written notification of the results of the inquiry to the student and faculty member. The decision of the Chief Academic Officer or designee is final.
5. Further consequences may be imposed by the Chief Academic Officer or designee in cases of grievous violations of academic honesty or for a continued pattern of violations. Additional sanctions may range from a written warning to expulsion from the college.

Approved: 4-1-25

Attendance Policy

Students are expected to attend all class meetings of the courses in which they are enrolled. Students are also responsible for all class work assigned. **Withdrawal Procedure:** Students must observe withdrawal deadlines and officially withdraw from a course, if they stop attending classes. **Attendance Rules, Absences, and Grades** Absences may affect a student's grade. It is the student's responsibility to obtain attendance rules from each instructor and obtain instructions for missed assignments, particularly in the case of late enrollment. Student performance suffers from repeated absences. If one must miss a class meeting, it is highly desirable to contact the instructor beforehand or as soon as possible after returning. Absences due to participation in college-sponsored field trips, or intercollegiate functions trips may be excused through prior arrangement with instructors. Financial Aid programs have specific attendance requirements. Contact Financial Aid for more information at 541-867-8525. **Absences Have Consequences:** Multiple absences without an official withdrawal by the drop/withdrawal deadline may result in a grade of "F" for a course. In order to avoid receiving a failing grade if a student stops attending a course, it is her/his responsibility to officially withdraw from the course before each term's withdrawal deadline.

Class Cancellations

Minimum enrollment numbers are required for a class to be held. If a class is canceled by the college, a refund will be granted. In some cases, a class may be postponed. A postponement does not constitute a cancellation for refund purposes. The college will attempt to contact via email all students in canceled or postponed classes based upon information given on the registration form. It is the student's responsibility to promptly submit changes of email address, mailing address and telephone number through My.OregonCoast or to the registration office.

Refunds

If a class must be canceled due to low enrollment, or for any other reason, students will either be given a full refund or they may enroll in other open classes. If a student chooses to enroll in other classes, he or she must complete an add/drop form and pay any additional tuition or fees, if applicable. Any unused tuition balance will be refunded. Student refunds are paid by check. Please allow two to four weeks to receive a refund. Refunds will be mailed to the most recent address provided by the student to the college through My.OregonCoast. Any refunds will first be applied to reduce or pay off any outstanding debts owed to the college. A refund of tuition, fees, or other items funded with financial aid or by a sponsoring agency will be processed as a credit back to the student's sponsoring agency or financial aid funding source. Refunds of tuition, fees, or other items paid with a credit card will be processed as a credit back to the original credit card account.

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, 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.

Grade Definitions & Procedures

Grade Definitions & Procedures

Oregon Coast Community College Grading Definitions

Students will be provided with a course syllabus for each credit class in which they are enrolled. The course syllabi will provide required and recommended course syllabus components established in the Office of Instruction Syllabus Template. The clear objectives and grading explanation stated on the course syllabus enables students to understand how they are graded for a class.

TRADITIONAL GRADE SYSTEM

If available, students may select this grade system option at registration or change to this grading system option at any time during the first 80% of a course's term. Degree or certificate requirements may only allow specific grade system options.

PASS/NO PASS SYSTEM

This grading system uses P and NP as defined under "Grade Definitions." 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 the 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 graded system. If

available, students may select this grade system option at registration or change to this grading system option at any time during the first 80% of a course's term. Subject Area Committees may specify whether this grade system option is unavailable for each course in its control. Degree or certificate requirements may only allow specific grade system options. Students who stop attending and who fail to drop or withdraw from a class by the published deadlines may earn a grade of F or NP according to the grade system option selected by the student. Students having excessive absences and who fail to drop or withdraw from a class by the published deadlines may earn a grade of F or NP according to the grade system option selected by the student.

GRADE DEFINITIONS

A (Superior)

Honor grade indicating excellence. 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. Probable success in a field relating to the subject or probably continued success in sequential courses.

B (Above average)

Honor grade indicating competence. 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. Probable continued success in sequential courses.

C (Average)

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. Sufficient evidence of the ability to warrant entering sequential courses.

D (Substandard but receiving credit)

Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout. 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. It does not satisfy requirements for entry into courses where prerequisites are specified.

F (Failure)

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

P (Pass)

Acceptable performance. A grade of P represents satisfactory achievement which would have been graded C or better under the traditional grading system. The P grade is disregarded in the computation of the OCCC grade point average. 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. Some courses are not available for a P/NP, and if that is the case, it will simply default to the standard grade mode. If P/NP is allowed for a course, you are permitted to change the grade mode selected up until the Withdraw deadline.

NP (No Pass)

Unacceptable performance. A grade of NP represents unsatisfactory achievement which would have been graded D or lower under the traditional grading system. The NP grade is disregarded in the computation of the grade point average. Faculty must record the last date attended for Students that earn an NP. 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. Some courses are not available for a P/NP, and if that is the case, it will simply default to the standard grade mode. If P/NP is allowed for a course, you are permitted to change the grade mode selected up until the Withdraw deadline.

Incomplete (I)

When the quality of work is satisfactory, but some minor, yet essential, requirements of the course has not been completed, and for reasons acceptable to the instructor, a report of "I" may be made and additional time granted for completion of the work. If no replacement grade for an "I" mark shall have been provided by the course Instructor within one calendar year, the "I" mark shall automatically be changed to an "F" or "NP" depending on the grade system option

(chosen by the Student) in effect at the time the "I" mark was originally recorded. The conditions for completion of work should be stated in writing, signed by the instructor and the student, and kept on file in the department or program office. An "I" may not be assigned as a withdrawal. An "I" does not entitle a student to repeat a course without paying tuition. It may be impossible to receive an "I" in some courses where, for example, equipment usage is required.

Honor Roll

OCCC recognizes academic excellence in students who have earned a 3.25 or higher grade point average (GPA) on a minimum of six graded credits in a given term.

Honor's List 3.25 – 3.49 Dean's List 3.50 – 3.74 President's List 3.75 – 4.00 *Highest Honors 3.75 – 4.00 **Awarded at graduation based on cumulative GPA*

Grade Assignment

Instructors may use only the grades of A, B, C, D, F, and the marks of I (for incompletes). P, NP (for approved courses), and AUD (for audits) may be used if the student has selected this option for approved courses.

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.

Grade Discrepancies and Changes

In order to correct a recording error or grading discrepancy, students must notify their instructor within 90 days of the receipt of the grade report. If a student has repeated a course, it is the student's responsibility to notify Enrollment Services so that it will be properly recorded.

Transcripts

Transcripts

Instructions on how to request your transcripts from your time at OCCC can be found here: **OCCC Transcripts webpage**. This information is found under the 1st tab, titled "Obtaining transcripts for courses taken at OCCC". Please note that official transcripts cannot be provided from prior to OCCC's independence in Summer 2020. The transcripts webpage linked previously explains which colleges hold OCCC student transcripts for the years prior to Summer 2020.

To obtain copies of GED Transcripts go to **GED.com**.

Receiving credit for courses taken at another institution

Receiving credit for courses taken at another institution

Instructions on how to request a transcript evaluation for the purpose of receiving credit for courses taken at another institution can be found here: **OCCC Transcripts webpage**. This information is found under the 3rd tab, titled "Transcript Evaluation Requests".

Auditing

Auditing

Students may 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 to audit a course. Students must meet with the instructor to determine if there are any specific requirements or expectations for auditing a course. An audit carries no credit, and therefore does not meet degree or certificate requirements, nor does it contribute to full-time student status. A student wishing to change from credit to audit, or audit to credit, must do so by the first Friday of the term before 4:30 p.m.

Audit Procedure

To request permission to audit a course, the student must:

1. Pay full tuition and fees with registration.
    1. Senior audits do get tuition waived, but are still responsible for course fees. Please view our senior audit process on here: **Tuition Discount for Seniors webpage**.
2. Receive instructor permission to audit a course by emailing the instructor, and copying (cc'ing) the Registrar's office at **registrar@oregoncoast.edu**.

Audits may not be reversed for a letter grade.

Repeating a Course

Repeating a Course

Students may repeat a course in which they received a low or unsatisfactory grade, i.e., a D or F. Students who wish to repeat a course and have the original grade changed in the transcript need to contact the Enrollment Services Coordinator at the Central County Center to change the first grade to R (Repeated). If a lower grade is received for the repeated course, both grades will appear on the transcript. An original mark of N or I may not be changed by repeating a course. An R grade is not included when computing a grade point average (GPA), nor are courses with an R grade counted when determining the total number of credit hours

earned. (More info about Grade Definitions, here.) When registering for a repeated course, students must follow regular registration procedures. Financial aid or veterans' educational benefits may not be used for repeated courses. Students receiving financial aid or veterans' education benefits should contact Student Services before repeating a course. Some courses may be taken more than once for credit (i.e., ART 281, FA 256 and 257, MUP 100, MUS 197, and TA 285). In these cases, the grades of the repeated courses will reflect in the cumulative grade point average. It is strongly recommended that students who have questions about repeating courses for additional credits contact an advising specialist for further clarification.

Applying to Graduate

Applying to Graduate

OCCC considers graduation as an achievement of a student's educational goal and is honored to recognize students for their accomplishments. Students may usually graduate under requirements existing at the time of initial enrollment, as long as they have successfully completed at least one term of a college credit course per academic year. If credits from other colleges are used toward graduation requirements, it is the student's responsibility to request that official transcripts from those colleges be sent to the OCCC Registrar. Official transcripts must arrive in sealed envelopes from the reporting institution or emailed from said institution to OCCC's Registrar at registrar@oregoncoast.edu. The petition to graduate form can be found here: Student Forms webpage.

Credit & Clock Hours: How College Credits Are Calculated

Credit & Clock Hours

How College Credits Are Calculated

The standard unit of measurement of college work is called a credit hour. Oregon Coast uses the quarter credit hour system. A college quarter-hour credit is granted in most cases for every 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.

Credit Hour Load and Full-Time Status

Credit Hour Load and Full-Time Status

Full-time students at Oregon Coast Community College are those students who enroll in 12 or more credit hours per term. Most degree programs, however, require at least 90 credits, or an average of 15 credits per quarter for six terms as a full-time student to complete the degree within two academic years. No student may enroll in more than 20 credit hours in any single term without an advising specialist's signature and the approval of the Dean of Instruction. Students working while attending college should bear in mind that most classes require one or two hours of outside preparation for each class hour. Work schedules and college schedules may need to be adjusted to assure a successful college education. If working, anticipate taking more than six terms to complete a normal, full-time, two-year educational plan.

Miscellany Grading and Student Status

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 Vice President for Academic & Student Affairs to seek redress for grading issues. To appeal a final course grade, students shall follow the grade appeal process defined in this catalog.

Satisfactory Academic Progress

There are two different policies regarding satisfactory academic progress. One from academics and one from financial aid. Please refer to this page:

Satisfactory Academic Progress - Oregon Coast Community College

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.

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.

Withdrawal

1. Prior to the published drop deadlines, Student shall be able to drop any registered class by completing the official drop/withdrawal process.
2. Such action by the 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 published withdrawal deadline.
4. This action shall result in a grade of W appearing for the course or courses on the transcript.
5. Students must withdraw before the published withdrawal deadline or a grade will be assigned by the instructor.

Time periods referring to “published drop deadlines” and "published withdrawal deadlines” are different for each term.

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 Registrar 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 the Registrar
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 Registrar within 30 calendar days of the student's documented inquiry to the instructor. Students can obtain a Grade Appeal Form by emailing registrar@oregoncoast.edu. OCCC students should return the completed Grade Appeal Form to the Registrar, either by email or by letter mail to Registrar, Oregon Coast Community College, 400 SE College Way, Newport, OR 97366. OCCC Students may also submit this form by fax to 541-867-8559. The Registrar 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 Registrar 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.

Step 3: Appeal Decision to Vice President of Academic and Student Affairs
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 Registrar's 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 theVice President for Academic & Student Affairs.

2. The Vice President of Academic and Student Affairs 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 Registrar.

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: https://oregoncoast.edu/course-schedule/. 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.

Graduation

Applying for Graduation

Credit Students: To be considered for graduation, a student must fill out the Petition to Graduate form on the Student Forms page of the OCCC website: Student Forms - Oregon Coast Community College. This must be done at least one term in advance of degree or certificate completion. A student who participates in the Commencement ceremony will receive an empty diploma cover at the ceremony. A student is expected to monitor their OCCC email account for information about graduation/commencement.

Questions can be directed to: registrar@oregoncoast.edu.

GED Students: Persons who have completed their GED and used OCCC's testing center or been a student in GED preparation classes at OCCC are eligible to participate in OCCC's commencement ceremony. Please contact Basic Skills for more information.

ESL Students: ESL students may participate in OCCC's commencement ceremony. Please contact Basic Skills for more information.

Graduation Ceremony

OCCC's graduation ceremony is held on the last Friday of Spring term. Information on time and location, as well as cap and gown ordering details, can be found on our website at: Commencement - Oregon Coast Community College. Graduates are asked to arrive an hour before the ceremony to check-in, prepare, and rehearse.

Delivery of Diplomas/Certificates

Your diploma/certificate will be mailed to the address provided on your petition to graduate within 6-8 weeks after the end of the term they are printed. OCCC has two printings during the year: at end of Spring term, and at end of Fall term. Winter and Spring graduate diplomas are mailed after the end of Spring term printing. Summer and fall graduate diplomas are mailed after the end of Fall term printing.

General Education Requirements - Arts & Letters

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Arts & Letters Course List

Course	Title	Cultural Literacy
ART 102	Understanding the Visual Arts	
ART 115	Basic Design: 2D Foundations	
ART 117	Basic Design: 3D Foundations	
ART 131A	Drawing I	
ART 181A	Painting I	
ART 204	History of Western Art: Prehistoric to Classical	
ART 205	History of Western Art: Early Christian to Medieval	
ART 206	History of Western Art: Renaissance to Baroque	

ART 209	History of Asian Art: Art and Architecture of Japan	√
ART 210	Women in Art	√
ART 231A	Drawing II	
ART 281A	Painting II	
COMM 111Z	Public Speaking	
COMM 140	Introduction to Intercultural Communication	√
COMM 218Z	Interpersonal Communication: Process and Theory	
COMM 215	Communicating in Teams and Small Groups	
COMM 228	Mass Communication and Society	
ENG 104Z	Introduction to Fiction	
ENG 105Z	Introduction to Drama	
ENG 106Z	Introduction to Poetry	
ENG 195	Film Studies: Film as Art	
ENG 201	Shakespeare: Early Works	
ENG 216	Teen and Children's Literature	
ENG 230	Environmental Literature	
ENG 260	Introduction to Women Writers	√
ENG 261	Literature of Science Fiction	
J 216	News Reporting and Writing	
MUS 105	Music Appreciation Through Listening	
MUS 108	Music as Culture	√
MUS 110	Fundamentals of Music	
MUS 111	Music Theory I (Part One)	
MUS 205	Introduction to the History of Jazz	√
MUS 206	Introduction to the History of Rock Music	
MUS 207	History of American Roots Music	√
R 210	World Religions	√
SPA 201	Second Year Spanish - First Term	
WR 240	Creative Writing - Nonfiction	
WR 241	Creative Writing - Fiction	
WR 242	Creative Writing - Poetry	
WR 246	Advanced Creative Writing, Editing & Publishing	
WS 202	Women, Activism and Social Change	√

General Education Requirements - Science, Math, & Computer Science

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Science, Math, & Computer Science Course List

Course	Title	Lab Science
BI 101	Biology I	√
BI 102	Biology II	√
BI 103	Biology III	√
BI 112	Cell Biology for Health Occupations	√
BI 141	Habitats: Life of the Forest	√
BI 142	Habitats: Marine Biology	√
BI 143	Habitats: Freshwater Biology	√
BI 211	Principles of Biology I	√
BI 212	Principles of Biology II	√
BI 213	Principles of Biology III	√
BI 231	Human Anatomy & Physiology I	√
BI 232	Human Anatomy & Physiology II	√
BI 234	Microbiology	√
CH 151	Preparatory Chemistry	√
CH 221Z	General Chemistry I	√
CH 222Z	General Chemistry II	√
CH 223Z	General Chemistry III	√
CS 160	Exploring Computer Science	
ESR 171	Environmental Science: Biological Perspectives	√
ESR 173	Environmental Science: Geological Perspectives	√
G 184	Global Climate Change	√
G 201	Earth Materials and Tectonics	√
G 202	Earth Surface Processes	√
G 203	Evolution of Planet Earth	√
G 207	Geology of the Pacific Northwest	
G 208	Volcanoes and Their Activity	
GS 106	Physical Science (Geology)	√
GS 108	Physical Science (Oceanography)	√
MTH 105Z	Math in Society	
MTH 111Z	Precalculus I: Functions	
MTH 112Z	Precalculus II: Trigonometry	
MTH 211	Foundations of Elementary Math I	

MTH 212	Foundations of Elementary Math II	
MTH 213	Foundations of Elementary Math III	
MTH 241	Calculus for Management, Life and Social Science	
MTH 244	Statistics II	
MTH 251Z	Calculus I	
MTH 252Z	Calculus II	
MTH 253Z	Calculus III	
MTH 254	Vector Calculus I	
PHY 201	General Physics	√
PHY 211	General Physics (Calculus)	√
STAT 243Z	Elementary Statistics I	

General Education Requirements - Social Sciences

The General Education credits must come from the approved OCCC General Education/Discipline Studies List.

In order to ensure a breadth of learning, which is the cornerstone of the General Education requirements, the following limitations apply:

1. Courses taken to satisfy the basic college competencies in composition and mathematics will not be accepted.
2. For AAS Degrees, no more than two courses may come from courses required by specific programs.*
3. When an existing course meeting a General Education requirement is expanded into a multi-course sequence with the same course number with varying suffixes (e.g., 101 becomes 101a, 101b, 101c), any course in the sequence may be used to meet the General Education requirement. However, an individual student may use only one course in the sequence toward fulfillment of the requirement, even if the student takes multiple courses in the sequence.

*Note: Because of these restrictions, it is possible that a course is acceptable as General Education for some students while it is not acceptable for others. Degree candidates who are unsure of how the General Education Policy applies to their individual cases are responsible for seeking help from a student success coach.

The complete and official list of courses approved as General Education/Discipline Studies is maintained by the Curriculum Committee.

Criteria for General Education/Discipline Studies Course Approval are developed by the Curriculum Committee based on the General Education Philosophy statement and the statewide outcomes and criteria for Discipline Studies for the AAOT.

Social Sciences Course List

Course	Title	Cultural Literacy
EC 201Z	Principles of Economics: Microeconomics	
EC 202Z	Principles of Economics: Macroeconomics	
GEO 106	World Regional Geography	√
HST 101	History of Western Civilization: Ancient to Medieval	√
HST 102	History of Western Civilization: Medieval to Modern	√
HST 103	History of Western Civilization: Modern Europe	√
HST 201	History of the United States to 1840	√
HST 202	History of the United States 1840-1914	√
HST 203	History of the United States 1914 to Present	√
HST 218	American Indian History	√
HST 240	Oregon History	√
HST 270	History of Mexico	√
HST 285	The Holocaust	√
PS 201	U.S. Government	
PSY 101	Psychology and Human Relations	
PSY 201Z	Introduction to Psychology - Part 1	√
PSY 202Z	Introduction to Psychology - Part 2	√
PSY 213	Introduction to Behavioral Neuroscience	
PSY 215	Human Development	
PSY 216	Social Psychology	
PSY 231	Human Sexuality	
PSY 239	Introduction to Abnormal Psychology	
SOC 204Z	Introduction to Sociology	√
SOC 205Z	Social Change	
SOC 206Z	Social Problems	√
SOC 213	Diversity in the United States	√
SOC 218	Sociology of Gender	√

Glossary of Terms

GLOSSARY OF TERMS

Academic Advisor:

See Student Success Coach

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"), in the Fall, winter, and Spring. In addition, a short summer term is held. 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.

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 121Z is the writing course preceding WR 122Z.

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.

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 https://oregoncoast.edu/course-schedule/ for more information.

Residency:

A student's state of legal residence.

Schedule:

A published listing of all courses available via the College web page (https://oregoncoast.edu/course-schedule/) 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.

Student Success Coach:
The Student Success Coach promotes a positive learning experience for students to effectively increase student success, retention, and completion. The position assists students with processes related to admissions, registration, educational and career planning, transfer services, engagement, graduation, and other related topics, as needed.

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 https://oregoncoast.edu/event-calendar/ 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
Please visit https://oregoncoast.edu/employee-directory/ for the most up-to-date listing of college staff and faculty, which can change from term to term.

Course Descriptions

American Sign Language

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.
Credits 4
Prerequisites
ASL 101 is a course for beginners, so there are no prerequisites.
Subject
American Sign Language
Course 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)

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.
Credits 4
Prerequisites
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.
Subject
American Sign Language
Course 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.

Prerequisite Courses
ASL 101

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.

Credits 4

Prerequisites

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.

Subject

American Sign Language

Course 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.

Prerequisite Courses

ASL 102

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 https://oregoncoast.edu/aquarium-science-program/ 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 https://oregoncoast.edu/aquarium-science-program/. 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 small aquaria.

Credits 3

Subject

Aquarium Science

Course 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.

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.

Credits 2

Subject

Aquarium Science

Course 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.

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.

Credits 2

Subject

Aquarium Science

Course 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.

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.

Credits 1

Subject

Aquarium Science

Course 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.

AQS 173 : Water Chemistry in Aquatic Systems

This course covers water chemistry dynamics in aquatic systems and covers topics including lab safety, occupational safety, the Nitrogen cycle salinity, dissolved oxygen, acid/base chemistry, pH and pH buffering, ozone chemistry, coliform bacteria testing, working knowledge of spectrophotometers and other lab techniques, proper handling and disposal of water quality (WQ) reagents, management of conservative and nonconservative salts, dilutions, molarity, stoichiometry, and basic calcifying invertebrate chemistry and husbandry. The class will focus on the chemistry of human managed aquatic systems like aquarium and aquaculture facilities but will relate the issues to the ecosystems that aquatic animals inhabit. The Aquatic Animal Life Support Operators (AALSO) Water Quality Technician Level 1 test will be incorporated into the final exam for this course.

Addendum to Course Description

A Working knowledge of water chemistry and how different chemical compounds interact to promote or degrade the health of a living aquatic system and the animals living in it is essential to the success of a professional aquatic animal keeper. The lectures and labs in this course provide hands-on training in different aspects of water chemistry and how to properly and safely maintain or manipulate water chemistry parameters.

Credits 4

Subject

Aquarium Science

Course Outcomes

Upon completion of the course students should be able to:

- Express orally or in writing, the basic elements of water chemistry in aquatic systems and the ideal ranges for WQ parameters in different types of aquatic systems.
- Have working knowledge of how WQ parameters outside recommended ranges affect the health of the system and the animals living in it and be able to express it orally, graphically, and in writing.
- Interpret water chemistry parameters and be able to develop a plan to safely manipulate and proactively manage these values in order to maintain system and animal health.
- Understand how WQ impacts natural aquatic ecosystems.
- Prepare students to take the AALSO Water Quality Technician Level 1 test.

Prerequisite Courses

AQS 100
BI 101

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.

Credits 3

Prerequisites

Acceptance into Aquarium Science program.

Subject

Aquarium Science

Course 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.

AQS 201 : Applied Learning in Aquarium Science I

First semester of Applied Learning in Aquarium Science. This course provides degree-seeking students beginning their second year in the Program enhanced learning opportunities and additional development by applying what they learned in their first year in instructor-directed projects in the Teaching Aquarium or at an offsite facility.

Credits 1

Subject

Aquarium Science

Course Outcomes

Working under the guidance of a mentor, students would demonstrate:

- How to interpret water chemistry tests results and formulate a response plan for proactive water quality management on one or more systems.
- An understanding of the importance of proper and consistent documentation in the health of aquatic animals and life support systems.
- Identify normal and abnormal fish and invertebrate behaviors to better understand and address emerging health issues.
- How to troubleshoot and optimize life support components on assigned systems.
- Enhanced daily husbandry duties to promote optimal system and aquatic animal health.
- How to describe theories and principles of routine husbandry verbally and in writing.
- How to develop a dietary regimen for specific species designed for optimal animal health.

AQS 202 : Applied Learning in Aquarium Science II

Second semester of Applied Learning in Aquarium Science. This course provides degree-seeking students beginning their second year in the Program enhanced learning opportunities and additional development by applying what they learned in their first year in instructor-directed projects in the Teaching Aquarium or at an offsite facility.

Credits 1

Subject

Aquarium Science

Course Outcomes

Working under the guidance of a mentor, students would demonstrate:

- Enhanced interpretation of water chemistry tests results and the implantation of a response plan for proactive water quality management on one or more systems.
- A consistently practiced understanding of the importance of proper documentation in the health of aquatic animals and life support systems and how this information enhances a team approach to animal health.
- How changes in animal behavior, appetite, coloration and responses to stimuli often indicate an underlying health problem and formulate an informed hypothesis regarding the nature of the problem.
- An advanced understanding of aquatic life support components and functions, including how to properly disassemble, inspect and perform maintenance and replacement of worn parts.
- Enhanced daily, weekly, monthly and semi-annual husbandry duties to promote optimal system and aquatic animal health.
- How to describe theories and principles of advanced husbandry verbally and in writing.
- How to develop a dietary regimen for larger and more challenging species designed to promote optimal animal health, including weighing animals and charting how changes in diet affect weight, activity levels and other metrics.

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.

Credits 4

Subject

Aquarium Science

Course 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.

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.

Credits 2

Subject

Aquarium Science

Course 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.

AQS 220 : Biology of Captive Invertebrates

Reviews the life history and captive care requirements of invertebrates commonly cultured in the aquatic animal industry/profession.

Credits 4

Prerequisites

Instructor permission or

Subject

Aquarium Science

Course 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.

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.

Credits 2

Subject

Aquarium Science

Course 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.

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.

Credits 4

Subject

Aquarium Science

Course 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.

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.

Credits 4

Subject

Aquarium Science

Course 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.

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.

Credits 2

Subject

Aquarium Science

Course 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.

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.

Credits 3

Subject

Aquarium Science

Course 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.

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.

Credits 4

Subject

Aquarium Science

Course 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.

AQS 295 : Aquarium Science Internship

* Students many only enroll in AQS 295 after all other degree or certificate requirements have been met, including passing all AQS courses with a grade of "C" or higher.

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.

Credits 12

Subject

Aquarium Science

Course 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.

Art

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.

Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Art
Course 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

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.
Credits 3
Subject
Art
Course 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.

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.
Credits 3
Subject
Art
Course 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.

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.
Credits 3
Subject
Art
Course 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.

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 131A

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 131B

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.

Credits 3

Subject

Art

Course 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.

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 181A

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 181B

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Art

Course 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

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Art

Course 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

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Art

Course 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

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Art

Course 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

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Art

Course 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

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.
Credits 3
Prerequisites
Equivalent placement test scores also accepted.
Subject
Art
Course 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.

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.
Credits 3
Prerequisites
Instructor permission also accepted.
Subject
Art
Course 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.

Prerequisite Courses
ART 131C

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.
Credits 3
Prerequisites
Instructor permission also accepted.
Subject
Art
Course 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.

Prerequisite Courses
ART 231A

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

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 231B

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.

Credits 3

Subject

Art

Course 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.

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 270A

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 270B

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 270C

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 271A

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 271B

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 181C

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 281A

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Art

Course 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.

Prerequisite Courses

ART 281B

Biology

BI 101 : Biology

Introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology. A laboratory science course designed for non-biology majors.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Biology
Course 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.

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.
Credits 4
Subject
Biology
Course 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.

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.
Credits 4
Subject
Biology
Course 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.

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.
Credits 5
Prerequisites
Equivalent placement test scores also accepted.
Subject
Biology
Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Biology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Biology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Biology

Course 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.

BI 221Z : Principles of Biology: Cells

Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.

OCCC NOTE: Biology instructors of Oregon Coast Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity and unity of life. Furthermore, they will stand with such organizations as the National Association of Biology Teachers in opposing the teaching of pseudo-sciences.

Credits 5

Prerequisites

Passing score on the chemistry competency exam or completion of a year of high school chemistry with a grade of C or better within the last three years.

Subject

Biology

Course Outcomes

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to: For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017) For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020).

Upon successful completion students will be able to:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Describe the structure and related functions of major classes of biomolecules.
4. Differentiate cell components and their functions, emphasizing them as a system of interacting parts.
5. Compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter.
6. Articulate how cells store, use, and transmit genetic information.
7. Explain how mutation and genetic recombination contribute to phenotypic variation and evolution.

Prerequisite Courses

MTH 95

BI 222Z : Principles of Biology: Organisms

Explores fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.

OCCC NOTE: Biology instructors of Oregon Coast Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity and unity of life. Furthermore, they will stand with such organizations as the National Association of Biology Teachers in opposing the teaching of pseudo-sciences.

Credits 5

Subject

Biology

Course Outcomes

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to: For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017) For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020)

Upon successful completion students will be able to:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Explain how morphology relates to physiology across diverse organisms.
4. Describe how biological systems detect and respond to different internal/external environmental conditions through feedback.
5. Compare and contrast strategies for achieving homeostasis.
6. Explain how developmental and environmental processes influence the evolution of structures, functions, and life cycles across diverse organisms.

Prerequisite Courses

BI 221Z

BI 223Z : Principles of Biology: Ecology and Evolution

Explores the unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.

OCCC NOTE: Biology instructors of Oregon Coast Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity and unity of life. Furthermore, they will stand with such organizations as the National Association of Biology Teachers in opposing the teaching of pseudo-sciences.

Credits 5

Subject

Biology

Course Outcomes

Course Learning Outcome Introductory Statement:

This work is based on the national 2011 American Association of Advancement of Science (AAAS) report "Vision and Change in Undergraduate Biology Education" that recommended 5 overarching Core Concepts and 6 Core Competencies for biology majors. For details about implementation refer to: For Core Concepts see BioCore Guide (see Supplement 2 from Brownell et al., 2017) For Core Competencies see BioSkills Guide (see Supplement from Clemmons et al., 2020).

Upon successful completion students will be able to:

1. Apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding.
2. Use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society.
3. Provide evidence for phylogenetic relationships which illustrate the unity and diversity of life.
4. Describe how adaptation, development, mutation, and the environment affect organismal evolution.
5. Apply mathematical models to describe how populations change through time in relation to biotic and abiotic factors.
6. Explain how organisms and their environments affect each other across different temporal and spatial scales.
7. Interpret models explaining the flow of energy and cycling of matter in ecosystems.

Prerequisite Courses

BI 222Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. BI 112 or (BI 211 and BI 212) may be accepted.

Subject

Biology

Course 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.

Prerequisite Courses

BI 112
BI 221Z
BI 222Z

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.

Credits 4

Subject

Biology

Course 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.

Prerequisite Courses

BI 231

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.

Credits 4

Subject

Biology

Course 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.

Prerequisite Courses

BI 232

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.

Credits 5

Prerequisites

BI 112 or (BI 211 and BI 212) may be accepted.

Subject

Biology

Course 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.

Prerequisite Courses

BI 112
BI 221Z
BI 222Z

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.
Credits 1
-4
Prerequisites
Instructor permission required.
Subject
Biology
Course 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.

Business Administration

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 101Z : Introduction to Business
Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course Outcomes
Upon successful completion of BA 101Z, the student will be able to:

- Explain the role of business in society.
- Identify the different forms of business.
- Describe the importance of entrepreneurship in the economy.
- Explain the main functional areas of business, including accounting, finance, human resources, management and leadership, and marketing.
- Explain the importance of ethics and social responsibility in business contexts.
- Describe how economics and globalization impact business decisions and operations.
-

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

BA 169Z : Data Analysis Using Microsoft Excel

Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making.

Credits 4

Subject

Business Administration

Course Outcomes

1. Create and manage worksheets using appropriate data formatting.
2. Construct formulas with relative, absolute, and mixed cell references.
3. Analyze data using logical, lookup, mathematical, statistical, and text functions.
4. Manipulate large volumes of data using datasets and tables.
5. Interpret data using data visualization tools, including pivot tables and charts.

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.

Credits 3

Prerequisites

Either

Subject

Business Administration

Course 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.

Prerequisite Courses

BA 111
BA 211Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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 on-line 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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

BA 211Z : Principles of Financial Accounting

Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course Outcomes

Upon completion of the course students will be able to:

- Describe the purpose of accounting and its role in business and society.
- Explain common balance sheet and income statement items and how they fit in the accounting equation.
- Analyze and record the impact of basic business events on account balances within the accounting cycle in accordance with U.S. Generally Accepted Accounting Principles.
- Create the income statement and balance sheet using account balances in accordance with U.S. Generally Accepted Accounting Principles.
- Describe the purpose and principles of internal controls.
- Conduct basic analysis and interpretation of the income statement, balance sheet, and cash flow statement to aid in stakeholder decision making.

Prerequisite Courses

MTH 95
BA 101Z

BA 213Z : Principles of Managerial Accounting

Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.

Credits 4

Subject

Business Administration

Course Outcomes

Upon completion of the course students will be able to:

- Explain the role of managerial accounting in an organization with respect to planning and control decisions.
- Apply absorption and variable costing methods to determine product costs.
- Develop and use relevant operational information to determine cost behavior patterns and conduct cost-volume-profit analyses.
- Use commonly accepted tools, including budgets, standard costs, and variance analysis to evaluate operational performance.
- Apply commonly accepted methods to evaluate capital and operational decisions.

Prerequisite Courses

BA 211Z

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course 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.

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.
Credits 3
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course 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.

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course 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.

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.
Credits 3
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course 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.

BA 226Z : Introduction to Business Law

Provides a comprehensive overview of U.S. business law, including the legal system, contracts, torts, intellectual property, agency, employment, and business organization forms. Emphasizes practical legal knowledge and explores how laws impact business operations, with a focus on risk management, contract disputes, business formation, and compliance with government regulation. Introduces legal challenges in business through real cases and legal terminology.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course Outcomes
Upon successful completion of the course, the student will be able to:

1. Describe the U.S. legal system as applied to business including sources of law, the judicial system, and alternative forms of dispute resolution.
2. Explain the applicability of tort, criminal, and intellectual property law to business.
3. Identify business organization forms and the responsibilities and liabilities of principals and agents.
4. Describe the legal requirements for contract formation, enforcement, and defenses, as well as application of the Uniform Commercial Code.
5. Explain the basic tenets of employment, labor and wage laws related to business.

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.
Credits 3
Prerequisites
Equivalent placement test scores also accepted.
Subject
Business Administration
Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

BA 238 : Sales Management

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

BA 240 : Finance

Introduces basic tools of finance and applications of financial theory in use today. These tools include rates of return, the time value of money, those that can be applied to capital budgeting decisions, and the logic and fundamentals of financial statements. Designed to enhance a student's approach to financial decision-making and emphasizes quantitative approaches to decision making. Introduces students to equity and debt markets and securities, and serves as a stepping stone to advanced courses in finance.

Credits 4

Subject

Business Administration

Course Outcomes

- Describe the function of financial management and how financial principles can lead to stockholder wealth maximization.
- Calculate and analyze balance sheets and income statement ratios, and compare findings to industry averages for a particular business.
- Use sales forecasts to calculate future assets and cash flow needs.
- Describe the principles of an effective working capital management program for inventory, accounts receivable, cash, and marketable securities.
- List various sources of funds for a business. Assess the advantages and disadvantages of each source the impact of debt or equity on long-range profitability.
- Evaluate stock, bond, and capital investments, considering the time value of money and risk.
- Calculate the weighted cost of capital for an enterprise.

Co-Requisite Courses

BA 211Z
EC 201Z

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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

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.

Credits 3

Subject

Business Administration

Course 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

BA 260 : Introduction to Entrepreneurship

Focuses on the entrepreneurial phases associated with the start-up and management of small business. This course will teach future entrepreneurs and managers to recognize opportunities and to use effective entrepreneurial and small business management practices, including the evaluation of market conditions and new product feasibility, business plan creation and essentials, business implementation, and funding options.

Addendum to the Course Description: This course introduces the fundamentals of entrepreneurship, and exposes the student to the concepts, practice, and tools of the entrepreneurial world. Specifically, the course is designed to provide you with an understanding of the entrepreneurial process, that is, the process of taking an idea and finding a high-potential commercial opportunity, gathering resources such as talent and capital, and deciding how to sell and market the idea. A primary objective of this course is to encourage entrepreneurial thinking. Whether you simply want to learn more about entrepreneurship or whether you desire to launch an actual venture, this course will expose you to the tools you need to be more effective in the entrepreneurial process.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course Outcomes

Upon completion of the course students will be able to:

- Demonstrate knowledge of what it takes to be a successful entrepreneur.
- Analyze new business opportunities that exist in the marketplace.
- Evaluate the feasibility of pursuing an opportunity that you've recognized.
- Put together a successful new venture.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

Prerequisite Courses

BA 101Z

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.

Credits 1
-6

Prerequisites

Completion of 12 BA credits and instructor permission.

Subject

Business Administration

Course 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.

Co-Requisite Courses

BA 280B

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.

Subject

Business Administration

Co-Requisite Courses

BA 280A

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Business Administration

Course 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.

BA 287 : Project Management

Provides an overview of project management, investigates the difference between project management and operations management, and explores the knowledge and skills needed to be a successful project manager. Explores various approaches to project management including but not limited to: agile, six sigma, and Project Management Institute. Introduces and integrates how advances in technology are driving the speed of innovation and the ability of organizations to shorten the time needed to develop and deliver new products and services that increase an organization's competitive advantage.
Credits 3
Prerequisites
or equivalent placement test scores.
Subject
Business Administration
Course Outcomes

- Define the terms project and project management; and describe the project life cycle, project selection, project environment, and approval process.
- Explain the role of the project manager in initiating and completing a project.
- Explain knowledge areas, including project integration management, project scope management, project time management, project cost management, project quality management, project human resource management, project communications management, project risk management, and project procurement management.
- Identify and apply the steps that must be taken to complete projects on time and budget; using organizational structure and tools for planning and tracking a project.
- Identify the project management process groups, including initiating, planning, executing, monitoring and controlling, and closing.

Chemistry

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.

There is also the CH 151 Competency Exam to opt-out of the course.
Credits 5
Prerequisites
Equivalent placement test scores also.
Subject
Chemistry
Course 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.

Prerequisite Courses
MTH 95

CH 221Z : General Chemistry I

Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH/CHE/CHEM 221Z is a lecture course; CH/CHE/CHEM 227Z is the laboratory component.

Addendum to Course Description

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.

Credits 4

Prerequisites

Passing score on the chemistry competency exam or completion of a year of high school chemistry with a grade of C or better within the last three years.

Subject

Chemistry

Course Outcomes

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

- Describe the phases and classifications of matter and differentiate between physical and chemical properties.
- Represent physical measurements using SI and derived units and demonstrate systematic problem-solving including unit conversion.
- Use the periodic table to solve problems in chemistry.
- Describe the principles of electromagnetic energy, the Bohr model and quantum theory, and use electron configurations to identify periodic variations in chemical properties.
- Interpret and apply ionic and covalent bonding theories including Lewis structures, formal charges, resonance, molecular structure, and polarity.
- Quantify the composition of substances and solutions.
- Identify and name a variety of elements, ions, ionic compounds, and covalent compounds.
- Write, balance, and classify chemical reactions and solve foundational stoichiometry calculations.

Prerequisite Courses

MTH 111Z

Co-Requisite Courses

CH 227Z

CH 222Z : General Chemistry II

Explores and applies principles presented in CH/CHE/CHEM 221Z to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermochemistry, kinetics, and foundational equilibrium are explored and applied to the study of aqueous and gas-phase chemical reactions. CH/CHE/CHEM 222Z is a lecture course; CH/CHE/CHEM 228Z is the laboratory component.

Addendum to Course Description

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.

Credits 4

Subject

Chemistry

Course Outcomes

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

1. Apply stoichiometry to a variety of problems involving reactions, gases, liquids, solutions, thermochemistry, kinetics, and equilibrium expressions.
2. Apply kinetic molecular theory and gas laws to predict the behavior of gases at various conditions.
3. Identify types of intermolecular forces and apply them to physical properties of solids, liquids, and solutions.
4. Describe solution concepts and factors affecting solution properties.
5. Determine the effects of different factors on chemical reaction rates and examine the role of catalysis in modifying these rates.
6. Apply concepts of thermochemistry to explain thermal energy transfer and the energy changes that accompany chemical and physical changes.
7. Identify and apply appropriate equations related to gas laws, solutions, colligative properties, thermochemistry, kinetics, and equilibrium expressions.

Prerequisite Courses

CH 221Z

Co-Requisite Courses

CH 228Z

CH 223Z : General Chemistry III

Builds upon the principles presented in CH/CHE/CHEM 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CH/CHE/CHEM 223Z is a lecture course; CH/CHE/CHEM 229Z is the laboratory component.

Credits 4

Subject

Chemistry

Course Outcomes

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

1. Apply concepts of thermodynamics to explain the favorability of chemical reactions.
2. Apply the principles of spontaneity, entropy, free energy, and the laws of thermodynamics to predict and rationalize the behavior of chemical reactions.
3. Interpret the behavior and relative strengths of acids and bases, buffers, and the hydrolysis of salts.
4. Analyze and evaluate equilibrium reactions including solubility, acids and bases, and other equilibria.
5. Predict responses of various chemical systems to changing conditions using equilibrium calculations and Le Chatelier's Principle.
6. Use redox reactions and electrochemical principles to determine cell potentials and to analyze the relationship between voltage, free energy, and equilibrium.
7. Identify or formulate and apply the appropriate equations related to electrochemistry, thermodynamics, equilibrium reactions, acids, bases, and buffers.

Prerequisite Courses

CH 222Z

Co-Requisite Courses

CH 229Z

CH 227Z : General Chemistry I Laboratory

Experiments correspond to the topics covered in CH/CHE/CHEM 221Z including the fundamentals of chemical measurements, quantitative relationships in chemical analysis, and understanding atomic and molecular structure. CH/CHE/CHEM 227Z is the laboratory component; CH/CHE/CHEM 221Z is the lecture course.

Credits 1

Subject

Chemistry

Course Outcomes

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty.
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 221Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 221Z qualitatively and quantitatively using scientific methods.

Prerequisite Courses

MTH 111Z

Co-Requisite Courses

CH 221Z

CH 228Z : General Chemistry II Laboratory

Experiments correspond to the topics covered in CH/CHE/CHEM 222Z including the fundamentals of intermolecular interactions, stoichiometric relationships, chemical equilibria and their application to the synthesis, identification, and analysis of chemical compounds. CH/CHE/CHEM 228Z is the laboratory component; CH/CHE/CHEM 222Z is the lecture course.

Credits 1

Subject

Chemistry

Course Outcomes

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record.
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty.
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 222Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 222Z qualitatively and quantitatively using scientific methods.

Prerequisite Courses

CH 221Z

Co-Requisite Courses

CH 222Z

CH 229Z : General Chemistry III Laboratory

Experiments correspond to the topics covered in CH/CHE/CHEM 223Z including the principles of chemical equilibria and their application to chemical analysis using volumetric and electrochemical methods. CH/CHE/CHEM 229Z is the laboratory component; CH/CHE/CHEM 223Z is the lecture course.

Credits 1

Subject

Chemistry

Course Outcomes

1. Follow standard safety procedures while working with chemicals and equipment in a laboratory setting.
2. Keep an accurate and detailed laboratory record. 3
3. Measure, calculate, and report data and results using proper units and appropriate measures of uncertainty
4. Analyze experimental results qualitatively and quantitatively with measures of accuracy and precision.
5. Interpret and communicate the results of experiments applying chemical concepts in CH/CHE/CHEM 223Z in a clear and concise manner.
6. Investigate chemical concepts in CH/CHE/CHEM 223Z qualitatively and quantitatively using scientific methods.

Prerequisite Courses

CH 222Z

Co-Requisite Courses

CH 223Z

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.

Credits 3

Subject

College Success and Career Guidance

Course 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.

CG130 : 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. Audit available.

Credits 4

Subject

College Success and Career Guidance

CG 131 : Careers in Aviation

This course introduces students to careers in aviation, a career path that offers high-paying, in-demand jobs. It will cover career opportunities in various fields of aviation, including aerospace engineering, air-traffic control, aircraft maintenance, aviation management, aviation safety, cabin crew, civil and military aviation, pilot training, flight instruction, and aviation transport. The course will emphasize professional airplane or helicopter pilot careers. It provides a general overview of pilot flight training, including certificates, ratings, and training aircraft used, and will also touch on future careers (unmanned aircraft UAS or drones).

Credits 1

Subject

College Success and Career Guidance

Course Outcomes

Students who complete this course will be able to:

- Describe different career paths and options over a range of aviation industries.
- Evaluate local occupational data, including growth, wages, work conditions, training, skill, and educational requirements.
- Explain safety issues related to general aviation.
- Develop an educational pathway to an aviation-related career.

Communication Studies

COMM 100Z : Introduction to Communication

COMM 100Z is a survey course offering an overview of the communication discipline that emphasizes the development of best communication practices in different contexts.

Credits 4

Subject

Communication Studies

Course Outcomes

1. Explain the ways communication is impacted by ethics, language, nonverbal behaviors, perception, culture, and contexts.
2. Identify communication theories, perspectives, principles, and concepts.
3. Explore different areas of communication to develop a broad base of skills and communicative tools when interacting with others.
4. Articulate the importance of communication expertise in career development and civic engagement.

Prerequisite Courses

WR 121Z

COMM 111Z : Public Speaking

COMM 111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Communication Studies

Course Outcomes

Upon successful completion, students should be able to:

1. Develop messages for diverse audiences, purposes, and contexts.
2. Identify and utilize skills to manage communication apprehension.
3. Deliver and adapt speeches and/or presentations to live audiences.
4. Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery.

Prerequisite Courses

WR 121Z

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."

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Communication Studies

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Communication Studies

Course 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

COMM 218Z : Interpersonal Communication

COMM 218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Communication Studies

Course Outcomes

Upon successful completion, students should be able to:

1. Describe how culture, identity, perception, biases, and power influence the communication process.
2. Recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict).
3. Assess one's own interpersonal skills to become more competent in a variety of relational contexts.
4. Apply foundational concepts and theories to interpersonal communication.

Prerequisite Courses

WR 121Z

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Communication Studies
Course 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.

Computer Applications Systems

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 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.
Credits 4
Subject
Computer Applications Systems
Course 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.

CAS 176 : Marketing Software Designer Basics

Provides a basic overview of marketing software design suites for professional graphic designers. Students will gain an understanding of the terminology used by the design and marketing industry. Coursework may include learning the basic skills of Canva, Photoshop, Illustrator, InDesign, and other marketing design software for the creation of composition and layout design.

Foundational elements and principles of art and design in relation to visual media production and the communicative arts. Topics include elements of composition, layout, color, typography, image manipulation, graphics creation, and design in visual media. Provides core competencies in digital visual communication arts tools. Recommended: Basic understanding of how to use the computer.

Credits 3

Prerequisites

or equivalent placement test scores

Subject

Computer Applications Systems

Course Outcomes

- Identify and describe the elements of composition and visual style within contemporary and historical art and design.
- Differentiate between different types of media and choose the appropriate medium and visual style for the content's message.
- Develop a skill set in digital content creation tools by completing tutorials and using software to create original works of art.
- Experiment with creative problem-solving and effective communication design by completing several creative exercises aimed at using different types of media.
- Identify and discuss strengths and weaknesses in one's design work by participating in peer reviews, discussing instructor feedback, and group activities.
- Distinguish between effective and ineffective visual design by identifying how the aesthetics of one's design and the chosen media change the message of the content.

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.

Credits 3

Subject

Computer Applications Systems

Course 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.

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.

Credits 3

Prerequisites

Instructor permission also accepted.

Subject

Computer Applications Systems

Course 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.

Prerequisite Courses

CAS 216

Computer Science

CS 160 : Exploring Computer Science

Explores the field of computer science. Provides an overview of computer architecture, software development engineering, data organization, problem-solving strategies, ethics, and theory of computation. Explores career options and develops rudimentary software development skills. This course is transferable to a four-year institution and is applicable toward an Associate of Science Transfer in Computer Science degree.

Credits 4

Subject

Computer Science

Course Outcomes

On completion of this course the student should be able to:

1. Identify career opportunities in computer science and distinguish computer science from related disciplines.
2. Develop and analyze simple algorithms, and design, code, and test a program.
3. Use a variety of problem-solving strategies and be aware of the operation of computer hardware.
4. Use an understanding of the underlying computational limitations of computers when identifying solutions.
5. Apply ethical understanding of issues of privacy, professional integrity, and service to work in the field.
6. Analyze different data organization techniques, including data structures, files, records and databases to identify an optimal solution to organize data.

CS 161 : Computer Science I

Introduces the concepts of computer science. Explores problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Introduces writing programs in a high-level programming language. Surveys current social and ethical aspects of computer science.

Credits 4

Subject

Computer Science

Course Outcomes

On completion of this course students should be able to:

1. Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.
2. Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.
3. Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM).
4. Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.
5. Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language.
6. Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.

Prerequisite Courses

CS 160

CS 162 : Computer Science II

Explores classes, pointers, dynamic memory, linear linked lists, multi-dimensional arrays, program correctness, verification, and testing.

Addendum to Course Description

Students will complete several lab/programming exercises using object-oriented programming techniques. This course is transferable to a four-year institution and is applicable toward an Associate of Science or Associate of Applied Science Degree.
Credits 4
Subject
Computer Science
Course Outcomes
On completion of this course students should be able to:

- Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.
- Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by the Association for Computing Machinery (ACM).
- Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs that emphasizes usability and end-user compatibility.
- Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding.
- Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs.
- Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.

Prerequisite Courses
CS 161

CS 205 : System Programming and Architecture

The core theme of this course is “What really happens when software runs?” Provides an overview of C and assembly language programming and reading skills, and how the fundamental parts of C programs map to assembly code and binary representations, and how this assembly is determined by the Instruction Set Architecture of a machine. Introduces functional organization and architecture of digital computers and explores basic systems programming skills and tools to measure and improve program performance.
Credits 4
Subject
Computer Science
Course Outcomes
On completion of this course students should be able to:

- Describe the major components of computer architecture; explain their purposes and interactions and the instruction execution cycle.
- Describe a basic instruction set architecture, including the arithmetic, logic, and control instructions; user and control registers; and addressing modes.
- Do simple arithmetic in hexadecimal, decimal, and binary notation, and convert among these notations.
- Explain how data types such as integers, characters, pointers, and floating-point numbers are represented and used at the assembly level.
- Write C language programs that use control structures, functions, IO, arrays, and dynamic memory.
- Describe each step of the compilation process by which C language programs are transformed into machine code.
- Explain how high-level programming constructs such as arrays, structures, loops, and stack-based function calls are implemented in machine code. Recognize and reverse engineer same.
- Demonstrate and use a debugger to analyze program flow, inspect register and stack contents.
- Identify and fix performance issues in C programs that are caused by machine level concepts.
- Explain how the information in this course is important within the overall context of computer science.

Prerequisite Courses
CS 162

CS 260 : Data Structures

Explores abstract data types, dynamic arrays, linked lists, trees and graphs, binary search trees, hash tables, storage management, and complexity analysis of data structures.

Addendum to Course Description

Students will complete several lab/programming exercises techniques. This course is transferable to a four-year institution and is applicable toward an Associate of Science or Associate of Applied Science Degree.

Credits 4

Subject

Computer Science

Course Outcomes

Upon successful completion students should be able to:

- Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software.
- Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM).
- Employ a deep knowledge of various data structures when constructing a program.
- Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding.
- Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs.

Prerequisite Courses

CS 162

CS 290 : Web Development for CS Majors

Covers how to design and implement a multi-tier application using Web technologies. Includes the creation of extensive custom client and server-side code consistent with achieving a high-quality software architecture.

Addendum to Course Description

Students will complete several lab/programming exercises techniques. This course is transferable to a four-year institution and is applicable toward an Associate of Science or Associate of Applied Science Degree.

Credits 4

Subject

Computer Science

Course Outcomes

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

- Describe the architectural elements of effective web applications.
- Describe key threats to relevant architectural attributes in web enabled applications.
- Demonstrate implementation of custom functionality across multiple tiers of a web enabled applications.
- Evaluate which architectural strategies to apply to address quality requirements, with emphasis on scalability, usability and security.

Prerequisite Courses

CS 162

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.
Credits 3
Subject
Early Childhood Education
Course 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.

Co-Requisite Courses
ED 120

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.
Credits 4
Subject
Early Childhood Education
Course 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.

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.
Credits 4
Subject
Early Childhood Education
Course 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.

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.
Credits 2
Subject
Early Childhood Education
Course 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.

Prerequisite Courses
ED 120
ECE 121
Co-Requisite Courses
ECE 133

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.
Credits 2
Subject
Early Childhood Education
Course 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.

Prerequisite Courses
ECE 130A
Co-Requisite Courses
ECE 134

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.

Credits 3

Prerequisites

WR 90 or equivalent placement.

Subject

Early Childhood Education

Course 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.

Prerequisite Courses

ED 120
ECE 121
ED 124

Co-Requisite Courses

ECE 130A

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.

Credits 3

Prerequisites

Either ECE 122I or ECE 123P is accepted.

Subject

Early Childhood Education

Course 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.

Prerequisite Courses

ECE 133
ECE 130A
HEC 201
ECE 122I
ECE 123P

Co-Requisite Courses

ECE 130B

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.

Credits 2

Subject

Early Childhood Education

Course 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

Economics

EC 201Z : Principles of Microeconomics

Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Economics

Course Outcomes

Upon successful completion, students will be able to:

1. Articulate the concepts of opportunity costs and trade-offs.
2. Explain producer and consumer behavior using economic models.
3. Analyze the relationship between supply and demand and its applications across various economic contexts.
4. Identify the impact of market failures and government policy on efficiency and welfare.

Co-Requisite Courses

WR 121Z
MTH 95

EC 202Z : Principles of Macroeconomics

Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Economics

Course Outcomes

Upon successful completion, students should be able to:

1. Interpret basic macroeconomic indicators including GDP, unemployment, and inflation.
2. Identify the determinants of economic growth.
3. Apply economic models to explain macroeconomic outcomes.
4. Compare fiscal and monetary policy tools, and their uses and economic impacts.

Prerequisite Courses

WR 121Z
MTH 95

Education

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 Careers

Introduction to the field of education including Early Childhood and K-12 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 roles of education professionals.

Credits 1

Prerequisites

None

Subject

Education

Course Outcomes

Upon completion of the course students will be able to:

- Describe positions and careers in the field of education including classified (paraprofessional), certified (licensed teachers), administrators, and specialists including their typical responsibilities.
- Identify and research occupational information such as outlook, growth, wages, and training/ licensure requirements for education careers in Early Childhood and K-12 settings, both public and private.
- Utilize information of a selected education career to develop occupational and educational goals.

ED 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. 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.

Addendum to Course Description

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.

Credits 3

Prerequisites

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.

Subject

Education

Course 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.

ED 124 : Culturally Responsive Practices in Early Childhood Education

Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other peoples histories, values and belief systems into child-and-family-centered practices.

Addendum to Course Description

This is the first of a two course series. 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 and families. The second class in this series (Multicultural Practices: Curriculum and Implementation) will introduce students to the creation, implementation, and evaluation of inclusionary and anti-bias curricula and environments.

Credits 3

Subject

Education

Course Outcomes

- Analyze systemic inequities and power dynamics within the structural and historical context of US Public schools, and identify issues of access and exclusion.
- Reflect on influences on identity and examine unconscious biases. (This includes but is not limited to culture, race, language, gender, sexual orientation, physical ability, and class.)
- Articulate educational practices which inform anti-racist, culturally-responsive pedagogy and inclusive learning environments.
- Assess cultural-, linguistic-, and class-related experiences and needs in learning communities for young children (infancy-school age) and their families.

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.

Credits 3

Subject

Education

Course 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.

ED 216 : Foundations in Education

Provides an overview of the history and current issues in the field for K-12 education including the impact of philosophy on practice. Meets TSPC Civil Rights testing requirements for ORELA.

Credits 3

Subject

Education

Course Outcomes

- Analyze current issues in education through historical, sociological, political and philosophical lenses and apply analysis to educational systems as levers of social justice
- Develop and articulate an initial personal philosophy of education through examination of different schools of thought.
- Identify the roles, professional responsibilities and ethical expectations of teachers in today's schools, and link this to individual identity and career goals.
- Explain how difference is socially constructed (in Education)
- Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, results in discrimination.
- Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States.

ED 232 : Health, Safety and Nutrition Practices for Early Childhood Environment

Prepares the early childhood educator to meet the physical needs of young children of all abilities through preparation of a safe environment, planned routines and positive experiences in the area of health, safety and nutrition. Focuses on the physical needs of children, child abuse and neglect.

Credits 3

Subject

Education

Course Outcomes

Upon completion of the course students should be able to:

1. Demonstrate knowledge of age-appropriate health and safety practices
2. Discuss the principles and practices of nutrition in early childhood including family-style eating practices.
3. Describe state licensing requirements for early care and education settings.
4. Demonstrate understanding of an educator's responsibilities in reporting and supporting children's physical needs in cases of child abuse and neglect.

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.

Credits 3

Subject

Education

Course 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.

ED 290 : Education Practicum

Students will complete a minimum of 60 hours as a volunteer or employee in an educational setting. Participate in discussions with peers to debrief experiences and make connections to education theory and practice. Recommended that students have completed or are currently enrolled in educational foundational courses before taking ED 290.

Credits 3

Prerequisites

These courses are also accepted as co-requisites.

Subject

Education

Course Outcomes

Upon completion of the course students will be able to:

- Apply professional, ethical, and legal knowledge in a classroom setting.
- Demonstrate interpersonal and communication skills in ways that respect communication styles and differences and show sensitivity in regard to individuals' cultural, social, cognitive, and emotional differences.
- Demonstrate professional workplace skills.
- Develop educational competencies in designing and delivering instruction with the guidance of a licensed teacher.

Prerequisite Courses

COMM 111Z
WR 121Z
ED 216

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.

Credits 1

Prerequisites

Instructor permission required.

Subject

Education

Course 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.

Emergency Medical Services

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.
Credits 5
Prerequisites
Department permission and current HCP CPR card required.

Equivalent placement test scores also accepted.
Subject
Emergency Medical Services
Course 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

EMS 106 : EMT Part II

Continues EMS 105, Oregon EMT preparation. Includes preparation for state and national certification exams.
Credits 5
Prerequisites
Successful completion of EMS 105 at PCC within the last year; current HCP CPR card; and Department permission required.
Subject
Emergency Medical Services
Course 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.

Prerequisite Courses
EMS 105

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.
Credits 5
Prerequisites
Department permission required; current HCP CPR card; current Oregon EMT licensure.

Subject
Emergency Medical Services
Course 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

Prerequisite Courses
EMS 106

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.

Credits 5

Prerequisites

EMS 135 at OCCC within the last year and Current HCP CPR card; Current Oregon EMT licensure; Department permission required.

Subject

Emergency Medical Services

Course 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

Prerequisite Courses

EMS 135

English

ENG 104Z : Introduction to Fiction

The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course Outcomes

Upon successful completion students should able to:

- Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
- Identify how literary devices and various formal elements contribute meaning to a text.
- Build interpretations based on relevant evidence.

ENG 105Z : Introduction to Drama

The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105Z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course Outcomes

Upon completion of the course students should be able to:

- Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
- Identify how literary devices and various formal elements contribute meaning to a text.
- Build interpretations based on relevant evidence.

ENG 106Z : Introduction to Poetry

The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106Z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course Outcomes

Upon successful completion students should be able to:

- Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
- Identify how literary devices and various formal elements contribute meaning to a text.
- Build interpretations based on relevant evidence.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

English

Course 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.

ENG 260 : Introduction to Women Writers

Explores women's writings and literary theory from diverse places and historical periods.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
English
Course 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.

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
English
Course 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.

Environmental Studies

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.).
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Environmental Studies
Course 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.

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.).
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Environmental Studies
Course 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.

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.

Credits 1
-4

Prerequisites

Instructor permission required. Equivalent placement test scores also accepted.

Subject

Environmental Studies

Course 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.

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.

Credits 4

Subject

Food & Nutrition

Course 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.

Prerequisite Courses

WR 121Z
BI 112

Forest Ecosystems & Society

FES240 : Forest Biology

This course covers the structure, function, development, and biology of forest vegetation and their relationships to forestry and natural resource applications. Field trips required.

Credits 4

Subject

Forest Ecosystems & Society

General Science

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.

Addendum to Course Description

The purpose of this course is to gain knowledge and appreciation of geology through lecture/discussion sessions and laboratory experiences. It is a one-term survey course that may be included as part of the years sequence in physical science for college transfer credit.

The course will have as many of the following components as feasible: lectures, discussions, lab activities, videos, slides, CDs, live television, field trips, and computer-aided instruction.

The text and materials for the course have been chosen by the faculty, and viewpoints shall be that of the author(s). This includes the topics of relativity, the geologic time scale, evolution of the Earth and its atmosphere, the solar system, the galaxy, and the universe.

Regarding the teaching of basic scientific principles (such as geologic time and the theory of evolution), Oregon Coast Community College affirms the following statements about what constitutes science.

1. Science is a non-dogmatic and self-correcting investigatory process. A scientific theory is neither a guess, dogma, nor myth. Instead, theories are explanations for natural phenomena based on a preponderance of evidence. Theories developed through scientific investigation are not decided in advance but can be and often are revised through observation and experimentation.
2. The theory of evolution meets the criteria of a scientific theory. In contrast, “creation science,” “intelligent design,” or similar designations are neither self-examining nor investigatory. “Creation science” is not considered a legitimate science, but a form of religious advocacy and pseudoscience. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F.2d 1004).
3. Geology/General Science instructors at Oregon Coast Community College will teach the basic geologic principles (such as geologic time and the theory of evolution) not as absolute truth, but as the most widely accepted explanation for our observations of the world around us. Instructors will not teach that “creation science” is anything other than pseudoscience.
4. Because "creation science", "scientific creationism", and "intelligent design", and similar

designations are essentially religious doctrines that are at odds with open scientific inquiry, Oregon Coast Community College stands with such organizations such as the National Association of Geoscience Teachers, the American Geophysical Union, the Geological Society of America, and the American Geological Institute in excluding these doctrines from our science curriculum.

Students are expected to be able to read and comprehend college-level science texts and perform basic mathematical operations to successfully complete this course.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

General Science

Course Outcomes

A student who successfully completes this course 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.

GS 108 : Physical Science (Oceanography)

Explores the chemical, biological, physical, and geological nature of the oceans. Includes a weekly lab.

Addendum to Course Description

The purpose of this course is to develop an understanding of the chemical, biological, physical, and geological processes related to the ocean, and include historical perspectives. It is a one-term survey course that may be included as part of the year's sequence in physical science for college transfer credit. The course will have as many of the following components as feasible: lectures, discussions, lab activities, videos, CDs, slides, and computer aided instruction. It is necessary to successfully complete the lab part of the course in order to pass the course.

The faculty has chosen the text and lab materials and the viewpoints shall be that of the author(s). This includes the topics of relativity, the geologic time scale, and the evolution of the Earth, solar system, and the galaxy and universe.

Regarding the teaching of basic scientific principles (such as geologic time and the theory of evolution), Oregon Coast Community College affirms the following statements about what constitutes science.

- Science is a non-dogmatic and self-correcting investigatory process. A scientific theory is neither a guess, dogma, nor myth. Instead, theories are explanations for natural phenomena based on a preponderance of evidence. Theories developed through scientific investigation are not decided in advance but can be and often are revised through observation and experimentation.
- The theory of evolution meets the criteria of a scientific theory. In contrast, "creation science," "intelligent design," or similar designations are neither self-examining nor investigatory. "Creation science" is not considered a legitimate science, but a form of religious advocacy and pseudoscience. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F.2d 1004).
- Geology/General Science instructors at Oregon Coast Community College will teach the basic geologic principles (such as geologic time and the theory of evolution) not as absolute truth, but as the most widely accepted explanation for our observations of the world around us. Instructors will not teach that "creation science" is anything other than pseudoscience.
- Because "creation science", "scientific creationism", and "intelligent design", and similar designations are essentially religious doctrines that are at odds with open scientific inquiry, Oregon Coast Community College stands with

such organizations such as the National Association of Geoscience Teachers, the American Geophysical Union, the Geological Society of America, and the American Geological Institute in excluding these doctrines from our science curriculum.

Students are expected to be able to read and comprehend college-level science texts and perform basic mathematical operations to successfully complete this course.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
General Science
Course Outcomes
A student who successfully completes this course 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.

Geography

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Geography
Course 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.

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.

Addendum to Course Description

The purpose of this course is to develop an understanding of Earth's climate system and climate change, including historical perspectives. This one-term survey course may be used to partly fulfill General Education graduation requirements for the Associate Degree, and has been approved for block transfer.

Students are expected to be able to read and comprehend college-level science texts and perform basic mathematical operations to successfully complete this course.

Field Based Learning Statement

Earth and space sciences are based on observations, measurements and samples collected in the field. Field-based learning is recommended by numerous professional Geology organizations, including the American Geological Institute and the National Association of Geoscience Teachers. Field-based learning improves both metacognition and spatial/visualization abilities while helping to transfer basic concepts to long-term memory by engaging multiple senses at the same time. Spatial thinking is critical to success in STEM (Science, Technology, Engineering, and Math) disciplines. Field work may include:

1. Developing skills in site characterization.
2. Application of key terms and concepts.
3. Measurement and data collection.
4. Interpretation of data and observations, and fitting them to a larger context.

Field work may be physically challenging and may require overland travel on foot or other means to field sites, carrying equipment and supplies, and making measurements in unusual or awkward positions for a length of time. Field work may include inherent risks (uneven terrain, variable weather, insects, environmental irritants, travel stress, etc.). Field work can be adapted to individual abilities.

Evolution Statement

Regarding the teaching of basic scientific principles (such as geologic time and the theory of evolution), Oregon Coast Community College affirms the following statements about what constitutes science.

- Science is a non-dogmatic and self-correcting investigatory process. A scientific theory is neither

a guess, dogma, nor myth. Instead, theories are explanations for natural phenomena based on a preponderance of evidence. Theories developed through scientific investigation are not decided in advance but can be and often are revised through observation and experimentation.
- The theory of evolution meets the criteria of a scientific theory. In contrast, “creation science,” “intelligent design,” or similar designations are neither self-examining nor investigatory. “Creation science” is not considered a legitimate science, but a form of religious advocacy and pseudoscience. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F.2d 1004).
- Geology/General Science instructors at Oregon Coast Community College will teach the basic geologic principles (such as geologic time and the theory of evolution) not as absolute truth, but as the most widely accepted explanation for our observations of the world around us. Instructors will not teach that “creation science” is anything other than pseudoscience.
- Because "creation science", "scientific creationism", and "intelligent design", and similar designations are essentially religious doctrines that are at odds with open scientific inquiry, Oregon Coast Community College stands with such organizations such as the National Association of Geoscience Teachers, the American Geophysical Union, the Geological Society of America, and the American Geological Institute in excluding these doctrines from our science curriculum.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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 forcing’s on the climate system and the system response to these forcing’s 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.

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.

Addendum to Course Description

Geology Field Studies: Pacific Northwest Coast (G 200F) 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.

Students are expected to be able to read and comprehend college-level science texts and perform basic mathematical operations in order to successfully complete this course.

Field Based Learning Statement

Earth and space sciences are based on observations, measurements and samples collected in the field. Field-based learning is recommended by numerous professional Geology organizations, including the American Geological Institute and the National Association of Geoscience Teachers. Field-based learning improves both metacognition and spatial/visualization abilities while helping to transfer basic concepts to long-term memory by engaging multiple senses at the same time. Spatial thinking is critical to success in STEM (Science, Technology, Engineering, and Math) disciplines. Field work may include:

1. Developing skills in site characterization.
2. Application of key terms and concepts.
3. Measurement and data collection.
4. Interpretation of data and observations, and fitting them to a larger context.

Field work may be physically challenging and may require overland travel on foot or other means to field sites, carrying equipment and supplies, and making measurements in unusual or awkward positions for a length of time. Field work may include inherent risks (uneven terrain, variable weather, insects, environmental irritants, travel stress, etc.). Field work can be adapted to individual abilities.

Evolution Statement

Regarding the teaching of basic scientific principles (such as geologic time and the theory of evolution), Oregon Coast Community College affirms the following statements about what constitutes science.

- Science is a non-dogmatic and self-correcting investigatory process. A scientific theory is neither a guess, dogma, nor myth. Instead, theories are explanations for natural phenomena based on a preponderance of evidence. Theories developed through scientific investigation are not decided in advance but can be and often are revised through observation and experimentation.
- The theory of evolution meets the criteria of a scientific theory. In contrast, “creation science,” “intelligent design,” or similar designations are neither self-examining nor investigatory. “Creation science” is not considered a legitimate science, but a form of religious advocacy and pseudoscience. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F.2d 1004).
- Geology/General Science instructors at Oregon Coast Community College will teach the basic geologic principles (such as geologic time and the theory of evolution) not as absolute truth, but as the most widely accepted explanation for our observations of the world around us. Instructors will not teach that “creation science” is anything other than pseudoscience.
- Because "creation science", "scientific creationism", and "intelligent design", and similar designations are essentially religious doctrines that are at odds with open scientific inquiry, Oregon Coast Community College stands with such organizations such as the National Association of Geoscience Teachers, the American Geophysical Union, the Geological Society of America, and the American Geological Institute in excluding these doctrines from our science curriculum.

Credits 1

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

Prerequisite Courses

MTH 95

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

Prerequisite Courses

MTH 95

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

Prerequisite Courses

MTH 95

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Geology

Course 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.

Health

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.

Credits 1

Prerequisites

Equivalent placement test scores also accepted.

Subject

Health

Course 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.

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.

Credits 4

Subject

Health

Course 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.

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.
Credits 3
Subject
Health
Course 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.

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.
Credits 2
Subject
Health
Course 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

Co-Requisite Courses
PE 295

History

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
History
Course 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.

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
History
Course 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.

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
History
Course 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.

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.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
History
Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

History

Course 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.

Japanese

JPN 261A : Japanese Culture

Introduces Japanese traditional and modern culture and society through analysis of cultural, historical and social issues by media product and literary work. Explores concepts such as self-identity, Japanese views of the West, gender roles, perspectives on death and more. Course conducted in English. Japanese materials are subtitled in English.

Credits 3

Subject

Japanese

Course Outcomes

Upon successful completion students should be able to:

- Use an understanding of key ideology and terminology on concepts such as selfidentity, Japanese views of the West, gender roles and perspectives on death and use critical thinking to evaluate historical changes and their impact on current Japanese society.
- Recognize the social contributions of Japan based on a deepened understanding of its history, ecology, society, politics, and culture in order to appreciate and evaluate cultural diversity in the global community.
- Identify culturally grounded assumptions of one's own and apply a basic understanding of Japanese culture, social and political issues, perspectives, and forms of expression, to resolve cultural conflicts.
- Enhance citizenship skills through the practice of selfappraisal and examination of one's personal beliefs in comparison to the beliefs of others.
- Apply cultural understandings learned in class effectively in authentic interactions with native speakers of Japanese.

Journalism

J 216 : News Reporting and Writing

Introduces basics of reporting and journalistic writing, including news style, grammar and story structure. Students also study journalism history, literature, ethics, law and critical thinking as applied to information gathering. Through the creation of original works, students will explore culture and diversity. Examples may include learning how to cover violence and race in a traditional inverted pyramid story format or learning fairness in coverage of sexual harassment and gender issues in the American workplace. Focuses on style and story structure for print, online and social media publication and discusses the rights and responsibilities of the public communicator. Emphasizes journalistic style and format, accuracy and clarity in writing. Emphasizes understanding media bias and avoiding it in their own work.

Credits 4

Subject

Journalism

Course Outcomes

Students will be able to:

- Understand media artifacts as an informational art form and the messages and meanings they convey whether static (newsprint, broadcast) or dynamic (web, social media) in the context of modern society.
- Employ basic journalism skills such as interviewing, research and gathering facts to identify, report on and author new and original media artifacts about news subjects and events.
- Understand, evaluate and analyze the rights and responsibilities of a journalist in providing information to the public, including style, slander, libel, and an examination of the friction between the First and Fifth amendments.
- Use the development and creation of media artifacts to explore societal issues and representation of facets of modern society including such topics as race, class, gender, sexuality and more.
- Use social media platforms such as Twitter/ Facebook/Instagram/LinkedIn to distribute and promote original news stories.

Prerequisite Courses

WR 121Z

Library

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.
Credits 1
Prerequisites
Or placement into
Subject
Library
Course 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.

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.
Credits 2
Prerequisites
Equivalent placement test scores also accepted.
Subject
Library
Course 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.

Linguistics

LING 210 : Introduction to Linguistics

Examine the fundamentals of linguistic analysis: phonetics, phonology, morphology, syntax, and semantics, and explore the similarities and differences in the languages of the world. Explore language variation and language use and attitudes towards ethnic minorities and social dialects. This course will view historical and current issues in linguistics as well as issues in applied linguistics, child language acquisition and literacy.

Credits 4

Subject

Linguistics

Course Outcomes

Upon completion of the course students will be able to:

- Define terms used in the study of linguistics including phonetics, phonology, morphology, syntax, and semantics
- Apply concepts to language acquisition
- Discuss similarities and differences in world languages and attitudes toward ethnic minorities and social dialects
- Demonstrate understanding of current issues in linguistics and education

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. The OCCC math department recommends that students take MTH courses in consecutive terms.

Addendum to Course Description

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 95, 111Z, or 112Z. 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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

Upon completion of the course students should be able to:

1. Factor expressions and use factoring to simplify rational expressions and solve quadratic equations.
2. Create quadratic models, make predictions, and interpret the meaning of intercepts, vertices, and maximum or minimum values
3. Solve absolute value, quadratic, rational, radical equations, and compound inequalities both symbolically and graphically.
4. Interpret information provided in function notation given a function expressed in graphical, symbolic, numeric, or verbal form.
5. 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.
6. Interpret properties of functions and relations, such as the meaning of a function, ordered pairs, domain and range, maximum and minimum values, and intercepts.

MTH 105L : Math 105Z Lab

Focuses on foundation skills and concepts needed to be successful in Math 105Z (Math in Society). Provides support in arithmetic, algebra, statistics, problem solving, technology, and study skills in an interactive setting.

Credits 1

Subject

Mathematics

Course Outcomes

- Perform appropriate arithmetic and algebra for a variety of problems.
- Apply problem solving strategies, statistics and technology appropriately in various scenarios.
- Demonstrate progression through learning objectives established between the student and instructor.

Co-Requisite Courses

MTH 105Z

MTH 105Z : Math in Society

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. Students have the option of taking the co-requisite MTH 105L in place of completing the prerequisites.

Subject

Mathematics

Course Outcomes

At the end of this course, students will be able to:

- Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies.
- Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics.
- Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics.
- Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.
- Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.

Prerequisite Courses

MTH 95

Co-Requisite Courses

MTH 105L

MTH 111Z : Precalculus I: Functions

A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

At the end of this course, students will be able to:

- Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology.
- Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types.
- Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior.
- Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results.
- Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.

Prerequisite Courses

MTH 95

MTH 112Z : Precalculus II: Trigonometry

A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

At the end of this course, students will be able to:

- Translate among various systems of measure for angles including radians, degrees, and revolutions.
- Represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of the coordinates of a unit circle.
- Graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity.
- Manipulate trigonometric expressions and prove trigonometric identities.
- Solve trigonometric equations using inverses, periodicity, and identities.
- Define, represent, and operate with vectors both geometrically and algebraically.
- Apply the law of sines and the law of cosines to determine lengths and angles.
- Use variables, trigonometric functions, and vectors to represent quantities, create models, find solutions, and communicate an interpretation of the results.
- Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.

Prerequisite Courses

MTH 111Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course 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.

Prerequisite Courses

MTH 95

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course 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.

Prerequisite Courses

MTH 95

MTH 231 : Elements of Discrete Mathematics I

An introductory course in discrete mathematics covering elementary logic and set theory, functions, relations, direct and indirect proof techniques, mathematical induction, recursion, elementary combinatorics, basic graph theory, and minimal spanning trees. Applications of these topics in computer science are stressed.

Credits 4

Subject

Mathematics

Course Outcomes

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

- Apply the definitions of elementary set theory to finite and infinite sets.
- Construct both negations and contrapositives of compound and qualified statements using propositional calculus.
- Construct both direct proofs (from definitions) and indirect proofs of simple statements.
- Apply the First and Second Principles of Mathematical Induction to construct proofs of appropriate mathematical statements.
- Construct and explain solutions to elementary combinatorics problems.
- Relate concepts of elementary graph theory to problems in computer science.

Prerequisite Courses

MTH 111Z

MTH 232 : Elements of Discrete Mathematics II

The second course in discrete mathematics for mathematics and computer science majors. Topics include basic matrix linear algebra, combinatorics, graph theory and algorithms.

Credits 4

Subject

Mathematics

Course Outcomes

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

- Use a combinatorial approach to enumerate the members of a set.
- Apply the appropriate graph theoretical techniques to solve several different types of problems, including networking and routing problems.
- Connect the concept of Boolean algebra to physical logic networks.
- Follow classical algorithms to their conclusion and evaluate the order of each algorithm.
- Recognize the use of recursion in algorithms.

Prerequisite Courses

MTH 231

MTH 241 : Calculus for Management, Life and Social Science

This course is designed for non-mathematics majors in business, life or social science. Includes limits, continuity, derivatives, and integrals. Investigates applications from science, business, and social science perspectives.

Credits 4

Subject

Mathematics

Course Outcomes

- Work with calculus concepts in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework in business and social sciences that requires the use of and an understanding of the concepts of calculus.
- Recognize calculus concepts that are encountered in business and social sciences and communicate what the underlying mathematics indicate to help another person gain insight into the situation.
- Analyze business and social science scenarios to recognize when calculus can be applied, 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.

Prerequisite Courses

MTH 111Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course 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.

Prerequisite Courses

STAT 243Z

MTH 251Z : Differential Calculus

This course explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

At the end of the course, students will be able to…

1. Calculate limits graphically, numerically, and symbolically; describe the behavior of functions using limits and continuity; and recognize indeterminate forms.
2. Apply the definition of the derivative and analyze average and instantaneous rates of change.
3. Interpret and apply the concepts of the first and second derivative to describe and illustrate function features including the slopes of tangent lines, locations of extrema and inflection points, and intervals of increase, decrease, and concavity.
4. Apply product, quotient, chain, and function-specific rules to differentiate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions, as well as functions defined implicitly.
5. Apply derivatives to a variety of problems in mathematics and other disciplines, including related rates, optimization, and L'Hôpital's rule.

Prerequisite Courses

MTH 112Z

MTH 252Z : Integral Calculus

This course explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

At the end of the course, students will be able to…

1. Approximate definite integrals using Riemann sums and apply this to the concept of accumulation and the definition of the definite integral.
2. Explain and use both parts of the Fundamental Theorem of Calculus.
3. Choose and apply integration techniques including substitution, integration by parts, basic partial fraction decomposition, and numerical techniques to integrate combinations of power, polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
4. Use the integral to model and solve problems in mathematics involving area, volume, net change, average value, and improper integration.
5. Apply integration techniques to solve a variety of problems, such as work, force, center of mass, or probability.

Prerequisite Courses

MTH 251Z

MTH 253Z : Calculus: Sequences and Series

This course explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Mathematics

Course Outcomes

Upon completion of the course the students should be able to:

1. Recognize and define sequences in a variety of forms and describe their properties, including the concepts of convergence and divergence, boundedness, and monotonicity.
2. Recognize and define series in terms of a sequence of partial sums and describe their properties, including convergence and divergence.
3. Recognize series as harmonic, geometric, telescoping, alternating, or p-series, and demonstrate whether they are absolutely convergent, conditionally convergent, or divergent, and find their sum if applicable.
4. Choose and apply the divergence, integral, comparison, limit comparison, alternating series, and ratio tests to determine the convergence or divergence of a series.
5. Determine the radius and interval of convergence of power series, and use Taylor series to represent, differentiate, and integrate functions.
6. Use techniques and properties of Taylor polynomials to approximate functions and analyze error.

Prerequisite Courses

MTH 252Z

MTH 254 : Vector Calculus I

Includes multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems.

Credits 5

Subject

Mathematics

Course Outcomes

Upon successful completion students should be able to:

- Analyze real world scenarios to recognize when partial derivatives or multiple integrals of multivariate and vector valued functions 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 partial derivative and multiple integral 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 partial derivatives and multiple integrals in various situations and use correct mathematical terminology, notation, and symbolic processes in order to engage in work, study, and conversation on topics involving partial derivatives and multiple integrals with colleagues in the field of mathematics, science or engineering.

Prerequisite Courses

MTH 253Z

STAT 243L : Elementary Statistics I Lab

Focuses on foundation skills and concepts needed to be successful in Stat 243Z (Elementary Statistics I). Provides support in arithmetic, algebra, statistics, technology, and study skills in an interactive setting.

Credits 1

Subject

Mathematics

Course Outcomes

- Perform appropriate statistical computations for a variety of problems.
- Apply statistical problem solving strategies using technology appropriately in various scenarios.
- Demonstrate progression through learning objectives established between the student and instructor.

Co-Requisite Courses

STAT 243Z

STAT 243Z : Elementary Statistics I

A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate. Concurrent enrollment in the corequisite STAT 243L may be required.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. MTH95 or higher also accepted. Students have the option of taking the co-requisite STAT 243ZL in place of completing the prerequisites.

Subject

Mathematics

Course Outcomes

Students will be able to:

- Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference.
- Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations.
- Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments.
- Identify, conduct, and interpret appropriate parametric hypothesis tests.
- Assess relationships in quantitative bivariate data.

Prerequisite Courses

MTH 95

Co-Requisite Courses

STAT 243L

Medical Assistant

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 healthcare 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 121Z and placement in MTH 95 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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Medical Assistant

Course 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.

NCMA 102 : Clinical Procedures I

Develop communication and technical skills used in a medical office setting.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Medical Assistant

Course 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.

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.

Credits 5

Prerequisites

Equivalent placement test scores also accepted.

Subject

Medical Assistant

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Medical Assistant

Course 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.

Prerequisite Courses

NCMA 101

NCMA 112 : Clinical Procedures II

Continues to develop communication and technical skills used in a medical office and clinic setting.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Medical Assistant
Course 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.

Prerequisite Courses
NCMA 102

NCMA 113 : Clinical Practicum I

Provides opportunities to practice direct care to patients and support office functions in a medical setting.
Credits 4
Prerequisites
Equivalent placement test scores also accepted.
Subject
Medical Assistant
Course 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.

Prerequisite Courses
NCMA 112

NCMA 123 : Medical Assistant Clinical Practicum II

Provides opportunities to practice direct care to patients and support office functions in a medical setting.
Credits 5
Prerequisites
Equivalent placement test scores also accepted.
Subject
Medical Assistant
Course 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.

Prerequisite Courses
NCMA 113

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Medical Assistant

Course 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.

Medical Professions

MP 111 : Medical Terminology

Covers prefixes, suffixes, root words, abbreviations, conditions, symptoms and procedure terms. Course taught by body systems. English communication skills necessary.

Credits 4

Subject

Medical Professions

Course 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.

Music

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.

Credits 3

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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

Prerequisite Courses

MUS 110

Co-Requisite Courses

MUS 111C

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.

Credits 1

Subject

Music

Course 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).

Co-Requisite Courses

MUS 111

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.

Credits 3

Subject

Music

Course 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.

Prerequisite Courses

MUS 111

Co-Requisite Courses

MUS 112C

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.

Credits 1

Subject

Music

Course 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)

Prerequisite Courses

MUS 111C

Co-Requisite Courses

MUS 112

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.

Credits 3

Subject

Music

Course 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.

Prerequisite Courses

MUS 112

Co-Requisite Courses

MUS 113C

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 112C

Co-Requisite Courses

MUS 113

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.

Credits 2

Subject

Music

Course 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.

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

Credits 2

Subject

Music

Course 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.

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.

Credits 2

Prerequisites

Or knowledge of first position note reading.

Subject

Music

Course 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.

Prerequisite Courses

MUS 191

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

Credits 2

Subject

Music

Course 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.

Prerequisite Courses

MUS 191P

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.

Credits 2

Subject

Music

Course 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.

Prerequisite Courses

MUS 192

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

Credits 2

Subject

Music

Course 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 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.

Prerequisite Courses

MUS 192P

MUS 203 : Introduction to Music and Its Literature

Covers music of the post-Romantic era and the 20th century.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 3

Prerequisites

Equivalent placement test scores also accepted.

Subject

Music

Course 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.

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.

Credits 1

Subject

Music

Course 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.

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 220A

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 220B

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 220C

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 220D

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.

Credits 1

Subject

Music

Course 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.

Prerequisite Courses

MUS 220E

Nursing

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 121Z and WR 122Z or WR 123 or WR 227Z)
- 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 a student success coach.

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 Vice President for Academic & Student Affairs 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability.

The Vice President for Academic & Student Affairs 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 Vice President for Academic & Student Affairs will ensure that accommodations can be made available when students begin the program.

Articulation Agreements

Oregon Coast Community College (OCCC) has multiple co-enrollment agreements to give students graduating from our program an opportunity to pursue a Bachelor's in Nursing degree. These Co-Admission Agreements facilitate 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. OCCC currently has co-admission agreements with Linfield University, Bushnell University, OHSU, Chamberlain College of Nursing, and Grand Canyon University.

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.

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: https://www.oregon.gov/DHS/BUSINESS-SERVICES/CHC/Documents/HR-PDQ-Convictions-Conditions.pdf

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 Director of Nursing and Allied Health. 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

The Oregon Coast Community College Nurse Assistant Level 1 Training Program (NUR101) is an eight (7) credit, 120-hour course fulfilling the Oregon State Board of Nursing requirements for certification as a nursing assistant level one. The lecture portion of this course is taught online through independent study. It takes 40 or more hours to complete. Students spend 40 hours in the skills lab and 40 hours in a licensed health care facility, gaining hands-on clinical experience. The programs are offered from either the OCCC North County Center in Lincoln City or the OCCC Central County Center in Newport.

Students will learn basic bedside nursing skills, basic restorative skills, mental health and social service needs, personal care skills, and knowledge of client rights. Students will learn the knowledge and skills necessary to care for patients in long-term care and acute care facilities. This course requires both time and a "personal caring" commitment from the students. Students must also be able to meet physical requirements, engage in therapeutic communication, and deal with stressful interpersonal situations.

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 (OSBN) requirements for eligibility to apply and test for Nursing Assistant 1 certification.

Credits 7

Subject

Nursing

Course Outcomes

1. Utilize appropriate infection control measures while providing patient care, including hand hygiene, disposal of contaminated articles, and hazardous wastes.
2. Utilize proper body mechanics and safety transfer to prevent injury to self and client.
3. Implement basic principles of personal care, including bathing, hair care, dressing/undressing, oral care, shaving and nail care.
4. Utilize basic communication and interpersonal skills with patients as well as staff members, family members, and other health care team members.
5. Provide safe and effective patient care to include meeting basic needs, personal care, restorative services, mental health services, social needs and patient rights.
6. Distinguish between personal and professional values and legal/ethical responsibilities in practice.

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.

Credits 12

Prerequisites

Admission to the nursing program. Prerequisite or concurrent enrollment in BI 233 accepted.

Subject

Nursing

Course 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.

Prerequisite Courses

BI 233

Co-Requisite Courses

BI 233

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.

Credits 12

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 141
BI 234
FN 225

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.

Credits 12

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 142
FN 225

NUR 145 : Introduction to Pharmacology & Pathophysiology

Introduces connections between pathophysiology of selected disease processes, associated pharmacological treatments and nursing responsibilities.

Credits 1

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 141

Co-Requisite Courses

NUR 142

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.

Credits 12

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 143

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.

Credits 12

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 241

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.

Credits 8

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 242

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.

Credits 2

Subject

Nursing

Course 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.

Prerequisite Courses

NUR 242

Co-Requisite Courses

NUR 243

Parenting Education & Family Life

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 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.

Credits 3

Subject

Parenting Education & Family Life

Course 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.

Physical Education

PE 120 : Archery

This archery course teaches the fundamental techniques of archery shooting. Students will learn safety, rules, and proper techniques to help establish a foundation for improvement while shooting at both a variety of targets and distances. In person classes will promote psycho-motor development and physical fitness improvements. An emphasis will be placed on gaining knowledge of the history, science, and physical awareness components while learning to appreciate the connections with wildlife and the outdoors. There are numerous opportunities for individual and team scoring tournaments so students will gain a thorough understanding of the sport of archery.

Credits 1

Subject

Physical Education

Course Outcomes

Upon completion of the course students should be able to:

- Develop an understanding of history, ethics, culture, and science of archery.
- Acquire knowledge in archery safety, rules, and terminology.
- Exhibits responsible personal and social etiquette that respects self and others in physical activity settings.
- Gain knowledge and skill in the proper use and care of equipment.
- Demonstrate and verbally describe necessary psycho-motor skills.
- Expand on techniques for continued skill level improvement.

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.)

Credits 1

Subject

Physical Education

Course 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.

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.

Credits 1

Subject

Physical Education

Course 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.

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.
Credits 1
Subject
Physical Education
Course 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.

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.
Credits 1
Prerequisites
Instructor permission also accepted.
Subject
Physical Education
Course 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.

Prerequisite Courses
PE 182S

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.
Credits 1
Subject
Physical Education
Course 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.

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.

Credits 1
Subject
Physical Education
Course 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.

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.
Credits 1
Subject
Physical Education
Course 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.

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.
Credits 1
Subject
Physical Education
Course 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.

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.
Credits 1
Subject
Physical Education
Course 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.

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.
Credits 1
Subject
Physical Education
Course 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.

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.

Credits 1

Subject

Physical Education

Course 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.

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.

Credits 1

Subject

Physical Education

Course 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.

Co-Requisite Courses

HE 295

Physics

PHY 201 : General Physics I

Introductory physics (algebra based) for science majors, pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students. Topics include mechanics including statics, forces and motion energy, collisions, circular motion and rotational dynamics.

Addendum to Course Description

This is a pre-calculus introductory physics course for pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students and students working toward a degree. Topic of study is mechanics, and includes statics, forces and motion, energy, collisions, circular motion and rotation. This course meets college transfer, Oregon Block Transfer and program requirements as listed above.

Credits 4

Subject

Physics

Course Outcomes

After completion of this course, students will:

- Apply knowledge of linear motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
- Use an understanding of algebraic 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.

Prerequisite Courses

MTH 111Z

PHY 202 : General Physics II

Topics include mechanical properties of matter, heat, waves, sound and light. Algebra-based physics.

Addendum to Course Description

This is a pre-calculus introductory physics course for pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students and students working toward a degree. Study topics include mechanical properties of matter, heat, waves, sound and light. This course meets college transfer, Oregon Block Transfer and program requirements as listed above.

Credits 4

Subject

Physics

Course Outcomes

After completion of this course, students will

- Apply knowledge of thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
- Use an understanding of algebraic 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.

Prerequisite Courses

PHY 201

PHY 203 : General Physics III

Topics include electricity, magnetism and radioactivity. Algebra-based physics.

Addendum to Course Description

This is an pre-calculus introductory physics course for pre-medical, pre-dental, pre-chiropractic and pre-physical therapy students and students working toward a degree. Study topics include electricity, magnetism and modern physics. This course meets college transfer, Oregon Block Transfer and program requirements as listed above. This is an algebra-based physics course required for students majoring in biology, pre-medicine, pre-dentistry, architecture, and many other degree programs. The course is transferable to colleges or universities. Students should be aware of the program requirements of the institution to which they wish to transfer.

Credits 4

Subject

Physics

Course Outcomes

After completion of this course, students will

- Apply knowledge of electricity, magnetism, and modern physics to explain natural physical processes and related technological advances.
- Use an understanding of algebraic 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.

Prerequisite Courses

PHY 201

PHY 211 : General Physics (Calculus) I

Topics include concepts in mechanics and their relationship to practical applications for science and engineering majors.

Addendum to Course Description

This is a calculus-based physics course required for students majoring in engineering, physics and chemistry. The course is transferable to other baccalaureate engineering programs. Students should be aware of the program requirements of the institutions to which they wish to transfer. This course conforms with the Oregon Block Transfer program.

Credits 5

Subject

Physics

Course Outcomes

After completion of this course, students will

- Apply knowledge of motion, forces, energy, and circular motion to explain natural physical processes and related technological advances.
- Use an understanding of calculus 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.

Prerequisite Courses

MTH 251Z

Co-Requisite Courses

MTH 252Z

Corequisites

May also be accepted as a prerequisite.

PHY 212 : General Physics (Calculus) II

Topics include concepts in fluid mechanics, waves, thermodynamics and optics.

Addendum to Course Description

This is a calculus-based physics course required for students majoring in engineering, physics and chemistry. The course is transferable to other baccalaureate engineering programs. Students should be aware of the program requirements of the institutions to which they wish to transfer. This course conforms with the Oregon Block Transfer program.

Credits 5
Subject
Physics
Course Outcomes
After completion of this course, students will

- Apply knowledge of fluids, thermodynamics, sound waves, and light waves to explain natural physical processes and related technological advances.
- Use an understanding of calculus 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.

Prerequisite Courses
PHY 211

PHY 213 : General Physics (Calculus) III

Topics include concepts in electromagnetism together with their relationship to practical applications.

Addendum to Course Description

This is a calculus-based physics course required for students majoring in engineering, physics and chemistry. The course is transferable to other baccalaureate engineering programs. Students should be aware of the program requirements of the institutions to which they wish to transfer. This course conforms with the Oregon Block Transfer program.
Credits 5
Subject
Physics
Course Outcomes
After completion of this course, students will

- Apply knowledge of electricity and magnetism to explain natural physical processes and related technological advances.
- Use an understanding of calculus 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.

Prerequisite Courses
PHY 211

Political Science

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Political Science

Course 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.

Psychology

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Psychology

Course 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.

PSY 201Z : Introduction to Psychology I

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

Credits 4

Subject

Psychology

Course Outcomes

Upon successful completion students should be able to:

- Identify psychological, biological, and other factors that influence behavior and mental processes.
- Apply key theories and concepts in psychology.
- Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.
- Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

PSY 202Z : Introduction to Psychology II

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.

Credits 4

Subject

Psychology

Course Outcomes

Upon successful completion students should be able to:

- Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.
- Apply key theories and concepts in psychology.
- Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.
- Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. PSY 201A or one year of biology accepted.

Subject

Psychology

Course 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.

Prerequisite Courses

PSY 201Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Psychology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Psychology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Psychology

Course 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.

PSY 239 : Introduction to Abnormal Psychology

Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. PSY 201A or PSY202A may be accepted.

Subject

Psychology

Course 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.

Prerequisite Courses

PSY 201Z
PSY 202Z

Reading

RD 117 : Advanced College Reading

Exploration of topics emphasizing inferential, critical, and technical reading.

Credits 3

Subject

Reading

Course 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

Religious Studies

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.

Credits 4

Prerequisites

Equivalent placement also accepted.

Subject

Religious Studies

Course 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.

Sociology

SOC 204Z : Introduction to Sociology

Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.

Credits 4

Subject

Sociology

Course Outcomes

Upon successful completion students should be able to:

1. Describe the central concepts, theories, and methods that define sociological approaches to social scientific inquiry.
2. Analyze social life using sociological concepts and theories.
3. Explain how the sociological imagination interrelates different levels of analysis such as social structures and individuals.
4. Identify how social factors contribute to inequalities in society.
5. Explain the role of theory and evidence in building sociological knowledge.
6. Participate as active community members demonstrating respect for diversity, critical thinking, and collaboration.

SOC 205Z : Social Change and Institutions

Sociological analysis of social institutions, such as family, education, health care, the economy, and the state. Includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. Examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Sociology

Course Outcomes

Upon successful completion students should be able to:

1. Discuss the history of key social institutions.
2. Analyze major social institutions and change using sociological concepts, theory, and research.
3. Describe how the structure of institutions shapes patterns of social inequality.
4. Discuss diversity of experiences that individuals have with institutions based on group membership, such as race and ethnicity, gender, sexuality, and social class.
5. Describe how and why societies change over time.
6. Participate as active community members demonstrating respect for diversity, critical thinking, and collaboration.

SOC 206Z : Social Problems

Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, health inequality, and social justice.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Sociology

Course Outcomes

Upon successful completions students should be able to:

1. Describe the ways in which social problems are defined and constructed.
2. Apply the sociological perspective to identify and analyze social problems.
3. Distinguish between individual and structural explanations of social problems.
4. Assess the effects of social problems using empirical evidence.
5. Examine the structural, institutional, and cultural roots of social problems.
6. Assess solutions to address social problems
7. Participate as active community members demonstrating respect for diversity, critical thinking, and collaboration.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Sociology

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Sociology

Course 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.

Spanish

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Spanish

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. SPA 101 or instructor permission accepted.

Subject

Spanish

Course 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.

Prerequisite Courses

SPA 101

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. SPA 102 or instructor permission accepted.

Subject

Spanish

Course 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.

Prerequisite Courses

SPA 102

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. Completion of first year Spanish at college level or instructor permission accepted.

Subject

Spanish

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. SPA 201 or instructor permission accepted.

Subject

Spanish

Course 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.

Prerequisite Courses

SPA 201

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted. SPA 202 or instructor permission accepted.

Subject

Spanish

Course 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.

Prerequisite Courses

SPA 202

Welding

WLD 102 : Blueprint Reading

Covers the language of blueprints including lines, views, dimensioning, print organization, welding symbols and structural shapes.

Addendum to Course Description

This is an outcome based course utilizing a lecture format. This course includes classroom discussions and practical demonstrations. Course outcomes will include the following: the ability to follow detailed verbal and written instructions, develop visualization and interpretation skills and understand and perform lay out.

Credits 4

Subject

Welding

Course Outcomes

Upon completion of the course students should be able to:

1. Evaluate the basic elements of a blueprint.
2. Create orthographic, oblique and isometric drawings by visualizing three dimensional objects.
3. Demonstrate an understanding of the AWS Welding Symbol and its location of elements.
4. Identify edge preparations and specifications for common weld types.
5. Demonstrate a basic understanding of metallurgy.
6. Identify common structural steel shapes and threaded and non-threaded fasteners.
7. Demonstrate a basic understanding of non-destructive examination (NDE).

WLD 103 : Math for Welders

Includes operations with whole numbers, fractions, decimals, algebraic expressions, and an introduction to practical geometry and trigonometry. Emphasis is on application, with realistic examples. Explores the use of common measuring tools employed in the industrial shop and trades and examines the types of computation and problem-solving methods utilized in industrial settings.

Credits 4

Subject

Welding

Course Outcomes

Upon successful completion of WLD 103, the student will be able to:

- Use mathematical principles and concepts (arithmetic, geometry, algebra, and trigonometry) as applicable to the Welding Trades.
- Demonstrate understanding of the meaning of units and how to convert them to other units.
- Use tape measure and other measuring tools found in industrial shops.
- Employ basic reading and writing skills to communicate math and measurement values.
- Demonstrate understanding of the concepts of length, area, and volume.
- Calculate stair, vertical picket, and ladder rung spacing accurately.

WLD 104 : Technical Writing for Welders

Covers processes and fundamentals of writing field-specific technical documents, including structure, organization and development, audience analysis, diction and style, revision and editing, mechanics and standard usage required for successful workplace writing.

Credits 3

Subject

Welding

Course Outcomes

Upon successful completion of WLD 104, the student will be able to:

- Write technical documents using such strategies as narration, definition, comparison/contrast, classification, description, examples, process analysis, cause and effect, and persuasion.
- Identify and target an audience, purpose, and situation.
- Write in a variety of formats including purchase orders, accident reports, summaries, and bids.
- Revise and edit their material to reflect college-level grammar, syntax, spelling, and punctuation.
- Review and analyze technical reports.

WLD 111 : Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting

Covers uses, safety, nomenclature, equipment operation, set-up and shutdown procedures for SMAW and OAC. Prerequisites: Department permission required. Audit available.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videos, and lab demonstrations technical skills. Course outcomes will include: theoretical concepts, layout, fabrication, welding, oxy-fuel cutting, and safety.

Credits 4

Subject

Welding

Course Outcomes

Upon completion of the course students should be able to:

- Function safely in the PCC Welding Lab
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards
- Understand and apply fundamentals of SMAW E7024 operations
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints
- Weld common joint assemblies with E7024 electrode to AWS D1.1 Structural Steel Welding Code
- Apply visual examination principles and practices in accordance with AWS D1.1

WLD 112 : Shielded Metal Arc Welding: Mild Steel I (E7018)

Develops knowledge and skills in the use of E7018 mild steel electrodes when performing various welds in the flat, horizontal and vertical positions. Prerequisites: Department permission required.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, and lab demonstrations of technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Subject
Welding
Course Outcomes
Upon completion of the course students will be able to:

- Function safely in the OCCC Welding lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply fundamentals of SMAW E7018 operations.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld common joint assemblies with the E7018 electrode to AWS D1.1 Structural Steel Welding Code.
- Apply visual examination principles and practices in accordance with AWS D1.1.

WLD 113 : Shielded Metal Arc Welding: Mild Steel II (E7018)

Develops knowledge and skills in the use of E7018 mild steel electrodes when performing various welds in the vertical and overhead positions. Prerequisites: Department permission required. Audit available.

Addendum to Course Description

This is an outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, and lab demonstrations of technical skills. Course outcomes will include: theoretical concepts, layout, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Subject
Welding
Course Outcomes
Upon completion of the course students will be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply fundamentals of SMAW E7018 operations.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld common joint assemblies with the E7018 electrode to AWS D1.1 Structural Steel Welding Code.
- Operate an CAC-A (Carbon Arc Cutting - Air) system in accordance with industry standards.
- Apply visual examination principles and practices in accordance with AWS D1.1.

WLD 114 : Shielded Metal Arc Welding: Mild Steel III (E6011)

Develops knowledge and skills in the use of E6011 mild steel electrodes when performing various welds in the flat, horizontal and vertical positions. Prerequisites: Department approval required. Audit available.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, computer based instruction, and lab demonstrations covering technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.

Credits 4

Subject

Welding

Course Outcomes

Upon completion of the course students will be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply fundamentals of SMAW E6011 operations.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld common joint assemblies with the E6011 electrode to AWS D1.1 Structural Steel Welding Code.
- Apply visual examination principles and practices in accordance with AWS D1.1.

WLD 115 : Shielded Metal Arc Welding: Mild Steel IV (E6011)

Develops knowledge and skills in the use of E6011 mild steel electrodes when performing welds in the vertical and overhead positions. Prerequisites: Department permission required. Audit available.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, computer based training, and lab demonstrations covering technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.

Credits 4

Subject

Welding

Course Outcomes

Upon completion of the course students will be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply fundamentals of SMAW E6011 operations.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld common joint assemblies with the E6011 electrode to AWS D1.1 Structural Steel Welding Code.
- Operate a CAC-A (Carbon Arc Cutting - Air) system in accordance with industry standards.
- Apply visual examination principles and practices in accordance with AWS D1.1.

WLD 116A : Beginning Shielded Metal Arc Welding

Introduces intermediate shielded metal arc welding process on mild steel plate in accordance with AWS D1.1 Structural Steel welding codes and to industry standards. Introduces welding in the 1F and 2F positions. First class in a four course sequence. Audit available.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, lab demonstrations and technical skills. Course outcomes will include theoretical concepts, layout, fabrication, welding, oxyacetylene cutting, safety and environmental awareness, communication, computations and human relations.

Credits 3

Subject

Welding

Course Outcomes

The instructor and the student will design beginning course outcomes / activities based on the students individual goals.

WLD 131 : Gas Metal Arc Welding

Develops knowledge and skills welding with GMAW on ferrous materials using short circuit and axial spray transfers in common welding positions. Prerequisites: Department permission required.

Addendum to Course Description

This is an outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videos, and lab demonstrations of technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Prerequisites
Department permission required.
Subject
Welding
Course Outcomes
Upon completion of the course students should be able to:

- Function safely in the OCCC Welding Lab.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Understand and apply fundamentals of GMAW operations.
- Weld common joint assemblies with the GMAW to AWS D1.1 Structural Steel Welding Code visual acceptance criteria.
- Apply visual and destructive examination principles and practices in accordance with AWS D1.1.

WLD 141 : Flux-Cored Arc Welding I (Gas Shielded)

Develops knowledge and skills in the gas shielded flux-cored arc welding process in the flat, vertical, horizontal and overhead positions.

Addendum to Course Description

This is an outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videos, and lab demonstrations of technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Prerequisites
Department permission required.
Subject
Welding
Course Outcomes
Upon completion of the course students will be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply code requirements for FCAW E71T-1.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld single V-groove welds with E71T-1 to AWS D1.1 Structural Steel Welding Code.
- Operate an CAC-A (Carbon Arc Cutting - Air) system in accordance with industry standards.
- Apply visual and destructive examination principles and practices in accordance with AWS D1.1.

WLD 151 : SMAW Certification Practice: Unlimited Thickness Mild Steel

Covers safety, welding technique, and qualification procedures in compliance with AWS D1.1 Structural Welding Test with the E7018 electrode.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, and lab demonstrations covering technical skills. Course outcomes will include; theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Prerequisites
Department permission required.
Subject
Welding
Course Outcomes
Upon completion of the course students should be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply code requirements for SMAW E7018.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld single V-groove welds with E7018 to AWS D1.1 Structural Steel Welding Code.
- Operate a Carbon Arc Cutting - Air (CAC-A) system in accordance with industry standards.
- Apply visual and destructive examination principles and practices in accordance with AWS D1.1.

WLD 152 : Flux Cored Arc Welding (Gas Shielded) Certification Practice

Covers safety, welding technique, and qualification procedures in compliance with AWS D1.1 structural test.

Addendum to Course Description

This is an outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, and lab demonstrations of technical skills. Course outcomes will include: theoretical concepts, lay out, fabrication, welding, oxy-fuel cutting and safety.
Credits 4
Prerequisites
Department permission required.
Subject
Welding
Course Outcomes
Upon completion of the course students should be able to:

- Function safely in the OCCC Welding Lab.
- Operate oxy-fuel portable and track cutting systems in accordance with industry standards.
- Understand and apply code requirements for FCAW E71T-1.
- Interpret blueprints to accurately lay out, prepare, and assemble weld joints.
- Weld single V-groove welds with E71T-1 to AWS D1.1 Structural Steel Welding Code.
- Operate an CAC-A (Carbon Arc Cutting - Air) system in accordance with industry standards.
- Apply visual and destructive examination principles and practices in accordance with AWS D1.1.

WLD 190A : Beginning Welding Practice

Introduces welding and industry standards. Develops foundational skills required for advancement in future coursework. First class in a three course sequence. Audit available.

Addendum to Course Description

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, lab demonstrations and technical skills. Course outcomes will include theoretical concepts, layout, fabrication, welding, oxyacetylene cutting, safety and environmental awareness, communication, computations and human relations.
Credits 1
Subject
Welding
Course Outcomes

- Function safely in a welding shop environment.
- Operate oxyacetylene portable and track cutting systems in accordance with industry standards.
- Weld common joint configurations.

Women's and Gender Studies

WS 202 : Women, Activism and Social Change

Examines how women have worked to empower girls and women and improve the conditions of their lives. Explores ways that feminist theories have shaped the goals and strategies of social change efforts. Offers an in-depth look at selected topic areas, connects analysis and personal experience, and focuses on how to become an effective change agent.

Credits 4

Subject

Women's and Gender Studies

Course Outcomes

Upon completion of the course students should be able to:

- Recognize influences of changing political, social, economic, religious, sexual, historical, and cultural patterns in the creation and perpetuation of injustice.
- Evaluate effective possibilities for empowering women and working toward positive change in the lives of women.
- Use feminist theoretical perspectives to analyze social change efforts.
- Communicate effectively in writing, collaborating, and speaking to make feminist social change.

Writing

WR 121L : Corequisite for Composition I WR121Z

Students will engage in the study and practice of critical thinking, effectively reading complex college level texts, and writing compositions that include responses to readings with the emphasis on reading strategies, basic composition, and language/grammar skills to achieve college-level reading and writing capability and successful completion of WR 121Z. This is co--requisite to WR121Z; students are required to enroll in WR121Z if registered for the lab.

Credits 1

Subject

Writing

Course Outcomes

Upon completion of the course students should be able to:

- Improve reading rate, vocabulary, and comprehension by engaging in complex college level texts through utilization of reading strategies.
- Construct solid sentences with varying sentence structure throughout well-organized paragraphs appropriate for formal writing.
- Engage in critical thinking skills in understanding readings and research that are then applied to writing with a focus on the audience, the writing process, and the writing assignment/situation.
- Construct logically organized, coherent, and unified essays that are centered around a strong thesis throughout, which also includes topic sentences, relevant supporting points, appropriate transitions, and integration of research/sources when appropriate.
- Display competent control of grammar, spelling, and punctuation.

Co-Requisite Courses

WR 121Z

WR 121Z : Composition I

WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.

All courses in the composition sequence (WR 121Z and 122Z) teach writing as a process, requiring revision over multiple drafts; require 2 instructor conferences; and include principles of citation.

Credits 4

Prerequisites

Or placement into WR 121Z.

Subject

Writing

Course Outcomes

Upon completion of the course students should be able to:

1. Apply rhetorical concepts through analyzing and composing a variety of texts.
2. Engage texts critically, ethically, and strategically to support writing goals.
3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.
4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.

WR 122Z : Composition II

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.

Audit available.

All courses in the composition sequence (WR 121Z and 122Z) teach writing as a process, requiring revision over multiple drafts; require 2 instructor conferences; and include principles of citation.

Credits 4

Subject

Writing

Course Outcomes

Upon completion of the course students should be able to:

1. Apply rhetorical concepts to achieve writing goals within a given discourse community.
2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources.
3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses.
4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection.
5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts.

Prerequisite Courses

WR 121Z

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.

Credits 3

Subject

Writing

Course 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

Prerequisite Courses

WR 122Z

WR 227Z : Technical Writing

WR 227Z introduces students to producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. The course focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical.

Two instructor conferences required. Prerequisites: WR 121, basic computer literacy, and intermediate word processing skills. Audit available.

Credits 4

Prerequisites

Basic computer literacy and intermediate word processing skills also required.

Subject

Writing

Course 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 227Z with a "C" or better, the student will be able to:

1. Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts.
2. Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research).
3. Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects.
4. Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences.
5. Examine and respond to individual and professional ethical responsibilities across organizational contexts.

Prerequisite Courses

WR 121Z

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.

Credits 4

Subject

Writing

Course 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.

Prerequisite Courses

WR 121Z

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Writing

Course 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.

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.

Credits 4

Prerequisites

Equivalent placement test scores also accepted.

Subject

Writing

Course 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:

- 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, line breaks, 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.
- Recognize the value and purpose and power of poetry and how it gives shape to human experience.
- Read poems by a wide variety of established poets and be able to read them well. Students may give brief presentations on the poetry of established poets.
- Recognize the function of basic elements of poetry such as imagery, metaphor, line breaks, meter, lyric forms, alliteration and assonance, rhyme.
- Demonstrate ability at using images in writing their poems
- Demonstrate ability at using the concept of “the line” in writing their poems
- Use their understanding of the elements of poetry to critique others' poems constructively and receive and use workshop criticism of their own poems.
- Use techniques for employing the imagination to generate poems.
- Develop an awareness of the oral nature of poetry.
- Understand that poetry is a plastic art and emerges through a process which includes revision: “the art is in the revision” (Picasso).
- Use techniques for “re-entering” or “re-seeing” a poem they’ve written
- Develop a sense of audience.
- Prepare and submit manuscripts for publication or performance.

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.

Credits 4

Prerequisites

WR 240 or WR 241 or WR 242 accepted.

Subject

Writing

Course 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.

Prerequisite Courses

WR 240
WR 241
WR 242

Degrees and Certificates

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 https://oregoncoast.edu/aquarium-science-program/ 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 https://oregoncoast.edu/aquarium-science-program/. 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 https://oregoncoast.edu/aquarium-science-program/. 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 https://oregoncoast.edu/aquarium-science-program/. 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

General Education Discipline Studies Course List

Please consult with a Student Success Coach for more information.

Aquarium Science AAS Program Costs

Information about program costs can be found on the website. Contact Student Services at 541-867-8501 to find out about financial aid eligibility.

Associate of Applied Science (AAS) Degree Requirements

Aquarium Science
AAS Degree

Term 1

Item #	Title	Credits
AQS 100	Introduction to Aquarium Science	3
BI 101	Biology	4
WR 121Z	Composition I	4
MTH 95	Intermediate Algebra	4

Term 2

Item #	Title	Credits
AQS 110	Aquarium Science Practicum 1	2
BI 102	Biology	4
PSY 101	Psychology and Human Relations	4
WR 227Z	Technical Writing	4
AQS 173	Water Chemistry in Aquatic Systems	4

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 252	Exhibits and Interpretation	3
BI 103	Biology	4

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

Term 5

Item #	Title	Credits
AQS 226	Biology of Diverse Captive Species	2
AQS 232	Reproduction and Nutrition of Aquatic Animals	4
AQS 270	Fish and Invertebrate Health Management	4
	Social Sciences Elective	4

Term 6

Item #	Title	Credits
AQS 295	Aquarium Science Internship	12
	Total Credits	90

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 https://oregoncoast.edu/aquarium-science-program/. 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 https://oregoncoast.edu/aquarium-science-program/. 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).

ONE-YEAR (45-60 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 12 credits must be earned at OCCC, 9 of which must apply to the certificate requirements.
2. The final 9 credits that apply to the certificate must be earned at OCCC; the department may waive this requirement if the student can demonstrate currency in the field.

Aquarium Science One-Year Certificate Program Costs

Information regarding program costs can be found on the website. Contact Student Services at 541-867-8503 to find out about financial aid eligibility.

Aquarium Science
Certificate

Term 1

Item #	Title	Credits
AQS 100	Introduction to Aquarium Science	3
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

Term 2

Item #	Title	Credits
AQS 110	Aquarium Science Practicum 1	2
AQS 226	Biology of Diverse Captive Species	2
AQS 232	Reproduction and Nutrition of Aquatic Animals	4
AQS 173	Water Chemistry in Aquatic Systems	4
AQS 270	Fish and Invertebrate Health Management	4

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 252	Exhibits and Interpretation	3

Term 4

Item #	Title	Credits
AQS 295	Aquarium Science Internship	12
	Total Credits	53

Associate of Arts Oregon Transfer

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 a student success coach in the selection of courses.

Academic Requirements

The Associate of Arts Oregon Transfer degree is awarded to students who meet the following:

Associate Degree Comprehensive Requirements

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.

1. **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 121Z and either WR 122Z or WR 227Z. A student must have at least eight credits of Writing; WR 123 may be used to complete the eight credits.
    - **Oral Communication:** COMM 111Z or COMM 112 or COMM 218Z or SP 113.
    - **Math*:** Complete a minimum of four credits in MTH 105Z or any other MTH course for which MTH 95 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).
2. **Discipline Studies**:
    - Students must complete at least 11 Discipline Studies courses from the General Education Discipline Studies Course 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 & 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 are
        - 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
3. **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.
4. **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.

Associate of Arts Oregon Transfer
Associate Degree

Total Credits	90

Associate of Arts Oregon Transfer in Elementary Education

Associate of Arts Oregon Transfer in Elementary Education (AAOT-ELEMED) Overview

The Associate of Arts Oregon Transfer-Elementary Education (AAOT-ELEMED) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's education program. Students completing the AAOT-ELEMED 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 education program of an Oregon public university is not guaranteed upon completion of the AAOT-ELEMED 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 AAOT-ELEMED 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 AAOT-ELEMED course work to be advised of admission requirements.

Academic Requirements

The AAOT-ELEMED is awarded to students who meet the following:

1. Associate Degree Comprehensive Requirements

General Guidelines

- A student must complete a minimum total of 90 quarter credits to be awarded the AAOT Elem Ed.
- 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 a student success coach in the selection of courses.
- All Core Transfer Requirements, General Education courses, and Education courses must be a minimum of 3 credits, except for Health/Wellness/Fitness courses, which may be any number of credits. All Elective courses may be any number of credits.

- All courses must be passed with a grade of "C–" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT Elem Ed is awarded.

Core Transfer Requirements (30-35 credits)

- **Writing (minimum 8 credits):** WR121Z and WR122Z. Students taking three-credit WR121Z and WR122Z courses must take a third Writing course for a minimum of eight Writing credits.
- **Mathematics:** MTH211 (4-5 credits).
- **Arts & Letters (6-8 credits):** ENG104, 105, or 106 (3-4 credits) and *either* Introduction to Drawing (ART131A) *or* Introduction to Design (ART115 – Basic Design – 2-D) (3-4 credits).
- **Social Sciences (6-8 credits):** HST201, 202, or 203 (3-4 credits) and either World/Cultural Geography (GEO106) or Cultural Anthropology (3-4 credits).
- **Natural Sciences (8-10 credits):** BI101 (4 credits) and an Earth Sciences w/lab (GS106 – 4 credits).

*At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy Outcomes for the AAOT degree (ENG104, HST201, 202, 203

*If needed for a total of the minimum 30 credits, can be filled with elective credits.

Additional General Education Courses (25-34 credits)

- **Communications:** COMM111Z (3-4 credits).
- **Arts and Letters (3-4 credits):** From approved AAOT Arts & Letters courses. Recommended: LING210 Introduction to Linguistics (4 credits).
- **Social Sciences (6-8 credits):** PS201 American Government (4 credits) and either PSY201 or PSY202 (4 credits).
- **Science/Math/Computer Science (12-15 credits):** Third lab science from approved AAOT General Education Courses in biological and/or physical science (GS108 – 4 credits) and MTH212 (4 credits) and MTH213 (4 credits).
- **Health and Wellness (2-3 credits):** HE295 (2 credits), PE295 (1 credit), HE250 (3 credits), HE242 (4 credits)

Required Courses in Education (15-19 credits)

- **ED 216** Foundations in Education (3 credits)
- **ED 131** Applied Learning Theory (3 credits)
- **ED 251** Overview of Exceptional Learners (3 credits)
- **ED 290** Education Practicum (3 credits)
- **ED 124** Culturally Responsive Practices in Early Childhood Education (3 credits)

Electives

Any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable.

University Specific Prerequisites, Recommendations

Each Oregon public university has different requirements for its Elementary Education program; in some cases, meeting the minimum requirements of the AAOT-ELEMED degree will not fulfill the eligibility requirements for admission to the school's Elementary Education program. Examples of eligibility requirements include: a higher minimum GPA for admission than is required for the AAOT-ELEMED, a requirement that specific courses within the AAOT-ELEMED degree be taken for a letter grade (courses taken P/NP will not be accepted), or additional coursework beyond that included in the AAOT-ELEMED. Students are advised to contact their Oregon public university destination's Elementary Education

program early in the first term of their AAOT-ELEMED course work to be advised of admission and additional course requirements beyond those stipulated above.

AAOT-ELEMED Outcomes

Students who complete this degree should be able to:

- ARTS & LETTERS: Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
- MATHEMATICS: Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
- SCIENCE/COMP SCIENCE: Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically

examine the influence of scientific and technical knowledge on human society and the environment.
- SOCIAL SCIENCE: Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
- SPEECH/ORAL: Engage in ethical communication processes that accomplish goals; Respond to the needs of diverse audiences and contexts; and Build and manage relationships.
- WRITING: Read actively, think critically and write purposefully and capable for academic and, in some cases, professional audiences; Locate, evaluate, and ethically utilize information to communicate effectively; and Demonstrate appropriate reasoning in response to complex issues.
- INFORMATIONAL LITERACY: (embedded in writing courses) Formulate a problem statement; Determine nature and extent of the information needed to address the problem; Access relevant information he use of information effectively and efficiently; Evaluate information and its source critically; Understand many of the economic, legal and social issues surrounding the use of information
- EDUCATION:
  - Apply critical thinking to analyze social issues necessary to support the function of public education.
  - Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy.
  - Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.
- TRANSFER: Transfer into an upper division Education baccalaureate degree program at an Oregon University System institution participating the Elementary Education Major Transfer Map (MTM) agreement having met all lower division general education requirements and being granted junior standing for both for the Education major and for university registration purposes.

Associate of Arts Oregon Transfer in Elementary Education
Associate Degree

Associate of General Studies

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:

Associate Degree Comprehensive Requirements

Associate of General Studies (AGS) Requirements:

1. 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.
2. Basic Competency Requirements in writing and math for the AGS degree:
   1. **Writing:** Competency in writing must be demonstrated by either:
      - Completing WR 121Z with a C or better, or
      - Passing a lower division collegiate* writing course for which WR 121Z 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 121Z) waived

2. **Math**: Competency in mathematics must be demonstrated by:
    - Completing MTH 95 or higher with a grade of C or P or better, or
    - Passing the OCCC Competency Exam for MTH 95

3. Elective Credit Requirements
    1. 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

        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).

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.

Associate of General Studies
Associate Degree

Total Credits	90

Associate of Science Oregon Transfer in Business

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 121Z and either WR 122Z or WR 227Z. A student must have at least eight credits of writing; student may need to complete WR 121Z, WR 122Z, and WR 227Z to meet the eight credit requirement
      - **Oral Communication**: COMM 111Z or COMM 112 or COMM 218Z
      - **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 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.

Associate of Science Oregon Transfer in Business
Associate Degree

Total Credits	90

Associate of Science Transfer in Computer Science

Associate of Science Transfer in Computer Science

Overview

The Associate of Science Transfer in Computer Science (AST-CS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Computer Science program. Students completing the AST-CS 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, if all university-specific requirements have been met.

The Computer Science Major curriculum presented below outlines Oregon community college coursework to complete in order to transfer seamlessly to any Oregon four-year public university to earn a bachelor of science (B.S.) in computer science.

Students who complete courses that fit the listed Computer Science MTM categories and complete all science series coursework at one school can expect that all of their courses will transfer into general education, major requirements, or electives at any Oregon public university offering a bachelor of science (B.S.) in computer science. Students who complete all of the listed coursework and have a total of 90 credits can also complete an associate degree. Because completion of the listed coursework or an associate degree is not required, students can transfer to their intended university at any time. Completion of the University-specific curriculum required courses are sufficient to enable transfer at Junior standing within the major.

Admission to an Oregon public university is not guaranteed upon completion of the AST-CS degree. Some institutions have specific requirements for admission. Examples include: a higher minimum GPA requirement, a requirement that specific courses within the AST-CS 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 universitys early in the first term of their AST-CS course work to be advised of admission requirements.**

Academic Requirements

The AST-CS is awarded to students who meet the following:

1. Associate Degree Comprehensive Requirements

2. Associate of Science Transfer in Computer Science 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 AST-CS is awarded.

Important Note: There is a decision point at the end of the first year of community college studies, at which point a student must decide between transfer to the OSU/PSU/UO cluster or the EOU/SOU/WOU cluster of university degree programs. The course substitutions and recommendations listed below should only be considered by students who are certain of both their intended major and transfer destination.

Core Transfer Map (CTM) Requirements (31-38 credits)

All courses must be a minimum of three credits.

- Writing* (3-4 credits): WR 121Z
- Math* (8 credits): MTH 111Z and MTH 112Z.
- Arts and Letters (6-8 credits): Complete at least two courses chosen from approved AAOT-degree Arts & Letters General Education course list.
- Social Sciences (6-8 credits): Complete at least two courses chosen from approved AAOT-degree General Education Social Science course list.
- Natural Sciences (8-10 credits):
  - OSU/PSU/UO Transfer Pathway: BIO211 and 212 *or* CH221 *and* 222 *or* PHY211 *and* 212.
  - EOU/SOU/WOU Transfer Pathway: Any two Lab Science courses.

* At least 1 Core Transfer Requirement course must also be an AAOT-approved Cultural Literacy course.

Additional Major Transfer Map (MTM) Requirements (6-8 credits)

- General Education (Writing) (3-4 credits):
  - OSU/PSU/UO Transfer Pathway: WR227
  - EOU/SOU/WOU Transfer Pathway: WR122Z
- Oral Communication (3-4 credits):
  - OSU/PSU/UO Transfer Pathway *and* EOU/SOU/WOU Transfer Pathway: COMM111Z

Major Transfer Map (MTM) Requirements (30-50 credits)

- Computer Science (16-21 credits):
  - OSU/PSU/UO Transfer Pathway (20-21 credits): CS160, CS161, CS162, CS260, CS205
  - EOU/SOU/WOU Transfer Pathway (16 credits): CS160, CS161, CS162, CS260
- Mathematics (8-16 credits):
  - OSU/PSU/UO Transfer Pathway (16 credits): MTH251 and MTH252 *and either* MTH231 and MTH232 *or* CS250 and CS251
  - EOU/SOU/WOU Transfer Pathway (8 credits): MTH251 and MTH252
- Natural Sciences (OSU/PSU/UO Transfer Pathway only) (4-5 credits): Third course in sequence selected under Core Transfer Natural Science requirements: either PHY213, BI213, or CH223

Additional Elective Course Recommendations (to total minimum 90 credits for degree)

Some of the universities have recommendations for elective courses that appear in the schedule for their cluster; while these are not required, following those recommendations will give the student more choice once they transfer. Those recommendations are documented in the following table. The way to use this table is as follows: if a student has decided to transfer to a particular university, the student should attempt to follow those recommendations for any remaining

electives in their MTM-CS studies. Note that there is no guarantee that following the recommendations for one university in a cluster will also serve the same purpose in another university in that cluster.

University-specific Elective Recommendations:

OSU

- WR122Z (min grade C)
- A general elective that fulfills "Difference, Power & Discrimination" Baccalaureate Core requirement (see OSU catalog)
- A general elective that is equivalent to OSU HHS231, Physical Activity or PAC equivalent
- CS290 (if offered at your College)

PSU

- MTH253
- MTH261 (Linear Algebra)
- Additional science elective (4 credits) from BI, CH, PHY, GEOL, or ESR
- Additional ASOT-approved A&L or ASOT-approved SS elective

UO

- At least 7 credits of ASOT-approved A&L courses
- At least 7 credits of ASOT-approved SocSci courses

EOU

- C++ programming course
- A&L in a 2nd or 3rd discipline
- SocSci in a 2nd or 3rd discipline
- A general elective that fulfills (Difference, Power & Discrimination" Baccalaureate Core requirement (see EOU catalog)

SOU

- 200-level database
- 200-level computer org/ architecture
- CS250 or MTH231
- 200-level Web Design
- 200-level networking
- 200-level OO programming course
- 200-level C/ C++ course if neither used in 161/162

WOU

- CS205 (Comp Arch)

University-specific Letter Grade Requirements: If the cell is blank, you must achieve a minimum letter grade of C- in that course.

Minimum Letter Grade and/or GPA Requirements

	OSU/PSU/ UO Transfer Path	**EOU/SOU/ WOU Transfer Path**					
Category	**Course**	**OSU**	**PSU**	**UO**	**EOU**	**SOU**	**WOU**
CTM	WR121Z	C					
CTM	A&L 1						
CTM	A&L 2						
CTM	SocSci 1						
CTM	SocSci 2						
CTM	NatSci 1	C					
CTM	NatSci 2	C					
CTM	MTH111Z						
CTM	MTH112Z						
MTM	WR122Z						
MTM	WR227Z	C					
MTM	COMM111Z	C					
MTM	CS160	C					C
MTM	CS161	C		B-		B	C
MTM	CS162	C	C	B-		C	C
MTM	CS260	C	C	B-			C
MTM	MTH112Z						
MTM	MTH251	C					C
MTM	MTH252	C					C
MTM	CS205	C	C				C
MTM	MTH231 or CS250	C	C	B-			C
MTM	MTH232 or CS251	C	C	B-			C
MTM	Nat Sci 3	C					
GPA	2.0	2.0	2.0	2.0	2.0	2.0	

University Specific Prerequisites, Recommendations

Each Oregon public university has different requirements for its Computer Science program; in some cases, meeting the minimum requirements of the AST-CS degree will not fulfill the eligibility requirements for admission to the school's Computer Science program. Examples of eligibility requirements include: a higher minimum GPA for admission than is required for the AST-CS, a requirement that specific courses within the AST-CS degree be taken for a letter grade (courses taken P/NP will not be accepted), or additional coursework beyond that included in the AST-CS. **Students are advised to contact their Oregon public university destination's Computer Science program early in the first term of their AST-CS course work to be advised of admission and additional course requirements beyond those stipulated above.**

AST-CS Outcomes

Students who complete this degree should be able to:

- Demonstrate the ability for sound reasoning and problem-solving by planning, documenting, implementing, testing, and executing computer solutions to real-life problems.
- Apply knowledge of mathematics in the development of computer algorithms and solutions.
- Discuss key ethical issues and global concerns in relation to the field of computer science, and their responsibility to this field as computer science professionals of the future.
- Research, identify, evaluate, analyze, select, and implement current technologies as appropriate in order to implement effective solutions.

Associate of Science Transfer in Computer Science
Associate Degree

Total Credits	98-100

Business Administration

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*

This program is no longer accepting new students.

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.

Associate of Applied Science (AAS) Degree Requirements

Business Administration
AAS Degree

Accounting Degree Courses

Item #	Title	Credits
BA 101Z	Introduction to Business	4
BA 111	Introduction to Accounting	3
BA 177	Payroll Accounting	3
BA 205	Business Communication Using Technology	4
BA 206	Management Fundamentals	3
BA 211Z	Principles of Financial Accounting	4
BA 213Z	Principles of Managerial Accounting	4
BA 222	Financial Management	3
BA 223	Principles of Marketing	4
BA 226Z	Introduction to Business Law	4
BA 228	Computer Accounting Applications	3
BA 260	Introduction to Entrepreneurship	4
BA 285	Human Relations-Organizations	3
CAS 133	Basic Computer Skills/Microsoft Office	4
	CAS 170 or CAS 171	3
	CAS 216 or CAS 217	3
EC 201Z	Principles of Microeconomics	4
EC 202Z	Principles of Macroeconomics	4
	PHL 202 or BA 277	4
WR 121Z	Composition I	4
	Business Program Electives	11
	8 Credits Remaining General Education	8
	Total Credits	91

Accelerated Accounting Less than One Year Certificate*

This program is no longer accepting new students.

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 a *student success coach 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.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Business Administration
Certificate

Accelerated Accounting Certificate Courses

Item #	Title	Credits
BA 111	Introduction to Accounting	3
BA 177	Payroll Accounting	3
BA 211Z	Principles of Financial Accounting	4
BA 228	Computer Accounting Applications	3
CAS 133	Basic Computer Skills/Microsoft Office	4
	CAS 170 or CAS 171	3
	CAS 216 or CAS 217	3
	WR 90 or WR 115 or WR 121	3-4
	3 Credits Business Program Electives	3
	Total Credits	29-30

Business Applications*

This program is no longer accepting new students.

Core coursework includes professional communication, human resources, management, computer skills, marketing, sales, accounting, and project management, which are called out specifically in the specialized skills for managers in Lincoln County.

Business Administration
Certificate

CPCC Career Pathway Certificate of Completion

This three course, 12-credit, Career Pathway Certificate is fully contained within both the Associate of Applied Science in Accounting and the Associate of Science Oregon Transfer (Business) degrees currently offered by OCCC.

Item #	Title	Credits
BA 101Z	Introduction to Business	4
BA 223	Principles of Marketing	4
BA 260	Introduction to Entrepreneurship	4
	Total Credits	12

Entry-Level Accounting Career Pathway Certificate*

This program is no longer accepting new students.

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.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Business Administration
Certificate

Entry-Level Accounting Career Pathway Certificate

Item #	Title	Credits
BA 101Z	Introduction to Business	4
BA 111	Introduction to Accounting	3
BA 228	Computer Accounting Applications	3
CAS 133	Basic Computer Skills/Microsoft Office	4
	Total Credits	14

Core Transfer Maps

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 a student success coach** for information on transfer guides

Required Courses

Subject	General Pathway	STEM Pathway
Writing	WR 121Z	WR 121Z
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 is a prerequisite	1 course (4-5 credits); any 100-level or 200-level MTH course for which MTH 95 is a prerequisite

Additional Requirements

Subject	General Pathway	STEM Pathway
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 6 required courses in Arts & Letters, Social Sciences, or Natural Sciences.	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.
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)

Core Transfer Maps

Other

Total Credits	0

Early Childhood Education

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.

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)

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

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 Student Success Coach 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.

Early Childhood Education
Certificate

Item #	Title	Credits
ED 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
ED 124	Culturally Responsive Practices in Early Childhood Education	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
ED 232	Health, Safety and Nutrition Practices for Early Childhood Environment	3
HEC 201	Family Partnerships in Education	3
	Total Credits	36

Emergency Medical Services

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.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Academic Prerequisites

- 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.
Emergency Medical Services
Certificate

Term 1

Item #	Title	Credits
EMS 105	EMT Part I	5

Term 2

Item #	Title	Credits
EMS 106	EMT Part II	5

Term 3

Item #	Title	Credits
EMS 135	Advanced EMT Part 1	5

Term 4

Item #	Title	Credits
EMS 136	Advanced EMT Part 2	5
	Total Credits	20

Medical Assistant

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 healthcare 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 121Z and placement in MTH 95 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

Medical Assistants (MA) are integral members of the healthcare team who work directly with patients and providers such as doctors, physician assistants, and nurse practitioners. You can find MAs working within large healthcare organizations or small private practice clinics. They can also work within a primary care or specialty setting. 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 to obtain employment as a medical assistant.

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 (MA) is a physically and mentally challenging occupation. Education related to this field is designed to prepare medical assistants for these challenges. MA students must be able to meet all established essential academic and clinical requirements to complete the program successfully.

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 information on technical standards with examples of learning activities to inform prospective and enrolled students of the skills required to complete their chosen profession's curriculum and provide health care services. These technical standards reflect the performance abilities and characteristics necessary to successfully complete the requirements of clinical-based health care programs.

Applicants with disabilities are encouraged to contact Academic and Student Affairs at 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability. The Vice President of Academic and Student Affairs 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 Vice President of Academic and Student Affairs 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 applicant's part, admission will be denied.

Before 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 Dean of Nursing & Allied Health. The medical assistant faculty and the Dean of Nursing & Allied Health will review the student's status in the program. 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 completing the required 41 credits with a letter grade of "C" or better in all required courses.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

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).

Medical Assistant
Certificate

Term 1

Item #	Title	Credits
NCMA 101	Body Structure & Function I	4
NCMA 102	Clinical Procedures I	4
WR 121Z	Composition I	4

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

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

Term 4

Item #	Title	Credits
NCMA 123	Medical Assistant Clinical Practicum II	5
	Total Credits	41

Nursing

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 121Z and WR 122Z or WR 123 or WR 227Z)
- 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 a student success coach.

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 Vice President for Academic & Student Affairs 541-867-8501. To be eligible for a reasonable accommodation, applicants must provide clear documentation of their disability.

The Vice President for Academic & Student Affairs 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 Vice President for Academic & Student Affairs will ensure that accommodations can be made available when students begin the program.

Articulation Agreements

Oregon Coast Community College (OCCC) has multiple co-enrollment agreements to give students graduating from our program an opportunity to pursue a Bachelor's in Nursing degree. These Co-Admission Agreements facilitate 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. OCCC currently has co-admission agreements with Linfield University, Bushnell University, OHSU, Chamberlain College of Nursing, and Grand Canyon University.

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.

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: https://www.oregon.gov/DHS/BUSINESS-SERVICES/CHC/Documents/HR-PDQ-Convictions-Conditions.pdf

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 Director of Nursing and Allied Health. 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

Oregon Coast Community College's Registered Nursing (RN) program will equip you to aid clients, individuals,

families, and communities to promote health, recover from acute illness, or manage chronic disease. OCCC's Nursing program is approved by the Oregon State Board of Nursing (OSBN). In this program, you will learn the knowledge and skills required for an entry-level nursing job as a registered nurse. Completing the Associate of Applied Science in Nursing will qualify you to take the National Council Licensure Examination (NCLEX) for Registered Nurses, which is a requirement for practice.

Nursing offers the satisfaction of making an immediate difference in other people's lives. It is a dynamic, evidenced-based discipline grounded in caring and compassion that treats actual or potential health problems. Nursing is a rigorous, intellectual discipline requiring people with critical thinking, clinical reasoning, and decision-making skills. A successful candidate for the nursing profession should have a genuine desire to help people, a solid commitment to career development, be committed to adult learning, use evidenced-based information, act ethically with integrity, and be a team player.

Our program is designed to prepare the student to be licensed as a Registered Nurse (RN). RNs deliver nursing care in a variety of healthcare settings. RNs 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. RNs must also assume responsibility for their professional development.

RNs 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.

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 541-867-8501 to find out about Financial Aid eligibility.

For program admission information, please visit OCCC Nursing Web Page.

Technical Standards

The Oregon Coast Community College Nursing Program has a responsibility to society to educate competent healthcare providers who can 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) that students must meet to progress in and graduate from the program successfully. The Technical Standards document is provided to ensure that students who enter the program know and understand the requirements and can make informed decisions regarding the pursuit of this profession.

Articulation Agreements

Oregon Coast Community College (OCCC) has multiple co-enrollment agreements to give students graduating from our program an opportunity to pursue a Bachelor's in Nursing degree. These Co-Admission Agreements facilitate 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. OCCC currently has co-admission agreements with Linfield University, Bushnell University, OHSU, and Grand Canyon University.

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.

Nursing
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 201Z	Introduction to Psychology I	4
PSY 215	Human Development	4
WR 121Z	Composition I	4
	WR 122 or WR 123 or WR 227	4

Year 1, Term 1

Item #	Title	Credits
BI 233	Human Anatomy & Physiology III	4
NUR 141	Fundamentals of Nursing	12

Year 1, Term 2

Item #	Title	Credits
BI 234	Microbiology	5
NUR 142	Care of Acutely Ill Patients and Developing Families I	12

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

Year 2, Term 1

Item #	Title	Credits
NUR 241	Care of Patients with Complex Health Problems	12
	4 Credit Social Science Elective	4

Year 2, Term 2

Item #	Title	Credits
NUR 242	Care of Patients in Situations of Crisis and in Community	12
	3 Credits Arts and Letters Elective	3

Year 2, Term 3

Item #	Title	Credits
NUR 243	Preparation for Entry into Practice	8
NUR 244	Preparation for the NCLEX-RN Exam	2
	Total Credits	91

Practical Nursing Certificate Program Overview

This program's purpose is to prepare the student for a certificate in Practical Nursing (PN), which meets the educational requirements for the national exam for PN licensure (NCLEX-PN). PNs work under the supervision of RNs to provide care and treatment of injured, ill, disabled, convalescent, and terminally ill clients. Depending on your interests and future career goals, you may find employment in a hospital, long-term care facility, rehabilitation center, surgery center, or other healthcare facility.

OCCC's Practical Nursing program is approved by the Oregon State Board of Nursing (OSBN). This one-year limited-entry program will teach students the knowledge and skills required for entry-level PN positions. They will qualify to apply for the National Council Licensure Examination for Practical Nurses, which is a requirement for practice. 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.

Please refer to the college website for additional information about the Practical Nursing Certificate.

Notes: This certificate is only open to students who have applied to 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).

ONE-YEAR (45-60 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 12 credits must be earned at OCCC, 9 of which must apply to the certificate requirements.
2. The final 9 credits that apply to the certificate must be earned at OCCC; the department may waive this requirement if the student can demonstrate competency in the field.

Practical Nursing Program Costs

Please refer to the college website for current program costs

Contact Student Services at 541-867-8501 to find out about Financial Aid eligibility.

LPN to RN Bridge

Oregon Coast Community College's LPN-to-RN Bridge program is an educational path where licensed practical nurses (LPNs) can further their education and careers. This limited-entry program offers an in-depth curriculum at an accelerated pace that will prepare current LPNs for the next level of your nursing career.

The curriculum provides a strong foundation in the practice of nursing and prepares students to function safely within the framework of the Registered Nurse's role. Throughout the program, students integrate classroom theory with clinical experiences related to the theory component. Nursing education incorporates effective therapeutic communication techniques, critical thinking and clinical reasoning skills, and the development of sound nursing judgment.

Admission into this program is completed each fall term on a limited-entry basis. To be eligible for the LPN-RN Bridge program, you must be a licensed LPN in Oregon or have already completed the first year of the nursing program at OCCC.

Technical Standards

The Oregon Coast Community College Nursing Program is responsible for educating competent healthcare providers with the ability 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) that students must meet to progress in and graduate from the program successfully. The Technical Standards document is provided 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.

Nursing
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 201Z	Introduction to Psychology I	4
PSY 215	Human Development	4
WR 121Z	Composition I	4
	WR 122 or WR 123 or WR 227	4

Year 1, Term 1

Item #	Title	Credits
BI 233	Human Anatomy & Physiology III	4
NUR 141	Fundamentals of Nursing	12

Year 1, Term 2

Item #	Title	Credits
BI 234	Microbiology	5
NUR 142	Care of Acutely Ill Patients and Developing Families I	12

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
	Total Credits	50

Oregon Transfer Module

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 a student success coach 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.

Oregon Transfer Module
Other

	Total Credits	45

Welding

Introduction to Shipbuilding and Repair Level I Certificate

Note: This certificate is not Financial Aid eligible, but the larger Shipbuilding and Repair Level II certificate is Financial Aid eligible.

Welding
Certificate

Introduction to Shipbuilding and Repair Level I Certificate (12 credits)
Certificate Overview

Minimum 12 Credits. Students must meet all certificate requirements. The Introduction to Shipbuilding and Repair Level I Certificate is a Career Pathway Certificate. All courses are contained in the Shipbuilding and Repair Level II Certificate.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Certificate Outcomes:

Students who successfully complete the Shipbuilding and Repair Level I Certificate will be able to:

- Function Safely in a welding environment
- Cut, prepare, and assemble projects to specified tolerances
- Interpret blueprints to accurately fabricate a product
- Weld common joint assemblies in all positions to prepare for certification in Flux Cored Arc Welding (FCAW) and Shielded Metal Arc Welding (SMAW).

Item #	Title	Credits
WLD 111	Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting	4
WLD 112	Shielded Metal Arc Welding: Mild Steel I (E7018)	4
WLD 141	Flux-Cored Arc Welding I (Gas Shielded)	4
	Total Credits	12

Shielded Metal Arc Welding (SMAW) Level I Certificate

Note: This certificate is not Financial Aid eligible, but the larger Shipbuilding and Repair Level II certificate is Financial Aid eligible.

Welding
Certificate

Shielded Metal Arc Welding (SMAW) Level I (12 credits) Certificate Overview

Minimum 12 Credits. Students must meet all certificate requirements. The Shielded Metal Arc Welding (SMAW) Level I Certificate is a Career Pathway Certificate. All courses are contained in the Shipbuilding and Repair Level II Certificate.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Certificate Outcomes

Students who successfully complete the Shielded Metal Arc Welding (SMAW) Level I Certificate will be able to:

- Function Safely in a welding environment
- Cut, prepare, and assemble projects to specified tolerances
- Interpret blueprints to accurately fabricate a product
- Weld common joint assemblies in all positions to prepare for certification in Shielded Metal Arc Welding (SMAW).

Item #	Title	Credits
WLD 111	Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting	4
WLD 112	Shielded Metal Arc Welding: Mild Steel I (E7018)	4
WLD 113	Shielded Metal Arc Welding: Mild Steel II (E7018)	4
	Total Credits	12

Shielded Metal Arc Welding (SMAW) Level II Certificate

Note: This certificate is not Financial Aid eligible, but the larger Shipbuilding and Repair Level II certificate is Financial Aid eligible.

Welding
Certificate

Shielded Metal Arc Welding (SMAW) Level II (12 credits) Certificate Overview

Minimum 12 Credits. Students must meet all certificate requirements. The Shielded Metal Arc Welding (SMAW) Level II Certificate is a Career Pathway Certificate. All courses are contained in the Shipbuilding and Repair Level II Certificate.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Certificate Outcomes:

Students who successfully complete the Shielded Metal Arc Welding (SMAW) Level II Certificate will be able to:

- Function Safely in a welding environment
- Cut, prepare, and assemble projects to specified tolerances
- Interpret blueprints to accurately fabricate a product

Weld common joint assemblies in all positions to prepare for certification in Shielded Metal Arc Welding (SMAW), and be prepared to take the applicable welding certifications tests evaluated by a third-party agency.

Item #	Title	Credits
WLD 114	Shielded Metal Arc Welding: Mild Steel III (E6011)	4
WLD 115	Shielded Metal Arc Welding: Mild Steel IV (E6011)	4
WLD 151	SMAW Certification Practice: Unlimited Thickness Mild Steel	4
	Total Credits	12

Shipbuilding and Repair Level II Certificate

Note: This certificate is Financial Aid eligible. Students enrolled in this program will also earn the smaller four certificates this larger certificate includes. The smaller certificates are not Financial Aid eligible on their own.

Certificate Overview

Minimum 48 credits. Students must meet all certificate requirements. The Shipbuilding and Repair Level II Certificate is a Certificate of Completion (CC1).

Comprised of four stepped certificates, which then culminate in one 48 credit certificate (Shipbuilding & Repair Level II Certificate):

The Shipbuilding and Repair Level II Certificate of Completion prepares students for careers in welding involving stick, MIG, and Flux Core Arc welding. One place where these skills are in high demand is in the maritime industry. Shipyards and ship repair facilities are expanding throughout the West Coast and along coastal river systems, and welding skills can be employed at port facilities, on ships at sea, and on oil rigs. Additionally, this Certificate offers a set of highly transferable skills that provides avenues to employment within multiple industries that employ welders (i.e., manufacturing, transportation, construction, energy and government sectors).

ONE-YEAR (45-60 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 12 credits must be earned at OCCC, 9 of which must apply to the certificate requirements.
2. The final 9 credits that apply to the certificate must be earned at OCCC; the department may waive this requirement if the student can demonstrate currency in the field.

Certificate Outcomes

Students who successfully complete the Shipbuilding and Repair Level II Certificate will be able to:

- Function safely in a welding environment
- Apply math and science concepts applicable to the fabrication process
- Communicate effectively with employers, co-workers and customers
- Demonstrate professional work ethics
- Cut, prepare, and assemble projects to specified tolerances
- Interpret blueprints to accurately fabricate a product
- Weld common joint assemblies in all positions in accordance with AWS D1.1 Structural Steel Code using SMAW, GMAW, and FCAW, and be prepared to take the applicable welding certification tests evaluated by a third-party agency.

Welding
Certificate

Less than One Year (LTOY) Certificate of Completion (CC1): Shipbuilding and Repair Level II

Item #	Title	Credits
WLD 102	Blueprint Reading	4
WLD 103	Math for Welders	4
WLD 104	Technical Writing for Welders	3
WLD 111	Shielded Metal Arc Welding (E7024) and Oxy-acetylene Cutting	4
WLD 112	Shielded Metal Arc Welding: Mild Steel I (E7018)	4
WLD 113	Shielded Metal Arc Welding: Mild Steel II (E7018)	4
WLD 114	Shielded Metal Arc Welding: Mild Steel III (E6011)	4
WLD 115	Shielded Metal Arc Welding: Mild Steel IV (E6011)	4
WLD 131	Gas Metal Arc Welding	4
WLD 141	Flux-Cored Arc Welding I (Gas Shielded)	4
WLD 151	SMAW Certification Practice: Unlimited Thickness Mild Steel	4
WLD 152	Flux Cored Arc Welding (Gas Shielded) Certification Practice	4
HE 112	Standard First Aid and Emergency Care	1
	Total Credits	48

Wire Feed Welding Certificate

Note: This certificate is not Financial Aid eligible, but the larger Shipbuilding and Repair Level II certificate is Financial Aid eligible.

Welding
Certificate

Wire Feed Welding Certificate (12 credits)

Certificate Overview

Minimum 12 Credits. Students must meet all certificate requirements. The Wire Feed Welding Certificate is a Career Pathway Certificate. All courses are contained in the Shipbuilding and Repair Level II Certificate.

LESS-THAN-ONE-YEAR (12-44 CREDITS) CERTIFICATE REQUIREMENTS

1. At least 6 credits must be earned at OCCC, all of which must apply to the certificate requirements.
2. The final 6 credits that apply to the certificate must be earned at OCCC; the department chair may waive this requirement if the student can demonstrate currency in the field.

Certificate Outcomes

Students who successfully complete the Wire Feed Welding Certificate will be able to:

- Function Safely in a welding environment
- Cut, prepare, and assemble projects to specified tolerances
- Interpret blueprints to accurately fabricate a product
- Weld common joint assemblies in all positions to prepare for certification in Flux Cored Arc Welding (FCAW) and Gas Tungsten Arc Welding (GTAW) process
- Weld common joint assemblies in all positions to prepare for certification in Wire Welding process areas.

Item #	Title	Credits
WLD 131	Gas Metal Arc Welding	4
WLD 141	Flux-Cored Arc Welding I (Gas Shielded)	4
WLD 152	Flux Cored Arc Welding (Gas Shielded) Certification Practice	4
	Total Credits	12