Live Link as of February 1, 2012:
http://www.socc.edu/admin/pgs/bm~doc/socc-clery-annual-report.pdf

ANNUAL CAMPUS CRIME REPORT (CLERY ACT)

In 1990, Congress enacted the Crime Awareness and Campus Security Act which amended the Higher Education Act of 1965 (HEA). This act required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in memory of a student who was slain in her dorm room in 1986.

The Clery Act requires higher education institutions to give timely warnings of crimes that represent a threat to the safety of students or employees, and to make public their campus security policies. It also requires that crime data be collected, reported and disseminated to the campus community. The act is intended to provide students and their families with accurate, complete, and timely information about safety on campus so they can make informed decisions.

Below are Southwestern's policies and procedures which are in place to protect and maintain a safe educational and work environment.

CAMPUS DESCRIPTION

Southwestern is a 153 acre institution which lies completely within the City of Coos Bay and is bordered on the north and east by the City of North Bend. On the Coos Bay Campus, there are 31 buildings; there are also, 19 Student Housing buildings.

Coos Bay Campus
1988 Newmark Avenue
Coos Bay, OR 97420
541-888-7525

The Curry Campus consists of one building which has offices, three classrooms, a computer lab, and student study lab. They offer comprehensive student services including advising, testing, registration, and student payment options. There are no Student Housing facilities on the Curry Campus.

Curry Campus
420 Alder Street
Brookings, OR 97415
541-469-5017

The Coos Bay Campus has a Campus Security officer available 24 hours per day, 7 days per week. There is no Campus Security presence on the Curry Campus; however, Campus Security for both campuses may be reached at 541-297-4200.

CAMPUS FACILITY ACCESS AND SECURITY

COOS BAY CAMPUS

Campus facilities generally will be open when classes are in session. Offices, support spaces, and some instructional spaces may be locked to protect College property and individuals from injury. Facilities will be locked when classes are not in session.

Keys or access control cards will be issued to College staff or students with a continuing need to enter specific locations. Key request forms (available at Key Request) will be signed by the Vice President of Administrative Services prior to keys being issued.

Keys and access control cards shall not be issued for community use of facilities or for student use without the approval of a College representative. Community use will be scheduled and Campus Security shall provide access on a prearranged schedule. Campus Facilities (541-888-7250) issues keys and/or key cards for approved employees, staff, and community members.

Emergency access to campus facilities is available from Plant Services at 541-888-7250 or Campus Security at 541-297-4200.

Some facilities may have individual hours, which may vary at different times of the year. Examples are the Recreation Center, the Library, and the Bookstore. In these cases, the facilities will be secured according to schedules developed by the department responsible for the facility. Emergencies may necessitate changes or alterations to any posted schedules. Areas that are revealed as problematic have electronic surveillance conducted of them. The Vice President of Administrative Services, Student Housing, and other appropriate staff involved within areas of concern review these results. These surveys examine security issues such as landscaping, locks, alarms, lighting, and communications.

Student Housing utilizes a card access system that helps increase security for student residents. Students, faculty and staff with encoded ID cards are afforded access to specific doors throughout Housing. Aside from specific Housing staff, only the ID cards issued to those students assigned as building residents permit access to apartments in that building.

Doors not providing ID card access have locks to which only Housing, Campus Security, and Facilities staff have keys for emergency access.

CURRY CAMPUS

Curry facilities are open from 8:30 a.m.-9:00 p.m. Monday through Thursday, 8:30 a.m.-5:00 p.m. on Friday, and 9:00 a.m.-noon on Saturday. Offices and support spaces may be locked when not in use to protect College property and individuals from injury. Facilities will be locked when classes are not in session. Keys are issued in the same manner as for the Coos Bay Campus. Emergency access to the buildings is available through the Dean of Curry Campus at 541-813-1673 or 541-661-6209 (cell).

The Curry building is alarmed and monitored by Gold Coast Security who will take appropriate actions in the event of an emergency. For more detailed information, contact Administrative Services at 541-888-7206.

CAMPUS SECURITY DEPARTMENT

The College Campus Security staff is responsible for all security activities on campus and will provide any necessary assistance. Southwestern Campus Security officers have the authority to ask persons for identification and to determine whether individuals have lawful business at Southwestern. Southwestern security officers have the authority to issue parking tickets. Campus Security Officers do not possess arrest power. Criminal incidents are referred to the Coos Bay Police Department who has jurisdiction on the campus.

For the purpose of campus security policies, some types of criminal actions occurring on campus property will be investigated by the College's Campus Security Department and the Coos Bay Police Department jointly, including sex offenses. The Campus Security Office at Southwestern maintains a highly professional working relationship with Coos Bay Police Department. Campus Security and Coos Bay Police officers communicate regularly on the scene of incidents that occur in and around the College. Campus Security also works closely with Coos Bay Police when incidents arise that require joint investigative efforts, resources, crime related reports, and exchanges of information, as deemed necessary. There is no written Memorandum of Understanding between Southwestern Oregon Community College Security and the Coos Bay Police, North Bend Police, or Brookings Police Departments.

CRIME REPORTING

All community members, students, faculty, staff and crime victims and witnesses are strongly encouraged to immediately report crimes and campus safety related incidents occurring on property owned, leased, or otherwise controlled by SWOCC to Southwestern Campus Security and Coos Bay Police or Brookings Police, as appropriate. Prompt reporting will assure timely warning notices on campus and timely disclosure of crime statistics. To report an emergency, you may contact Campus Security at 541-297-4200 or use one of the black emergency phones located in buildings throughout campus, which will connect you to Campus Security directly. At least one Campus Security Officer is on campus 7 days a week, 24 hours per day. After receiving your call, Campus Security will take the necessary action required to respond to the specific situation such as calling police, fire, or ambulance. All information of criminal actions will be forwarded to Coos Bay or Brookings Police Departments. For emergencies, Coos Bay or Brookings Police may be reached at 9-1-1.

To report a non-emergency security or public safety related matter, call Campus Security at 541-297-4200 or Coos Bay Police at 541-269-8911. Brookings Police may be reached at 541-469-3118 for non-emergencies.

An Incident Report should be completed and returned to Administrative Services within 24 hours of an incident. Incident Report forms are available on the Administrative Services website at Incident/Injury Report or you may call Administrative Services at 541-888-7206 to request an incident report.

All incident reports are forwarded to the Office of Administrative Services for review and potential follow up. If further investigation is required, the Vice President of Administrative Services will assign the appropriate Southwestern personnel to follow up on the incident.

Campus security requires the combined efforts of students, staff, and Campus Security officers. Do your part by immediately reporting suspicious behavior, activity, or crimes to the College Campus Security Department. Any suspicious activity or person seen in parking lots, near Residence Halls, or other buildings on campus, should be reported to Coos Bay Police at 9-1-1 or 541-269-8911 (non emergencies), or Campus Security.

Criminal offenses may also be reported to one of the following authorities on campus who will in turn contact Coos Bay Police Department.

POSITION	NAME	CONTACT INFO
Campus Security	Officer on duty/Joe Thomas	(cell)541-297-4200 (office) 541-888-7399
Director Facilities Services	David McKiney	(office) 541-888-7229 (cell) 541-297-4206
Director Resident Life	Jeff Whitey	(office) 541-888-7634 (cell) 541-297-4209
Director of Enrollment Management [registrar]	Tom Nicholls	(office) 541-888-7611 (cell) 541-297-4210
Lead Counselor	Tim Dailey	(office) 541-888-7439
VP Administrative Services	Linda Kridelbaugh	(office) 541-888-7402 (cell) 541-297-3542

Southwestern encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the Police Department cannot hold reports of crime in confidence. Southwestern does not have procedures for voluntary, confidential reporting of crimes. Violations of the law will be referred to Coos Bay or Brookings Police and when appropriate, to the Dean of Students committee for review.

Upon written request, Southwestern will disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the College against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, Southwestern will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

Violations of the law will be referred to law enforcement agencies and when appropriate, to the Dean of Students Committee or the Vice President of Administrative Services for review. When a potentially dangerous threat to the College community arises, timely reports or warnings will be issued through e-mail announcements, in-class announcements, or other appropriate means.

CURRY CAMPUS

To report a crime on the Curry Campus, you may either call the Brookings Police Department at 541-469-3118, Campus Security at 541-297-4200, or one of the below Curry staff for assistance. Criminal offenses reported to one of the following authorities on campus will be conveyed to Campus Security who will contact Brookings Police Department.

Janet Pretti, Dean of Curry Campus
541-813-1673, 541-661-6209 (cell)
Email to: jpretti@socc.edu

Aleta Mankamyer, Curry Instructional Program Coordinator
541-813-1671
E-mail to: amankamyer@socc.edu

You may also contact the Brookings Police Department at:
898 Elk Drive
Brookings, OR. 97415
Business (541) 469-3118

Be sure to complete an Incident Report and return it to a Curry staff member who will forward it to Administrative Services within 24 hours of the incident.

MISSING PERSONS

Southwestern Oregon Community College Student Housing takes student safety very seriously. The following policy has been developed in order to assist in locating Southwestern Student Housing residents who, based on the facts and circumstances known to the College, are determined to be missing.

Housing residents will be determined missing if it is reported that a resident has changed their normal routine and failed to inform roommates, friends, faculty, or staff of the change. If a member of the College community has reason to believe that a resident is missing, all efforts will be made to immediately (no waiting period) locate the resident to determine his or her state of health and well-being. The following procedures shall be followed at minimum within 24 hours of College personnel being notified of the possibility of a student's absence.

If you become aware that a Student Housing resident has been missing for 24 hours, or have immediate concerns, please **immediately** contact one of the following Southwestern employees:

POSITION	NAME	CONTACT INFO
Campus Security	Officer on duty/Joe Thomas	(cell) 541-297-4200 (office) 541-888-7399
Director Resident Life	Jeff Whitey	(office) 541.888.7634 (cell)541-297-4209
Resident Director	Jeremy Jones	(office) 541-888-7800 (cell) 541-290-7516
Director Facilities Services	Dave McKiney	(office) 541-888-7229 (cell) 541-297-4206
Director of Enrollment Management [registrar]	Tom Nicholls	(office) 541-888-7611 (cell) 541-297-4210
Lead Counselor	Tim Dailey	(office) 541-888-7439
VP Administrative Services	Linda Kridelbaugh	(office) 541-888-7402 (cell) 541-297-3542
Any Resident Assistant in Student Housing	Changes each academic year	

*It is **mandatory** that any Southwestern staff aware of a missing student report this **immediately** to Campus Security.*

After Campus Security is notified, they will alert Housing staff and will perform the following:

- Call missing student’s cell phone and send a text message if available.
- Interview roommates, apartment mates, and known friends.
- Look at social networking sites such as Facebook for any activity.
- Check with Dining Services to see when the last time the resident’s ID was scanned.
- Check the Housing door access database (WIN-PAC) to see if resident used an ID to enter a building.
- Check with faculty members to see when the resident last attended class or when they last had contact with missing student.
- Attempt to locate resident’s vehicle on campus if it is determined the resident has a vehicle.
- Campus Security will contact Coos Bay Police Department within 24 hours of the student being missing.

If, after an investigation by Campus Security and other appropriate Southwestern staff, the resident is determined to be missing, a staff member will contact the student’s parent (if missing student is under 18) or designated missing student contact person within 24 hours. Law enforcement will be called to report the person as missing (this must take place no later than 24 hours after the person is reported missing). A description with any other information will be provided to the law enforcement agency. Campus Security will also coordinate its efforts with Coos Bay Police Department in full compliance with legal obligations and established police procedures. Campus Security will continue its investigative procedures in collaboration with staff. A school-wide e-mail alert will be sent to faculty and staff seeking any information or knowledge of the missing resident.

STUDENTS UNDER 18

If a missing student is under 18 years of age and not emancipated, Southwestern must notify a custodial parent or guardian within 24 hours of the determination that the student is missing, in addition to notifying any additional contact person designated by the student.

CURRY CAMPUS

There are no Missing Persons procedures for the Curry Campus, as there are no Residential Halls on that campus.

EMERGENCY NOTIFICATION

The SWOCC Emergency Notification System—RAVE—is used to transmit brief, urgent messages to segments of or to the entire Southwestern population as quickly as possible after confirmation is made that a legitimate emergency or dangerous situation exists. This includes the Curry Campus staff and students. The use of this system during a declared campus state of emergency must be authorized by SWOCC's Office of the President, or designee.

Emergency notifications may include but are not limited to:

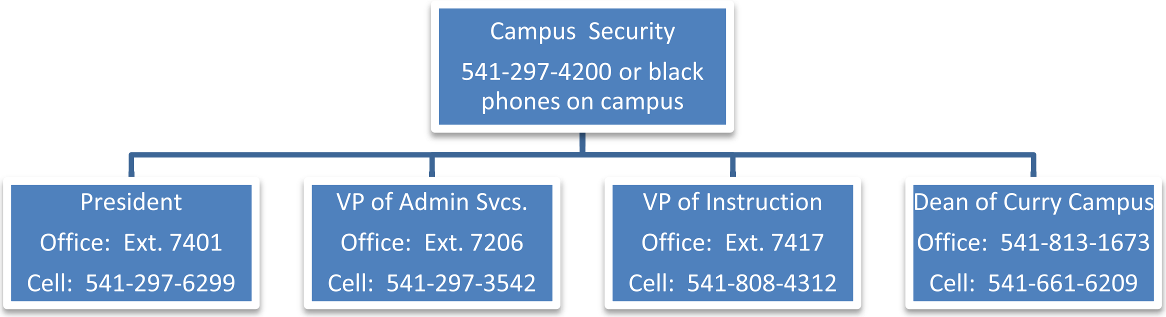
- Bomb threats or other imminent violent threats
- Fire alarms, natural gas leaks and hazardous spills affecting the entire campus
- Building evacuations and lock downs affecting the entire campus
- Biological or pandemic emergency notifications
- Natural disasters
- Power outages and utility failures resulting in an imminent threat
- Campus closure due to declared civil emergency

Contact data is updated daily with an automated process. There are two mechanisms for sending out emergency notifications: web-based and phone-based. SWOCC users can immediately evacuate if required either by email, landline phone, or cell phone. The Emergency Notification System is based on requests only from authorized personnel. It is tested on an annual basis during the academic year and documented.

Messages conveyed through RAVE will include specific information regarding evacuation, building lock downs, and other pertinent information directly related to student and staff safety. Contact Campus Security (541-297-4200) to provide any information you may have about an emergency.

Emergency closures due to weather related or other emergency closures are recorded on 541-888-1503.

The Emergency Phone List Chain of Notification is below:



Campus Security
541-297-4200 or black phones on campus

President
Office: Ext. 7401
Cell: 541-297-6299

VP of Admin Svcs.
Office: Ext. 7206
Cell: 541-297-3542

VP of Instruction
Office: Ext. 7417
Cell: 541-808-4312

Dean of Curry Campus
Office: 541-813-1673
Cell: 541-661-6209

The Curry Campus is included in the above emergency alert system.

IF YOU ARE A WITNESS TO OR INVOLVED IN AN EMERGENCY, PLEASE CALL CAMPUS SECURITY AT

541-297-4200

TIMELY WARNINGS

In the event that a situation arises, either on or off campus, that, in the judgment of the Vice President of Administrative Services, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued through the College e-mail, voice mail, and emergency notification system (RAVE) to students and staff, as is deemed appropriate.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, Campus Security and other staff may post hard copy notices in residence halls, campus classrooms, or other building doors on campus. Timely warnings may include the following information:

- Information about the crime that triggered the warning
- Date, time and location of the crime
- Suspect information and description (if applicable and available)
- Who to contact at SWOCC to report additional information about the crime to (usually Campus Security at 541-297-4200)

Anyone with information warranting a timely warning should report the circumstances to Campus Security at 541-297-4200 or in person to a Campus Security Officer. Campus Security will then contact Administrative Services who will send a timely warning to the campus.

CURRY CAMPUS

The Curry Campus is included in the above timely warning notification policy. Students and community members may also report areas that may necessitate a timely warning to the Curry staff below to initiate the timely warning process:

Janet Pretti, Dean of Curry Campus
541-813-1673, 541-661-6209 (cell)
Email to: jpretti@socc.edu

Aleta Mankamyer, Curry Instructional Program Coordinator
541-813-1671
E-mail to: amankamyer@socc.edu

SAFETY/SECURITY TRAINING

SOUTHWESTERN EMERGENCY RESPONSE TEAM (SERT)

Campus Security and other key officials of SWOCC are trained through the National Incident Management System and Incident Command System through FEMA. SERT members are the first responders for Southwestern. They also receive special training modeled after the Community Emergency Response Team. Training includes the Incident Command system, providing triage of wounded, search and rescue, assessment, and small fire suppression.

Individuals on campus (students, employees, visitors, etc.) should take active responsibility for the security of their personal property and safety. The College is not responsible for any personal property losses. Informational brochures, student handbooks, employee handbooks, and student orientation training programs are available to students and employees to access safety information.

Annually, links to Southwestern safety and security information are sent to staff and students via campus e-mail. The link locations are: Campus Security, Emergency Procedures, Campus Evacuation Maps

CURRY CAMPUS

Some Curry staff have received NOAA (National Oceanic and Atmospheric) training for Tsunami awareness and evacuation.

EMERGENCY EVACUATION & RESPONSE

The Southwestern Oregon Community College Emergency Evacuation and Response Plan is modeled after National Incident Management System guidelines and supports the Incident Command System model for emergency management. The Emergency Response Plan is designed to maximize human survival, minimize danger, restore normal operations of the College, and assure responsive communications with the community, surrounding neighborhoods and the cities of Coos Bay / North Bend. The plan is set in operation whenever a natural or induced emergency affecting the College reaches proportions that cannot be handled by established measures. This plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.

General information about the emergency response and evacuation procedures for Southwestern are publicized as part of Southwestern's Clery Act compliance efforts. Detailed information for emergency evacuation and response is available at: Emergency Procedures and Campus Security Additional information about the College's Emergency Response Plan may be obtained by contacting Administrative Services at 541-888-7206.

DEFINITION OF AN EMERGENCY

An emergency is any unplanned event that can cause death or significant injuries to faculty, staff, students, or the public. The Emergency Response Plan is put into effect whenever a crisis, man-made or natural, threatens life, creates major damage, and occurs within the College community and/or the Curry Campus. While it is likely that outside assistance would be available in most large-scale crises/emergency situations affecting Southwestern Oregon Community College, the College must be prepared to carry out crisis response.

LEVELS OF EMERGENCY

Emergencies can generally be classified into three levels:

Level I (Disaster)

A community-wide emergency that seriously impairs or halts the operation of Southwestern Oregon Community College. Outside emergency services would be needed.

Examples of a level I disaster include, but are not limited to:

- Mass casualties.
- Natural disaster such as earthquake or tsunami.
- Large-scale hazardous material spill.
- Health epidemics.
- Major weather emergency.

Level II (Major Emergency)

A serious emergency that completely disrupts one or more operations of Southwestern Oregon Community College and may affect mission-critical functions or life safety. Outside emergency services, as well as major efforts from campus support services, would be required.

Examples of a level II major emergency include, but are not limited to:

- Hostage situation
- Major fire
- Civil disturbance
- Widespread long term power outage

- Bomb threat
- Natural gas explosion
- Suicide
- Death of a student, faculty, or staff member (depending on circumstances)
- Shooting or stabbing
- National terrorist incident

Level III (Minor Emergency)
A localized, contained incident that is quickly resolved with internal resources or limited help and does not affect the overall functioning capacity of Southwestern Oregon Community College.
Examples of a level III minor emergency include, but are not limited to:

- Small fire.
- Small hazardous material incident.
- Limited power outage.

AUTHORITY

The Vice President of Administrative Services has the authority to declare a campus state of emergency or his/her designee(s) in consultation with the President (if available). In the absence of the Vice President of Administrative Services, the Director of Campus Security; the Executive Director of Integrated Technology Services; or the Vice President of Instruction are designated with the authority. The Vice President of Administrative Services (or designee), in consultation with the President, is the highest level of authority during an emergency.

EMERGENCY MANAGEMENT TEAM (EMT)

The Southwestern Emergency Management Team consists of the following members:

POSITION	NAME	CONTACT INFO
VP Administrative Services	Linda Kridelbaugh	541-297-3542
Director Campus Security	Joe Thomas	541-297-4200
Facilities Services Director	Dave McKiney	541-297-4206
Executive Director of Student Housing	Jeff Whitey	541-297-4209
VP of Instruction	Phill Anderson	541-808-4312
ITS Director	Kat Flores	541-297-0403
ITS Assistant Director	Rocky Lavoie	541-662-0129
Director of Community Relations	Karen Pringle	541-419-2073

The Southwestern Emergency Management Team will, without delay, take into account the safety of the campus community, determine the content of emergency notification, and initiate emergency notification procedures, unless issuing a notification will, in the judgment of the Emergency Management Team, compromise the efforts to assist a victim or contain, respond to, or otherwise mitigate the emergency.

Emergency Management Team members' duties and responsibilities relate closely to their normal authority and functions. In the event of a crisis, however, coordination and organization of all operations at the College shall be directed by the Emergency Management Team. Emergency Management Team members will implement the strategy and planning of the response. They communicate with field personnel, issue instructions to particular units, and monitor progress in carrying out the instructions.

The responsibilities of the Emergency Management Team include, but are not limited to:

1. Activate Emergency Operations Center, as required.
2. Establish Incident Commander for the emergency.

3. Establish support leaders for:
    a. Operations
    b. Planning
    c. Logistics
4. Identify the emergency and determine its impact. Decide the necessary level of response required to manage the emergency.
    a. Use the Southwestern Oregon Community College Emergency Response Plan as a guide to deal with the situation.
    b. Facilitate a multi-unit response.
5. Authorize the evacuation and/or closing of College facilities, as required.
6. Notify campus tenants of the emergency situation.
7. Coordinate the release of all official information and instructions to the public.

In the event of a crisis, the Vice President of Administrative Services or his/her designee will declare the need for the members of the Emergency Management Team to convene, and will contact all members of the Emergency Management Team. Whether the Emergency Management Team is activated depends upon the type of emergency situation, its potential for escalation, its geographical extent, and other factors.

EMERGENCY MANAGEMENT TEAM RESPONSIBILITIES

Incident Commander Vice President of Administrative Services

- Provides overall leadership for incident response
- Ensures incident safety
- Establishes incident objectives
- Is responsible for all functions until delegated
- Delegates authority to others
- Provides information to internal and external parties
- Establishes and maintains liaison with other responders – police, fire, other emergency response teams
- Takes direction from outside agency officials

Operations Director of Campus Security

- Directs and coordinates all incident tactical operations
- Directs Southwestern Emergency Response Team (SERT) responders
- Is typically one of the first functions to be assigned
- Establishes on site command post.

Planning Executive Director of Integrated Technology Services

- Tracks resource status (responding SERT members)
- Tracks situation status
- Provides information about campus closure during an emergency at 541-888-1503.

Logistics Executive Director of Student Housing

- Provides communications
- Manages supplies and facilities

EMERGENCY MANAGEMENT TEAM PROCEDURES

Notification/Communication with EMT and Emergency Operation Center

In the event of an emergency situation, members of the EMT will be notified by the VP of Administrative Services. In his/her absence, the President will convene the group to assess the situation. The Vice President of Administrative Services will notify the Emergency Management Team about the gathering point for the group, or Emergency Operations Center (EOC).

ON-SITE COMMAND POST

In an emergency, Southwestern Oregon Community College personnel, and local agency representatives (e.g., Fire Department), will typically be at the site of the emergency to respond accordingly. In these situations, an "on-site Command Post" will be established by Campus Security. Normally, the Director of Campus Security (or designee) will serve as the Incident Commander of this Command Post. The Director of Campus Security may transfer the Incident Commander position to a trained Incident Commander from the local fire or police units. On-site personnel should provide the Director of Campus Security with regular updates. The Director of Campus Security will relay status reports to the VP of Administrative Services. The Emergency Management Team will be in regular contact with the on-site Incident Commander to gather relevant and important information and pass on decisions and information to on-site personnel.

INFORMATION GATHERING

Below are listed five general categories of emergency incidents and the department that would take the lead in the investigation/information gathering is also shown.

Criminal Incidents - Public Safety (e.g., suicides, assaults, shootings, fires, etc.)

- Sources of information from evidence collection, interviews, background checks, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Investigations coordinated with the Coos County Sheriff's Office and various Federal, State and local police agencies.

Environmental Incidents – Plant Services (e.g., HazMat spills, indoor air quality problem, fires, petroleum spills, etc.)

- Sources of information from evidence collection, interviews, blueprint review, and information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Investigations coordinated with the Coos Bay Fire Department HazMat team, and various Federal, State and local agencies.

Health Related Incidents - Nursing (e.g., communicable diseases, etc.)

- Sources of information from the results of medical testing, interviews, review of medical records, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Coordinate investigation with various Federal, State and local health agencies, such as Coos County Health Department, Center for Disease Control, etc.

Infrastructure Incidents – Plant Services (e.g., sub-station fire, unplanned electrical shutdown, roof collapse, water tank leak, etc.)

- Sources of information from the results of testing, interviews, review of records and blueprints, information obtained from other investigative techniques, and recommendations from consultants and on-campus professionals.
- Coordinate investigation with local Pacific Power utility companies, and various Federal, State and local agencies.

Miscellaneous Incidents - Multi-departmental response; the lead department to be determined by EMT depending upon the circumstances of the incident (e.g., weather related or natural disasters - snow, ice, wind, tsunami, earthquake, etc.)

- Sources of information from the results of weather forecasts, NOAA radios, interviews, review of records, information obtained from other investigative techniques, recommendations from consultants and on-campus professionals.

EMERGENCY RESPONSIBILITIES

Building Maintenance and Facilities Services

Position on Campus
Director of Plant Services

- Assist local, state and federal agencies in damage estimation.
- Maintain and provide access to blueprints and building plans.
- Execute design work and the subsequent construction contracts to correct necessary repairs that are beyond the capability or resources of the campus work force.
- Make assessment of any campus area susceptible to damage. An assessment of building safety will be made in coordination with the Public Safety Department. Utilities will be secured if an unsafe condition exists, restoration of utility service will be made when appropriate.
- Coordinate the assessment of the condition of the water and sewage system.
- Make emergency repairs.
- Remove debris.
- Provide necessary support to other departments (heavy equipment, barricades, etc.)
- Provide sanitation services during an emergency.
- Provide generators for emergency power.

Communication and Computer Services

Position on Campus
Executive Director Information Technology Services

- Provide phone service for Media Relations.
- Provide phone service for Emergency Command Center.
- Reestablish affected networks.
- Relocate affected offices if necessary.
- Implement Information Technology Services emergency procedures and disaster recovery plan as needed.
- Maintain network and computing operations.
- Secure critical data and information resources.
- Repair and restore network and computing facilities.

Family Center

Position on Campus
Manager of Child Family Services

- Coordinate with EMT to communicate with parents.

Housing

Position on Campus
Director of Student Housing

- Assess the impact of the situation on students and student life.
- Account for all residents of student housing.
- Coordinate communications with families and parents.
- Identify individuals with special needs and implement plans for assistance.

Media Relations

Position on Campus
Director of Community Relations

- Coordinate information to be disseminated during and after a crisis.
- Maintain communications with media and others affected by the incident.
- Provide input into all decisions related to communications and public relations.
- Make appropriate plans for media.
- Organize press conferences and releases.
- In collaboration with the President, serve as official College spokesperson to media.
- Consult with pertinent administrators and the EMT to determine the level of response needed.
- Work with law enforcement and emergency services (if involved) and College personnel to develop facts. Draft talking points, fact sheets, flier/poster text, e-mail, website posting, emergency closing hot line/information desk recordings, and news releases as appropriate.
- Delegate information gathering and distribution responsibilities to other College officials as appropriate.
- Every reasonable effort should be made to release an alert to the news media within an hour, or less, giving details of the time, place and nature of the event. In the highest level of crisis operations, immediate communications may be limited to on-campus and local media, as well as to wire services, but will be expanded as quickly as possible. Follow-up news releases will be made as needed and as quickly as essential details can be confirmed and compiled.

Newmark and Umpqua

Position on Campus
Tenants

- Follow parent agency emergency plan.
- Communicate with SWOCC Emergency Management Team.

President's Office

Position on Campus
President

- Serve as official contact with Board.
- Approve all official communiqués.
- Serve as official College spokesperson when appropriate.
- Serve as contact with government officials and work closely with the Media Relations office on public communication.

Safety

Position on Campus
Director of Campus Security

- Coordinate with off-campus emergency response resources.
- Monitor and assess the safety hazards and unsafe situations to develop measures for ensuring personnel safety.
- Point of contact for assisting or coordinating agencies.
- Consult with leader of the Emergency Management Team about the development of overall incident plan.
- Determine evacuation routes and implement evacuation plans.

- Direct access and security control.
- Direct Southwestern Emergency Response Team (SERT) in triage, light search and rescue, and small fire operations.
- Assess/direct efforts to control hazardous materials in conjunction with the Fire Department.

COMMUNICATION WITH THE CAMPUS COMMUNITY

When a crisis initially occurs, basic information will be provided to the Operator at the switchboard by the Emergency Management Team to respond to incoming phone calls and inquiries. The emergency communications system may also be utilized to reach the College population.

The following strategies can/will be utilized in a crisis to communicate with the campus community:

- For faculty and staff, voice mail can be utilized to send out basic information regarding a crisis.
- If the campus network is available for use, an emergency alert message could be sent to all faculty, staff, and students via e-mail, sms, voice message or voicemail.
- If voice and data capabilities are not available, the Emergency Operations Center is equipped with a shortwave radio and will be used to communicate to county agencies. Runners will be used to disseminate communiqués from the EMT and where offices and individuals could go to receive information about the emergency. Printed information will be made available at this location for distribution on-campus.
- All Public Safety patrol vehicles have loudspeaker capability. Patrol vehicles can be used to announce messages on campus at various locations to alert the community to the emergency and what steps should be taken.
- RAVE software is used to notify the campus in the event of a significant emergency or dangerous situation involving an immediate threat on campus. After conferring with Campus Safety, outside agency personnel involved in the emergency, and/or the person(s) reporting the emergency, the appropriate EMT personnel listed above will authorize the release of a message using RAVE to the segment(s) of campus that are affected by the emergency.

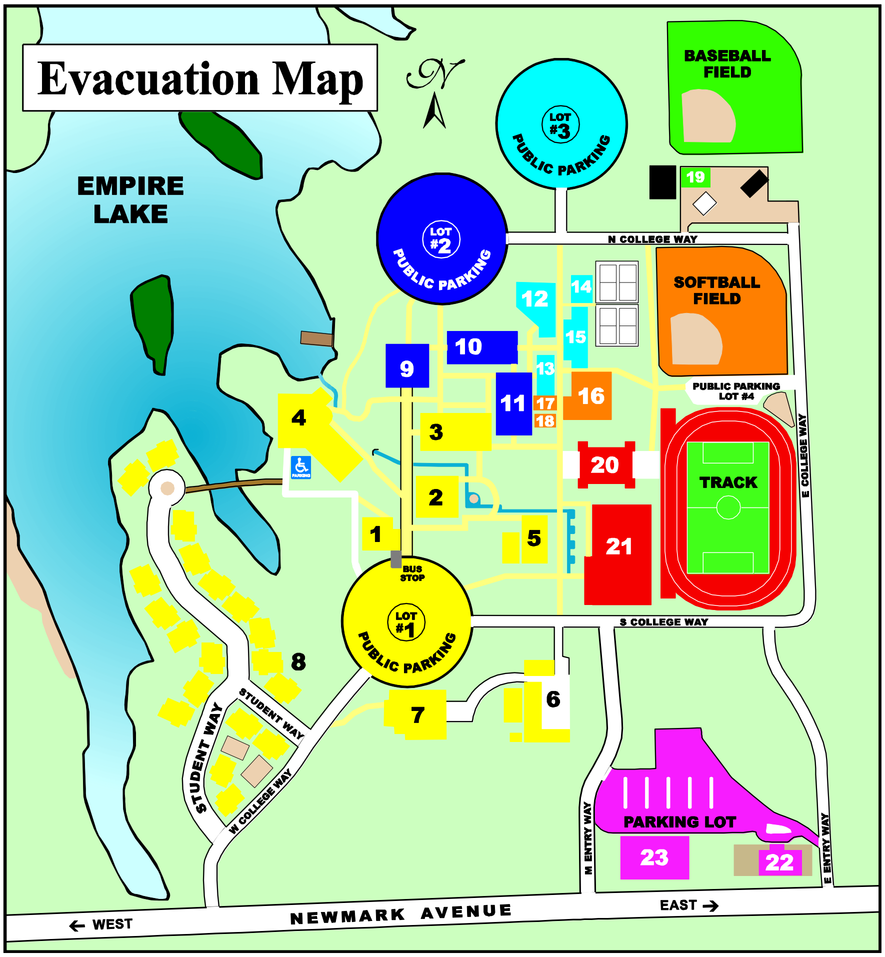
EMERGENCY TESTING, FOLLOW-UP AND REVIEW

Fire drills and evacuations will be held on an ongoing basis in Student Housing, including one annual announced fire drill and one annual unannounced fire drill. Residents will be given an orientation on the fire drill procedure at the beginning of each school year. Any new residents coming in throughout the school year will be individually instructed on the fire drill process by their Resident Assistant. Fire alarm systems and sprinklers are tested annually at Southwestern by the Plant Facilities Department.

During the evacuation drill, students learn the locations of the emergency exists in the residence hall buildings and are provided guidance about the direction they should travel when exiting each facility.

The purpose of evacuation drills is to prepare building occupants for an organized evacuation in case of an emergency. Below is a map showing students and staff where they are to evacuate on campus.

BUILDING	RALLY POINT
1. Stensland	Parking Lot #1
2. Dellwood	Parking Lot #1
3. Randolph	Parking Lot #1
4. Empire	Parking Lot #1
5. Umpqua	Parking Lot #1
6. Maintenance	Parking Lot #1
7. OCCI	Parking Lot #1
8. Student Housing	Parking Lot #1
9. Tioga	Parking Lot #2
10. Sitkum	Parking Lot #2
11. Coaledo	Parking Lot #2
12. Eden	Parking Lot #3
13. Lampa	Parking Lot #3
14. Sunset	Parking Lot #3
15. Sumner	Parking Lot #3
16. Fairview	Softball Field
17. B-2	Softball Field
18. Greenhouse	Softball Field
19. Fire Science	Baseball Field
20. Prosper	Track
21. Rec. Ctr.	Track
22. Family Ctr.	Parking lot in front
23. Newmark	Parking lot in front


Evacuation Map
N
EMPIRE LAKE
LOT #3
PUBLIC PARKING
BASEBALL FIELD
19
LOT #2
PUBLIC PARKING
N COLLEGE WAY
12
14
SOFTBALL FIELD
15
10
9
13
11
17
18
16
PUBLIC PARKING LOT #4
4
3
20
TRACK
E COLLEGE WAY
2
1
5
21
BUS STOP
LOT #1
PUBLIC PARKING
S COLLEGE WAY
8
6
7
STUDENT WAY
STUDENT WAY
W COLLEGE WAY
PARKING LOT
M ENTRY WAY
23
22
E ENTRY WAY
WEST
NEWMARK AVENUE
EAST

Specific building evacuation maps map be found at: Campus Evacuation Maps

When an emergency evacuation test is being conducted, please remember the following items:

1. When evacuating a building, walk briskly, do not run. Remain calm and act in a quiet, orderly manner. Help people in need of assistance.

2. The stairways in Tioga, Prosper, and Empire are designed primarily as fire escapes. They are insulated and reinforced, offering the best protection when exiting these buildings. If for some reason your designated exit (stairway or other) is blocked, quickly go to the nearest alternative fire exit.

DO NOT USE THE ELEVATORS

3. Once outside of the building, go directly to your designated rally point.

4. Keep streets, fire lanes, hydrants and walkways clear for emergency vehicles and crews.

5. Do not return to an evacuated building unless instructed by the Police, Fire Department, Campus Security, Maintenance, VP of Administrative Services, or other designated emergency personnel in charge. The message to return to an evacuated building will be given at the rallying points.

When evacuation is required (for bomb threat, fire, etc.) stay as far away as possible from the source of danger (at least 300 feet).

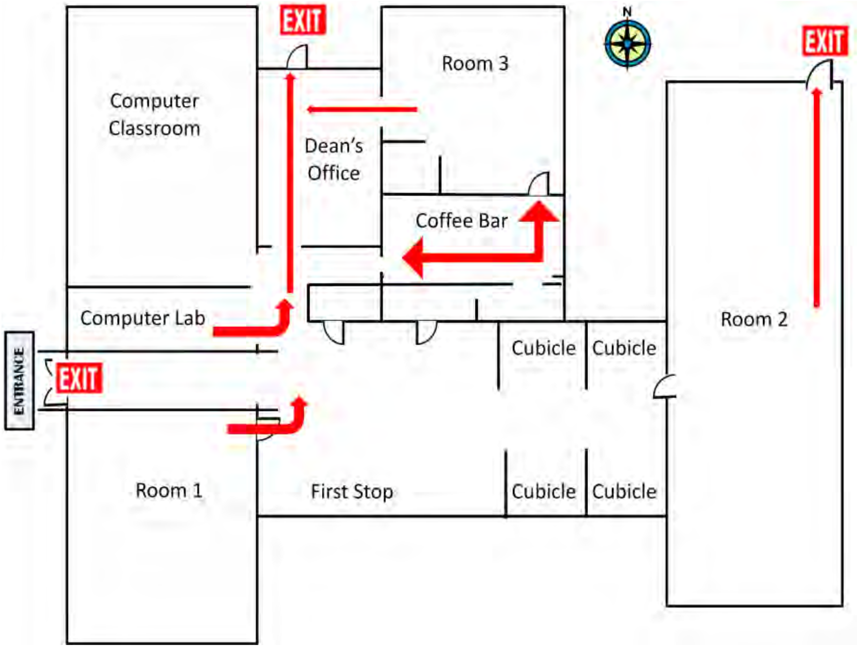
CURRY CAMPUS

In the event of a major emergency at the Curry Campus, the following response plan should be followed:

1. Contact Curry staff nearest the location of the emergency
2. Curry Staff contact 911
3. Curry Staff to contact Dean of Curry Campus
4. Dean of Curry Campus to notify Coos Bay Campus
5. All staff, students, and public at the Curry Campus should follow all directions given by emergency personnel as soon as they arrive, including fire, police, and ambulance.

As stated above, the Curry building is alarmed and monitored by Gold Coast Security who will take appropriate actions in the event of an emergency. For more detailed information, contact Administrative Services at 541-888-7206.

During an evacuation, follow exit signs on the below diagram. There are some windows on the building that are also low enough that they could be used as an exit in an emergency.



ANNUAL DISCLOSURE OF CRIME STATISTICS

Administrative Services prepares this report to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act*. The full text of this report can be located on the SWOCC web site at Annual Campus Crime Report This report is prepared in cooperation with Coos Bay Police Department, Brookings Police Department, Student Housing, and the Campus Security Department.

Campus crime, arrest and referral statistics include those reported to Campus Security, designated campus officials, and local law enforcement agencies. Each year, an e-mail notification is sent to all enrolled students and staff that provides the web site to access this report. Hard copies of the report may be obtained by calling

Administrative Services at 541-888-7206. All prospective employees may also obtain a copy from Administrative Services. The web site address to this annual report is also included on all Southwestern employment applications.

CRIME PREVENTION PROGRAMS

During fall student orientation, students and parents are informed of services offered by Campus Security. Video and slide presentations outline ways to maintain personal safety and residence hall security. Students are informed of crime on-campus and in surrounding neighborhoods. Similar information is presented to new employees. All students and employees need to be aware of their responsibility for their own security and the security of others. Student Housing and Campus Security staff are always available to answer questions about crime prevention.

Tip: To enhance personal safety, and especially after an evening class, walk with friends or someone from class that you know well, or call Campus Security for an escort.

MONITORING AND RECORDING CRIMINAL ACTIVITY AT OFF-CAMPUS LOCATIONS

Campus Security officers do not patrol off campus residences or off campus activities. As stated above, Campus Security maintains a close working relationship with Coos Bay Police and North Bend Police departments who do patrol Coos Bay/North Bend areas. This cooperative approach addresses situations as they arise as well as future concerns.

All criminal actions and other emergencies that occur during off campus college activities will be reported by the appropriate College representative to the Office of Administrative Services and Coos Bay/North Bend Police Departments.

The Brookings Police Department patrols Brookings and responds to calls on campus and in surrounding areas of the City of Brookings.

DRUGS AND ALCOHOL (BOARD POLICY 7135, ADMIN. POLICIES 5.012, 5.008)

The use of alcohol at any Southwestern facility or event will be in compliance with all state and federal laws. This applies to all members of the College (students, faculty, staff) while at the workplace.

The legal age for drinking alcohol in Oregon is 21. State laws deal harshly with underage drinking. It is also against the law in Oregon to sell or give away alcohol to anyone under the age of 21. Southwestern is a dry campus except when a specific function has been authorized by Southwestern's President.

The Southwestern Oregon Community College *Student Rights and Responsibilities* document defines the following behaviors as violations of the standards of student conduct: "The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned or occupied by the College at any time when classes or student activities are scheduled, except as provided for in Southwestern Oregon Community College Board Procedure 5.012 Liquor On Campus."

Below are some facts regarding the health risks associated with alcohol and some common:

Marijuana is addictive and can cause:
- Impaired short-term memory, visual tracking, heart rate
- Slowed reaction time/poor coordination
- Lung disease
- Damage to reproductive functions

Cocaine and Crack are highly addictive and may cause:
- Impaired judgment
- Short attention span
- Irritability, depression, mood swings
- Malnutrition
- Severe weight loss and liver damage
- Seizures
- Coma
- Heart attack

Amphetamine/Methamphetamine are highly addictive and may cause:
- Increased pulse rate & blood pressure
- Agitation
- Insomnia
- Increased body temperature
- Loss of appetite
- Hallucinations
- Depression
- Disorientation
- Convulsions
- Possible Death

PCP, LSD, Heroin, Mescaline and Morphine have a wide variety of negative health effects which may include:
- Hallucinations
- Mental confusion and/or permanent loss of mental function
- Addiction
- Convulsions
- Coma
- Death

Prescription Drugs are too often used to reduce stress, and are not safe unless they are taken as prescribed. If abused, they can lead to:
- Malnutrition
- Sluggishness or hyperactivity
- Impaired reflexes
- Addiction and brain damage
- Coma
- Death

Alcohol is the most commonly abused drug and can cause:
- Loss of concentration
- Poor judgment and coordination
- Impaired memory
- Drowsiness and mood swings
- Liver damage/cirrhosis of the liver
- High blood pressure and heart attack
- Pancreatitis
- Various cancers
- Heart disease

On July 1, 2000, a law went into effect which affects the eligibility for federal financial aid for students convicted of possession or selling of controlled substances. The Federal Government requires that a student who has been convicted under Federal or State law of possession or sale of a controlled substance, regardless of when the conviction occurred, is ineligible for federal financial aid for a specified period.

Suspension of Eligibility for Drug-related Offenses
A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under this title during the period beginning on the date of such conviction and ending after the interval specified in the following table:

The possession of a controlled substance	**Ineligibility period**
First offense	1 year
Second offense	2 years
Third offense	Indefinite
The sale of a controlled substance	
First offense	2 years
Second Offense	Indefinite

Rehabilitation - A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period determined if:

- the student satisfactorily completes a drug rehabilitation program;
- the student successfully passes two unannounced drug tests conducted by a drug rehabilitation program;
- or the conviction is reversed, set aside, or otherwise rendered nugatory.

Staff of Southwestern are subject to immediate suspension and dismissal for any criminal actions, including drug and alcohol violations. Students of Southwestern are subject to various sanctions which are discussed in the *Student Code of Conduct*. Student Housing Residents are also subject to these and other sanctions listed in the *Student Housing Room and Board Agreement*.

DRUG/ALCOHOL ABUSE EDUCATION PROGRAMS

The College has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse, including dissemination of informational materials, educational programs, counseling services, referrals, and College disciplinary actions.

Programs for students and staff include:

- Fall student orientation includes alcohol and drug education presentations.
- Information about the health risks associated with the use of illegal drugs and the abuse of alcohol.
- A description of local, state and federal laws and sanctions.
- Assistance programs – The Employee Assistance Program is available to staff for drug/alcohol services through the Human Resources Department (541-888-7259).
- First offenders are offered a diversion program through the College judicial system.
- Incoming freshmen complete the “Alcohol.Edu” online educational course.
- Judicial Educator on line modules are administered for student sanctions and education.

The College recognizes that alcohol and drug abuse is a disease that requires treatment and assistance to combat. Insurance benefits available to employees may cover the cost of treatment programs. Students with abuse problems are encouraged to visit the Counseling Center in Stensland Hall. Counselors can provide preliminary assessment and can refer students to community agencies. Information about these agencies is posted on College bulletin boards, and is available from the Counseling Center in Stensland Hall. Listed below are resources for drug and alcohol assistance programs:

Information and Education	
Coos County Alcohol and Drug Services	541-756-2020 Ext. 548
Community Action Program	541-888-7020
Private - for profit	
ADAPT	541-751-0357
Coastal Center (Youth)	541-267-2113
Serenity Lane (Adult)	541-267-5081
Support Groups	
Alcoholics Anonymous, Answering Service	541-269-3265
Al-Anon/Al-Teen, call Helpline for referral	541-266-4269
Federal referral treatment routing service	1-800-662-4357
Narcotics Anonymous	541-267-0273
South Coast Alano Club	267-756-7063

WEAPONS ON CAMPUS

Persons shall not possess a loaded or unloaded firearm, dangerous weapon, or destructive device on College property.

SEXUAL ASSAULT PREVENTION AND RESPONSE

The College offers sexual assault awareness programs at fall student orientation, during the month of February, and at Springfest each May. The Campus Security Department offers sexual assault education and information programs to Southwestern students and employees upon request. Literature on date rape education, risk reduction, and Southwestern response is available through Student Housing and the Counseling Center in Stensland Hall.

If you are a victim of a sexual assault at this institution (including rape, acquaintance rape, and forcible/non-forcible offenses), your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. The Campus Security Department strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault should be reported directly to a Campus Security officer. Filing a report with a Campus Security officer will not obligate the victim to prosecute; however, this will result in Campus Security filing a report with the Coos Bay Police Department. Filing a report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests, at no expense to the victim
- provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam)
- assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention.

Campus Security will guide the victim through the available options and support the victim in his or her decision. . If an offense occurs, services available for victims include counseling (Southwestern counselors and community professionals) and Women's Crisis Service in North Bend and the Coos County Health Department. If a sexual assault or rape should occur, staff on the scene, including Campus Security, will offer the victim a variety of services. The Student Support Services Counseling center also has staff trained available to assist sexual assault victims.

SEX OFFENSES & SEX OFFENDER POLICIES:

College employees are required to notify Campus Security of sex offenses. It is imperative that evidence be preserved for prosecution of criminal offenses. Information about procedures for preservation of evidence are available from:

Campus Security	541-297-4200
Coos Bay Police Department	541-269-8911
Bay Area Hospital	541-269-8085
Women's Safety & Resource Center	541-888-5964
Coos County District Attorney	541-396-2121, ext. 257
Women's Crisis Services & Shelter	541-756-7000

ON AND OFF CAMPUS COUNSELING AND ASSISTANCE PROGRAMS FOR SEX OFFENSE VICTIMS

A list of Human Services resources that are available along the South Coast are listed below.

Campus Security	541-297-4200
Coos Bay Police Department	541-269-8911
Bay Area Hospital	541-269-8085
Women's Safety & Resource Center	541-888-5964
Coos County District Attorney	541-396-2121, ext. 257
Coos County Health Department	541-756-2020, ext. 510

The College will change a victim's academic and living situation (if living in College housing) after an alleged sex offense, if requested by the victim and the changes are reasonably available. Options could include enrollment in a different section of a class, withdrawal without penalty, or other reasonable accommodations.

DISCIPLINARY ACTION IN ALLEGED SEX OFFENSES

In cases of alleged sexual offenses, both accuser and accused are entitled to have others present during any conduct hearing. Both accuser and accused will be informed of the outcome of any campus conduct hearing brought alleging a sexual assault. Sanctions the institution may impose following a final determination of any institutional disciplinary proceeding regarding rape, acquaintance rape, and forcible and non-forcible sex offenses are detailed in the Student Code of Conduct and Employee Handbook. The campus conduct committee will take into consideration a sexual assault victim's involvement with alcohol when deliberating potential sanctions.

Sanctions imposed on students for College-related criminal actions, including sexual offenses, may include but are not limited to:

- Disciplinary probation*
- Temporary exclusion**
- Expulsion ***

All College-related criminal actions, including sex offenses, are reported to Coos Bay Police and are investigated in cooperation with the College Campus Security staff.

* A verbal or written warning by the College President or other administrator.
** Removal from classes or privileges, for a specified period of time.
*** Termination of student status.

SEX OFFENDER INFORMATION

To comply with *The Campus Sex Crimes Prevention Act of 2000*, which amends the *Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act*, the *Jeanne Clery Act* and the *Family Educational Rights and Privacy Act of 1974*, Southwestern provides students with information on how to access the Oregon State Police Sex Offender registry. These acts requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. Registry information provided under this section shall be used for the purposes of the administration of criminal justice, screening of current or prospective employees, volunteers, or otherwise for the protection of the public in general and children in particular. It is illegal to use information obtained through the Oregon State Police Sex Offender Registry site to commit a crime against a registered sex offender or to engage in discrimination or harassment against a registered sex offender. Anyone who uses this information to commit a criminal act against another person is subject to criminal prosecution and/or civil action.**.** The Oregon State Police Department is responsible for maintaining registration data for sex offenders. Information to assist you in contacting the Oregon State Police Sex Offender Registration Unit is provided below.

A list of registered Oregon sex offenders is available from the Oregon State Police Sex Offender Registration Unit. Contact numbers to obtain hard copy lists are by telephone to a voicemail box at 503-378-3725, Ext. 4429 or on the web at http://www.oregon.gov/OSP/SOR/

TO OBTAIN A HARD COYP OF THIS REPORT, CONTACT ADMINISTRATIVE SERVICES AT 541-888-7206.

TO OBTAIN SEX OFFENDER INFO.	Oregon Sex Offender web site: http://www.oregon.gov/OSP/SOR/ or contact Oregon State Police Sex Offender Registration Unit - Sex Offender Information Line: 503-378-3720, extension 4429. (Leave your name, phone number, address and area(s) - such as zip code(s) - from which you wish to have a list of registered sex offenders. A list will be mailed in approximately one week.
INFORMATION COLLECTED:	Name, address, physical description, photograph, fingerprints, DNA, vehicle type, driver's license # and SSN. Location and phone number of employment and whether or not the offender has completed treatment.
ADMINISTRATING AGENCY:	State Police.
TIMEFRAME FOR REGISTRATION:	Within 10 days of release on supervision; 10 days of changing address, 10 days of moving into Oregon.
APPLIES TO OUT OF STATE OFFENDERS:	Yes, if convicted or required to register in another state.
DURATION OF REQUIREMENT:	Life; may petition for waiver after 10 years if they have been convicted of one C Felony or less.
PENALTIES FOR NON-COMPLIANCE:	Class C felony if they fail to do initial registration. Failure to annually register is an A misdemeanor. Failure to register change of address is an misdemeanor or C felony depending on conviction.
ACCESS TO INFORMATION:	Community members can contact local law enforcement agencies and request information on registered offenders either individually or lists of offenders by zip code. For individuals designated as sexual predators, notifications have included television and radio announcements, community meetings, newspaper articles, door-to-door flyers, and posting of the offender's residence. Method dependent upon geographic location and population density. Notice may include: name, address, physical description, type of vehicle driven, any conditions of probation, parole or conditions of release, description of primary and secondary targets and method of offense, current photograph, and probation or parole officer's name or phone number.

CRIMINAL OFFENSES

On Campus	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	4	2	3	0
Motor Vehicle Theft	0	1	0	0
Arson	0	0	0	0

On Campus - In Residence Halls	2008	2009	2010
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex offenses - Forcible	0	0	0
Sex offenses - Non-forcible*	0	0	0
Incest	0	0	0
Statutory Rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	1	3
Motor Vehicle Theft	0	0	0
Arson	0	0	0

Non-Campus	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0

Non-Campus	2008	2009	2010	Curry 2010
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0

Public Property	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0

HATE OFFENSES

The following hate offenses manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity/national origin.

Hate Offenses - On Campus	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0

Hate Offenses - On Campus	2008	2009	2010	Curry 2010
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Simple Assault	0	0	0	0
Larceny-theft	0	0	0	0
Intimidation	0	0	0	0
Destruction/damage/vandalism of property	0	0	0	0

Hate Offenses - On Campus - Residence Halls	2008	2009	2010
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex offenses - Forcible	0	0	0
Sex offenses - Non-forcible*	0	0	0
Incest	0	0	0
Statutory Rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Simple assault	0	0	0

Hate Offenses - On Campus - Residence Halls	2008	2009	2010
Larceny-theft	0	0	0
Intimidation	0	0	0
Destruction/damage/vandalism of property	0	0	0

Hate Offenses - Non-Campus	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Simple assault	0	0	0	0
Larceny-theft	0	0	0	0
Intimidation	0	0	0	0
Destruction/damage/vandalism of property	0	0	0	0

Hate Offenses - Public Property	2008	2009	2010	Curry 2010
Murder/Non-negligent manslaughter	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses - Forcible	0	0	0	0
Sex offenses - Non-forcible*	0	0	0	0
Incest	0	0	0	0
Statutory Rape	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Simple assault	0	0	0	0
Larceny-theft	0	0	0	0
Intimidation	0	0	0	0
Destruction/damage/vandalism of property	0	0	0	0

ARRESTS

On Campus	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	7	13	7	0
Liquor law violations	30	52	62	0

On Campus - Residence Halls	2008	2009	2010
Illegal weapons possession	0	0	0
Drug law violations	6	11	7
Liquor law violations	30	51	61

Non-Campus	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	3	0

Public Property	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

DISCIPLINARY ACTIONS

On Campus	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	6	1	0	0
Liquor law violations	1	6	0	0

On Campus - Residence Halls	2008	2009	2010
Illegal weapons possession	0	0	0
Drug law violations	6	1	0
Liquor law violations	1	6	0

Non-Campus	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

Public Property	2008	2009	2010	Curry 2010
Illegal weapons possession	0	0	0	0
Drug law violations	0	0	0	0
Liquor law violations	0	0	0	0

CAMPUS FACILITY ACCESS AND SECURITY

Student Housing completes an Annual Fire Safety Report. To access this report, click here: Annual Fire Safety Report

Hard copies of this report may be obtained at the Student Housing office at 541-888-7634.

Live Link as of February 1, 2012:
http://www.socc.edu/ie/pgs/review-outcomes/caap/index.shtml

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Oregon Community College

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Collegiate Assessment of Academic Proficiency - CAAP

Southwestern measures the general student learning outcomes in critical thinking, math and writing based on the performance of students taking the Collegiate Assessment of Academic Proficiency - CAAP. Students who are graduating from Southwestern or who have met transfer requirements take this test every third year as one measure of assessing and measuring student performance.

- CAAP 2007 and 2008 (86 KB)
- CAAP Comparison 2007 and 2008 with National Scores for 2008 (90 KB)

Southwestern has been participating in the CAAP tests since Spring Term 2007 and our students continue to improve their performance.

The **Collegiate Assessment of Academic Proficiency (CAAP)** is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to ***assess***, ***evaluate***, and ***enhance*** the outcomes of their general education programs. Information for the CAAP tests may be found on the website at: http://www.act.org/caap/index.html

The administration of the CAAP in 2010 had very little student participation and the results were not used to evaulate overall student achievement given the low participation rate.

Schedule: 2012, 2015, 2018, and every third year thereafter

CAAP Program Areas and Benchmark Scores

- CAAP Program Areas 2008 (28 KB)
- CAAP Benchmark 2008 Art Music Theatre Areas (100 KB)
- CAAP Benchmark 2008 ASOT Business (106 KB)
- CAAP Benchmark 2008 Biology Area (72 KB)
- CAAP Benchmark 2008 Business Area (112 KB)
- CAAP Benchmark 2008 Criminal Justice Area (584 KB)
- CAAP Benchmark 2008 CS CIS Areas (538 KB)
- CAAP Benchmark 2008 Engineering & Physics Area (538 KB)
- CAAP Benchmark 2008 English and Humanities Areas (454 KB)
- CAAP Benchmark 2008 Fire Science Paramedic EMT Areas (537 KB)
- CAAP Benchmark 2008 Foreign Language Area (132 KB)
- CAAP Benchmark 2008 History Area (112 KB)
- CAAP Benchmark 2008 Mathematics Area (536 KB)
- CAAP Benchmark 2008 OCCI (537 KB)
- CAAP Benchmark 2008 Physical Science Areas (108 KB)
- CAAP Benchmark 2008 Political Science Area (138 KB)
- CAAP Benchmark 2008 Social Sciences Areas (214 KB)
- CAAP Benchmark 2008 Turf & Landscape Areas (536 KB)
- CAAP Benchmark 2008 Welding Machine Tools Manufacturing Areas (536 KB)

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Live Link as of February 1, 2012: http://www.socc.edu/pathways/

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Southwestern Career Pathways

A ***Career Pathways Certificate*** opens the door to a solid start in obtaining your employment and educational goals. Each Certificate requires just a few courses. You decide how far you want to go, at a pace that is comfortable for you. The first Certificate gives you a competitive edge when applying for an entry level position in a given industry or career pathway.

As you take each step in your career pathway, you'll find that each new Career Pathways Certificate will give you an advantage as you apply for better positions. These certificates eventually lead to an Associate of Applied Science - or even beyond! It's up to you how far you want to go.

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The *Oregon CASE Consortium* Technical Proposal

The *Credential, Acceleration, and Support for Employment (CASE) Consortium* is a statewide collaboration involving all 17 Oregon community colleges, the Oregon Employment Department/Trade Act (OED/TAA), Oregon Department of Community Colleges & Workforce Development (CCWD), employers, and community partners united by a core belief that postsecondary credentials are the gateway to jobs with family-supporting wages and the foundation of Oregon's future economic success. *CASE* offers critically needed innovations that support the state's effort to reverse Oregon's recent and severe losses in per capita income and other measures of vitality: in 2010, 43% of Oregon's UI recipients, or 157,000 individuals, had been unemployed for over 18 months and 26% for 6 to 18 months (OED, 2011). Of unemployed workers, 63% have a high school diploma or less, yet over the next ten years, 83% of high paying jobs in Oregon will require postsecondary education (OED, 2011). *CASE's* 'three "C"' strategies will expand and enhance **C**areer Pathways as a vehicle to increase certificate attainment and accelerate time to completion; use **C**areer Coaches to reduce barriers so that students enroll, persist, complete a credential and secure employment in a demand occupation; and launch development of a "portable" approach to granting **C**redit for Prior Learning (CPL) for students and workers across the state. All efforts, directly linked to priorities outlined in the TAACCCT SGA, offer a solid foundation of success for the state's 18,500 TAA-eligible workers and other unemployed/underemployed workers.

CASE is designed to advance the Joint Boards of Education ambitious 40/40/20 goal, which seeks, by 2025, to have 40% of Oregonians attain at least a Bachelor's Degree, 40% earn a post-high school certificate or credential, and 20% at least a high school diploma or equivalent. *CASE* expands and enhances the following interlinked statewide efforts led by CCWD and 17 community colleges:

Oregon Career Pathways Initiative, spearheaded in 2004 and scaled to 17 community colleges in 2007, the Initiative goals include increasing the number of Oregonians with certificates, credentials and degrees; and easing student transitions across the education continuum and to employment. Since 2007 more than 175 stackable career pathway certificates (12-44 credits) tied to industry-driven competencies have been developed, approved and offered across the state. In addition, 6 Vocational English as a Second Language (VESL) courses leading to stackable credentials in demand occupations have been developed and offered at several colleges; and more than 350 web-based visual roadmaps charting skill and wage progression have been developed and posted on community college and OED websites.

Oregon Pathways for Adult Basic Skills (OPABS) provides contextualized learning for Adult Basic Skills (ABS) through 6 OPABS bridge courses addressing a range of occupations with career guidance to increase student persistence and certificate attainment and employment.

ABE to Credentials, a new initiative administered by Jobs for the Future and funded by the Bill and Melinda Gates Foundation, is designed to build upon the OPABS and VESL courses to develop a comprehensive statewide plan to accelerate time to completion and increase certificate and degree attainment for low-skilled workers and ABS students.

Oregon Student Success Plan, a statewide plan developed in 2008 that identifies and supports implementation of evidence-based best practices that lead to increased postsecondary attainment; and

National Career Readiness Certificate, a certification of workplace skills that supplements academic assessments at the colleges and provides additional job applicant data to employers.

Although Oregon has made progress, there is much work to be done. The *CASE Consortium* will transform Oregon's service delivery system for TAA, unemployed and underemployed workers by building a high performance community college system that can provide workers the skills and competencies needed to **advance the state's relentless effort to secure economic prosperity through employment opportunities in high growth industries.**

1. STATEMENT OF NEED

Nearly 300,000 working-age Oregonians, or 11%, have not earned a high school diploma. Another 24% have attained a high school diploma but have no post-secondary education. Rates are even lower in many *CASE* partner regions: 78.4% of Tillamook County residents have a high school diploma or less. (Lumina Foundation, 2010). Oregon ranks 37th in the country in public-sector certificates awarded, despite projections that by 2018 Oregon will rank 5th in the nation for jobs requiring postsecondary education and less than a degree (CLASP, 2011).

i. Impact of Foreign Trade in Communities to be Served

With 173 TAA Certification determinations since January 1, 2007 and over 18,500 workers impacted**, Oregon has twice the rate of TAA Certifications nationally relative to its share of the US population** (TAA, 2011, U.S. Census Bureau, 2011). For purposes of this application, three certifications will be cited: TAW # 73448, Blue Heron Paper Company, 5/27/2010, TAW# 70823, Blount, Inc. 9/8/2009, and TAW# 74530E, Hewlett Packard Company, 9/3/10. The **threat to, or loss of, jobs related to these determinations** have common themes with other Oregon TAA certifications. Oregon has deep roots in the timber industry which has historically offered family-living wages that are disappearing overseas and unlikely to return. In many urban and rural communities, manufacturing helped fill the resulting void, companies that are among the new wave of closures. The cumulative impact of these changes has resulted in Oregon's high unemployment rate and created barriers to reemployment for aging workers with outdated work skills and limited training. Many of the positions lost have been industry specific and involve few, if any, transferable skills. For those who held non-industry specific jobs, obtaining similar employment in another industry is increasingly difficult due to the number of people competing for a reduced number of available openings. To overcome these barriers and compete for family-wage jobs, many **TAA impacted individuals need to retrain for jobs in other industries** and/or receive professional assistance to define and re-package their transferable skills to successfully sell them to employers.

ii. Targeted Population in Communities to be Served

CASE will serve TAA- certified and other unemployed/underemployed workers throughout Oregon who need training to secure full-time employment, advance in their careers, or remain in their current occupation. The project will also create programs specifically designed to serve adults workers who need to increase their adult basic skills and/or English language skills in order to enter and complete postsecondary occupational and Career and Technical Education (CTE) certificate programs.

With Oregon's February 2011's unemployment rate of 10.2%, the state hit 25 straight months of double-digit unemployment. In 2010, there were a total of 366,618 unemployment insurance claimants, or 18.5% of Oregon's workforce. Overall, Oregon's seasonally adjusted unemployment rate has been higher than the nation's for thirty-six straight months. Layoffs and business closures in Oregon extend beyond the TAA certifications outlined above. During the recent recession, Oregon suffered the seventh-largest job loss in the nation, with a decline of 8.2% (OED, 2011). Layoffs and closures remain frequent. In March 2011 alone, announced layoffs include Truitt Brothers (100 employees), NuScale Power (70 employees), Sunset Empire (30 employees), Oregon Institute of Technology (5 employees), Portland Development Commission (22 employees), Brotherton Pipeline (24 employees), and Associated Fruit (12 employees), along with announced closures of seven retailers and one construction firm.

Within this grim employment picture, *CASE* will target workers most at risk of remaining unemployed or underemployed. This includes **workers from the construction, manufacturing, and wood products sectors**, which are overrepresented in TAA-certifications and other lay-offs. It also includes **workers with low education:** 63% of Oregon's UI claimants have a high school diploma or less. **Low skills in reading, writing, math, and computer literacy can prevent individuals from being able to successfully enter and complete training programs that lead to employment**. Lack of sufficient income and support while attending community college can also be a barrier.

While Oregon is a geographically diverse state, there are clear employment trends common across regions. Middle-skill jobs, which require more than high school, but less than a four-year degree, make up the largest part of Oregon's labor market. In response, *CASE* has worked with **employers across the state to identify growing industries and related credentials needed for success**, a process outlined in the attached Community Outreach Process. These include:

Occupation	**Industry Required Knowledge, Skills, Abilities for Credentials**
Business and Management Career Focus Area	
Computer Information Systems Technician	Coordinate computer databases; install and support an organization's networks and Internet. Maintain and monitor hardware and software. **Credentials**: Software specific training; Bachelors or Associate; Computer Support Specialist Certificate; Database Developer Certificate; Basic Computer Literacy Certificate.
Business/ General Office Professional	Perform clerical and administrative functions, draft correspondence, schedule appointments, maintain paper and electronic files, or provide information to callers. **Credentials**: Software specific training; Accounting Clerk Certificate; Office Support Specialist Certificate, Administrative Assistant Certificate, etc.
Retail Sales Professional	Apply merchandising techniques, manage inventories, provide customer service, sell products. **Credentials**: short-term training
Licensed Tax Preparer	Apply accounting principles, compute and record fiscal data, compute taxes, enforce regulations. **Credentials**: Tax Preparers License.
Gaming Technician	Balance cash and receipts, follow safety procedures, receive customer orders, use cash registers and sales techniques. **Credentials**: Postsecondary Certificate.
Accounting and Auditing Clerks	Compute, classify, and record numerical data to keep financial records complete. **Credentials:** Postsecondary Certificate, AAS.
Food and Natural Resources Career Focus Area	
Viticulture/Enology Technician	Manually plant, cultivate, and harvest wine grapes, use pest control measures, irrigation. Set up, operate, or tend continuous flow or vat-type equipment; filter presses. **Credential**: Viticulture Certificate; AAS.
Natural Resource Management Specialist	Manage forested lands; determine how to conserve wildlife habitats, water quality, and soil stability, comply with environmental regulations; devise plans for planting and growing. **Credential**: Associates; Forest Ecology & Forest Protection Certificate; Natural Resources Conservation Certificate.
Renewable Energy Technician, includes Solar & Geothermal	Operate, test, and maintain equipment for solar fabrication, solar hot water heater installation; photovolataic fabrication, geothermal. **Credentials**: Postsecondary Certificates and Associates degrees; NABCEP Solar Installer certification
Fire Science Technician	Control and extinguish fires or respond to emergency situations, fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster management. **Credential:** Postsecondary Certificate, AAS.
Historical Preservation Restoration	Assist carpenters and construction supervisors in restoration and preservation of historic buildings. **Credential**: Postsecondary Certificate.

Health Services Career Focus Area	
Medical Assistant	Perform administrative and certain clinical duties under the direction of physician. **Credential**: Postsecondary Certificate.
Health Informatics Specialist	Compile, process, and maintain medical records consistent with medical, administrative, ethical, legal, and regulatory requirements. **Credentials:** Postsecondary Certificate, AAS.
Human Resources Career Focus Area	
Childhood Care Provider	Apply classroom management techniques, apply early childhood education techniques, assess educational need, convert information into instruction. **Credential**: Postsecondary Certificate or AAS.
Corrections Technician	Maintain order, enforce laws, protect life and property. **Credential**: Postsecondary Training or Associates; Postsecondary Certificate; AAS degree,
Industrial and Engineering Systems Career Focus Area	
Mechanical Engineering Technician	Apply theory and principles of mechanical engineering to modify, develop, and test machinery and equipment under direction of engineering staff or physical scientists. **Credential**: Associates; Manufacturing Technician Certificate
Welding Technician	Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components. **Credential**: Welding Postsecondary Certificate
HVAC Installation	Need knowledge of HVAC; mathematics; design reading; can include install and repair of solar energy systems. **Credential**: HVAC Installer Certificate.
Automotive Technician	Apply automotive systems theories and knowledge of vehicle repair procedures, operate equipment, apply service and repair manuals, use machine tools. **Credential:** Postsecondary certificate, AAS preferred.
Drafters - CAD	Prepare detailed drawings of architectural and structural features of buildings or drawings; topographical relief maps used in civil engineering projects.**Credential**: Postsecondary certificate.

iii. Targeted Industries and Occupations

Although unemployment statistics are grim, there is hope for Oregonians with postsecondary education: the state anticipates more than 340,000 middle-skill job openings– almost half of all job openings between 2006 and 2016 (OED, 2011). A snapshot of **anticipated job growth across regions in industries targeted by *CASE* and represented by employer partners is** detailed below**. Related educational and competencies are outlined above in Section ii.**

Targeted Industry/Occupation	Current Employment 2008	Projected Employment 2018	Percent Growth Projected
Business and Management Career Focus Area			
Computer Information Systems			
Database Administrator	1,207	1,334	+10.5%

Network and Computer Systems Admin.	3,546	3,906	+10.2%
Data Entry Clerk	2,283	2,542	+11.3%
Business/General Office Professional			
Secretaries and Administrative Assist.	20,096	21,951	+9.2%
Office Clerk, general	37,446	40,728	+8.8%
Retail Sales	60,236	66,000	+9.6%
Licensed Tax Preparer	1,718	2,062	+20%
Gaming Technician (Service Worker, Cage Worker, Change/Booth Person)	604	664	+10%
Accounting and Auditing Clerks	27,505	30,048	+9.2%
Food and Natural Resources Career Focus Area			
Viticulture & Enology *(data projections not available to separate out vineyard workers from agricultural workers generally)*	2003: 1,534 workers	2008: 2,578 workers	+68.1%
Natural Resource Management			
Environmental Engineering Technician	203	231	+13.8%
Environ. Science & Protection Tech.	364	410	+12.6%
Renewable Energy (as an emerging field, data is not available specifically for renewable energy. Renewable energy workers such as solar installers are likely to work in positions such as those below. Includes both Solar and Geothermal Installation.			
Installation, Maintenance & Repair Wrks	3,156	3,333	+5.6%
Electrical Power Line Install & Repair	1,603	1,628	+1.6%
Fire Science	3,093	3,459	+11.8%
Historical Preservation – Carpentry	13,637	13,864	+1.7%
– Construction	10,215	10,461	+2.4%
Health Services Career Focus			
Medical Assistants	7,113	8,948	+25.8%
Health Informatics Technicians	2,693	3,274	+24.1%
Human Resources Career Focus Area			
Early Childhood Care Provider			
Child Care Worker	4,732	5,319	+12.4%
Preschool Teacher	5,321	6,262	+17.7%
Criminal Justice/Law Enforcement			
Police and Sheriff's Patrol Officers	5,141	5,726	+11.4%
Correctional Officers	4,214	4,628	+9.8%
Industrial and Engineering Systems Career Focus Area			
Manufacturing/Engineering			
Solar - Electrical & Electronic Engineering Tech	2,836	2,859	+0.8%
Renewable Energy- Mechanical Engineering Technician	549	583	+6.2%
Welding (Clatsop 3-County area only)	164	181	+10.4%
HVAC Installation	2,771	2,867	+3.5%
Automotive Technician	6,067	6,594	+8.7%
Solar Fabrication (solar) – emerging industry. Data not available specifically for this occupation. A			

local business is projecting at least 200 job openings in the next three years.			
Architectural and Civil Drafters	1,716	1,909	+11.2%

iv. Gaps in Existing Educational and Career Training Programs

The *CASE Consortium's* statewide community outreach process identified the following **educational and training gaps that, once addressed, will provide students the bridge they need be a part of Oregon's economically vibrant future**. By addressing these issues, *CASE* will also provide the nation a tested model for integration and collaboration across geographically and organizationally diverse consortia.

1. Most TAA-eligible individuals do not enroll in training programs (17 colleges): Of Oregon's 18,500 potentially eligible TAA-affected workers, approximately 50% completed an application to determine eligibility. Of those completing applications, only about 50% (or 25% of those potentially eligible) developed a plan and participated in training. (TAA, 2011) Despite this, assessments completed at the time of application indicate that many TAA-eligible individuals do not have the skills or training necessary to reenter the workforce at a living wage.
2. Many students entering training programs do not persist to completion (17 colleges): According to the NCES Integrated Postsecondary Education Data System, only 15% of Oregon's community college students receive a degree within three years of entry, significantly lower than the national rate of 19.7%.
3. Many unemployed individuals do not have the basic skills needed to succeed in training (17 colleges): 63% of Oregon's UI claimants have a high school diploma or less, compared to a statewide average of 11%. Despite these high numbers, state administered programs serve only 78 out of 1,000 adults with less than a high school diploma, markedly lower than the national rate of 101.7/1000. (CAEL, 2008)
4. Credit for Prior Learning is not well defined or utilized (17 colleges): An analysis of records from the 2009-10 academic year revealed only 507 of Oregon's 384,259 community college students statewide

received Credit for Prior Learning (CPL), with individual college statistics ranging from 0 to 263. Furthermore, CPL methods offered are limited and no college offers an e-portfolio option. While this data is based on varying definitions and approaches to CPL, it demonstrates the need to find a common definition, streamline practices, and implement a statewide approach to this important strategy for accelerating students to credits, credentials and, eventually, family living wage jobs.

Also identified was the need for transcription of military training for veterans returning from overseas with training in high-demand occupations, but without credits or connection to civilian training programs. While three Oregon community colleges have begun to address the issue, there is no coordinated effort or on-going dialogue about how to combine efforts and outreach to maximize services to this critical population.

5. Career Pathways Certificates have not been developed for all demand occupations (17 colleges): While more than 175 Career Pathway Certificates have been approved in Oregon since 2007, additional career pathways are needed to address gaps in emerging and projected growth occupations outlined in Section iii. Additionally, Career Pathway roadmaps accessed through community colleges and OED websites need to be expanded and enhanced based on industry-driven competencies.
6. Students are not aware of, or utilize, resources intended to assist them towards a credential (17 colleges): Surveys of staff, students and partners revealed a lack of knowledge about available certificates and credentials, methods for identifying appropriate training courses, the importance (or mechanics) of applying for a degree, or the availability of the National Career Readiness Certificate (NCRC), job search skills training and other resources readily available to community college students.
7. Data and communication systems between college, Workforce Investment Act (WIA), and TAA staff are not adequate for referral, support and/or tracking of shared clients (17 colleges): Eleven colleges reported frustration about not knowing how to recruit and/or assist TAA-eligible students. Another four partners reported their relationship was only ‘adequate’. All colleges, along with TAA staff, expressed

an interest in increasing communication with the goal of recruiting more TAA affected workers into skill enhancement and stackable credential programs, facilitating coordination, and improving tracking mechanisms. Similar dynamics were expressed about coordination with WIA programs, particularly in regions where WIA and colleges are geographically dispersed.

8. Rural and frontier students face additional barriers to postsecondary attainment (10 colleges): *CASE* colleges representing Oregon's rural and frontier regions (Blue Mountain, Clatsop, Columbia Gorge, Klamath, Oregon Coast, Rogue, Treasure Valley, Umpqua, Southwestern Oregon, Tillamook Bay) are the smallest in Oregon, have fewer offerings, and serve students from large geographical areas. Treasure Valley Community College in eastern Oregon serves an area larger than New England. Areas served by these colleges also tend to have higher unemployment rates, resulting in a need for focused support and specialized assessment and advising for students to persist and complete.

2. WORK PLAN AND PROJECT MANAGEMENT

The *CASE Consortium* will capitalize on state leadership's vision for change and a growing body of evidence-based practices to build on existing strengths, challenge outdated assumptions, and **create a systemic approach to increase postsecondary certificate attainment and job placement in demand occupations.** Over three years of funding, *CASE* will improve educational and employment outcomes for 3,525 TAA-eligible and other unemployed and underemployed workers by facilitating access to, and integration of, existing services as well as strategically implementing new initiatives critical to overall success. Innovations and lessons learned will inform quarterly Community of Practice (COP) workgroups organized around project strategies and result in the tools, knowledge, and systems needed to ensure expedited training for Oregon's future workforce.

CASE represents a unified vision for addressing barriers to student persistence, completion and gainful employment in demand occupations. The colleges, TAA, OED, and Workforce Investment Act (WIA) partners are committed to overcoming entrenched “silo” programming that serves as a barrier to coordination and referral on behalf of the state’s unemployed and underemployed workers. *CASE* and its network of regional and state partners, which includes employers, veterans’ advisors, local WIA providers, OED, and internal college staff will collaborate to engage, coach, and refer workers who need support to meet their training goals. Following an orientation and assessment, **students will receive a facilitated referral to necessary financial, academic and/or non-academic supports** and be referred to college placement and career exploration to determine appropriate training and credentials for re-employment. Where appropriate, students will be encouraged to seek **newly designed Credit for Prior Learning and military transcripting** options and a **degree audit** to expedite their progress towards a degree or certificate. Existing and **newly created Bridge Courses** will be offered to students not yet ready to enter CTE courses. Once prepared, students will enter an **existing and/or newly developed Career Pathway Certificate Program in a demand occupation**. At the completion of their training, students will take the assessments to earn the **National Career Readiness Certificate (NCRC)** and gain necessary job search skills, which will expedite student entry into the workforce at a level commensurate with their training and skill level. Equally important, students will enter employment with a plan for future advancement and the skills necessary to make their vision a reality. Throughout, strategy-specific Community of Practice (COP) workgroups that include implementation staff, subject matter experts, and the *CASE* evaluator will meet quarterly to analyze data and identify quality process improvements.

i. Evidence-Based Design and Overview of Proposed Strategy

CASE will implement the following TAACCCT priorities and related strategies to address needs outlined in Section One:

Priority One: Accelerate Progress for Low-Skilled and other Workers

Strategy 1.1: Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners (all colleges): *CASE* will place trained, certified career coaches at each college **to engage and support TAA-eligible and other unemployed/underemployed workers** throughout CTE career exploration, training, job search, and the first nine months of employment. Throughout, coaches will use **multiple strategies, including regular check-ins and data,** to build a positive relationship, and track student progress and trigger targeted and necessary interventions. *CASE* career coaches will be trained using the Global Career Development Facilitator curriculum by The National Career Development Association, which has been adopted by OED and CCWD for staff throughout Oregon's workforce system. The 120-hour hybrid training will include both face-to-face and on-line modules and provide coaches with nationally-recognized standard skills related to career resources, career planning, helping and facilitation, informal and formal assessment, working with diverse and non-traditional populations, training, case management and referral, ethical and scope of practice issues and job search.

Referral and support to coaches will be further facilitated by *CASE's* commitment to **working in tandem with TAA and OED staff to jointly address communication, data collection, and referral issues that serve as a barrier for TAA-eligible workers** and others who need retraining to reenter the workforce. Specific activities will vary based on each college's physical location and history of integration, but includes two colleges who have negotiated shared space as a part of *CASE* implementation. Statewide barriers will be addressed by the addition of TAA leadership on the *CASE* management team (see organizational chart on page 27) and a TAA Liaison on the implementation team to work at the local level to identify and address barriers as they occur. The coaching Community of Practice, which will include the TAA Liaison hired through this grant, will meet quarterly using both face-to-face meetings and video conferencing to update training, review process outcomes, determine best practices and identify needed customizations and/or modifications to meet the needs of *CASE* participants across the state.

Evidence Base: There is **strong evidence** that improving student services results in increased persistence, including Bailey, Jenkins and Leinbach (2007); Community College Research Center (2011); Duke and Strawn (2008); Mechur Karp (2011), National Governor's Association (2011), Scott-Clayton

(2011), and Taylor and Harmon (2010). Additional research has shown that tracking the progression of students across milestones along the way to certificate and degree attainment also improves outcomes. (Leinbach & Jenkins, 2008; Moore, Shulock & Offenstein, 2009; Offenstein & & Shulock, 2010, Reyna, 2010)

Strategy meets needs of students and employers: *CASE* career coaches serve as the "glue" of the systemic change outlined in this proposal. Their role is essential to engaging and guiding potential students through the maze of requirements, opportunities, and options that will ultimately result in successful completion of training linked to a demand occupation. As a part of the college, coaches will have knowledge and access to existing academic resources and support as well as the skills necessary to meet student's diverse needs. Finally, improved coordination and data sharing between TAA, OED, and the colleges will result in increased referral and support for TAA-eligible and other unemployed workers and provide employers with highly qualified workers with the training and stackable and industry-recognized credentials needed for high demand jobs.

Priority Two: Improve Retention and Achievement Rates and Reduce Time to Completion

Strategy 2.1: Increase understanding and use of Credit for Prior Learning (CPL) within and between Oregon's community colleges (year 1 pilot project – five partners, year 2-3 Community of Practice for capacity building -all colleges): Five colleges representing urban, rural and frontier regions (Clackamas, Treasure Valley, Oregon Coast, Lane, and Southwestern Oregon) will participate in a pilot program during the first grant year to **increase integration of CPL strategies** aligned with CAEL (2010) national standards and utilizing one or more methods for evaluating student learning (e.g. standardized exams, challenge exams, evaluation of non-collegiate instruction, and portfolio assessments).

Each pilot college has identified an academic department to collaboratively work towards internal understanding and systems needed to implement CPL strategies at their college. Pilot colleges will work together in a Community of Practice (COP) to identify common needs between colleges, share best practices, and create a portable e-portfolio using a Google platform that can be adapted and accepted between colleges. Quarterly trainings including web-based trainings from subject matter experts will be offered to increase effectiveness. Building on projects undertaken by the pilot colleges, all colleges will participate in quarterly COP meetings during years 2 and 3 to build capacity and shared understanding of best practices across Oregon's community colleges.

A distinct activity within *CASE*'s CPL strategy will focus on aligning and expanding **Military Transcripting** projects currently underway at three community colleges (Clackamas, Klamath, Treasure Valley) to other *CASE* partner colleges. The most developed of these projects (Clackamas) received seed funding through a grant from the American Council of Education/Wal-Mart, and has developed a cross-walked matrix to transfer credits in three Associate of Applied Science degrees (Automotive, Project Management, and Water Quality) for returning veterans who participated in training while in the military. *CASE* will expand upon this successful project by developing crosswalk matrices transcripting three additional CTE programs and work with partner colleges to adopt these credits at other institutions, expanding the vision and resources necessary to serve veterans across the state.

Evidence Base: There is **moderate evidence** that use of Credit for Prior Learning expedites educational attainment. The Council for Adult and Experiential learning (CAEL) conducted a study published in 2010 that concluded CPL is a strategy that doubled postsecondary degree attainment across student groups and increased persistence for non-degree-earning students. The study, however, was the first of its kind across institutions and did not answer lingering questions about motivational difference between students seeking CPL and how institutional policies impact CPL implementation.

Strategy meets needs of students and employers: The average TAA-worker has approximately 12 years of experience when they are laid off, life and work experience that sets them apart from youth just graduating from high school. Despite this, Oregon has no defined way for these experienced workers to expedite credit attainment towards reemployment, regardless of the quality of their previous learning experience.

Broader understanding of the benefits of CPL and facilitated use of CPL strategies across Oregon's community colleges will provide additional incentive to these experienced workers to seek retraining opportunities, lessen their time to completion, and reduce the likelihood of early withdrawal. Veterans who receive credit for training received while in the military will have the added benefit of their credits being "blind", or showing on their transcript as a community college class rather than military training. Employers will benefit by having access to highly skilled workers with a solid work record who have persisted and succeeded in training related to jobs in demand occupations.

Priority Three: Build Programs that Meet Industry Needs

Strategy 3.1: Increase availability of Career Pathways for demand sectors and occupations (all colleges): Building upon the foundation of the Career Pathways Initiative over the past six years, *CASE* will create and offer new and enhance existing career pathway certificates in emerging and projected growth occupations, as well as develop and offer new and enhanced pre-college bridge courses for ABS students leading to a career pathway certificate or industry-recognized credential. *CASE* will increase substantive employer involvement to enhance labor market payoff. Employers currently work with colleges on advisory committees to align certificates with industry competencies. Through *CASE,* each college will expand current employer involvement through design and implementation of an outreach strategy with local employers and industry associations. The goal of the employer involvement strategies is to increase the number of employers offering work-based learning for students as well as the number of employers hiring completers of certificates, credentials, and degrees.

CASE will work to support the development of two types of Career Pathways:

1) Pre-college "bridge" programs providing low-skilled adults with entry to postsecondary education leading to a stackable credential. Two types of pre-college bridge programs will be offered at 14 colleges: a) OPABS courses with contextualized bridge courses in multiple occupations, career planning and transition services; and b) contextualized Vocational English as a Second Language (VESL) pathways certificate

programs. Historically, a very small percentage of the targeted population has successfully transitioned from pre-college work to certificate attainment. As such, particular attention will be given to implementing evidence-based practices that create strong bridges for these students to transition from basic skills to certificate attainment and on to job placement. These practices include assistance with navigating college and social service systems to attain needed supports and data-driven continuous improvement to policy and practice.

2) Postsecondary education to advance in a given career and upgrade skills in demand occupation leading to a stackable credential. *CASE* will offer 28 new and 24 enhanced career pathway certificate programs in emerging and demand occupations. New career pathway certificates and roadmaps will be developed at individual colleges for jobs such as: Solar Installer; Renewable Energy Technician; Solar Fabricator; Geographic Information Systems (GIS) Technician; Licensed Tax Preparer; Gaming Technician; and Corrections Clerk. The postsecondary education programs are structured to be stackable credentials starting with a) Career Pathway Certificates (CPC) or Less Than One Year Certificates (LTOY) (12-44 credits), which are a “chunk” or module of an associate of applied science degree with coursework tied to industry-driven competencies in a specific occupation; and b) a Certificate of Completion (45+ credits) which is the approximately half of what is needed for an associate degree. Certificates and industry-recognized credentials offered through *CASE* are outlined below.

The existing Career Pathways Initiative will serve as the Career Pathways Community of Practice through the Oregon Pathways Alliance, reviewing all evaluation data and utilizing it to continue quality improvement efforts of the last 6 years.

***CASE* certificates, and industry - recognized credentials**	
Industry Certificates:	A++; CCENT; NABCEP; AAMA
Office-related CPC:	Office Fundamentals; Business/General Office; Business Administration; Administrative/Office Professional; Office Support; Entry Level Accounting; CPC & Employment Skills Training Certificates; Project Management
Computer-related CPC:	GIS Data Entry Technician; Computer Applications / Basic Computer Literacy;

	Information Technology; CIS; CADD; Computer Information Systems
Other business & management CPC:	Retail Sales; Gaming Technician; Licensed Tax Preparer; Accounting; business/management;
Agriculture and natural-resources CPC:	Natural Resources Technician; Renewable Energy; Viticulture; Fire Science; Historic Preservation Restoration; Geothermal; horticulture; solar
Childhood-related CPC:	Intermediate Early Childhood Education; Childhood Education and Family Studies - Level 1; Level 2; Level 3
Criminal justice CPC:	Criminal Justice
Industrial systems CPC:	Manufacturing; Manufacturing Fundamentals; Manufacturing Technician; Solar Fabrication Technician; Welding; Production Technician; Automotive Technician; Maintenance Technician; HVAC Installer
One-Year Certificates	Business Tech; Business Software; Renewable Energy
Health Services CPC:	Health Informatics, Health Information Management
(CPC=Career Pathway Certificates (12-44 credits) are include industry-driven competencies for a demand occupation. These Certificates are approved at the state (CCWD) and are transcripted by the college.	

CASE has been specifically designed to **address gaps in Oregon's education and training offerings** identified in the community outreach process and outlined in Section 1:

1. Most TAA-eligible individuals do not enroll in training programs (all colleges): Improved coordination and referral systems between TAA staff at the state and local level will increase referral of TAA-eligible individuals into college training programs. Career coaches at each college will facilitate referrals and maximize success through enhanced student services.
2. Many students who enter training programs do not persist to completion (all colleges): Career coaches, improved TAA coordination, increased access to CPL, and new and enhanced career pathways that include bridge programs will provide the incentive and support necessary for additional students to persist to completion. Communities of Practice will provide essential information to improve persistence over the life of the grant.
3. Many students do not have the basic skills to succeed in training (all colleges): Pre-college Bridge programs combined with availability increased student services through career coaches will provide students with low basic skills the incentive and support necessary to enter and complete training programs that lead to demand occupations.

4. Credit for Prior Learning is not well defined or utilized (all colleges): Pilot programs, statewide training, and a portable e-portfolio will improve understanding of, and access to, CPL across the state. Returning veterans will have increased access to transcripted credit for training received in the military at some colleges.
5. Career Pathways Certificates do not exist for all emerging or projected growth occupations (all colleges): 28 new and 24 enhanced Career Pathways linked to demand occupations will be created through *CASE*.
6. Data and communication systems between college, WIA, and TAA staff are not adequate for referral, support and/or tracking of shared clients (all colleges): The *CASE* Project Management Team includes state level staff from the CCWD and TAA with the expertise and authority to improve coordination across agencies and work toward common data systems and reporting. Communities of Practice from each *CASE* strategy and information from local workgroups will further inform the development of facilitated referral, support and/or tracking of shared clients throughout Oregon.
7. Students are not aware of and often do not use resources intended to assist them towards a credential (all colleges): Career coaches at each site will work closely with students and partners to increase awareness and use of resources such as career exploration, training opportunities, and available support and counseling systems. Increased systemic coordination will ensure referrals are made to coaches from agencies working with TAA and other unemployed and underemployed workers.
8. Rural and frontier students have additional barriers to success (10 *colleges*): Colleges in rural areas will develop new systems and support networks to assist students living in rural areas identify viable career paths and receive training relevant to regional jobs. Newly developed career pathways designed to specifically address local needs will facilitate access to emerging and demand occupations within rural areas where students live.

ii. Project Work Plan

CASE Consortium Project Work Plan							
Priority 1:		**Accelerate Progress for Low-Skilled and other Workers**					
	Activities	**Implementers**	**Costs**		**Time**		**Deliverables**
Strategy 1.1: *Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners*	-Hire, train staff using hybrid CDF curriculum --Recruit, orient, support, guide students through assessment, career planning, training and into jobs --Identify, utilize tools, resources, opportunities that will expedite students and maximize success. --Work with TAA, OED and WIA staff to facilitate referrals, expedite training and support students --Offer training about TAA requirements/benefits -- Align data tracking systems between TAA/OED and colleges --Ongoing training, support through COP	Blue Mountain, Central Oregon, Chemeketa, Clackamas, Clatsop, Columbia Gorge, Klamath, Lane, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Rogue, Southwestern, Tillamook Bay, Treasure Valley, Umpqua	Strat. total:	$6,387,923	Start Date	7/1/11	--Customized supplement to CDF curriculum to address unique needs of CASE participants --Recruitment, awareness materials for potential students and referring partners; --Website enhancements to assist in assessment, referral - Training & tools for WIA/TAA/College alignment of services/processes - Guide for Career Coaches --Use Creative Commons Open Source for appropriate deliverables --Final report and data about success strategies
			Equipment		End Date	6/30/14	
			Year 1:	$2,081,489	Milestones:		
			Year 2:	$2,142,290	8/11- leadership team begins discussion about coordination/data		
					10/11 – CDF hired		
			Year 3:	$2,164,144	10/11 – start CDF training		
					10/11-CDF working with students		
					11/11 – first -COP meeting		
					3/12 – identify supplemental training materials needed for CDF		
Priority 2:		**Improve Retention and Achievement Rates and Reduce Time to Completion**					
	Activities	**Implementer**	**Costs**		**Time**		**Deliverables**
Strategy 2.1: *Increase accessibility and use of Credit for Prior Learning*	--Training on CPL options/standards --Pilot CPL at five colleges in first year --Expand COP discussion and training to other colleges in	**Year 1**: Blue Mountain, Clackamas, Lane, Oregon Coast Southwestern;	Strat. total:	$1,677,196	Start Date	7/1/11	--Customized e-portfolio for CPL using Google platform --5 college-specific implementation plans for CPL within a college division
			Equipment		End Date	6/30/14	
			Year 1:	$533,297	Milestones:		
			Year 2:	$569,047	8/11: convene COP with 5 pilot colleges and colleges doing		

within and between partner colleges	years 2-3 --Develop e-portfolio with common elements on Google e-platform --Cross-walk 3 pilot AAS courses developed through military transcripting program to other colleges --Identify and develop bridge modules to place completed military transcripted courses on line --Test new transcription process with veteran --Refer people to e-portfolio seminar	**Year 2-3**: above plus Tillamook Bay, Treasure Valley Clatsop, Klamath, Linn-Benton, Mt. Hood, Oregon Coast, Columbia Gorge, Central Oregon, Umpqua, Rogue, Chemeketa, Portland			Military transcripting	--Training curriculum for creating common vision/language for CPL within statewide community college system, --Manual for transcribing credits for returning veterans; --Marketing materials for CPL and military transcripting; --Three cross-walked courses of transcribed military trainings --Use Creative Commons Open Source for appropriate deliverables
			Year 3:	$574,851	12/11: initial plans for pilot colleges	
					3/12: launch pilot division CPL effort	
					3/12: pilot CCC e-portfolio seminar	
					4/12: identify common e-portfolio standards	
					6/12: align existing CCC military trans. courses with other colleges	
					6/12: initiate new AAS degrees for military transcripting	
					7/12: complete new cross walk of military transcript (CCC)	
					9/12: integrate all colleges to COP	
					12/12: align new cross-walk with other colleges	
					3/13: enroll veterans into new cross walk	
					9/13: plan for final year COP activities	
					8/14: final report on pilots and statewide CPL plan	

Priority 3:		**Build Programs that meet industry needs**					
	Activities	**Implementers**	**Costs**		**Time**		**Deliverables**
Strategy 3.1 *Implement Business and Manage-ment, Food and Natural Resources, Healthcare, and Engineering Systems Career Pathways*	--Provide pre-college and post-secondary education in Project mgmt., Criminal justice (2), general office (2), accounting, early childhood ed., business mgmt, , Horticulture, renewable energy/geothermal, fire science, historical preservation restoration, Medical assisting (2), health informatics, CNC, Welding (2), auto-underhood, auto-undercar, CADD, CIS, Basic Manufacturing; Office (7); Computer (7); Licensed Tax Preparer; Gaming Technician; and Retail Sales/Service. Nat. resources; renewable energy; viticulture and enology; production technician, automotive technician; industrial maintenance, HVAC, solar fabrication --Provide pre-college ed. in: Medical Customer Service, Basic skills Manufacturing, Geothermal and Solar	Blue Mountain, Central Oregon, Chemeketa, Clackamas, Clatsop, Columbia Gorge, Klamath, Lane, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Rogue, Southwestern, Tillamook Bay, Treasure Valley, Umpqua	Strat. total:	$8,326,350	Start Date	7/1/11	--New and enhanced Career Pathway Roadmaps on 17 CC & OED websites --New Career Pathway Certificates developed and approved --Marketing materials to expand use of Career Pathways on campuses --Career Pathway training manual for partners and college partners --Contextualized OPABS Pre-Bridge Math Course --Contextualized bridge curriculum for basic manufacturing, medical customer service, welding --VESL for Phase 2 of Early CH Ed., --Adult Basic Skills Supports course. --Curriculum for Natural Resources Career Pathway Certificate
			Equipment	$419, 892	End Date	6/30/14	
			Year 1:	$3,356,450	**Milestones:**		
					12/11 & 6/12: approval of new Pathways and currriculum developed		
			Year 2:	$2,385,552	9/11 – 6/14: Students entering and completing training, earn certificates, entering employment		
			Year 3:	$2,584,348			

iii. Project Management

Capacity: The *CASE* project lead, Clackamas Community College (CCC), and the 16 community college partners have the experience and structure to oversee all aspects of the *CASE* project and have the **staffing, fiscal, administrative and performance management capacity** to effectively and efficiently administer the project.

Project Director Experience: CCC has not identified the specific person to manage *CASE*, though several qualified internal candidates will be considered. This position will be filled within the first quarter of the grant; other start up activities required for timely grant administration will be overseen by existing CCC staff with similar qualifications. **Minimum Qualifications** for the *CASE* Director include: Education: a Master's degree in Education, Adult Education, Education Administration or a related field, or a combination of education and experience. Experience: Three years progressively responsible management experience in a similar position, including two years supervisory experience. In addition, the Project Director must have experience leading grants or projects which require navigating multiple institutions, systems and partners, supervising staff, managing budgets, interpreting and employing applicable laws, rules, and regulations, and tracking, monitoring, and reporting on project activities. The *CASE* Project Director will be supervised by CCC's Dean of Technology, Health Occupations, and Workforce Development, Scott Giltz. The statewide *CASE* team will also include an Accountant/Contracts Specialist, Data Analyst, and Administrative Assistant.

As outlined on the attached organizational chart (page 27), the Management Team will consist of the CCC Administrator (Scott Giltz), the Project Director, the Workforce Development Director at CCC, and CCWD, TAA, and OED leadership. The Management Team will provide overall guidance, ensure project alignment with state and regional initiatives, and review project reports and evaluations. A Project Implementation Team consisting of the Project Director, Data Analyst, Third Party Evaluator, Career

Pathways Statewide Initiative Director, a lead from each college, and the TAA liaison will oversee implementation at the regional level.

Expert Resources: As is outlined in Section IIID of the SGA, *CASE* will **leverage expert resources** and advisors to enhance services developed in this grant. Leveraged leadership from the CCWD and Trade Act will be represented on the Management Team and the Pathways Statewide Initiative Director will participate on the Project Implementation Team. Other leveraged resources includes Creative Commons, Carnegie Mellon's Open Learning Initiative, to advise on use of open source as a vehicle for dissemination of curriculum and other promising practices deliverables including the e-portfolio outlined in this proposal.

Other **content experts** will be procured for specific project activities, including CPL, where input from instructors from pilot departments, software technicians for customizing the e-portfolio platform, and national experts for training/workshops will be contracted on an as-needed basis. Additionally, CCC and *CASE* partners are committed to **securing a third-party evaluator** to conduct the **rigorous evaluation** activities outlined in this proposal. Funds to this purpose are included in the *CASE* management budget and CCC will use the procurement process outlined below to identify the evaluator within the first three months of the grant. The evaluator will sit on the implementation team, work with staff to collect data and work directly with each college and Community of Practice to complete the evaluation as described.

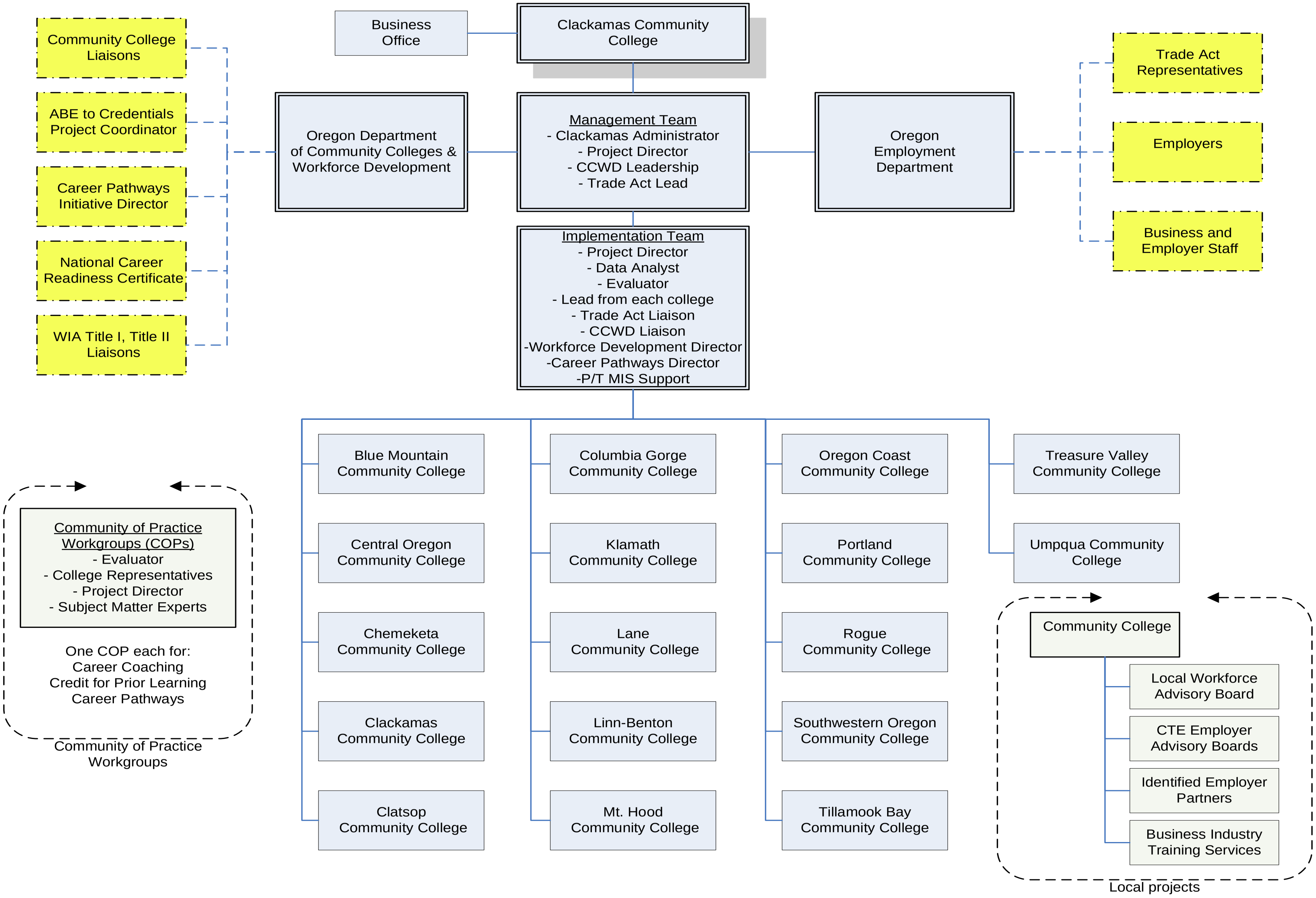
Employer, Workforce System and partner involvement has been incorporated into all aspects of *CASE* planning. **Local Workforce Investment Board (LWIB) input** is outlined at length in the attached community outreach process and **employer involvement** in the attached Employer letter. All **consortium partners have been actively involved in the planning** of this grant and will continue and expand their involvement throughout implementation. The organizational structure will ensure partner input at the Leadership and Implementation Team levels. Quarterly Community of Practice meetings will further partners input, facilitating both qualitative and quantitative data for use in quality process improvements.

Administrative: CCC has the **administrative and fiscal capacity** to manage the grant effectively and comply with all contract provisions. The Business Office, which has been granted the Government Finance Officers Association's Certificate of Achievement for Excellence in Financial Reporting annually since 1991-92, will oversee all accounting and billing related to *CASE*. The department currently manages the college's $115,000,000 approved budget as well as $9.5 million in federal grant awards, of which $7.5 million is from the Department of Labor. The college has experience with both subcontracting to others and being the subcontractor for grant-related work. Discrete accounting records are maintained for grant expenditures, and the financial management and reporting systems are in place to handle this award. The Director of Fiscal Services, who supervises the Business Office, is a Certified Public Accountant with extensive experience in grants management at nonprofits, municipalities, and the college. The college is fully compliant with generally accepted accounting principles, applicable state and federal laws, and OMB circulars related to grant-funded programs. The Comprehensive Annual Financial Report is audited by independent CPAs whose practice is dedicated to audits and to community colleges in particular. The audit includes all compliance aspects mandated by the OMB Circular A-133, the single audit act, and there are no findings or questioned costs. *Procurement Processes:* CCC will use its well-established procurement system and processes to efficiently construct contracts in accordance with federal requirements, state law and procurement rules. Subcontracts will include clear work scope and deliverables, cite all applicable federal and state requirements, and clearly outline compliance obligations and performance responsibilities. CCC will monitor all sub agreements to ensure compliance with terms, activity, scope and deliverables. Each college will apply its own effective procurement system, policies and practices, each of which has already been vetted for conformance to state and federal procurement requirements by the Oregon Department of Community Colleges and Workforce Development.

iv. Sustainability

The *CASE* Consortium will create a systemic approach to implementing and strengthening statewide initiatives. **The Career Pathways Initiative and increased coordination between partners will be sustained within existing funding structures**. Career pathway certificate programs created through this grant will be sustained using existing college funding mechanisms and student tuition. Curricula, course materials, and other deliverables will continue to be used among all community colleges at the end of the grant period through Creative Commons. College faculty will gain expertise and incorporate strategies into their work with students. Newly development materials will be posted regularly to www.oregonpathways.org website and presented at the National Council for Workforce Education (NCWE) annual conference to facilitate national dissemination to promote sustainability. *CASE* efforts to expand use of Credit for Prior Learning will result in increased understanding and acceptance of CPL as a vital student success strategy and be **sustained through a web-based e-portfolio available to all colleges** and through faculty and staff who will **integrate the practice more widely across their institutions** and the state. Ongoing costs related to CPL will be **secured through fees from students** utilizing newly implemented CPL strategies. Finally, while funding for career coach positions may be directly linked to *CASE* funding, **training for the positions will continue to be readily available** through OED. Outcomes identified through the evaluation of the coaching strategy will allow individual institutions to determine the position's relevance within their college structure, pursue alternate funding sources, or identify ways they can integrate the most effective aspects of the role into other positions.

CASE Consortium Organizational Chart


Community College Liaisons
ABE to Credentials Project Coordinator
Career Pathways Initiative Director
National Career Readiness Certificate
WIA Title I, Title II Liaisons
Business Office
Clackamas Community College
Oregon Department of Community Colleges & Workforce Development
Management Team
- Clackamas Administrator
- Project Director
- CCWD Leadership
- Trade Act Lead
Oregon Employment Department
Trade Act Representatives
Employers
Business and Employer Staff
Implementation Team
- Project Director
- Data Analyst
- Evaluator
- Lead from each college
- Trade Act Liaison
- CCWD Liaison
-Workforce Development Director
-Career Pathways Director
-P/T MIS Support
Community of Practice Workgroups (COPs)
- Evaluator
- College Representatives
- Project Director
- Subject Matter Experts
One COP each for:
Career Coaching
Credit for Prior Learning
Career Pathways
Community of Practice Workgroups
Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas Community College
Clatsop Community College
Columbia Gorge Community College
Klamath Community College
Lane Community College
Linn-Benton Community College
Mt. Hood Community College
Oregon Coast Community College
Portland Community College
Rogue Community College
Southwestern Oregon Community College
Tillamook Bay Community College
Treasure Valley Community College
Umpqua Community College
Community College
Local Workforce Advisory Board
CTE Employer Advisory Boards
Identified Employer Partners
Business Industry Training Services
Local projects

3. MEASUREMENT OF PROGRESS AND OUTCOMES

The *CASE Consortium's* Management and Implementation Teams, as well as, Communities of Practice will track results, promote continuous improvement, and document effective practices and their outcomes using data on progress, implementation, and outcomes measures. This data will be combined with the results of site visits and structured interviews with community colleges, project staff, project partners at the state and local level, participants, and employers, and will be conducted by an independent third party evaluator throughout the project.

Progress and Implementation Measures

The *CASE Consortium's* Implementation Team—made up of leads from each participating community college; representatives from the Oregon Department of Community Colleges and Workforce Development (CCWD), including the Pathways Initiative Statewide Director, and Oregon Employment Department (OED); and *CASE* project staff—will track progress of participants in attaining their educational and employment goals as well as progress toward successful implementation of *CASE* strategies. This will include tracking progress and implementation measures tied to each of the strategies, as spelled out in the table below.

Progress and Implementation Measures by Strategy

Strategy	Progress Measures	Implementation Measures
Enhance Student Services by placing career coaches at every college and ensuring student-centered coordination between partners	Increase in number/percent of participants identifying career pathways early on Decrease in number/percent of participants changing career pathways Increase in number/percent of participants who enroll quarter to quarter Increase in number/percent of credits earned by participants out of those attempted Increase in National Career	Expansion and enhancement of career development facilitation Training and certification of career development facilitators Expansion and improvement of academic supports (direct service or access to tutoring, study skills courses, career counseling, academic advising) Expansion and improvement of nonacademic supports (direct service or access to coaching, case management)

	Readiness Certificates awarded Increase in number/percent of participants awarded career pathway certificates Increase in job placement rate of participants Increase in number/percent of TAA affected workers and WIA participants taking part in education and training Increase in number/percent of TAA affected workers and WIA participants attaining certificates, degrees	Expansion and improvement of financial resources (direct service or access to financial aid, emergency help, subsidies for books, transportation, food or clothing, referrals to other public supports) Development of strong connections between TAA, WIA and community colleges at state and local levels (e.g., TAA and WIA participation on consortium management team, data and information sharing, WIB participation in local projects, etc.) Expansion of outreach to TAA affected workers and WIA participants Expansion and improvement of TAA and WIA referral mechanisms
Increase understanding and use of Credit for Prior Learning (CPL) within and between Oregon's community colleges	Increase in number/percent of credits participants earn through CPL Reduction in time to attainment of certificate, degree	Expansion of credit for prior learning options Development of portable e-portfolio Expansion of military transcripting
Career Pathways for Demand Occupations, including Bridge Programs	Increase in number/percent of participants enrolled in career pathway programs Increase in number/percent of participants completing career pathways programs Increase in number/percent of participants moving from ABE and developmental education to career pathways Increase in number of employers involved in career pathways, including developing roadmaps, certificates, and curriculum;	Creation of new career pathway certificates & roadmaps targeting demand occupations, including required common elements (e.g., occupation, competencies, courses, wages, labor market information, and employers), and their posting to community college and OED websites Enhancement of existing career pathways roadmaps on websites Creation and implementation of new bridge programs

	providing internships; and hiring completers	Enhancement of existing bridge programs Design and implementation of employer involvement strategies and materials

Two data systems will be used to collect data and information on participants and progress measures. Community college staff will gather data on participants—identifying information, program/field of study, and TAA and WIA participation—and enter it into i-Trac, a web-based WIA management information system developed under a US DOL grant. Project staff will send the i-Trac data to CCWD, which administers the Oregon Community College Uniform Reporting System (OCCURS), Oregon's statewide data collection system that contains student, course, enrollment, technical skill assessment, credit attainment, and completion data. CCWD will provide the *CASE Consortium* OCCURS data on participants. This will be the primary data source for progress measures.

OCCURS data will be supplemented by community college records (e.g., National Career Readiness Certificates awarded, CPL credits earned, etc.) and other state agency records (e.g., percent/number of TAA affected workers participating in education and training), as needed.

Institutional records will be the primary data source for implementation measures.

At quarterly meetings, the Implementation Team will review the most current data on participants and progress and implementation measures, with a focus on what is and is not working, and what is needed to improve results. The data will be supplemented by the results of structured interviews and site visits conducted by the evaluator. The structured interviews will be conducted with project staff, participating community colleges, and project partners, with topics of inquiry including progress to date, results, challenges and opportunities, lessons learned, and implications going forward. The site visits will be conducted at key points during the project (e.g., start up and implementation) and include interviews with representatives of the community college, including those implementing strategies; participants; employers;

labor organizations; community based providers; local project partners; and other stakeholders. Topics of inquiry will include:

- What is the impact on community colleges? What is working and not working? What lessons have been learned, and what are their implications going forward? What challenges have been encountered and what are possible ways to address them?
- What is the impact on participants? From the perspective of participants, what is working and not working? Are they achieving their educational and employment goals? What barriers are they encountering and how might they be addressed? Are there changes or improvements they would recommend?
- What is the impact on employers? From the perspective of employers, what is working and not working? Are they getting the workers they need? Do they have the required skills? Are there changes or improvements they would recommend?

The evaluator will help facilitate the review process, working with the Project Director.

In addition to the Implementation Team, the *CASE Consortium's* communities of practice—made up of representatives from each of the participating community colleges, subject matter experts, and project staff—will track progress and implementation measures for their respective strategies: career coaching; credit for prior learning; and career pathways, including bridge programs. This will be done quarterly. Data will be supplemented by the results of the structured interviews and site visits. The focus will be on in depth, strategy specific examinations of what is and is not working, and what is needed to improve results.

Quarterly reports will document progress and implementation measures for each strategy. The *CASE Consortium* Leadership Team—made up of leadership from CCWD, OED, TAA, and Clackamas Community College, as the *CASE Consortium* lead—will review the quarterly reports at regular meetings, with a particular focus on implications for state policies, initiatives, systems, and practices.

Outcome Measures

The *CASE Consortium* will track and report educational, employment, and earnings outcomes for participants—and a comparison cohort—using OCCURS and matching wage records from OED. More specifically, OCCURS data will be used to report on participants' educational outcomes, including basic skills attainment, credit attainment rate, attainment of industry recognized certificates (both less than one year and more than one year), and attainment of degrees. OED matching wage records will be used to report on an annual basis participants' employment and earnings outcomes, including entered employment rate, employment retention rate, and average earnings.

Participant outcomes will be compared to a comparison cohort constructed of individuals enrolled at community colleges who have similar characteristics (e.g., demographics, education and training profiles, etc.), but are not a part of *CASE Consortium* strategies. Data for the comparison cohort will also come from OCCURS and OED matching wage records.

Outcomes will also be analyzed by community college; type of certificate/degree, industry/occupation area, and demographics.

Annual targets for educational, employment, and earnings outcomes for *CASE Consortium* participants are spelled out in the table below. It is projected that a total of 3,525 participants will be served over three years. Of this total, 2,468 participants (70%) will earn less than one year certificates, including career pathways certificates; 353 (10%) will earn more than one year certificates; and 176 (5%) will earn degrees. These are not mutually exclusive outcome measures. For example, it is expected that some earning less than one year certificates will go on and get more than one year certificates and/or degrees. Of the 2,468 participants earning less than one year certificates, it is projected that 1,604 participants (65%) will enter employment, and of these, 1,283 (80%) will retain employment.

In setting these targets, baseline data on a comparison group of 3,650 individuals new to the state's community colleges in 2008-09, 24 years of age or older, and interested in earning less than a one year certificate were analyzed, tracking them through 2009-10. Data on educational outcome measures are from OCCURS. Data on employment and earnings outcome measures are from WIA and for those participating in training (e.g., adult basic skills, occupational skills training, professional-technical training, upgrade and training, etc.) during the same time period. This is used as a proxy measure. During the first month of the grant, WIA data will be replaced by employment and earnings outcome data from OED matching wage records for the comparison group and *CASE* targets modified, as needed.

The targets also take into account economic and labor market information, employer input, and discussions among the community colleges and with state level partners.

Plans for filling other gaps include using OCCURS data on the comparison group to establish the attainment of basic skills baseline – the total number of adult basic skills/remedial courses completed divided by the total number of individuals who tested into some type of remediation. From this, the *CASE* outcome target will be set. During the course of the *CASE* grant, efforts will be made to develop a better outcome measure for basic skills attainment, given the Consortium's work on bridge programs.

CASE Consortium
Outcome Measures

Measure	**Target for CASE Consortium**	**Comparison Group – Recent Data (Baseline)**
Demographics*		Female – 52% Male – 48% People of color – 18% White – 82% Age – 39 (average) Veteran – 3% Remediation – 26%
Entered Employment Rate	$\frac{1,604}{2,468} = 65\%$	$\frac{1,721}{3,007} = 57\%$
Employment Retention Rate	$\frac{1,283}{1,604} = 80\%$	$\frac{947}{1,721} = 55\%$

Average Earnings	$16.86/hr	$13,155.41 = $15.33/hr 909
Attainment of Basic Skills	-	-
Credit Attainment Rate	81,075 = 23 credits 3,525	37,486 = 20 credits 1,893
Attainment of Industry** Recognized Certificate (less than one year)	2,468 = 70% 3,525	2,079 = 57%*** 3,650
Attainment of Industry** Recognized Certificate (more than one year)	353 = 10% 3,525	0 = 0%**** 3,650
Attainment of Degree**	176 = 5% 3,525	0 = 0%**** 3,650

* Demographic data are self-reported, with the exception of remediation. This is the percent that tested into some type of remediation.

** The educational outcome measures are not mutually exclusive. It is expected that some earning less than one year certificates will go on and get more than one year certificates and/or degrees.

*** Of the 2,079 attaining less than one year certificates, 1,086 were career pathways certificates. This is not an unduplicated count in that some participants who receive career pathways certificates go on and get less than one year certificates.

**** 1,329 of the 3,650 are still enrolled; some of these may go on to attain more than one year certificates and/or degrees.

The system and process for evaluating progress and implementation will also be used to evaluate outcomes. The *CASE Consortium* Implementation Team and Communities of Practice will review and analyze data on the outcome measures, along with the progress and implementation measures, with a focus on what is and is not working, and what is needed to improve results. Data will be supplemented by results of the structured interviews and community college site visits.

The evaluator will help facilitate the process, working with the Project Director.

Annual reports will document outcomes for each strategy. The *CASE Consortium* Leadership Team will review these reports at regular meetings, with a particular focus on implications for state policies, initiatives, systems, and practices.

In addition, a final report—drawing on the data on progress, implementation and outcome measures; results of the structured interviews and site visits; and other sources—will provide in depth documentation of effective practices and their results.

`Live Link as of February 1, 2012: http://www.socc.edu/ie/pgs/review-outcomes/ccsse/index.shtml`

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Community College Survey of Student Engagement

The CCSSE is one way to measure the quality of instruction and services provided to students attending Southwestern, allowing for staff to review results and implement continual improvement intiatives to better serve students. Visit the CCSSE website to view national and state data at: http://www.ccsse.org/survey/profiles.cfm

According to the website, the survey is known as "**An Improvement Strategy for Community Colleges**. The Community College Survey of Student Engagement (*CCSSE*) provides a much-needed tool for assessing quality in community college education. *CCSSE* results help colleges focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which community colleges can improve their programs and services for students. All our work is grounded in research about what works in strengthening student learning and persistence."

2011 CCSSE Highlight:	Comparison 2004 through 2008 Results
2008 CCSSE Highlights:	Comparison 2004 through 2008 Results
2008 CCSSE Responses:	Frequency Results
2007 CCSSE Highlights:	Comparison 2004 to 2007 Results
2006 CCSSE Highlights:	Comparison 2004 Results to 2006 Results
2004 CCSSE Highlights:	Initial Survey: Focus on student engagement and retention

CCSSE Survey Schedule

The CCSSE is administered every third year during the winter term starting in 2008. Survey results are generally available on the website in November of the survey year.

CCSSE Institutional Reports and Benchmark Information

CCSSE 2008 Institutional Results Overview of Member Colleges (616 KB)
CCSSE 2008 Benchmark Report (614 KB)

CCSSE Executive Summaries and National Reports

CCSSE 2008 Executive Summary (873 KB)

CCSSE 2008 National Report (1.7 MB)

CCSSE 2007 Executive Summary (701 KB)

CCSSE 2007 National Report (1.7 MB)

CCSSE 2006 Executive Summary (415 KB)

CCSSE 2006 National Report (1.2 MB)

CCSSE 2004 Executive Summary (279 KB)

CCSSE 2004 National Report (660 KB)

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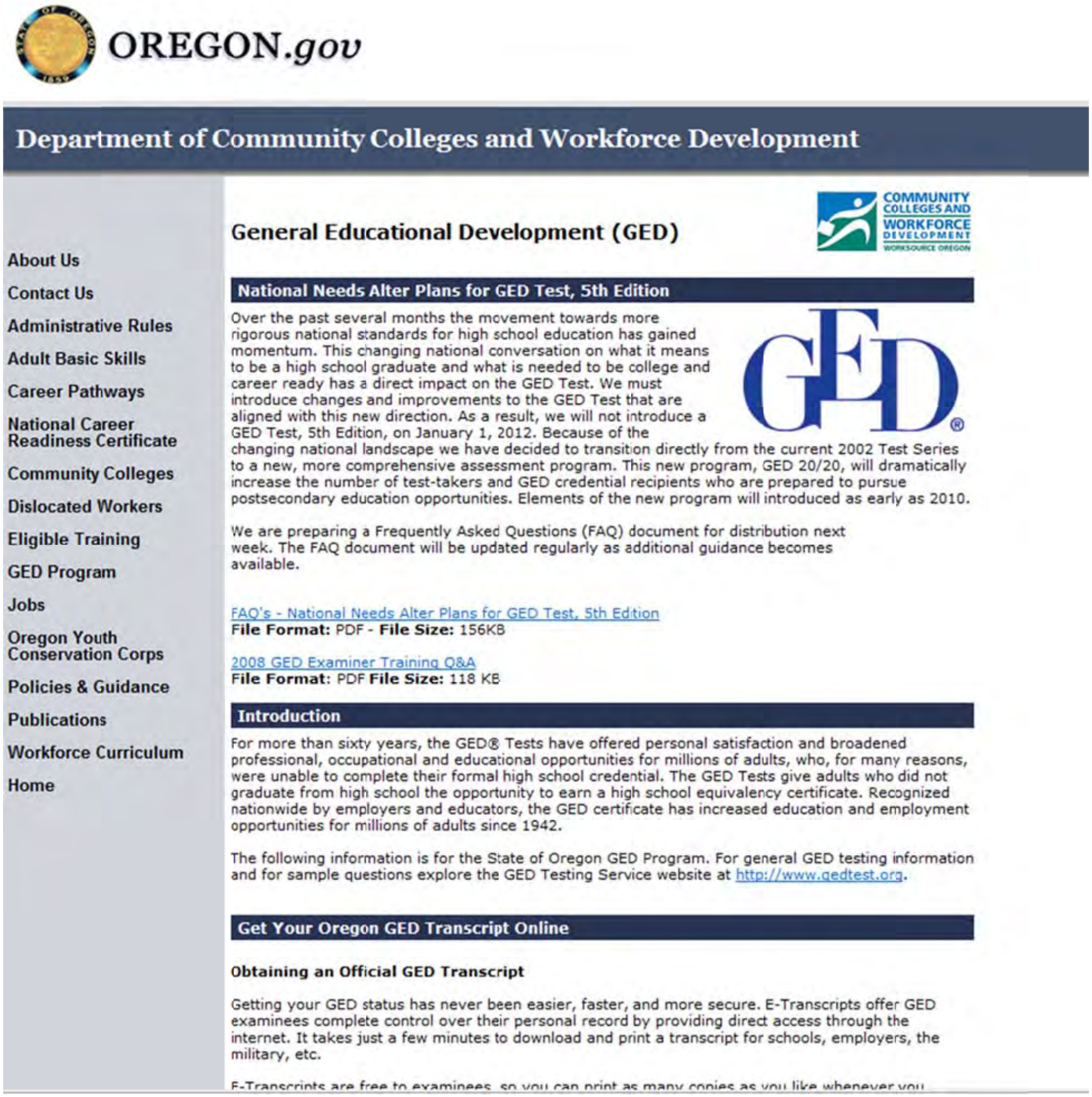

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General Educational Development (GED)

National Needs Alter Plans for GED Test, 5th Edition

Over the past several months the movement towards more rigorous national standards for high school education has gained momentum. This changing national conversation on what it means to be a high school graduate and what is needed to be college and career ready has a direct impact on the GED Test. We must introduce changes and improvements to the GED Test that are aligned with this new direction. As a result, we will not introduce a GED Test, 5th Edition, on January 1, 2012. Because of the changing national landscape we have decided to transition directly from the current 2002 Test Series to a new, more comprehensive assessment program. This new program, GED 20/20, will dramatically increase the number of test-takers and GED credential recipients who are prepared to pursue postsecondary education opportunities. Elements of the new program will introduced as early as 2010.

We are preparing a Frequently Asked Questions (FAQ) document for distribution next week. The FAQ document will be updated regularly as additional guidance becomes available.

FAQ's - National Needs Alter Plans for GED Test, 5th Edition
File Format: PDF - **File Size:** 156KB

2008 GED Examiner Training Q&A
File Format: PDF **File Size:** 118 KB

Introduction

For more than sixty years, the GED® Tests have offered personal satisfaction and broadened professional, occupational and educational opportunities for millions of adults, who, for many reasons, were unable to complete their formal high school credential. The GED Tests give adults who did not graduate from high school the opportunity to earn a high school equivalency certificate. Recognized nationwide by employers and educators, the GED certificate has increased education and employment opportunities for millions of adults since 1942.

The following information is for the State of Oregon GED Program. For general GED testing information and for sample questions explore the GED Testing Service website at http://www.gedtest.org.

Get Your Oregon GED Transcript Online

Obtaining an Official GED Transcript

Getting your GED status has never been easier, faster, and more secure. E-Transcripts offer GED examinees complete control over their personal record by providing direct access through the internet. It takes just a few minutes to download and print a transcript for schools, employers, the military, etc.

E-Transcripts are free to examinees, so you can print as many copies as you like whenever you

CERTIFICATES OF COMPLETION

A Certificate of Completion is awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered One-Year Certificates of Completion and are eligible for federal financial aid. Programs that are fewer than 45 credits are considered Less Than One-Year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid.

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this certificate the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Demonstrate proficiencies in reading, writing, listening, presentation, and analytical skills.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate computer skills: word processing, presentation software, and Internet research techniques.
- Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions.
- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

GRADUATION REQUIREMENTS

The One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete fifteen (15) of the last 30 credits at Southwestern before the Certificate of Completion is awarded.

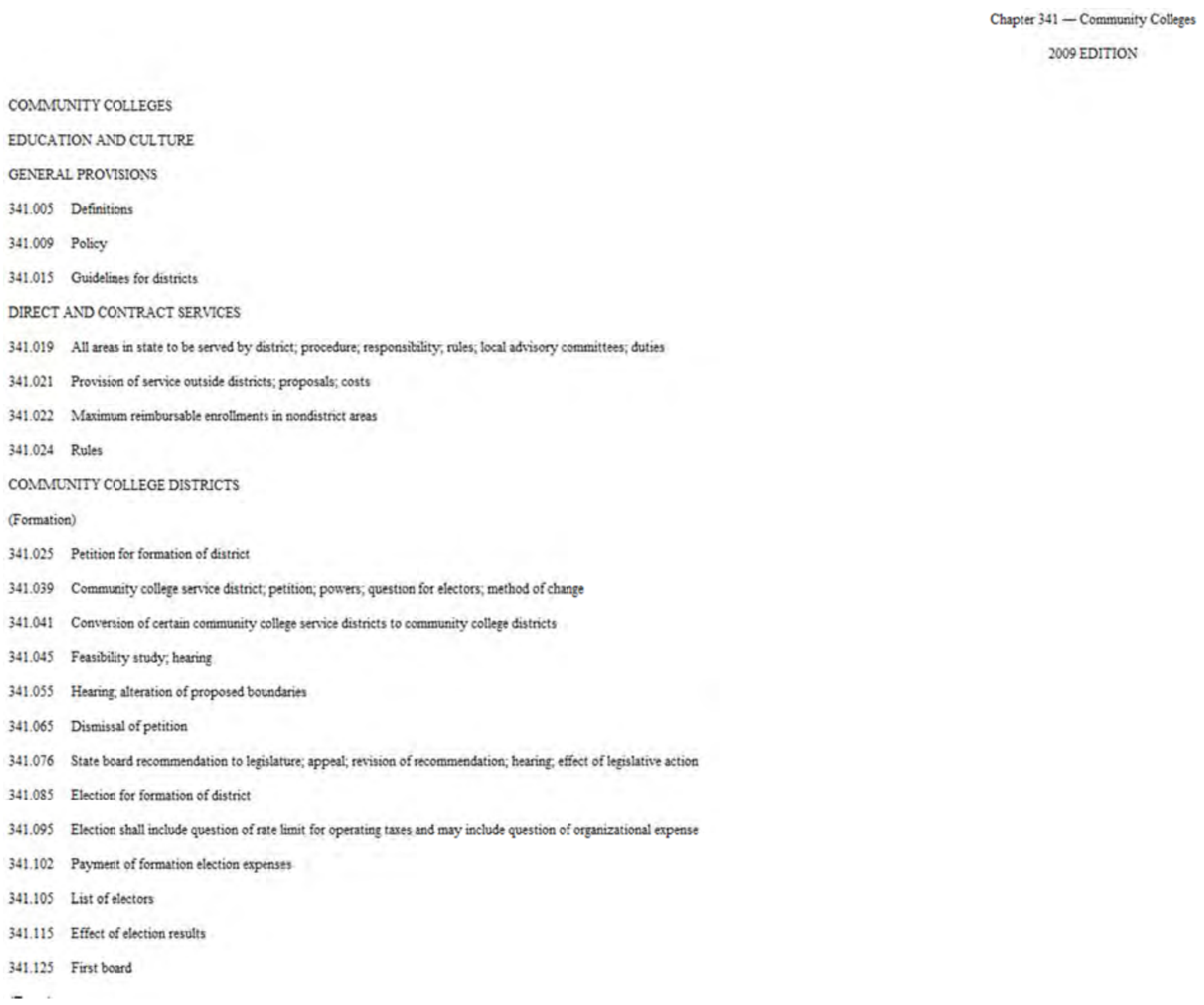
Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

The Less Than One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete nine (9) of the last 24 credits at Southwestern before the Certificate of Completion is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Live Link as of February 1, 2012: http://www.leg.state.or.us/ors/341.html



Chapter 341 — Community Colleges

2009 EDITION

COMMUNITY COLLEGES

EDUCATION AND CULTURE

GENERAL PROVISIONS

341.005 Definitions

341.009 Policy

341.015 Guidelines for districts

DIRECT AND CONTRACT SERVICES

341.019 All areas in state to be served by district; procedure; responsibility; rules; local advisory committees; duties

341.021 Provision of service outside districts; proposals; costs

341.022 Maximum reimbursable enrollments in nondistrict areas

341.024 Rules

COMMUNITY COLLEGE DISTRICTS

(Formation)

341.025 Petition for formation of district

341.039 Community college service district; petition; powers; question for electors; method of change

341.041 Conversion of certain community college service districts to community college districts

341.045 Feasibility study; hearing

341.055 Hearing; alteration of proposed boundaries

341.065 Dismissal of petition

341.076 State board recommendation to legislature; appeal; revision of recommendation; hearing; effect of legislative action

341.085 Election for formation of district

341.095 Election shall include question of rate limit for operating taxes and may include question of organizational expense

341.102 Payment of formation election expenses

341.105 List of electors

341.115 Effect of election results

341.125 First board

CHEMICAL HYGIENE PLAN

GENERAL INFORMATION

The Chemistry/Life Science Department at Southwestern Oregon Community College has developed the following Chemical Hygiene Plan for use by our employees. The intent of this plan is to identify safety and health guidelines to be used when working with hazardous chemicals or conducting hazardous processes.

The plan will be updated when new chemicals, processes, or additional information about hazards are received by the department.

The Chemical Hygiene Officer (CHO) is the employee who has been given added responsibility for the overall safety and health program for these laboratories. The CHO is listed below and has been selected because of her/his knowledge of the processes and the occupational safety and health aspects of working with the chemicals in our labs.

Chemical Hygiene Officer: __________Ann Sylvia

The Chemical Hygiene Plan will be available in the following locations:

Coaledo 2 – Chemistry Lab
Coaledo 6 – Biology Lab
Facilities
Administrative Services

The Hazardous Material Safety Data Sheets will be available in the following locations:

Coaledo 2 – Chemistry Lab
Coaledo 3 – Biology Lab

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Section I

GENERAL LABORATORY SAFETY AND HEALTH PROCEDURES

Chemistry Lab/Biology Lab

1. Safety glasses or goggles must be worn when appropriate to guard against laboratory accidents. If contact lenses are worn, goggles must be worn without exception.

2. Wear old clothing or use lab coat or apron. No shorts or short skirts.

3. Wear only shoes that shed liquids. Sandals or canvas shoes are not permitted.

4. Tie back long hair near open flames.

5. Wash hands and arms thoroughly before leaving the lab. Whenever the skin comes into contact with laboratory chemicals, wash thoroughly and quickly with soap and water. Use eyewash fountain to flush chemicals from eye. If a chemical is spilled over a large part of the body, use the safety shower and flood the affected area for 5 minutes. Remove contaminated clothing.

6. Report all accidents or injuries, even minor. Complete a Incident/Injury Report found on the Administrative Services webpage. Submit to Administrative Services within 24 hours or sooner.

7. No one should ever work alone in the laboratory. An instructor should be present. If you must work alone, tell someone that you are going to be in the lab, so they can periodically check on your safety.

8. No smoking, eating, drinking, or chewing permitted in the labs. Keep pencils and other objects out of mouth. Chemicals or microorganisms may enter through mouth or lungs.

9. If the release of a toxic or hazardous substance may occur, the work should be done in a fume hood designed for the chemical released.

10. Chemicals should be handled carefully at all times, using appropriate containers or carrying devices.

11. Label secondary containers.

12. Don’t set up equipment that blocks the means of egress from the lab.

13. Open containers should be closed after use, and unneeded reagents should be returned to storage.

14. Know location and use of fire equipment in the lab. Be aware of posted emergency exit routes.

15. All broken glassware is to be put in a special box labeled “broken glass”.

16. Follow good housekeeping practices. Clean up after lab work is completed, including cleaning of microscope (if used). Wipe off tabletop with disinfectant provided.

17. All new chemicals will be dated and entered into inventory when they first arrive.

SPECIFIC CHEMICAL HAZARDS

A. Flammable/Combustible Materials
  1. Store all flammable liquids in appropriate cabinet or explosion-proof refrigerator.
  2. Heat flammables using a heat mantle or steam bath, never a direct flame.
  3. Work with flammable/combustibles should be performed in fume hoods.
  4. Work only in fire protected areas with portable fire extinguishers readily available.
  5. No source of ignition should be in the vicinity of flammable liquids, either as part of the experiment or simply nearby.
  6. Store flammables in glass or plastic.

B. Corrosive Materials – Acids and Bases
  1. Always wear goggles, gloves, and apron when handling or working with corrosives.
  2. Know how to use eyewash station and deluge shower.
  3. Always add the concentrate to the diluted solution or water. Never add water to acid.
  4. Store acids with acids, bases with bases. Exception: Sulfuric Acid and Nitric Acid are incompatible.
  5. Keep containers not in use in storage. Store all corrosives on lower shelves.

C. Ethers
  1. Mark the date of receipt on all ether containers.
  2. Ether to be stored in explosion-proof refrigerator in equipment room.
  3. Dispose of any unused ethers in open containers immediately.

D. Reactive Metals
  1. Store reactive metals under proper suppression materials such as mineral oil for sodium.
  2. Fire extinguishers in labs with sodium should be Class D.
  3. Use barriers to protect others when working with sodium in the lab.

E. Compressed Gases
  1. All gas cylinders must be secured to prevent tipping over.
  2. Gas cylinder storage must be away from flammable/corrosive fumes or chemicals, direct heat, open flames or sparks and must be located in a cool, dry place.
  3. Incompatible gases must be segregated.
  4. When gas cylinders are not in use, a valve cap should be securely in place to protect the valve stem and valve.

BIOHAZARD – LEVEL 1 (MICROBIOLOGY)

1. Access to the laboratory should be limited or restricted, at the discretion of the laboratory instructor, when experiments are in progress.

2. Work surfaces are to be decontaminated after each lab is completed. Any spill of viable material is to be decontaminated immediately.

3. All contaminated liquid or solid wastes must be appropriately decontaminated prior to disposal.

4. Pipette pumps must be used. Mouth pipetting is prohibited.

5. No eating, drinking or smoking in the work area.

6. Hands must be washed with a disinfectant soap after handling viable materials and before leaving the lab.

7. Lab coats or aprons should be worn over street clothing while working in the lab. These articles should not be worn away from the lab.

8. All “sharps” and blood contaminants are to be put in a special box labeled “sharps”.

9. Any lab procedure using body fluids to be carried out only by individual on own samples.

10. Use gloves when handling preserved specimens.

CARCINOGENS

The following regulated carcinogenic materials are in stock:

benzene
benzidine
arsenic
formaldehyde 37%

1. Protocols must be reviewed by CHO before use of a regulated carcinogen or prior to purchase of a carcinogen not currently in stock.

2. The carcinogen must be isolated in a specific work area, and access to that area must be restricted to designated personnel.

3. Use of carcinogens in labs should be limited and good controls should be provided.

4. Records of personnel working with carcinogens must be kept and maintained for thirty (30) years.

Section II

CONTROLS

PERSONAL PROTECTIVE EQUIPMENT

Eye Protection

1. Goggles will be provided for all persons present in locations where chemicals are stored or handled. Goggles must meet ANSI standard Z 87.1.

2. Where procedures are being used in which chemicals could splash and injure the eye, goggles must be used. These procedures shall include working with corrosives, explosives, and highly toxic chemicals. Goggles may be worn during the initial dissection phase of specimens in biology and anatomy lab.

3. A face shield shall be worn when maximum protection from flying particles or explosions may occur.

4. Goggles will be sanitized in appropriate UV cabinet between uses.

Hand Protection

1. Before using any hazardous chemical that may spill on your skin, review the MSDS and determine the appropriate glove material.

2. Gloves will be worn when handling materials likely to puncture, cut or irritate the hand.

3. Heat resistant gloves must be worn when handling hot materials.

Body Protection

1. Lab coats or aprons must be worn when working with chemicals that may spill or splash.

2. Any lab coat or apron contaminated with a highly toxic chemical must be disposed of properly.

HYGIENE PRACTICES

Eyewash and Shower

1. An emergency shower is available in the chemistry lab for use in the event of a major spill.

2. An eyewash station is available in the labs.

3. All personnel should be trained in the location and use of the safety shower and eyewash facilities.

4. These facilities will be tested at least once every six months and be maintained in good working order.

Personal Hygiene

1. Wash hands thoroughly before leaving lab.

2. Protective lab clothing must be properly laundered. Do not leave the lab facility with the protective garments.

FIRE PROTECTION

1. There are fire extinguishers – Class D – located in the front of the biology lab and in both the front and back areas of the chemistry lab.

2. All persons should receive training in the use of these fire extinguishers prior to beginning work in the labs.

3. Evacuation routes are posted at the door to each lab. There is one primary exit door to each room. Windows open outwards and may also be used as secondary escape routes.

4. Primary containment procedures will include:
   a. Remove source of fuel by turning off main gas valve.
   b. Smother fire using CO_2 extinguisher.

5. In the event of a fire in which primary containment procedures do not work:
   a. The lab will be evacuated.
   b. The fire alarm bell at the outside exit door will be activated.
   c. Campus security will be notified.

6. Evacuation drills will be conducted at least annually.

VENTED HOODS

1. When laboratory work may result in implosions or explosions, the fume hoods will be used.

2. Any transfer of chemicals where dust contamination or fume contamination is possible must be done using the fume hoods. See individual MSDS.

3. Regular maintenance of the fume hoods will be scheduled by the Chemical Hygiene Officer yearly. Points to check will include obstruction of slots and concealed space between slots, leaks, or obstructions in ducts, and the condition of the fan.

4. Smoke tubes will be used to evaluate hood face velocity and outleaks in the duct system. This routine evaluation will be completed yearly.

SPILLS

1. Accidental release or spills of chemicals must be cleaned up immediately under the supervision of persons who are knowledgeable in the hazards involved and the precautions to be taken.

2. Use the spill kits in the chemistry lab to contain larger spills.

3. Evacuate the room if the spill has presented a vapor or fire hazard.

Section III

EXPOSURE MONITORING

An area exposure-monitoring program will be conducted for possible health hazards in the biology lab during dissection of preserved specimens.

Initial monitoring will be conducted for formaldehyde gas and follow-up monitoring will be done based on the exposure levels found and/or if experimental procedures change.

Monitored levels will be recorded, this record to be maintained by the CHO.

MEDICAL ASSURANCE PROGRAM

If any one of the following events occurs, a medical examination must be given to an employee who requests testing under the OSHA rules:

1. Whenever an employee develops signs or symptoms associated with a hazardous chemical to which the employee may have been exposed in the laboratory, the employee shall be provided an opportunity to receive an appropriate medical examination.

2. Where exposure monitoring reveals an exposure level routinely above the PEL for formaldehyde, medical surveillance shall be established for the affected employee as prescribed by OSHA.

3. Whenever an event takes place in the labs such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the affected employee shall be provided with the opportunity for a medical consultation. Such consultation shall be for the purpose of determining the need for a medical examination.

When an examination is performed because of the three above listed events, the following information must be gathered and provided to the physician:

1. The identity of the hazardous chemicals to which the employee may have been exposed.

2. A description of the conditions under which the exposure occurred including: quantitative exposure data, if available.

3. A description of the signs and symptoms of exposure that the employee is experiencing, if any.

The employer shall be provided with a written opinion from the examining physician that shall include the following:

1. Any recommendations for further medical follow-up.

2. The results of the medical exam and any associated tests.

3. Any medical condition that may be revealed in the course of the examination that may place the employee at increased risk as a result of exposure to a hazardous chemical found in the work place.

4. A statement that the employee has been informed by the physician of the results of the consultation or medical examination and any medical condition that may require further examination.

Section V

PRIOR APPROVAL PROCEDURES

Any non-routine type of work done in the labs must receive prior approval. This would include use of highly toxic chemicals, extremely hazardous processes, or procedures or processes that have resulted in uncontrolled reactions.

The prior approval process shall include:

1. The project must be planned and developed in writing.
2. An inventory of chemicals to be used must accompany the plan.
3. A check must be made to ensure that all the safety equipment required is available.
4. Develop a spill response plan (for any new chemical added to inventory).
5. Assure proper waste disposal.

Section VI

CARCINOGENS

Only authorized, trained employees are permitted to enter and/or work in the regulated chemical stockrooms where carcinogens are stored. Employees who work with these chemicals shall receive special training in the hazards and control systems. Personal protective equipment will be worn at all times when handling carcinogenic chemicals.

Section VII

EMPLOYEE TRAINING

Each laboratory employee shall receive training at the time of initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations.

Refresher training on the Chemical Hygiene Plan will be conducted at least annually for all employees in the labs.

Training to include:

1. Explanation of occupational exposures to hazardous chemicals standards, PEL's for OSHA regulated substances and exposure monitoring.
2. Location and availability of Chemical Hygiene Plan.
3. Signs and symptoms associated with exposure to hazardous chemicals used in the laboratory.
4. Location of reference materials, MSDS.
5. Known physical and health hazards of chemicals in the work area. Review of labeling codes and procedures.
6. Review use of personal protective equipment.
7. Review emergency response procedures.
8. Review safe lab procedures – i.e. glassware, heat mantles, equipment and procedures.

Live Link as of February 1, 2012:
http://www.socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml

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Childhood Education

Southwestern is home to one of only two **NAEYC (National Association for the Education of Young Children) accredited degree programs** in Oregon! We are the ones in Oregon, California and Washington!

Interested in pursuing a career that will enhance the future, and support young children in meeting their potentials?

If you are - then Childhood Education & Family Studies may be for you!

Online and Face-to-Face

- Our **Childhood Education & Family Studies** program is a great place to begin to meet your goals of becoming preschool, elementary, or secondary teacher in any public and/or private educational setting.
- Our **Career Pathways Certificates** are available for career exploration, and professional development.
- Both of our associate degree options are articulated with Portland State University to move you seamlessly from earning your associate degree at Southwestern to earning your bachelors degree in Social Science with an Early Childhood Certificate at Portland State without losing any coursework that you have completed.
- Our Associate in Applied Science degree option is also articulated with Southern Oregon University's bachelors in Early Childhood Development degree.
- A smooth transfer is also established with the Eastern Oregon University CUESTE Teacher Preparation cohort program for students seeking Teaching Licensure in Oregon, or for our AS degree students who are pursuing a bachelors degree in Liberal Studies with a concentration in Early Childhood Education.
- ***All of these programs can be completed right here on the South Coast of Oregon through Distance Education!***
- Please take a look at the pdf catalog page links below for our program options and feel free to email or call for more information.

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Program Information as published in NAEYC Young Children Magazine (125 KB)

Distance/Online Practicum & Student Teaching Information

- Distance/Online Practicum and Student Teaching General Information
- Required Hours for Practicum and Student Teaching Courses
- Practicum and Student Teaching Supervising Teacher Evaluation Form

CDA – Complete training program for Preschool CDA (254 KB)

CDA - Complete training program for Infant Toddler CDA (333 KB)

Oregon System for Career Development

- CARE Connections Childcare Resource & Referral - Training Opportunities for you!
- Statewide Scholarship for Conferences or Tuition $$$ - one class per term
- Applying for a "Step" on the Oregon Registry [PDF]
- Oregon Registry Education Awards $$$

More Information and Resources

- **How to Become an Oregon Teacher** - From Community to Teacher Certification [PDF]
- **Southwestern's Family Center**
- **Pathways of Positive Parenting**

Please email us at ece@socc.edu for more information.

Degree and Certificate Options

Associate of Applied Science Childhood Education & Family Studies
Associate of Science Childhood Education and Family Studies Emphasis
Career Pathway Certificate of Completion: Childhood Education & Family Studies
Career Pathway Certificate of Completion: Infant and Toddler Development
Certificate of Completion Childhood Education and Family Studies
Certificate of Completion Paraeducator/Educational Assistant

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NO SUBJECT	NO CALL NUMBER						0	0%
AGRICULTURE	S-SK	31	1	2	30	2%	12	0%
ANTHROPOLOGY	BJ1801-2194,GN,GR,GT,PN6400-6700	28	0	8	20	1%	28	1%
ART & ARCHITECTURE	AM,CJ,N,TR	126	2	25	103	7%	56	2%
BIOLOGICAL SCIENCES	QH-QL,QP501-801,QR	41	0	15	26	2%	17	0%
BUSINESS & ECONOMICS	HA-HJ,Z40-115	53	9	10	52	3%	67	2%
CHEMISTRY	QD	14	0	0	14	1%	2	0%
COMPUTER SCIENCE	Q300-385,QA75-77,QA166,QA267-68, T58-59,TA1630-50, TK5105-5106	10	1	7	4	0%	2	0%
EDUCATION	L	18	1	7	12	1%	14	0%
ENGINEERING & TECHNOLOGY	T-TP (with exceptions),TS-TX,UG, VK-VM, Z116-550	111	11	16	106	7%	323	9%
GEOGRAPHY & EARTH SCIENCE	G-GC,GE,QC801-999,QE	23	6	5	24	2%	25	1%
HISTORY & AUXILIARY SCIENCES	C-CD,CR-CT,D,E,F	245	27	109	163	10%	227	7%
LANGUAGE, LINGUISTICS & LIT	P-PZ (with exceptions)	348	37	168	217	14%	205	6%
LAW	K	4	1	2	3	0%	0	0%
LIBRARY SCIENCE	A-AI,AN-AZ,Z4-15,551-8999,ZA1-9999	45	4	17	32	2%	10	0%
MATHEMATICS	QA (with exceptions)	110	0	41	69	4%	23	1%
MEDICINE	QM,QP1-499,901-998,R-RZ	103	6	31	78	5%	116	3%
MUSIC	M-MT	8	2	1	9	1%	24	1%
PERFORMING ARTS	GV1580-1860,PN1560-1590,1990-3300	326	112	40	398	25%	1985	58%
PHILOSOPHY & RELIGION	B,BC-BD,BH,BJ1-1800,BL-BX	55	5	13	47	3%	46	1%
PHYSICAL ED & RECREATION	GV 1-1570	28	2	2	28	2%	34	1%
PHYSICAL SCIENCES	CE,Q (with exceptions),QA801-939,QB, QC (with exceptions)	40	1	29	12	1%	20	1%
POLITICAL SCIENCES	J-JX,U-UF,UH,V-VG	16	1	3	14	1%	10	0%
PSYCHOLOGY	BF	35	6	5	36	2%	102	3%
SOCIOLOGY	GF,H,HM-HX	95	13	25	83	5%	70	2%
	Totals	1913	248	581	1580	100%	3418	100%

*Beginning July 2001, statistics are collected (solely) through the Library's automated system. Adjustments were made to ensure accurate statistics by subject division.

Southwestern Oregon Community College Library
Item Record Book Statistics by Subject 2010-11

Subject Division	LC Classification Number	Collection Totals					Circulation	
		Begin Total (Vols)	No. of Volumes		Grand Total (Vols)	% of Book Coll.	Circ. Count	% of Circ.
			Add	W/D				
NO SUBJECT	NO CALL NUMBER						4	0%
AGRICULTURE	S-SK	530	12	9	533	1%	89	2%
ANTHROPOLOGY	BJ1801-2194,GN,GR,GT,PN6400-6700	568	18	10	576	1%	79	2%
ART & ARCHITECTURE	AM,CJ,N,TR	1930	39	14	1955	5%	421	8%
BIOLOGICAL SCIENCES	QH-QL,QP501-801,QR	752	39	37	754	2%	118	2%
BUSINESS & ECONOMICS	HA-HJ,Z40-115	2057	55	186	1926	5%	189	4%
CHEMISTRY	QD	55	2	7	50	0%	15	0%
COMPUTER SCIENCE	Q300-385,QA75-77,QA166,QA267-68, T58-59,TA1630-50, TK5105-5106	239	18	18	239	1%	186	4%
EDUCATION	L	1356	49	135	1270	3%	147	3%
ENGINEERING & TECHNOLOGY	T-TP (with exceptions),TS-TX,UG, VK-VM, Z116-550	1235	60	43	1252	3%	382	8%
GEOGRAPHY & EARTH SCIENCE	G-GC,GE,QC801-999,QE	921	25	28	918	2%	183	4%
HISTORY & AUXILIARY SCIENCES	C-CD,CR-CT,D,E,F	6693	92	180	6605	17%	594	12%
LANGUAGE, LINGUISTICS & LIT	P-PZ (with exceptions)	12457	181	111	12527	32%	862	17%
LAW	K	668	11	5	674	2%	51	1%
LIBRARY SCIENCE	A-AI,AN-AZ,Z4-15,551-8999,ZA1-9999	482	57	64	475	1%	31	1%
MATHEMATICS	QA (with exceptions)	235	11	14	232	1%	66	1%
MEDICINE	QM,QP1-499,901-998,R-RZ	1414	55	58	1411	4%	399	8%
MUSIC	M-MT	742	12	65	689	2%	85	2%
PERFORMING ARTS	GV1580-1860,PN1560-1590,1990-3300	563	2	18	547	1%	72	1%
PHILOSOPHY & RELIGION	B,BC-BD,BH,BJ1-1800,BL-BX	1588	48	25	1611	4%	245	5%
PHYSICAL ED & RECREATION	GV 1-1570	237	27	26	238	1%	55	1%
PHYSICAL SCIENCES	CE,Q (with exceptions),QA801-939,QB, QC (with exceptions)	429	24	18	435	1%	62	1%
POLITICAL SCIENCES	J-JX,U-UF,UH,V-VG	1007	18	51	974	2%	44	1%
PSYCHOLOGY	BF	661	32	28	665	2%	239	5%
SOCIOLOGY	GF,H,HM-HX	2807	103	261	2649	7%	395	8%
	Totals	39626	990	1411	39205	100%	5013	100%

*Beginning July 2001, statistics are collected (solely) through the Library's automated system. Adjustments were made to ensure accurate statistics by subject division.

PERIODICAL ITEMS & CIRCULATION
2010-11

SUBJECT	Number of Periodical items	Circulation
AGRICULTURE	3	14
ANTHROPOLOGY	187	11
ART & ARCH.	643	41
BIO. SCIENCES	53	4
BUS. & ECON.	3,233	43
CHEMISTRY	96	0
COMPUTER SCIENC	231	0
EDUCATION	727	9
ENG. & TECH	291	30
GEO. & EARTH SCI	127	6
HISTORY	314	2
LANGUAGE	1,245	43
LAW	159	0
LIB SCIENCE	627	13
MATHEMATICS	103	0
MEDICINE	1,565	15
MUSIC	203	0
NEWS	4,522	26
PERF. ARTS	59	0
PHIL. & RELIGION	87	1
PHYS ED	425	23
PHYSICAL SCIENCE	1,697	19
POLITICAL SCIENCE	961	4
PSYCHOLOGY	271	24
SOCIOLOGY	874	20
TOTAL	18703	348

INNOPAC millennium

CIRC STATS
- ☐ All Activity
- ☐ Booking
- ☐ Checkout
- ☐ Filled
- ☐ Inhouse
- ☐ Hourly
- ☐ Owning/Home
- ☐ Non-owned
- ☐ Title
- ☐ Patrons
- ☐ Requests

DATES
- ☐ Yesterday
- ☐ 2 days ago
- ☐ 3 days ago
- ☐ MTD
- ☐ YTD
- ☐ User spec
- ☐ Last mo
- ☐ Other report

LOCATIONS
- ☐ System
- ☐ Separate
- ☐ One only
- ☐ Special

TYPE
- ☐ P TYPE
- ☐ PCODE1
- ☐ PCODE2
- ☐ PRECINCT
- ☐ PCODE4
- ☐ HOME LIBR
- ☐ ICODE1
- ☐ ICODE2
- ☐ I TYPE
- ☐ LOCATION
- ☐ CALL NUMBER

MAINTENANCE
- ☐ Remove Existing Tables

SUBMIT

Recalculate

CIRCULATION (CHECKOUT) STATISTICS		
SWOCC GROUP		
	Jul 10-Jun 11	
LOCATION	PERCENT	QTY
SWOCC	3.1%	306
SWOCC Map	0.0%	1
SWOCC Periodical	3.1%	307
SWOCC AV Equip	0.1%	5
SWOCC CD Rom	0.1%	5
SWOCC Oversize	0.6%	55
SWOCC Display (Main floor)	0.5%	50
SWOCC Display (Main floor)	0.1%	7
SWOCC Main stacks	41.6%	4100
SWOCC New Books	8.0%	793
SWOCC Reference	0.0%	3
SWOCC Compact Disc	0.0%	1
SWOCC Book on CD	1.6%	158
SWOCC Cassette	0.8%	74
SWOCC Reserve Room	0.0%	3
SWOCC Reserve Room	0.1%	10
SWOCC Reserve Room	5.0%	494
SWOCC Reserve Room	0.5%	50
SWOCC Video	2.2%	220
SWOCC Program	0.0%	1
SWOCC DVD	23.7%	2338
SWOCC New DVD	8.1%	803
SWOCC Blu-Ray disc	0.7%	71
SWOCC Archives	0.0%	2
Total	100.0%	9857

– ILL's (NON-SWO)

`Live Link as of February 1, 2012:`
`http://www.eeoc.gov/laws/statutes/titlevii.cfm`

U.S. Equal Employment Opportunity Commission

Title VII of the Civil Rights Act of 1964

EDITOR'S NOTE: The following is the text of Title VII of the Civil Rights Act of 1964 (Pub. L. 88-352) (Title VII), as amended, as it appears in volume 42 of the United States Code, beginning at section 2000e. Title VII prohibits employment discrimination based on race, color, religion, sex and national origin. The Civil Rights Act of 1991 (Pub. L. 102-166) (CRA) and the Lily Ledbetter Fair Pay Act of 2009 (Pub. L. 111-2) amend several sections of Title VII. In addition, section 102 of the CRA (which is printed elsewhere in this publication) amends the Revised Statutes by adding a new section following section 1977 (42 U.S.C. 1981), to provide for the recovery of compensatory and punitive damages in cases of intentional violations of Title VII, the Americans with Disabilities Act of 1990, and section 501 of the Rehabilitation Act of 1973. Cross references to Title VII as enacted appear in italics following each section heading. Editor's notes also appear in italics.

An Act

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the “Civil Rights Act of 1964”.

* * *

DEFINITIONS

SEC. 2000e. *[Section 701]*

For the purposes of this subchapter-

(a) The term “person” includes one or more individuals, governments, governmental agencies, political subdivisions, labor unions, partnerships, associations, corporations, legal representatives, mutual companies, joint-stock companies, trusts, unincorporated organizations, trustees, trustees in cases under Title 11 *[originally, bankruptcy],* or receivers.

(b) The term “employer” means a person engaged in an industry affecting commerce who has fifteen or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, and any agent of such a person, but such term does not include (1) the United States, a corporation wholly owned by the Government of the United States, an Indian tribe, or any department or agency of the District of Columbia subject by statute to procedures of the competitive service (as defined in section 2102 of Title 5 *[United States Code]*), or

(2) a bona fide private membership club (other than a labor organization) which is exempt from taxation under section 501(c) of Title 26 *[the Internal Revenue Code of 1986]*, except that during the first year after March 24, 1972 *[the date of enactment of the Equal Employment Opportunity Act of 1972]*, persons having fewer than twenty-five employees (and their agents) shall not be considered employers.

(c) The term “employment agency” means any person regularly undertaking with or without compensation to procure employees for an employer or to procure for employees opportunities to work for an employer and includes an agent of such a person.

(d) The term “labor organization” means a labor organization engaged in an industry affecting commerce, and any agent of such an organization, and includes any organization of any kind, any agency, or employee representation committee, group, association, or plan so engaged in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours, or other terms or conditions of employment, and any conference, general committee, joint or system board, or joint council so engaged which is subordinate to a national or international labor organization.

(e) A labor organization shall be deemed to be engaged in an industry affecting commerce if (1) it maintains or operates a hiring hall or hiring office which procures employees for an employer or procures for employees opportunities to work for an employer, or (2) the number of its members (or, where it is a labor organization composed of other labor organizations or their representatives, if the aggregate number of the members of such other labor organization) is (A) twenty-five or more during the first year after March 24, 1972 *[the date of enactment of the Equal Employment Opportunity Act of 1972]*, or (B) fifteen or more thereafter, and such labor organization-

> (1) is the certified representative of employees under the provisions of the National Labor Relations Act, as amended *[29 U.S.C. 151 et seq.]*, or the Railway Labor Act, as amended *[45 U.S.C. 151 et seq.]*;
>
> (2) although not certified, is a national or international labor organization or a local labor organization recognized or acting as the representative of employees of an employer or employers engaged in an industry affecting commerce; or
>
> (3) has chartered a local labor organization or subsidiary body which is representing or actively seeking to represent employees of employers within the meaning of paragraph (1) or (2); or
>
> (4) has been chartered by a labor organization representing or actively seeking to represent employees within the meaning of paragraph (1) or (2) as the local or subordinate body through which such employees may enjoy membership or become affiliated with such labor organization; or
>
> (5) is a conference, general committee, joint or system board, or joint council subordinate to a national or international labor organization, which includes a labor organization engaged in an industry affecting commerce within the meaning of any of the preceding paragraphs of this subsection.

(f) The term “employee” means an individual employed by an employer, except that the term “employee” shall not include any person elected to public office in any State or political subdivision of any State by the qualified voters thereof, or any person chosen by such officer to be on such officer’s personal staff, or an appointee on the policy making level or an immediate adviser with respect to the exercise of the constitutional or legal powers of the office. The exemption set forth in the preceding sentence shall not include employees subject to the civil service laws of a State government, governmental agency or political subdivision. With respect to employment in a foreign country, such term includes an individual who is a citizen of the United States.

(g) The term “commerce” means trade, traffic, commerce, transportation, transmission, or communication among the several States; or between a State and any place outside thereof; or within the District of Columbia, or a possession of the United States; or between points in the same State but through a point outside thereof.

(h) The term “industry affecting commerce” means any activity, business, or industry in commerce or in which a labor dispute would hinder or obstruct commerce or the free flow of commerce and includes any activity or industry “affecting commerce” within the meaning of the Labor-Management Reporting and Disclosure Act of 1959 *[29 U.S.C. 401 et seq.]*, and further includes any governmental industry, business, or activity.

(i) The term “State” includes a State of the United States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, Wake Island, the Canal Zone, and Outer Continental Shelf lands defined in the Outer Continental Shelf Lands Act *[43 U.S.C. 1331 et seq.]*.

(j) The term “religion” includes all aspects of religious observance and practice, as well as belief, unless an employer demonstrates that he is unable to reasonably accommodate to an employee’s or prospective employee’s religious observance or practice without undue hardship on the conduct of the employer’s business.

(k) The terms “because of sex” or “on the basis of sex” include, but are not limited to, because of or on the basis of pregnancy, childbirth, or related medical conditions; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment-related purposes, including receipt of benefits under fringe benefit programs, as other persons not so affected but similar in their ability or inability to work, and nothing in section 2000e-2(h) of this title *[section 703(h)]* shall be interpreted to permit otherwise. This subsection shall not require an employer to pay for health insurance benefits for abortion, except where the life of the mother would be endangered if the fetus were carried to term, or except where medical complications have arisen from an abortion: Provided, That nothing herein shall preclude an employer from providing abortion benefits or otherwise affect bargaining agreements in regard to abortion.

(l) The term “complaining party” means the Commission, the Attorney General, or a person who may bring an action or proceeding under this subchapter.

(m) The term “demonstrates” means meets the burdens of production and persuasion.

(n) The term “respondent” means an employer, employment agency, labor organization, joint labor management committee controlling apprenticeship or other training or retraining program, including an on-the-job training program, or Federal entity subject to section 2000e-16 of this title.

APPLICABILITY TO FOREIGN AND RELIGIOUS EMPLOYMENT

SEC. 2000e-1. *[Section 702]*

(a) Inapplicability of subchapter to certain aliens and employees of religious entities

This subchapter shall not apply to an employer with respect to the employment of aliens outside any State, or to a religious corporation, association, educational institution, or society with respect to the employment of individuals of a particular religion to perform work connected with the carrying on by such corporation, association, educational institution, or society of its activities.

(b) Compliance with statute as violative of foreign law

It shall not be unlawful under section 2000e-2 or 2000e-3 of this title *[section 703 or 704]* for an employer (or a corporation controlled by an employer), labor organization, employment agency, or joint labor-management committee controlling apprenticeship or other training or retraining (including on-the-job training programs) to take any action otherwise prohibited by such section, with respect to an employee in a workplace in a foreign country if compliance with such section would cause such employer (or such corporation), such organization, such agency, or such committee to violate the law of the foreign country in which such workplace is located.

(c) Control of corporation incorporated in foreign country

> (1) If an employer controls a corporation whose place of incorporation is a foreign country, any practice prohibited by section 2000e-2 or 2000e-3 of this title *[section 703 or 704]* engaged in by such corporation shall be presumed to be engaged in by such employer.
>
> (2) Sections 2000e-2 and 2000e-3 of this title *[sections 703 and 704]* shall not apply with respect to the foreign operations of anemployer that is a foreign person not controlled by an American employer.
>
> (3) For purposes of this subsection, the determination of whether an employer controls a corporation shall be based on-
>
>> (A) the interrelation of operations;
>>
>> (B) the common management;
>>
>> (C) the centralized control of labor relations; and
>>
>> (D) the common ownership or financial control, of the employer and the corporation.

UNLAWFUL EMPLOYMENT PRACTICES

SEC. 2000e-2. *[Section 703]*

(a) Employer practices

It shall be an unlawful employment practice for an employer -

> (1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin; or
>
> (2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual’s race, color, religion, sex, or national origin.

(b) Employment agency practices

It shall be an unlawful employment practice for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of his race, color, religion, sex, or national origin.

(c) Labor organization practices

It shall be an unlawful employment practice for a labor organization-

(1) to exclude or to expel from its membership, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin;

(2) to limit, segregate, or classify its membership or applicants for membership, or to classify or fail or refuse to refer for employment any individual, in any way which would deprive or tend to deprive any individual of employment opportunities, or would limit such employment opportunities or otherwise adversely affect his status as an employee or as an applicant for employment, because of such individual's race, color, religion, sex, or national origin; or

(3) to cause or attempt to cause an employer to discriminate against an individual in violation of this section.

(d) Training programs

It shall be an unlawful employment practice for any employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs to discriminate against any individual because of his race, color, religion, sex, or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.

(e) Businesses or enterprises with personnel qualified on basis of religion, sex, or national origin; educational institutions with personnel of particular religion

Notwithstanding any other provision of this subchapter, (1) it shall not be an unlawful employment practice for an employer to hire and employ employees, for an employment agency to classify, or refer for employment any individual, for a labor organization to classify its membership or to classify or refer for employment any individual, or for an employer, labor organization, or joint labormanagement committee controlling apprenticeship or other training or retraining programs to admit or employ any individual in any such program, on the basis of his religion, sex, or national origin in those certain instances where religion, sex, or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of that particular business or enterprise, and (2) it shall not be an unlawful employment practice for a school, college, university, or other educational institution or institution of learning to hire and employ employees of a particular religion if such school, college, university, or other educational institution or institution of learning is, in whole or in substantial part, owned, supported, controlled, or managed by a particular religion or by a particular religious corporation, association, or society, or if the curriculum of such school, college, university, or other educational institution or institution of learning is directed toward the propagation of a particular religion.

(f) Members of Communist Party or Communist-action or Communist-front organizations

As used in this subchapter, the phrase "unlawful employment practice" shall not be deemed to include any action or measure taken by an employer, labor organization, joint labor management committee, or employment agency with respect to an individual who is a member of the Communist Party of the United States or of any other organization required to register as a Communist-action or Communist-front organization by final order of the Subversive Activities Control Board pursuant to the Subversive Activities Control Act of 1950 *[50 U.S.C. 781 et seq.]*.

(g) National security

Notwithstanding any other provision of this subchapter, it shall not be an unlawful employment practice for an employer to fail or refuse to hire and employ any individual for any position, for an employer to discharge any individual from any position, or for an employment agency to fail or refuse to refer any individual for employment in any position, or for a labor organization to fail or refuse to refer any individual for employment in any position, if-

(1) the occupancy of such position, or access to the premises in or upon which any part of the duties of such position is performed or is to be performed, is subject to any requirement imposed in the interest of the national security of the United States under any security program in effect pursuant to or administered under any statute of the United States or any Executive order of the President; and

(2) such individual has not fulfilled or has ceased to fulfill that requirement.

(h) Seniority or merit system; quantity or quality of production; ability tests; compensation based on sex and authorized by minimum wage provisions

Notwithstanding any other provision of this subchapter, it shall not be an unlawful employment practice for an employer to apply different standards of compensation, or different terms, conditions, or privileges of employment pursuant to a bona fide seniority or merit system, or a system which measures earnings by quantity or quality of production or to employees who work in different locations, provided that such differences are not the result of an intention to discriminate because of race, color, religion, sex, or national origin, nor shall it be an unlawful employment practice for an employer to give and to act upon the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended or used to discriminate because of race, color, religion, sex or national origin. It shall not be an unlawful employment practice under this subchapter for any employer to differentiate upon the basis of sex in determining the amount of the wages or compensation paid or to be paid to employees of such employer if such differentiation is authorized by the provisions of section 206(d) of Title 29 *[section 6(d) of the Labor Standards Act of 1938, as amended]*.

(i) Businesses or enterprises extending preferential treatment to Indians

Nothing contained in this subchapter shall apply to any business or enterprise on or near an Indian reservation with respect to any publicly announced employment practice of such business or enterprise under which a preferential treatment is given to any individual because he is an Indian living on or near a reservation.

(j) Preferential treatment not to be granted on account of existing number or percentage imbalance

Nothing contained in this subchapter shall be interpreted to require any employer, employment agency, labor organization, or joint labor-management committee subject to this subchapter to grant preferential treatment to any individual or to any group because of the race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by any employer, referred or classified for employment by any employment agency or labor organization, admitted to membership or classified by any labor organization, or admitted to, or employed in, any apprenticeship or other training program, in comparison with the total number or percentage of persons of such race, color, religion, sex, or national origin in any community, State, section, or other area, or in the available work force in any community, State, section, or other area.

(k) Burden of proof in disparate impact cases

(1) (A) An unlawful employment practice based on disparate impact is established under this subchapter only if-

> (i) a complaining party demonstrates that a respondent uses a particular employment practice that causes a disparate impact on the basis of race, color, religion, sex, or national origin and the respondent fails to demonstrate that the challenged practice is job related for the position in question and consistent with business necessity; or
>
> (ii) the complaining party makes the demonstration described in subparagraph (C) with respect to an alternative employment practice and the respondent refuses to adopt such alternative employment practice.
>
> (B) (i) With respect to demonstrating that a particular employment practice causes a disparate impact as described in subparagraph (A)(i), the complaining party shall demonstrate that each particular challenged employment practice causes a disparate impact, except that if the complaining party can demonstrate to the court that the elements of a respondent’s decisionmaking process are not capable of separation for analysis, the decisionmaking process may be analyzed as one employment practice.
>
> (ii) If the respondent demonstrates that a specific employment practice does not cause the disparate impact, the respondent shall not be required to demonstrate that such practice is required by business necessity.
>
> (C) The demonstration referred to by subparagraph (A)(ii) shall be in accordance with the law as it existed on June 4, 1989, with respect to the concept of “alternative employment practice”.
>
> (2) A demonstration that an employment practice is required by business necessity may not be used as a defense against a claim of intentional discrimination under this subchapter.
>
> (3) Notwithstanding any other provision of this subchapter, a rule barring the employment of an individual who currently and knowingly uses or possesses a controlled substance, as defined in schedules I and II of section 102(6) of the Controlled Substances Act (21 U.S.C. 802(6)), other than the use or possession of a drug taken under the supervision of a licensed health care professional, or any other use or possession authorized by the Controlled Substances Act *[21 U.S.C. 801 et seq.]* or any other provision of Federal law, shall be considered an unlawful employment practice under this subchapter only if such rule is adopted or applied with an intent to discriminate because of race, color, religion, sex, or national origin.

(l) Prohibition of discriminatory use of test scores

It shall be an unlawful employment practice for a respondent, in connection with the selection or referral of applicants or candidates for employment or promotion, to adjust the scores of, use different cutoff scores for, or otherwise alter the results of, employment related tests on the basis of race, color, religion, sex, or national origin.

(m) Impermissible consideration of race, color, religion, sex, or national origin in employment practices

Except as otherwise provided in this subchapter, an unlawful employment practice is established when the complaining party demonstrates that race, color, religion, sex, or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice.

(n) Resolution of challenges to employment practices implementing litigated or consent judgments or orders

(1) (A) Notwithstanding any other provision of law, and except as provided in paragraph (2), an employment practice that implements and is within the scope of a litigated or consent judgment or order that resolves a claim of employment discrimination under the Constitution or Federal civil rights laws may not be challenged under the circumstances described in subparagraph (B).

> (B) A practice described in subparagraph (A) may not be challenged in a claim under the Constitution or Federal civil rights laws-
>
> > (i) by a person who, prior to the entry of the judgment or order described in subparagraph (A), had-
> >
> > > (I) actual notice of the proposed judgment or order sufficient to apprise such person that such judgment or order might adversely affect the interests and legal rights of such person and that an opportunity was available to present objections to such judgment or order by a future date certain; and
> > >
> > > (II) a reasonable opportunity to present objections to such judgment or order; or
> >
> > (ii) by a person whose interests were adequately represented by another person who had previously challenged the judgment or order on the same legal grounds and with a similar factual situation, unless there has been an intervening change in law or fact.

(2) Nothing in this subsection shall be construed to-

> (A) alter the standards for intervention under rule 24 of the Federal Rules of Civil Procedure or apply to the rights of parties who have successfully intervened pursuant to such rule in the proceeding in which the parties intervened;
>
> (B) apply to the rights of parties to the action in which a litigated or consent judgment or order was entered, or of members of a class represented or sought to be represented in such action, or of members of a group on whose behalf relief was sought in such action by the Federal Government;
>
> (C) prevent challenges to a litigated or consent judgment or order on the ground that such judgment or order was obtained through collusion or fraud, or is transparently invalid or was entered by a court lacking subject matter jurisdiction; or
>
> (D) authorize or permit the denial to any person of the due process of law required by the Constitution.

(3) Any action not precluded under this subsection that challenges an employment consent judgment or order described in paragraph (1) shall be brought in the court, and if possible before the judge, that entered such judgment or order. Nothing in this subsection shall preclude a transfer of such action pursuant to section 1404 of Title 28 [*United States Code]*.

OTHER UNLAWFUL EMPLOYMENT PRACTICES

SEC. 2000e-3. *[Section 704]*

(a) Discrimination for making charges, testifying, assisting, or participating in enforcement proceedings

It shall be an unlawful employment practice for an employer to discriminate against any of his employees or applicants for employment, for an employment agency, or joint labor-management committee controlling apprenticeship or other training or retraining, including on—the-job training programs, to discriminate against any individual, or for a labor organization to discriminate against any member thereof or applicant for membership, because he has opposed any practice made an unlawful employment practice by this subchapter, or because he has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this subchapter.

(b) Printing or publication of notices or advertisements indicating prohibited preference, limitation, specification, or discrimination; occupational qualification exception

It shall be an unlawful employment practice for an employer, labor organization, employment agency, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to print or publish or cause to be printed or published any notice or advertisement relating to employment by such an employer or membership in or any classification or referral for employment by such a labor organization, or relating to any classification or referral for employment by such an employment agency, or relating to admission to, or employment in, any program established to provide apprenticeship or other training by such a joint labor-management committee, indicating any preference, limitation, specification, or discrimination, based on race, color, religion, sex, or national origin, except that such a notice or advertisement may indicate a preference, limitation, specification, or discrimination based on religion, sex, or national origin when religion, sex, or national origin is a bona fide occupational qualification for employment.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

SEC. 2000e-4. *[Section 705]*

(a) Creation; composition; political representation; appointment; term; vacancies; Chairman and Vice Chairman; duties of Chairman; appointment of personnel; compensation of personnel

There is hereby created a Commission to be known as the Equal Employment Opportunity Commission, which shall be composed of five members, not more than three of whom shall be members of the same political party. Members of the Commission shall be appointed by the President by and with the advice and consent of the Senate for a term of five years. Any individual chosen to fill a vacancy shall be appointed only for the unexpired term of the member whom he shall succeed, and all members of the Commission shall continue to serve until their successors are appointed and qualified, except that no such member of the Commission shall continue to serve (1) for more than sixty days when the Congress is in session unless a nomination to fill such vacancy shall have been submitted to the Senate, or (2) after the adjournment sine die of the session of the Senate in which such nomination was submitted. The President shall designate one member to serve as Chairman of the Commission, and one member to serve as Vice Chairman. The Chairman shall be responsible on behalf of the Commission for the administrative operations of the Commission, and, except as provided in subsection (b) of this section, shall appoint, in accordance with the provisions of Title 5 *[United States Code]* governing appointments in the competitive service, such officers, agents, attorneys, administrative law judges *[originally, hearing examiners]*, and employees as he deems necessary to assist it in the performance of its functions and to fix their compensation in accordance with the provisions of chapter 51 and subchapter III of chapter 53 of Title 5 *[United States Code]*, relating to classification and General Schedule pay rates: Provided, That assignment, removal, and compensation of administrative law judges *[originally, hearing examiners]* shall be in accordance with sections 3105, 3344, 5372, and 7521 of Title 5 *[United States Code]*.

(b) General Counsel; appointment; term; duties; representation by attorneys and Attorney General

> (1) There shall be a General Counsel of the Commission appointed by the President, by and with the advice and consent of the Senate, for a term of four years. The General Counsel shall have responsibility for the conduct of litigation as provided in sections 2000e-5 and 2000e-6 of this title *[sections 706 and 707]*. The General Counsel shall have such other duties as the Commission may prescribe or as may be provided by law and shall concur with the Chairman of the Commission on the appointment and supervision of regional attorneys. The General Counsel of the Commission on the effective date of this Act shall continue in such position and perform the functions specified in this subsection until a successor is appointed and qualified.
>
> (2) Attorneys appointed under this section may, at the direction of the Commission, appear for and represent the Commission in any case in court, provided that the Attorney General shall conduct all litigation to which the Commission is a party in the Supreme Court pursuant to this subchapter.

(c) Exercise of powers during vacancy; quorum

A vacancy in the Commission shall not impair the right of the remaining members to exercise all the powers of the Commission and three members thereof shall constitute a quorum.

(d) Seal; judicial notice

The Commission shall have an official seal which shall be judicially noticed.

(e) Reports to Congress and the President

The Commission shall at the close of each fiscal year report to the Congress and to the President concerning the action it has taken *[originally, the names, salaries, and duties of all individuals in its employ]* and the moneys it has disbursed. It shall make such further reports on the cause of and means of eliminating discrimination and such recommendations for further legislation as may appear desirable.

(f) Principal and other offices

The principal office of the Commission shall be in or near the District of Columbia, but it may meet or exercise any or all its powers at any other place. The Commission may establish such regional or State offices as it deems necessary to accomplish the purpose of this subchapter.

(g) Powers of Commission

The Commission shall have power-

> (1) to cooperate with and, with their consent, utilize regional, State, local, and other agencies, both public and private, and individuals;
>
> (2) to pay to witnesses whose depositions are taken or who are summoned before the Commission or any of its agents the same witness and mileage fees as are paid to witnesses in the courts of the United States;
>
> (3) to furnish to persons subject to this subchapter such technical assistance as they may request to further their compliance with this subchapter or an order issued thereunder;
>
> (4) upon the request of (i) any employer, whose employees or some of them, or (ii) any labor organization, whose members or some of them, refuse or threaten to refuse to cooperate in effectuating the provisions of this subchapter, to assist in such effectuation by conciliation or such other remedial action as is provided by this subchapter;
>
> (5) to make such technical studies as are appropriate to effectuate the purposes and policies of this subchapter and to make the results of such studies available to the public;
>
> (6) to intervene in a civil action brought under section 2000e-5 of this title *[section 706]* by an aggrieved party against a respondent other than a government, governmental agency or political subdivision.

(h) Cooperation with other departments and agencies in performance of educational or promotional activities; outreach activities

> (1) The Commission shall, in any of its educational or promotional activities, cooperate with other departments and agencies in the performance of such educational and promotional activities.
>
> (2) In exercising its powers under this subchapter, the Commission shall carry out educational and outreach activities (including dissemination of information in languages other than English) targeted to-
>
> > (A) individuals who historically have been victims of employment discrimination and have not been equitably served by the Commission; and
> >
> > (B) individuals on whose behalf the Commission has authority to enforce any other law prohibiting employment discrimination, concerning rights and obligations under this subchapter or such law, as the case may be.

(i) Personnel subject to political activity restrictions

All officers, agents, attorneys, and employees of the Commission shall be subject to the provisions of section 7324 of Title 5 *[originally, section 9 of the Act of August 2, 1939, as amended (the Hatch Act)]*, notwithstanding any exemption contained in such section.

(j) Technical Assistance Training Institute

> (1) The Commission shall establish a Technical Assistance Training Institute, through which the Commission shall provide technical assistance and training regarding the laws and regulations enforced by the Commission.
>
> (2) An employer or other entity covered under this subchapter shall not be excused from compliance with the requirements of this subchapter because of any failure to receive technical assistance under this subsection.
>
> (3) There are authorized to be appropriated to carry out this subsection such sums as may be necessary for fiscal year 1992.

(k) EEOC Education, Technical Assistance, and Training Revolving Fund

(1) There is hereby established in the Treasury of the United States a revolving fund to be known as the “EEOC Education, Technical Assistance, and Training Revolving Fund” (hereinafter in this subsection referred to as the “Fund”) and to pay the cost (including administrative and personnel expenses) of providing education, technical assistance, and training relating to laws administered by the Commission. Monies in the Fund shall be available without fiscal year limitation to the Commission for such purposes.

(2)(A) The Commission shall charge fees in accordance with the provisions of this paragraph to offset the costs of education, technical assistance, and training provided with monies in the Fund. Such fees for any education, technical assistance, or training--

> (i) shall be imposed on a uniform basis on persons and entities receiving such education, assistance, or training,
>
> (ii) shall not exceed the cost of providing such education, assistance, and training, and
>
> (iii) with respect to each person or entity receiving such education, assistance, or training, shall bear a reasonable relationship to the cost of providing such education, assistance, or training to such person or entity.

(B) Fees received under subparagraph (A) shall be deposited in the Fund by the Commission.

(C) The Commission shall include in each report made under subsection (e) of this section information with respect to the operation of the Fund, including information, presented in the aggregate, relating to--

> (i) the number of persons and entities to which the Commission provided education, technical assistance, or training with monies in the Fund, in the fiscal year for which such report is prepared,
>
> (ii) the cost to the Commission to provide such education, technical assistance, or training to such persons and entities, and
>
> (iii) the amount of any fees received by the Commission from such persons and entities for such education, technical assistance, or training.

(3) The Secretary of the Treasury shall invest the portion of the Fund not required to satisfy current expenditures from the Fund, as determined by the Commission, in obligations of the United States or obligations guaranteed as to principal by the United States. Investment proceeds shall be deposited in the Fund.

(4) There is hereby transferred to the Fund $1,000,000 from the Salaries and Expenses appropriation of the Commission.

ENFORCEMENT PROVISIONS

SEC. 2000e-5. *[Section 706]*

(a) Power of Commission to prevent unlawful employment practices

The Commission is empowered, as hereinafter provided, to prevent any person from engaging in any unlawful employment practice as set forth in section 2000e-2 or 2000e-3 of this title *[section 703 or 704]*.

(b) Charges by persons aggrieved or member of Commission of unlawful employment practices by employers, etc.; filing; allegations; notice to respondent; contents of notice; investigation by Commission; contents of charges; prohibition on disclosure of charges; determination of reasonable cause; conference, conciliation, and persuasion for elimination of unlawful practices; prohibition on disclosure of informal endeavors to end unlawful practices; use of evidence in subsequent proceedings; penalties for disclosure of information; time for determination of reasonable cause

Whenever a charge is filed by or on behalf of a person claiming to be aggrieved, or by a member of the Commission, alleging that an employer, employment agency, labor organization, or joint labormanagement committee controlling apprenticeship or other training or retraining, including on-the-job training programs, has engaged in an unlawful employment practice, the Commission shall serve a notice of the charge (including the date, place and circumstances of the alleged unlawful employment practice) on such employer, employment agency, labor organization, or joint labor-management committee (hereinafter referred to as the “respondent”) within ten days, and shall make an investigation thereof. Charges shall be in writing under oath or affirmation and shall contain such information and be in such form as the Commission requires. Charges shall not be made public by the Commission. If the Commission determines after such investigation that there is not reasonable cause to believe that the charge is true, it shall dismiss the charge and promptly notify the person claiming to be aggrieved and the respondent of its action. In determining whether reasonable cause exists, the Commission shall accord substantial weight to final findings and orders made by State or local authorities in proceedings commenced under State or local law pursuant to the requirements of subsections (c) and (d) of this section. If the Commission determines after such investigation that there is reasonable cause to believe that the charge is true, the Commission shall endeavor to eliminate any such alleged unlawful employment practice by informal methods of conference, conciliation, and persuasion. Nothing said or done during and as a part of such informal endeavors may be made public by the Commission, its officers or employees, or used as evidence in a subsequent proceeding without the written consent of the persons concerned. Any person who makes public information in violation of this subsection shall be fined not more than $1,000 or imprisoned for not more than one year, or both. The Commission shall make its determination on reasonable cause as promptly as possible and, so far as practicable, not later than one hundred and twenty days from the filing of the charge or, where applicable under subsection (c) or (d) of this section, from the date upon which the Commission is authorized to take action with respect to the charge.

(c) State or local enforcement proceedings; notification of State or local authority; time for filing charges with Commission; commencement of proceedings

In the case of an alleged unlawful employment practice occurring in a State, or political subdivision of a State, which has a State or local law prohibiting the unlawful employment practice alleged and establishing or authorizing a State or local authority to grant or seek relief from such practice or to institute criminal proceedings with respect thereto upon receiving notice thereof, no charge may be filed under subsection (a) of this section by the person aggrieved before the expiration of sixty days after proceedings have been commenced under the State or local law, unless such proceedings have been earlier terminated, provided that such sixty- day period shall be extended to one hundred and twenty days during the first year after the effective date of such State or local law. If any requirement for the commencement of such proceedings is imposed by a State or local authority other than a requirement of the filing of a written and signed statement of the facts upon which the proceeding is based, the proceeding shall be deemed to have been commenced for the purposes of this subsection at the time such statement is sent by registered mail to the appropriate State or local authority.

(d) State or local enforcement proceedings; notification of State or local authority; time for action on charges by Commission

In the case of any charge filed by a member of the Commission alleging an unlawful employment practice occurring in a State or political subdivision of a State which has a State or local law prohibiting the practice alleged and establishing or authorizing a State or local authority to grant or seek relief from such practice or to institute criminal proceedings with respect thereto upon receiving notice thereof, the Commission shall, before taking any action with respect to such charge, notify the appropriate State or local officials and, upon request, afford them a reasonable time, but not less than sixty days (provided that such sixty-day period shall be extended to one hundred and twenty days during the first year after the effective day of such State or local law), unless a shorter period is requested, to act under such State or local law to remedy the practice alleged.

(e) Time for filing charges; time for service of notice of charge on respondent; filing of charge by Commission with State or local agency; seniority system

> (1) A charge under this section shall be filed within one hundred and eighty days after the alleged unlawful employment practice occurred and notice of the charge (including the date, place and circumstances of the alleged unlawful employment practice) shall be served upon the person against whom such charge is made within ten days thereafter, except that in a case of an unlawful employment practice with respect to which the person aggrieved has initially instituted proceedings with a State or local agency with authority to grant or seek relief from such practice or to institute criminal proceedings with respect thereto upon receiving notice thereof, such charge shall be filed by or on behalf of the person aggrieved within three hundred days after the alleged unlawful employment practice occurred, or within thirty days after receiving notice that the State or local agency has terminated the proceedings under the State or local law, whichever is earlier, and a copy of such charge shall be filed by the Commission with the State or local agency.
>
> (2) For purposes of this section, an unlawful employment practice occurs, with respect to a seniority system that has been adopted for an intentionally discriminatory purpose in violation of this subchapter (whether or not that discriminatory purpose is apparent on the face of the seniority provision), when the seniority system is adopted, when an individual becomes subject to the seniority system, or when a person aggrieved is injured by the application of the seniority system or provision of the system.
>
> (3)(A) For purposes of this section, an unlawful employment practice occurs, with respect to discrimination in compensation in violation of this title, when a discriminatory compensation decision or other practice is adopted, when an individual becomes subject to a discriminatory compensation decision or other practice, or when an individual is affected by application of a discriminatory compensation decision or other practice, including each time wages, benefits, or other compensation is paid, resulting in whole or in part from such a decision or other practice.

(B) In addition to any relief authorized by section 1977A of the Revised Statutes (42 U.S.C. 1981a), liability may accrue and an aggrieved person may obtain relief as provided in subsection (g)(1), including recovery of back pay for up to two years preceding the filing of the charge, where the unlawful employment practices that have occurred during the charge filing period are similar or related to unlawful employment practices with regard to discrimination in compensation that occurred outside the time for filing a charge.

(f) Civil action by Commission, Attorney General, or person aggrieved; preconditions; procedure; appointment of attorney; payment of fees, costs, or security; intervention; stay of Federal proceedings; action for appropriate temporary or preliminary relief pending final disposition of charge; jurisdiction and venue of United States courts; designation of judge to hear and determine case; assignment of case for hearing; expedition of case; appointment of master

(1) If within thirty days after a charge is filed with the Commission or within thirty days after expiration of any period of reference under subsection (c) or (d) of this section, the Commission has been unable to secure from the respondent a conciliation agreement acceptable to the Commission, the Commission may bring a civil action against any respondent not a government, governmental agency, or political subdivision named in the charge. In the case of a respondent which is a government, governmental agency, or political subdivision, if the Commission has been unable to secure from the respondent a conciliation agreement acceptable to the Commission, the Commission shall take no further action and shall refer the case to the Attorney General who may bring a civil action against such respondent in the appropriate United States district court. The person or persons aggrieved shall have the right to intervene in a civil action brought by the Commission or the Attorney General in a case involving a government, governmental agency, or political subdivision. If a charge filed with the Commission pursuant to subsection (b) of this section is dismissed by the Commission, or if within one hundred and eighty days from the filing of such charge or the expiration of any period of reference under subsection (c) or (d) of this section, whichever is later, the Commission has not filed a civil action under this section or the Attorney General has not filed a civil action in a case involving a government, governmental agency, or political subdivision, or the Commission has not entered into a conciliation agreement to which the person aggrieved is a party, the Commission, or the Attorney General in a case involving a government, governmental agency, or political subdivision, shall so notify the person aggrieved and within ninety days after the giving of such notice a civil action may be brought against the respondent named in the charge (A) by the person claiming to be aggrieved or (B) if such charge was filed by a member of the Commission, by any person whom the charge alleges was aggrieved by the alleged unlawful employment practice. Upon application by the complainant and in such circumstances as the court may deem just, the court may appoint an attorney for such complainant and may authorize the commencement of the action without the payment of fees, costs, or security. Upon timely application, the court may, in its discretion, permit the Commission, or the Attorney General in a case involving a government, governmental agency, or political subdivision, to intervene in such civil action upon certification that the case is of general public importance. Upon request, the court may, in its discretion, stay further proceedings for not more than sixty days pending the termination of State or local proceedings described in subsection (c) or (d) of this section or further efforts of the Commission to obtain voluntary compliance.

(2) Whenever a charge is filed with the Commission and the Commission concludes on the basis of a preliminary investigation that prompt judicial action is necessary to carry out the purposes of this Act, the Commission, or the Attorney General in a case involving a government, governmental agency, or political subdivision, may bring an action for appropriate temporary or preliminary relief pending final disposition of such charge. Any temporary restraining order or other order granting preliminary or temporary relief shall be issued in accordance with rule 65 of the Federal Rules of Civil Procedure. It shall be the duty of a court having jurisdiction over proceedings under this section to assign cases for hearing at the earliest practicable date and to cause such cases to be in every way expedited.

(3) Each United States district court and each United States court of a place subject to the jurisdiction of the United States shall have jurisdiction of actions brought under this subchapter. Such an action may be brought in any judicial district in the State in which the unlawful employment practice is alleged to have been committed, in the judicial district in which the employment records relevant to such practice are maintained and administered, or in the judicial district in which the aggrieved person would have worked but for the alleged unlawful employment practice, but if the respondent is not found within any such district, such an action may be brought within the judicial district in which the respondent has his principal office. For purposes of sections 1404 and 1406 of Title 28 *[United States Code]*, the judicial district in which the respondent has his principal office shall in all cases be considered a district in which the action might have been brought.

(4) It shall be the duty of the chief judge of the district (or in his absence, the acting chief judge) in which the case is pending immediately to designate a judge in such district to hear and determine the case. In the event that no judge in the district is available to hear and determine the case, the chief judge of the district, or the acting chief judge, as the case may be, shall certify this fact to the chief judge of the circuit (or in his absence, the acting chief judge) who shall then designate a district or circuit judge of the circuit to hear and determine the case.

(5) It shall be the duty of the judge designated pursuant to this subsection to assign the case for hearing at the earliest practicable date and to cause the case to be in every way expedited. If such judge has not scheduled the case for trial within one hundred and twenty days after issue has been joined, that judge may appoint a master pursuant to rule 53 of the Federal Rules of Civil Procedure.

(g) Injunctions; appropriate affirmative action; equitable relief; accrual of back pay; reduction of back pay; limitations on judicial orders

(1) If the court finds that the respondent has intentionally engaged in or is intentionally engaging in an unlawful employment practice charged in the complaint, the court may enjoin the respondent from engaging in such unlawful employment practice, and order such affirmative action as may be appropriate, which may include, but is not limited to, reinstatement or hiring of employees, with or without back pay (payable by the employer, employment agency, or labor organization, as the case may be, responsible for the unlawful employment practice), or any other equitable relief as the court deems appropriate. Back pay liability shall not accrue from a date more than two years prior to the filing of a charge with the Commission. Interim earnings or amounts earnable with reasonable diligence by the person or persons discriminated against shall operate to reduce the back pay otherwise allowable.

(2) (A) No order of the court shall require the admission or reinstatement of an individual as a member of a union, or the hiring, reinstatement, or promotion of an individual as an employee, or the payment to him of any back pay, if such individual was refused admission, suspended, or expelled, or was refused employment or advancement or was suspended or discharged for any reason other than discrimination on account of race, color, religion, sex, or national origin or in violation of section 2000e-3(a) of this Title *[section 704(a)]*.

(B) On a claim in which an individual proves a violation under section 2000e-2(m) of this title *[section 703(m)]* and a respondent demonstrates that the respondent would have taken the same action in the absence of the impermissible motivating factor, the court-

(i) may grant declaratory relief, injunctive relief (except as provided in clause (ii)), and attorney’s fees and costs demonstrated to be directly attributable only to the pursuit of a claim under section 2000e-2(m) of this title *[section 703(m)]*; and

(ii) shall not award damages or issue an order requiring any admission, reinstatement, hiring, promotion, or payment, described in subparagraph (A).

(h) Provisions of chapter 6 of Title 29 not applicable to civil actions for prevention of unlawful practices

The provisions of chapter 6 of title 29 *[the Act entitled“An Act to amend the Judicial Code and to define and limit the jurisdiction of courts sitting in equity, and for other purposes,” approved March 23, 1932 (29 U.S.C. 105-115)]* shall not apply with respect to civil actions brought under this section.

(i) Proceedings by Commission to compel compliance with judicial orders In any case in which an employer, employment agency, or labor organization fails to comply with an order of a court issued in a civil action brought under this section, the Commission may commence proceedings to compel compliance with such order.

(j) Appeals

Any civil action brought under this section and any proceedings brought under subsection (i) of this section shall be subject to appeal as provided in sections 1291 and 1292, Title 28 *[United States Code]*.

(k) Attorney’s fee; liability of Commission and United States for costs

In any action or proceeding under this subchapter the court, in its discretion, may allow the prevailing party, other than the Commission or the United States, a reasonable attorney’s fee (including expert fees) as part of the costs, and the Commission and the United States shall be liable for costs the same as a private person.

CIVIL ACTIONS BY THE ATTORNEY GENERAL

SEC. 2000e-6. *[Section 707]*

(a) Complaint

Whenever the Attorney General has reasonable cause to believe that any person or group of persons is engaged in a pattern or practice of resistance to the full enjoyment of any of the rights secured by this subchapter, and that the pattern or practice is of such a nature and is intended to deny the full exercise of the rights herein described, the Attorney General may bring a civil action in the appropriate district court of the United States by filing with it a complaint (1) signed by him (or in his absence the Acting Attorney General), (2) setting forth facts pertaining to such pattern or practice, and (3) requesting such relief, including an application for a permanent or temporary injunction, restraining order or other order against the person or persons responsible for such pattern or practice, as he deems necessary to insure the full enjoyment of the rights herein described.

(b) Jurisdiction; three-judge district court for cases of general public importance: hearing, determination, expedition of action, review by Supreme Court; single judge district court: hearing, determination, expedition of action

The district courts of the United States shall have and shall exercise jurisdiction of proceedings instituted pursuant to this section, and in any such proceeding the Attorney General may file with the clerk of such court a request that a court of three judges be convened to hear and determine the case. Such request by the Attorney General shall be accompanied by a certificate that, in his opinion, the case is of general public importance. A copy of the certificate and request for a three-judge court shall be immediately furnished by such clerk to the chief judge of the circuit (or in his absence, the presiding circuit judge of the circuit) in which the case is pending. Upon receipt of such request it shall be the duty of the chief judge of the circuit or the presiding circuit judge, as the case may be, to designate immediately three judges in such circuit, of whom at least one shall be a circuit judge and another of whom shall be a district judge of the court in which the proceeding was instituted, to hear and determine such case, and it shall be the duty of the judges so designated to assign the case for hearing at the earliest practicable date, to participate in the hearing and determination thereof, and to cause the case to be in every way expedited. An appeal from the final judgment of such court will lie to the Supreme Court.

In the event the Attorney General fails to file such a request in any such proceeding, it shall be the duty of the chief judge of the district (or in his absence, the acting chief judge) in which the case is pending immediately to designate a judge in such district to hear and determine the case. In the event that no judge in the district is available to hear and determine the case, the chief judge of the district, or the acting chief judge, as the case may be, shall certify this fact to the chief judge of the circuit (or in his absence, the acting chief judge) who shall then designate a district or circuit judge of the circuit to hear and determine the case.

It shall be the duty of the judge designated pursuant to this section to assign the case for hearing at the earliest practicable date and to cause the case to be in every way expedited.

(c) Transfer offunctions, etc., to Commission; effective date; prerequisite to transfer; execution of functions by Commission

Effective two years after March 24, 1972 *[the date of enactment of the Equal Employment Opportunity Act of 1972]*, the functions of theAttorney General under this section shall be transferred to the Commission, together with such personnel, property, records, and unexpended balances of appropriations, allocations, and other funds employed, used, held, available, or to be made available in connection with such functions unless the President submits, and neither House of Congress vetoes, a reorganization plan pursuant to chapter 9 of Title 5 *[United States Code]*, inconsistent with the provisions of this subsection. The Commission shall carry out such functions in accordance with subsections (d) and (e) of this section.

(d) Transfer of functions, etc., not to affect suits commenced pursuant to this section prior to date of transfer

Upon the transfer of functions provided for in subsection (c) of this section, in all suits commenced pursuant to this section prior to the date of such transfer, proceedings shall continue without abatement, all court orders and decrees shall remain in effect, and the Commission shall be substituted as a party for the United States of America, the Attorney General, or the Acting Attorney General, as appropriate.

(e) Investigation and action by Commission pursuant to filing of charge of discrimination; procedure

Subsequent to March 24, 1972 *[the date of enactment of the Equal Employment Opportunity Act of 1972]*, the Commission shall haveauthority to investigate and act on a charge of a pattern or practice ofdiscrimination, whether filed by or on behalf of a person claiming to beaggrieved or by a member of the Commission. All such actions shall beconducted in accordance with the procedures set forth in section 2000e-5of this title *[section 706]*.

EFFECT ON STATE LAWS

SEC. 2000e-7. *[Section 708]*

Nothing in this subchapter shall be deemed to exempt or relieve any person from any liability, duty, penalty, or punishment provided by any present or future law of any State or political subdivision of a State, other than any such law which purports to require or permit the doing of any act which would be an unlawful employment practice under this subchapter.

INVESTIGATIONS

SEC. 2000e-8. *[Section 709]*

(a) Examination and copying of evidence related to unlawful employment practices

In connection with any investigation of a charge filed under section 2000e-5 of this title *[section 706]*, the Commission or its designated representative shall at all reasonable times have access to, for the purposes of examination, and the right to copy any evidence of any person being investigated or proceeded against that relates to unlawful employment practices covered by this subchapter and is relevant to the charge under investigation.

(b) Cooperation with State and local agencies administering State fair employment practices laws; participation in and contribution to research and other projects; utilization of services; payment in advance or reimbursement; agreements and rescission of agreements

The Commission may cooperate with State and local agencies charged with the administration of State fair employment practices laws and, with the consent of such agencies, may, for the purpose of carrying out its functions and duties under this subchapter and within the limitation of funds appropriated specifically for such purpose, engage in and contribute to the cost of research and other projects of mutual interest undertaken by such agencies, and utilize the services of such agencies and their employees, and, notwithstanding any other provision of law, pay by advance or reimbursement such agencies and their employees for services rendered to assist the Commission in carrying out this subchapter. In furtherance of such cooperative efforts, the Commission may enter into written agreements with such State or local agencies and such agreements may include provisions under which the Commission shall refrain from processing a charge in any cases or class of cases specified in such agreements or under which the Commission shall relieve any person or class of persons in such State or locality from requirements imposed under this section. The Commission shall rescind any such agreement whenever it determines that the agreement no longer serves the interest of effective enforcement of this subchapter.

(c) Execution, retention, and preservation of records; reports to Commission; training program records; appropriate relief from regulation or order for undue hardship; procedure for exemption; judicial action to compel compliance

Every employer, employment agency, and labor organization subject to this subchapter shall (1) make and keep such records relevant to the determinations of whether unlawful employment practices have been or are being committed, (2) preserve such records for such periods, and (3) make such reports therefrom as the Commission shall prescribe by regulation or order, after public hearing, as reasonable, necessary, or appropriate for the enforcement of this subchapter or the regulations or orders thereunder. The Commission shall, by regulation, require each employer, labor organization, and joint labor-management committee subject to this subchapter which controls an apprenticeship or other training program to maintain such records as are reasonably necessary to carry out the purposes of this subchapter, including, but not limited to, a list of applicants who wish to participate in such program, including the chronological order in which applications were received, and to furnish to the Commission upon request, a detailed description of the manner in which persons are selected to participate in the apprenticeship or other training program. Any employer, employment agency, labor organization, or joint labor-management committee which believes that the application to it of any regulation or order issued under this section would result in undue hardship may apply to the Commission for an exemption from the application of such regulation or order, and, if such application for an exemption is denied, bring a civil action in the United States district court for the district where such records are kept. If the Commission or the court, as the case may be, finds that the application of the regulation or order to the employer, employment agency, or labor organization in question would impose an undue hardship, the Commission or the court, as the case may be, may grant appropriate relief. If any person required to comply with the provisions of this subsection fails or refuses to do so, the United States district court for the district in which such person is found, resides, or transacts business, shall, upon application of the Commission, or the Attorney General in a case involving a government, governmental agency or political subdivision, have jurisdiction to issue to such person an order requiring him to comply.

(d) Consultation and coordination between Commission and interested State and Federal agencies in prescribing recordkeeping and reporting requirements; availability of information furnished pursuant to recordkeeping and reporting requirements; conditions on availability

In prescribing requirements pursuant to subsection (c) of this section, the Commission shall consult with other interested State and Federal agencies and shall endeavor to coordinate its requirements with those adopted by such agencies. The Commission shall furnish upon request and without cost to any State or local agency charged with the administration of a fair employment practice law information obtained pursuant to subsection (c) of this section from any employer, employment agency, labor organization, or joint labor-management committee subject to the jurisdiction of such agency. Such information shall be furnished on condition that it not be made public by the recipient agency prior to the institution of a proceeding under State or local law involving such information. If this condition is violated by a recipient agency, the Commission may decline to honor subsequent requests pursuant to this subsection.

(e) Prohibited disclosures; penalties

It shall be unlawful for any officer or employee of the Commission to make public in any manner whatever any information obtained by the Commission pursuant to its authority under this section prior to the institution of any proceeding under this subchapter involving such information. Any officer or employee of the Commission who shall make public in any manner whatever any information in violation of this subsection shall be guilty of a misdemeanor and upon conviction thereof, shall be fined not more than $1,000, or imprisoned not more than one year.

CONDUCT OF HEARINGS AND INVESTIGATIONS PURSUANT TO SECTION 161 OF Title 29

SEC. 2000e-9. *[Section 710]*

For the purpose of all hearings and investigations conducted by the Commission or its duly authorized agents or agencies, section 161 of Title 29 *[section 11 of the National Labor Relations Act]* shall apply.

POSTING OF NOTICES; PENALTIES

SEC. 2000e-10. *[Section 711]*

(a) Every employer, employment agency, and labor organization, as the case may be, shall post and keep posted in conspicuous places upon its premises where notices to employees, applicants for employment, and members are customarily posted a notice to be prepared or approved by the Commission setting forth excerpts from or, summaries of, the pertinent provisions of this subchapter and information pertinent to the filing of a complaint.

(b) A willful violation of this section shall be punishable by a fine of not more than $100 for each separate offense.

VETERANS’ SPECIAL RIGHTS OR PREFERENCE

SEC. 2000e-11. *[Section 712]*

Nothing contained in this subchapter shall be construed to repeal or modify any Federal, State, territorial, or local law creating special rights or preference for veterans.

REGULATIONS; CONFORMITY OF REGULATIONS WITH ADMINISTRATIVE PROCEDURE PROVISIONS; RELIANCE ON INTERPRETATIONS AND INSTRUCTIONS OF COMMISSION

SEC. 2000e-12. *[Section 713]*

(a) The Commission shall have authority from time to time to issue, amend, or rescind suitable procedural regulations to carry out the provisions of this subchapter. Regulations issued under this section shall be in conformity with the standards and limitations of subchapter II of chapter 5 of Title 5 *[originally, the Administrative Procedure Act]*.

(b) In any action or proceeding based on any alleged unlawful employment practice, no person shall be subject to any liability or punishment for or on account of (1) the commission by such person of an unlawful employment practice if he pleads and proves that the act or omission complained of was in good faith, in conformity with, and in reliance on any written interpretation or opinion of the Commission, or (2) the failure of such person to publish and file any information required by any provision of this subchapter if he pleads and proves that he failed to publish and file such information in good faith, in conformity with the instructions of the Commission issued under this subchapter regarding the filing of such information. Such a defense, if established, shall be a bar to the action or proceeding, notwithstanding that (A) after such act or omission, such interpretation or opinion is modified or rescinded or is determined by judicial authority to be invalid or of no legal effect, or (B) after publishing or filing the description and annual reports, such publication or filing is determined by judicial authority not to be in conformity with the requirements of this subchapter.

APPLICATION TO PERSONNEL OF COMMISSION OF SECTIONS 111 AND 1114 OF TITLE 18; PUNISHMENT FOR VIOLATION OF SECTION 1114 OF TITLE 18

SEC. 2000e-13. *[Section 714]*

The provisions of sections 111 and 1114, Title 18 *[United States Code]*, shall apply to officers, agents, and employees of the Commission in the performance of their official duties. Notwithstanding the provisions of sections 111 and 1114 of Title 18 *[United States Code]*, whoever in violation of the provisions of section 1114 of such title kills a person while engaged in or on account of the performance of his official functions under this Act shall be punished by imprisonment for any term of years or for life.

TRANSFER OF AUTHORITY

[Administration of the duties of the Equal Employment Opportunity Coordinating Council was transferred to the Equal Employment Opportunity Commission effective July 1, 1978, under the President's Reorganization Plan of 1978.]

EQUAL EMPLOYMENT OPPORTUNITY COORDINATING COUNCIL; ESTABLISHMENT; COMPOSITION; DUTIES; REPORT TO PRESIDENT AND CONGRESS

SEC. 2000e-14. *[Section 715]*

[Original introductory text: There shall be established an Equal Employment Opportunity Coordinating Council (hereinafter referred to in this section as the Council) composed of the Secretary of Labor, the Chairman of the Equal Employment Opportunity Commission, the Attorney General, the Chairman of the United States Civil Service Commission, and the Chairman of the United States Civil Rights Commission, or their respective delegates.]

The Equal Employment Opportunity Commission *[originally, Council]* shall have the responsibility for developing and implementing agreements, policies and practices designed to maximize effort, promote efficiency, and eliminate conflict, competition, duplication and inconsistency among the operations, functions and jurisdictions of the various departments, agencies and branches of the Federal Government responsible for the implementation and enforcement of equal employment opportunity legislation, orders, and policies. On or before October 1 *[originally, July 1]* of each year, the Equal Employment Opportunity Commission *[originally, Council]* shall transmit to the President and to the Congress a report of its activities, together with such recommendations for legislative or administrative changes as it concludes are desirable to further promote the purposes of this section.

PRESIDENTIAL CONFERENCES; ACQUAINTANCE OF LEADERSHIP WITH PROVISIONS FOR EMPLOYMENT RIGHTS AND OBLIGATIONS; PLANS FOR FAIR ADMINISTRATION; MEMBERSHIP

SEC. 2000e-15. *[Section 716]*

[Original text: (a) This title shall become effective one year after the date of its enactment.

(b) Notwithstanding subsection (a), sections of this title other than sections 703, 704, 706, and 707 shall become effective immediately.

(c)] The President shall, as soon as feasible after July 2, 1964 *[the date of enactment of this title]*, convene one or more conferences for the purpose of enabling the leaders of groups whose members will be affected by this subchapter to become familiar with the rights afforded and obligations imposed by its provisions, and for the purpose of making plans which will result in the fair and effective administration of this subchapter when all of its provisions become effective. The President shall invite the participation in such conference or conferences of (1) the members of the President's Committee on Equal Employment Opportunity, (2) the members of the Commission on Civil Rights, (3) representatives of State and local agencies engaged in furthering equal employment opportunity, (4) representatives of private agencies engaged in furthering equal employment opportunity, and (5) representatives of employers, labor organizations, and employment agencies who will be subject to this subchapter.

TRANSFER OF AUTHORITY

[Enforcement of Section 717 was transferred to the Equal Employment Opportunity Commission from the Civil Service Commission (Office of Personnel Management) effective January 1, 1979 under the President's Reorganization Plan No. 1 of 1978.]

EMPLOYMENT BY FEDERAL GOVERNMENT

SEC. 2000e-16. *[Section 717]*

(a) Discriminatory practices prohibited; employees or applicants for employment subject to coverage

All personnel actions affecting employees or applicants for employment (except with regard to aliens employed outside the limits of the United States) in military departments as defined in section 102 of Title 5 *[United States Code]*, in executive agencies *[originally, other than the General Accounting Office]* as defined in section 105 of Title 5 *[United States Code]* (including employees and applicants for employment who are paid from nonappropriated funds), in the United States Postal Service and the Postal Regulatory Commission, in those units of the Government of the District of Columbia having positions in the competitive service, and in those units of the judicial branch of the Federal Government having positions in the competitive service, in the Smithsonian Institution, and in the Government Printing Office, the Government Accountability Office, and the Library of Congress shall be made free from any discrimination based on race, color, religion, sex, or national origin.

(b) Equal Employment Opportunity Commission; enforcement powers; issuance of rules, regulations, etc.; annual review and approval of national and regional equal employment opportunity plans; review and evaluation of equal employment opportunity programs and publication of progress reports; consultations with interested parties; compliance with rules, regulations, etc.; contents of national and regional equal employment opportunity plans; authority of Librarian of Congress

Except as otherwise provided in this subsection, the Equal Employment Opportunity Commission *[originally, Civil Service Commission]* shall have authority to enforce the provisions of subsection (a) of this section through appropriate remedies, including reinstatement or hiring of employees with or without back pay, as will effectuate the policies of this section, and shall issue such rules, regulations, orders and instructions as it deems necessary and appropriate to carry out its responsibilities under this section. The Equal Employment Opportunity Commission *[originally, Civil Service Commission]* shall-

> (1) be responsible for the annual review and approval of a national and regional equal employment opportunity plan which each department and agency and each appropriate unit referred to in subsection (a) of this section shall submit in order to maintain an affirmative program of equal employment opportunity for all such employees and applicants for employment;
>
> (2) be responsible for the review and evaluation of the operation of all agency equal employment opportunity programs, periodically obtaining and publishing (on at least a semiannual basis) progress reports from each such department, agency, or unit; and
>
> (3) consult with and solicit the recommendations of interested individuals, groups, and organizations relating to equal employment opportunity.

The head of each such department, agency, or unit shall comply with such rules, regulations, orders, and instructions which shall include a provision that an employee or applicant for employment shall be notified of any final action taken on any complaint of discrimination filed by him thereunder. The plan submitted by each department, agency, and unit shall include, but not be limited to-

> (1) provision for the establishment of training and education programs designed to provide a maximum opportunity for employees to advance so as to perform at their highest potential; and
>
> (2) a description of the qualifications in terms of training and experience relating to equal employment opportunity for the principal and operating officials of each such department, agency, or unit responsible for carrying out the equal employment opportunity program and of the allocation of personnel and resources proposed by such department, agency, or unit to carry out its equal employment opportunity program.

With respect to employment in the Library of Congress, authorities granted in this subsection to the Equal Employment Opportunity Commission *[originally, Civil Service Commission]* shall be exercised by the Librarian of Congress.

(c) Civil action by employee or applicant for employment for redress of grievances; time for bringing of action; head of department, agency, or unit as defendant

Within 90 days of receipt of notice of final action taken by a department, agency, or unit referred to in subsection (a) of this section, or by the Equal Employment Opportunity Commission *[originally, Civil Service Commission]* upon an appeal from a decision or order of such department, agency, or unit on a complaint of discrimination based on race, color, religion, sex or national origin, brought pursuant to subsection (a) of this section, Executive Order 11478 or any succeeding Executive orders, or after one hundred and eighty days from the filing of the initial charge with the department, agency, or unit or with the Equal Employment Opportunity Commission *[originally, Civil Service Commission]* on appeal from a decision or order of such department, agency, or unit until such time as final action may be taken by a department, agency, or unit, an employee or applicant for employment, if aggrieved by the final disposition of his complaint, or by the failure to take final action on his complaint, may file a civil action as provided in section 2000e-5 of this title *[section 706]*, in which civil action the head of the department, agency, or unit, as appropriate, shall be the defendant.

(d) Section 2000e-5(f) through (k) of this title applicable to civil actions

The provisions of section 2000e-5(f) through (k) of this title *[section 706(f) through (k)]*, as applicable, shall govern civil actions brought hereunder, and the same interest to compensate for delay in payment shall be available as in cases involving nonpublic parties.

(e) Government agency or official not relieved of responsibility to assure nondiscrimination in employment or equal employment opportunity

Nothing contained in this Act shall relieve any Government agency or official of its or his primary responsibility to assure nondiscrimination in employment as required by the Constitution and statutes or of its or his responsibilities under Executive Order 11478 relating to equal employment opportunity in the Federal Government.

(f) Section 2000e-5(e)(3) *[Section 706(e)(3)]* shall apply to complaints of discrimination in compensation under this section.

PROCEDURE FOR DENIAL, WITHHOLDING, TERMINATION, OR SUSPENSION OF GOVERNMENT CONTRACT SUBSEQUENT TO ACCEPTANCE BY GOVERNMENT OF AFFIRMATIVE ACTION PLAN OF EMPLOYER; TIME OF ACCEPTANCE OF PLAN

SEC. 2000e-17. *[Section 718]*

No Government contract, or portion thereof, with any employer, shall be denied, withheld, terminated, or suspended, by any agency or officer of the United States under any equal employment opportunity law or order, where such employer has an affirmative action plan which has previously been accepted by the Government for the same facility within the past twelve months without first according such employer full hearing and adjudication under the provisions of section 554 of Title 5 *[United States Code]*, and the following pertinent sections: Provided, That if such employer has deviated substantially from such previously agreed to affirmative action plan, this section shall not apply: Provided further, That for the purposes of this section an affirmative action plan shall be deemed to have been accepted by the Government at the time the appropriate compliance agency has accepted such plan unless within forty-five days thereafter the Office of Federal Contract Compliance has disapproved such plan.

Live Link as of February 1, 2012: http://www.socc.edu/academics/pgs/schedule/index.shtml

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Oregon Community College

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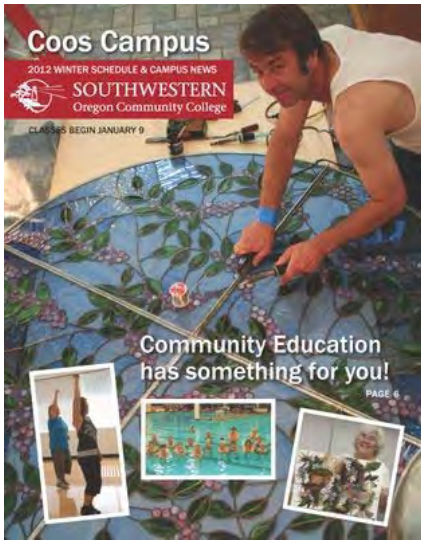
Class Schedule

Winter Schedule 2012 (Coos Campus) (10.4 MB)

Winter Schedule 2012 (Curry Campus) (7.9 MB)

Fall Schedule 2011 (Coos Campus) (4.4 MB)

Fall Schedule 2011 (Curry Campus) (5.5 MB)


Coos Campus
2012 WINTER SCHEDULE & CAMPUS NEWS
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CLASSES BEGIN JANUARY 9
Community Education has something for you!
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Southwestern Oregon Community College
Event/Activity Request Form

Please complete BOTH sides of the Event/Activity Request Form and submit it to the Office of Student Life six (6) to eight (8) weeks before the date of event. Upon approval of the event/activity, you will be provided with the Event/Activity Planning Checklist. You must have both forms filled out and approved by the Office of Student Life before the event will receive final approval.

Today's Date: ______________

Program/club or sponsoring organization: ____

Student contact: ______________________________ Phone: ______________________

Email: ____

Faculty/Staff contact: ____________________________ Phone: ______________________

Email: ____

Type of Event/Activity (Check all that apply)

☐ Breakfast/Lunch/Dinner
☐ Competition
☐ Concert
☐ Conference
☐ Dance
☐ Donation drive
☐ Dramatic (play) production
☐ Fair
☐ Film
☐ Fundraiser
☐ Guest speaker/lecture
☐ Information table
☐ Meeting
☐ Music performance
☐ Panel presentation
☐ Performance/entertainment
☐ Service project
☐ Social/reception
☐ Workshop
☐ Other________________

Event Topic Area

☐ Multicultural Awareness
☐ Health and Safety
☐ Academic
☐ Social
☐ Community Service

Event Information

Name/Title of event: ____

Proposed date(s): ____

Proposed time(s): ____

Proposed location of the event/activity:______________________________________

If the event is a fundraiser where will the money go?_____________________________

Target audience: ____

Estimated number of participants: ______________________________________

Details/description of event:

Expected benefit to students, campus, community:

Expenses for this event will be paid from budget account (name): ______________________________
(number): ______________________________

Initial approval from Office of Student Life: ____

________________________________	________________________________
Faculty/Staff Approval & Date	Student Life Approval & Date

Southwestern Oregon Community College Office of Student Life
Event/Activity Planning Checklist

Instructions On Using The Planning Form.

1. The original working file MUST remain in Institutional Sponsor Office.
2. The completed form is to be turned into the Office of Student Life 1 week prior to event for final approval.
3. This is a "WORKING" document. You will be completing portions of it throughout the event planning process. Make any changes necessary at any time. Don't worry about making it look perfect, just make sure it can be read. (IT IS SUGGESTED THAT YOU USE PENCIL.)
4. Be as thorough as possible from the start in your planning and complete as many spaces as possible. If a space does not apply just draw a line in that space. Once a thorough plan is developed it is much easier to go back and make changes.
5. Note on page one that there are a series of check-points requiring you to meet with the institutional sponsor to have him/her review this Event/Activity Planning Checklist in order for the planning to continue. Fill in your calendar **now** to remind you of these meeting times.
6. Complete the budget page and use your best estimate of costs to fill-in the "Projected Cost" column. When the event is complete you will fill-in the "Final Cost" column with the actual costs you incurred for the event.
7. Campus events must be approved at least one week prior to event by Office of Student Life.

MANDATORY Check-Points

(You must check briefly with the institutional sponsor at the following check points.)

		Proposed Meeting Date	**Actual Meeting Date**	**Institutional sponsor Initial**
	45 days prior to event: (Emphasis on facilities, contracts, promotion plan, budget.)			
	30 days prior to event: (Emphasis on decorations, invitations, special equipment, publicity and promotional material preparation.)			
	21 days prior to event: Submit ASG request for funds and program planner to ASG for approval if requiring funds or additional sponsorship from ASG.			
	20 days prior to event: (Emphasis on publicity and promotional material distribution, safety, food arrangements and other needs.)			
	10 days prior to event: (Emphasis on set-up and clean-up logistics, especially work schedules for volunteers and other helpers. Review budget.)			
	7 days prior to event receive final approval from Office of Student Life.			
	2 days prior to event: (Final review Planning Form. Resolve any issues.)			
	Day of event: (Keep the institutional sponsor informed regarding event that it is happening, any problems, etc.)			
	5 days AFTER event or sooner: (Complete planning form, finalize budget, complete event evaluation, complete file and submit to institutional sponsor.)			
	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**			

Event Summary

	Description or Name of Event:		
	Date(s) of Event:	**Start Date:**	**End Date:**
	Time(s) of Event:	**Start Time:**	**End Time:**
	Location(s) or Facilities(s) of Event:		
	Projected Attendance:		
	Institutional Sponsor Check: **Initial: ____**	**Date: ________ Comments:**	

Event Responsibility / Accountability (Both the person in charge and alternate should meet with Institutional Sponsor and/or the Coordinator of Student Life)

	Person in Charge:		**Alternate Person in Charge:**	
	Day Phone:		**Day Phone:**	
	Night Phone:		**Night Phone:**	
	Institutional Sponsor Check and Approval:	**Signature:**		
	Alternate Person in Charge	**Signature:**		

Objectives of Event

(Educational, social or other objectives for the purpose of the event MUST be described. There MUST be a minimum of one objective.)

		Included in Evaluation
	Explain how the event benefits the students of Southwestern Oregon Community College:	
	Objective #1:	
	Objective #2:	
	Objective #3:	
	Objective #4:	
	Objective #5:	
	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**	

Contract Information

(Contracts and other documents completed with appropriate signatures - attach copies.)

		Who's Responsible	**Institutional Authority Completed**	**Date Completed**
	SWOCC Personal Services Agreement			
	SWOCC Method of Payment Determined and Approved by Appropriate Individuals (All purchases must be approved by appropriate institutional individuals prior to purchase)			
	SWOCC Request for Payment			
	SWOCC Requisition for Goods and Services			
	SWOCC Student Government Support			
	Have signed copy of service provider's own contract form / or contract riders:			
	Catering /Food Services Contract (Campus Dining Services has First Right of Refusal for all food service occurring on campus) -contract needs to be approved at least 14days in advance to event			
	Other (describe):			
	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**			

	Facilities Needs **(Determine ALL facility needs and make arrangements for reservation and set-up.)**	**Who's Responsible**	**Completion Target Date**	**Date Completed**
	Facilities reservation forms completed and received by Facilities Coordinator roomres@socc.edu: (must be received at least 14 days prior to event, the sooner you reserve the better as spaces are on a first come basis)			
	Off campus Approvals and Permits have been attained			
	Set-up, other work orders completed and received by Facilities Coordinator: (Minimum 2 week in advance.) E-mail roomres@socc.edu			
	Media and Audio Visual Equipment requests need to fill out the Equipment Request Form. This form can be found at www.socc.edu/media			
	Other (describe):			
	Institutional sponsor Check: Initial: ____ Date: _________ Comments:			

	Set-Up and Clean-Up Logistics **(Determine specific set-up and clean-up times and crews.)**		**Specific Time**	**Who's Responsible**
	Beginning Set-Up Time: (Provide adequate time prior to the starting time of the event – a minimum of an hour for simple events, longer for more complicated events.)			
	Ending Clean-Up Time: (Provide adequate time after the event is over for tear down and clean up. This time represents the time when EVERYTHING is finished.)			
		Who's Responsible	**Completion Target Date**	**Date Completed**
	Set-Up Work Crew List Completed, including shift times for all workers:			
	Clean-Up Work Crew List Completed, including shift times for all workers:			
	Other (describe):			
	Institutional sponsor Check: Initial: ____ Date: _________ Comments:			

	Safety and Security **(Determine safety and security needs. Arrange for – or hire security. All events must include a campus employee who is responsible and a contact for the event.)**	**Who's Responsible**	**Completion Target Date**	**Date Completed**
	Campus staff/employee attending event			
	Campus Security Signature: Comments/Requirements from Campus Security: (i.e. Fire Permits, City Ordinances, Additional Security			
	Insurance Release forms have been completed Hold Harmless: ____ Travel Expectations: ______			
	Institutional sponsor Check: Initial: ____ Date: _________ Comments:			

	Promotion / Publicity **(Determine necessary efforts to successfully promote activities to target audiences.)**	**Who's Responsible**	**Completion Target Date**	**Date Completed**
	Prepare written promotional plan, including time-lines for release of materials:			
	Prepare public information / news release			
	Posters, flyers and table tents printed – ready for distribution:			
	Other (describe):			
	All publicity has been approved by the Office of Student Life or the Office of College			

	Advancement or the Dean of Curry Campus			

	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**

	Food Services and Supplies **(Determine food needed. Campus Dining has First Right of Refusal; you must meet with Campus Dining for all food related services**	**Who's Responsible**	**Completion Target Date**	**Date Completed**
	Menu/Food List Prepared – Including Projected Attendance Count ____________:			
	Campus food service requested/completed (minimum 2 weeks in advance). **Call 541-888-7189 or email catering@socc.edu**			
	Item: Obtain from:			
	Item: Obtain from:			
	Item: Obtain from:			
	Item: Obtain from:			
	Other (describe):			

	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**
	Campus Dining Services Signature:

	Special Needs/Requests **(Determine if special equipment, services, or outside community members are needed and where to rent, or borrow, or purchase.)**	**Who's Responsible**	**Completion Target Date**	**Date Completed**
	Item/Community Member: **Obtain from:**			
	Item/Community Member: **Obtain from:**			
	Item/Community Member: **Obtain from:**			
	Item/Community Member: **Obtain from:**			
	Item/Community Member: **Obtain from:**			
	Other (describe):			

	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**

	Other Planning Needs **(Specify in detail. Attach additional sheets if necessary.)**	**Who's Responsible**	**Completion Target Date**	**Date Completed**

	Institutional sponsor Check: Initial: ____ Date: _________ **Comments:**

	Comments and Suggestions from Campus Entities	**Who's Responsible**	**Completion Target Date**	**Date Completed**

Campus Approvals:

	Institutional Sponsor Approval:	**Signature:**
	Office of Student Life:	**Signature:**

BUDGET ITEM	PROJECTED COST	FINAL COST
Contract(s) For Service Provider(s)		
Contract #1 Cost		
Contract #2 Cost		
Total Contract(s) for Service Provider(s) Costs		
Facilities Rent and Other Costs (Deposit – to be returned: _____________)		
Facility #1 Cost		
Facility #2 Cost		
Facility #3 Cost		
Total Facilities Rent and Other Costs		
Promotion / Publicity		
Printing #1 Costs		
Printing #2 Costs		
Printing #3 Costs		
Newspaper Advertising Costs		
Radio / TV Costs		
Poster, Sign Preparation or Other Costs (non printing)		
Total Promotional / Publicity Costs		
Invitations and Mailings		
Printing and Preparation Costs		
Mailing / Delivery Costs		
Total Invitations and Mailings Costs		
Decorations and Other Amenities		
Item #1 Cost		
Item #2 Cost		
Item #3 Cost		
Total Decorations and Other Amenities Costs		
Special Equipment Needs		
Equipment #1 Cost		
Equipment #2 Cost		
Equipment #3 Cost		
Total Special Equipment Needs Costs		
Food Services and Supplies		
Food #1 Cost		
Food #2 Cost		
Food #3 Cost		
Food #4 Cost		
Total Food Services and Supplies Costs		
Safety and Security		
Safety/Security #1 Cost		
Safety/Security #2 Cost		
Total Safety and Security Costs		
Other Costs (Specify)		
Cost #1		
Cost #2		
Cost #3		
Cost #4		
Total Other Costs		
TOTAL COST FOR THIS ACTIVITY		
INSTITUTITIONAL SPONSOR BUDGET REVIEW AND APPROVAL	**Initial: Date:**	**Initial: Date:**

Southwestern Oregon Community College
Office of Student Life
Institutional Sponsor Responsibility Acceptance

I, ________________________ accept responsibility to be the Institutional Sponsor for the ______________individual/group's event/activity occurring on proposed date of ____________. As the Institutional Sponsor I recognize that I am responsible for insuring all College policies and procedures are followed.

- Posting Policy
- Funding Request/Approvals
- Completed Release Forms
    - Hold Harmless
    - Travel Expectations
    - Event/Activity Planning Checklist
    - Event/Activity Evaluation

__________________________________ __________________________
Institutional Sponsor Signature Date

__________________________________ __________________________
Office of Student Signature Date

Last updated 8.18.2011

Southwestern Oregon Community College
Event/Activity Evaluation Form

Please complete this evaluation form and return to the Office of Student Life If you fail to complete and return the Event/Activity Evaluation Form you may not receive approval for future events.

Forms are due to the appropriate office 1 week following event.

Title of Program/Event:________________________
Date of program/event:________________________
Institutional Sponsor: ________________________
Contact Person:______________________________
Location:__________________________________
Actual Cost of Event: ________________________

Sponsoring Organization:______________________
Time:______________________________________
Contact Information:__________________________
Contact information:__________________________
Actual Attendance: __________________________
Cost per Student:____________________________

Event Type:

- ☐ Multicultural Awareness
- ☐ Health and Safety
- ☐ Academic
- ☐ Social
- ☐ Community Service

Other campus/community sponsorships?:____

After The Action
Mark 1-5 with 1 being poor and 5 being outstanding

Event Analysis

Poor Outstanding

(If not applicable, write N/A	1	2	3	4	5
The time and date were appropriate for this event					
This was the right location for this event					
The advertising/publicity for this event was effective					
The artist/company was cooperative					
Organization and planning					
Participation of members/volunteers					
Enthusiasm of members/volunteers					
The audience's reaction was positive					
Overall success of the event					

(If not applicable, write N/A					
Services provided by Facilities					
Services provided by Media Services					
Services provided by Campus Dining					
Services provided by Security/Safety					
Services provided by Student Life					

Overall program rating					

Budget Analysis

Performer/supplier (artist fee, rentals, etc)	$
Performer/supplier	$
Performer/supplier	$
Sound/media	$
Set-up charges	$
Production fees (media/tech)	$
Food/Drink	$
Decorations	$
Publicity/advertising (printing, postage, etc)	$
Licenses	$
Misc materials/Supplies	$
Amount over Budget OR	$
Amount Under budget	$
Total Fundraised, if appropriate	$
Was the amount budgeted reasonable for this event? Explain	

Institutional Sponsor Comments

	Poor				Outstanding
	1	2	3	4	5
Organization and planning of event					
Community with Institutional Sponsor					
Purpose of event congruent with Organization's mission					
Participation of members/volunteers					
Participation of guests/attendees					
Enthusiasm of guest/attendees					
Overall success of the event					
Comments and suggestions for the future:					

Additional Information and Suggestions

List forms of advertising (attached copies) and where advertised:
Specific comments on performer, events, etc:
What new things did you try?
What worked?
What didn't?
Problems or complications that may have affected the success of the event:
Would you recommend doing this event again in the future?
If no, why?
If yes, what would you keep the same?
What would you do differently/change?
Suggestions for improving the event:
Overall recommendations for future planners:

Thank you for returning this form to the Office of Student Life
This evaluation form will help future students in their planning efforts

Live Link as of February 1, 2012:
http://www.socc.edu/library/pgs/policies-guidelines/collection-development/index.shtml

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Home > Policies & Guidelines > Collection Development Policy

Collection Development Policy

Purpose of the Policy

This policy articulates criteria used to select and maintain the library's print and online collections.

Library Users

Primary users of the library include SOCC students, faculty and staff. We are also open to the public, and residents of Coos County have borrowing privileges for the library's print and media collections. Our collections supplement the holdings of public, school and special libraries in Coos County.

Overview of the collection

Southwestern Oregon Community College is one of the few institutions of postsecondary education on the Oregon coast, and the library offers access to resources that may not be available elsewhere in the county. We take seriously our position as a unique resource on the southern Oregon coast, and we develop and maintain our collection to reflect this significant role.

Purpose of the collection

The primary function of the library is to support and enhance the curricula of Southwestern Oregon Community College and to serve the information needs to faculty, students and staff. Priority is given to material that supports SOCC programs. The library's collections are designed to sustain traditional arts and sciences as well as technical and vocational programs. Because our students have a variety of educational backgrounds and have a broad range of educational goals and interests, we may collect materials that are not directly related to specific program at SOCC but are affiliated with traditional arts and sciences or are of particular interest to the community. As a unique resource on the southern Oregon coast, the College's library can and should be used further intellectual growth. Our collections, therefore, support a variety of academic pursuits and provide access to information resources that will further intellectual and academic study.

Selectors of the collection

Librarians are primarily responsible for collection development. However, librarians welcome faculty to recommend items for the library's collection and strive to add resources that faculty request, within financial constraints. If students or other patrons request that specific items be added to the collection, librarians will review these requests and will decide if such material is appropriate, based upon the scope of the collection, financial constraints, duplicate holdings at local libraries and any other analyses of the user community that are applicable. Librarians will develop the collection on an ongoing basis and will add and remove material throughout the year.

Scope of the collection

As a community college library, our collections focus on material suitable for lower-division undergraduate students as well as resources for students in technical, vocational or professional programs. While much of our material enhances lower-division undergraduate curricula, we also collect materials to support the professional development and intellectual pursuits of faculty members. Additionally, our collections include material that may be required by students who are pursuing higher education and are completing four-year degrees through distance learning programs. If our patrons require research materials that fall outside of this scope, we offer free interlibrary loan services to ensure that our users have access to the information that they require. However, interlibrary loan services do not substitute for ongoing collection development.

Although the library focuses on the needs of faculty, students and staff, we do not collect textbooks. The library's collections are not designed to supply students with required material for specific classes, and we will not purchase material based upon the course requirements of a specified program or department. The library's materials are meant to supplement course offerings, not to substitute for the resource development taken on by various departments or programs at SOCC. Instructors may choose to place copies of textbooks on reserve, and they can specify the loan period of items placed on reserve.

Because our students may choose to live on-campus, the library will also maintain a small collection of popular material for their leisure. These materials will be appropriate for adults and young adults. Because our primary users are adults and young adults, we will not collect children's material. The library's popular collection will consist primarily of award-winning material and/or items that are in high demand by users. Our selection of popular books, periodicals and DVDs do not constitute a special collection; rather, they are integrated into our collection.

Format of the collection

The library collects materials in various formats. Library materials include print books and periodicals as well as electronic resources and digital media. Because library patrons have a significant interest in digital resources, librarians will prioritize this format if these materials can be accessed and purchased easily within the boundaries of financial and technological constraints. However, the library will continue to offer a wide array of print materials, both books and periodicals, to serve students who do not have Internet access. Moreover, print materials are often more affordable than digital resources, and librarians will exercise professional judgment when determining whether a particular resource should be purchased in a digital or print format.

Access to the collection

SOUTHWESTERN
Oregon Community College

The library is open to the public, and residents of Coos County can apply for library cards. SOCC students have access to the collection, even if they reside outside of Coos County. The library's digital collections can be accessed at any time from any location via the Internet. Many, if not all, of the library's digital and electronic resources will require a form of authentication. Students will have access codes, passwords, or logins to ensure that they can access the library's collection, regardless of whether they are on campus. When students who live outside of Coos County require print materials, we will assist them in obtaining the material through mail, but we encourage our distance and online students to use their local libraries.

Home About Academics Admissions Athletics Campus Services Distance Learning

Students have access to scholarly and popular periodicals through electronic databases, and they also have access to a collection of electronic books. We will continue to develop the library's collection of electronic resources that can be easily accessed outside of the physical building. In addition, librarians will periodically review and recommend the purchase of various software programs, computer hardware, and/or other technologies to ensure that patrons can access materials efficiently. To ensure maximum access to the collection, librarians will improve points of access on an ongoing basis.

The library has entered into various resource-sharing agreements to ensure that our users have access to a wide range of materials, including popular periodicals, audiobooks, and DVDs. Librarians will evaluate the benefits of participating in additional resource-sharing agreements and/or consortia. Participation in consortia or shared collections will depend upon financial constraints, technological capabilities, and other factors that will determine whether resource-sharing agreements will provide both short-term and long-term benefits to the college community and to library patrons as a whole.

Review of the collection

Librarians will review the collection on an ongoing basis. Librarians may analyze the collection to ensure that it contains content in a wide area of subjects and formats. Items will be regularly added to the collection; typically, new items will be added to the collection every month.

Items will be selected for removal from the collection, based upon their rate of circulation, physical condition, currency, availability, usage, cost and other pertinent factors that affect the relevance and significance of the material for the college community and other library patrons. Material for discontinued programs at SOCC may be removed at the discretion of librarians. When possible, librarians will solicit faculty opinion before discontinuing subscriptions to print or digital resources.

Patrons who believe that specific material is inappropriate for the collection can file a request for review. While such requests will be taken seriously, librarians at SOCC are committed to intellectual freedom and do not collect materials based upon the specific tastes or belief systems of any particular individual or group.

(Revised 5/06/10)

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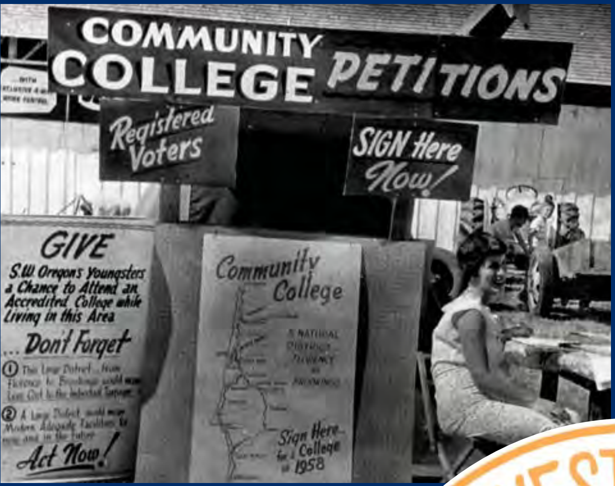
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MCMLXI

50 *Years!*

HONORING OUR PAST, LIGHTING THE FUTURE
1961-2011

SOUTHWESTERN
Oregon Community College

CLASS CATALOG 2011-2012

ACADEMIC CALENDAR 2011-2012

Dates are subject to change. Please check quarterly schedule or online at *www.socc.edu*

TERM	SUMMER 2011	FALL 2011	WINTER 2012	SPRING 2012
Advising	Summer/Fall Term April 27 - May 11	Winter Term November 16 - November 23	Spring Term February 29 - March 7	Summer/Fall Term April 25 - May 9
Registration (Make payment arrangements with Student First Stop Center at time of Registration)	May 2 - June 22	May 2 - September 28	November 21 - January 11	March 5 - April 4
Bookstore charging begins	June 13	September 20	December 12	March 26
Move-In day for housing residents	June 18	September 23	January 7	March 31
New student orientation		September 24		
Student Service Office open 9 a.m. - Noon		September 24		
Classes begin	June 20	September 26	January 9	April 2
Waitlists completed, see Instructor.	June 16	September 22	January 5	March 29
Last day to register or add classes without instructor consent.	June 22	September 28	January 11	April 4
Financial Aid Students must complete all add/drops, including waitlist classes, for correct check disbursement (funds disbursed based on today's enrollment status)	June 30	October 7	January 20	April 13
Financial Aid Disbursement begins	July 7	October 14	January 27	April 20
Last day to change to audit	July 28	November 4	February 17	May 4
Last day to withdraw	August 3	November 30	March 14	June 6
Graduation applications due	August 4	November 4	February 3	May 4
Southwestern Foundation General Scholarship Applications available 2011-2012		December 5		
Student Awards Convocations 3:00 - 5:00 p.m.				June 6
Final exam week	August 8-11	December 5-8	March 19-22	June 11-14
Textbook buy-back	August 8-11	December 5-9	March 19-23	June 11-15
Check-out for housing residents	August 13	December 10	March 24	June 16
Commencement				June 15
Grades available in WebAdvisor	August 24	December 14	March 28	June 20
Term breaks	August 15 - September 25	December 12 - January 1	March 26-30	June 18-22
CAMPUS OFFICES CLOSED (Note: Offices closed on Fridays during the Summer, June 24 - September 2)	June 24 July 1, 4, 8, 15, 27, 29 August 5, 12, 19, 26	September 2, 5 November 11, 24, 25 Dec. 22 - Jan. 3	January 16 February 20	May 28

Online registration cut-off dates (other than Southwestern's) are set by the Oregon Community College Distance Learning (OCCDL) and are subject to change. To verify registration dates, please visit the OCCDL web site: http://oregoncollegesonline.com/courses.html

Cover Photographs (l to r): Aerial view, phase III building of campus - 1967; Auto shop - ca. 1965; Nursing graduates - 1972; Petition signing for a college district at the Coos County Fair - 1958; Biology class - ca. 1965; SWOCC's founder, Henry F. Hansen; Skills Day, chocker setting competition - 1983.

WELCOME TO SOUTHWESTERN OREGON COMMUNITY COLLEGE

To all of our students and members of our communities:

Welcome to Southwestern! Thank you for choosing Southwestern Oregon Community College (SWOCC) as your destination for education and training. Our theme this year is "Honoring our Past, Lighting our Future." The college district is turning 50, having celebrated its charter on May 1, 1961. We will have many celebrations throughout the year to recognize the milestone.

We honor our past through the celebration of the memories and traditions of the last fifty years. SWOCC has strong roots in this region, leading back to the inspired pioneers who first brought secondary education to the South Coast and the courageous early students who dodged mud and construction to walk to classes. We are thankful for the five decades our students, employees and communities have supported our missions, visions and the services we provide. We are proud to call the South Coast our home.

During this next year, we will also be lighting our future, when we will embrace the ideas, people, and technology for the next 50 years. Excellent student instruction and support will continue to be our priority and the success of our students and our neighboring communities our measuring sticks. We will adapt and innovate while remaining good stewards of our resources.

What does your future hold? This catalog is a roadmap to your future. A journey through these pages may lead to a future certificate, degree, or a career pathway. Whether you are trying to advance in your current job or learning skills to start a new career, SWOCC has the instructors and staff to guide you to your destination.

We invite you to participate in the celebrations this year and continue your personal journeys with SWOCC!

Welcome to the Laker Family!

Patty M. Scott, Ed.D
President

HISTORY

Southwestern Oregon Community College is located within two miles of the Pacific Ocean in an area of scenic beauty and mild climate.

The 153-acre institution lies completely within the city of Coos Bay and is bordered on the north and east by the city of North Bend.

The college was formed in a tax district election in May 1961. It included Coos and western Douglas counties. On July 1, 1995, Curry County joined the college district. The district now encompasses 3,648 square miles with a population of more than 92,000. The college is the only public, post-secondary institution in the region.

Enrollment has grown from 266 students in 1961 to nearly 14,500 students annually. Staff has grown from 15 to more than 60 full-time faculty and from 11 to over 275 part-time instructors. Cultural and athletic events at the college attract 20,000 men, women, and children each year.

During the early years, Southwestern held classes in surplus U.S. Navy facilities and in Coos Bay and North Bend school district buildings. Today's main campus is located on the shore of Upper Empire Lake in a natural tract of coastal pine.

Permanent campus construction began in 1963. A majority of the campus was built between 1965 and 1969. A second phase of construction, which began in 1979, provided new and remodeled shops and laboratories and expanded facilities for several programs. The expansion included a student center with a cafeteria, student activity space, student government offices, and meeting rooms for school and community activities.

The college entered a new building phase in 1994 with the construction of a new student services and general classroom building. This was followed immediately by a comprehensive Student First Stop Center, a Family Center, student housing, a new baseball field, an indoor athletic practice facility and a state-of-the-art performing arts and conference center.

The residents of Curry County voted to annex themselves to the district in 1995; the college area nearly doubled in size, extending to the California border. A full range of college services is now offered in Curry County.

As a partner in the South Coast's economic development, Southwestern offers students and industrial partners education that meets their needs. Whether students enroll for a short course, a two-year transfer, or a two-year Associate degree, they are preparing for a rewarding future.

SOUTHWESTERN MISSION STATEMENT & ACCREDITATION

MISSION STATEMENT

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Adopted January 25, 2010.

CORE THEMES

- Access
- Learning and Achievement
- Innovation and Sustainability
- Community Engagement

Adopted April 26, 2010.

ACCREDITATION

Southwestern is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a nationally recognized regional accrediting agency by the U.S. Department of Education.

The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the 2009 Focused Interim Visit. Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by contacting the Accreditation Liaison Officer or requesting to review copies available at the Library, located in Tioga Hall or online at *www.socc.edu/accreditation*. NWCCU Accreditation status is granted as an institution; any program accreditation or approvals are granted by other agencies.

OREGON COAST CULINARY INSTITUTE PROGRAM ACCREDITATION

Oregon Coast Culinary Institute at Southwestern Oregon Community College was granted a five-year accreditation by the American Culinary Federation, ACF in 2007.

OREGON COAST CULINARY INSTITUTE BAKING & PASTRY PROGRAM ACCREDITATION

In 2009, The OCCI Baking and Pastry Program was granted accreditation by the American Culinary Federation (ACF) for a five-year period. The five-year accreditation is the highest level available for initial accreditation by the ACF – the premier professional chefs' organization in North America, focusing its efforts on offering education, apprenticeship and industry certification. With the accreditation, OCCI's graduates will automatically gain the title of Certified Culinarian upon graduation, along with their associate's degrees.

NURSING PROGRAM ACCREDITATION

The Oregon State Board of Nursing (OSBN) is the state agency responsible for overseeing the standards for approval of Nursing Programs in Oregon. Southwestern is an approved program having submitted the required self-study in Fall 2006. The OSBN website provides the following information:

The Oregon State Board of Nursing monitors continuing compliance with the Standards for Approval. The standards address faculty approval, curriculum approval, and student standards and records as well as several other program specific approvals.

EMT PARAMEDIC PROGRAM ACCREDITATION

The State of Oregon Office of Workforce Development, in partnership with the State's Emergency Medical Services Office, reviews programs every five years for each college offering Emergency Medical Services (EMS) training. The program approval encompasses all aspects of a training program, including administrative support, curriculum, facilities, funding, instructor credentials, and program management.

Southwestern began offering the two-year Paramedic Degree in Fall 2008. The first on-site visit for program approval took place on May 28 and 29, 2009. The program was approved through 2012.

CHILDHOOD EDUCATION AND FAMILY STUDIES ACCREDITATION

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

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While every effort is made to ensure the accuracy of the information in this catalog, Southwestern Oregon Community College has the right to make changes at any time without prior notice. This catalog is not a contract between Southwestern Oregon Community College and current or prospective students. Some policies and procedures are subject to change. See quarterly schedule of courses for details.

EQUAL OPPORTUNITY

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512, phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

1. GENERAL ADMISSION INFORMATION

Southwestern has an open-door admission policy and welcomes students who wish to obtain a quality education. In general, students may enroll in classes if they meet any one of the following requirements and have the ability to benefit from instruction:

- Are 18 years of age or older.
- Have graduated from an accredited high school.
- Have completed a General Education Development (GED) certificate or an Adult High School Diploma.
- Were home schooled and have met state requirements for high school equivalency/ completion.

Students in need of assistance with any part of this process are encouraged to see the Admissions Office Staff in Dellwood Hall, Room 4, or call 541-888-7636 or 800-962-2838, ext. 7636 to schedule an appointment.

Si usted necesita mas ayuda, por favor, llame a Educational Support Programs and Services (ESPS) al teléfono 541-888-7408 or 541-888-7407.

Students under the age of 18 who have not graduated from high school or earned a GED must visit www.socc.edu or meet with an advisor/counselor and have his or her parent(s), to fill out the "Underage Student Agreement" or "High School Partnership" form. Please contact the Educational Support Programs and Services (ESPS) office in Stensland Hall or call 541-888-7405.

Curry County residents have three locations to contact for assistance, the Brookings-Harbor Center, 420 Alder Street, 541-469-5017, the Gold Beach Center, 29392 Ellensburg Ave, PO Box 590, 541-247-2741 and the Port Orford Center, 541-253-7553.

2. COMPLETE AN APPLICATION FOR ADMISSION

FIRST-TIME STUDENTS

Students taking 12 credits or more in a term, receiving financial aid and/or pursuing a degree or certificate are required to submit an Application for Admission.

- Apply online at www.socc.edu/admissions and submit the application fee online, or
- Visit the Student First Stop Center in Dellwood Hall for an application and submit it with the application fee, in person or by mail.

Students taking less than 12 credits in a term or attending for personal interest only need to complete a Student Record form. The Student Record form is located in WebAdvisor at www.socc.edu. Once the required information is submitted, please allow three working days to receive your user ID and password by email.

INTERNATIONAL STUDENT ADMISSION

International students must meet federal immigration and college requirements before being admitted to Southwestern. International students who present Test of English as a Foreign Language (TOEFL) scores with a minimum score of 450 may be admitted to Southwestern. Other tests accepted are listed online at www.socc.edu/isp/pgs/admissions/index.shtml.

Students must complete the International Application for Admission form and submit it along with TOEFL scores and a financial statement to the Coordinator of International Student Programs before the I-20 and acceptance letter are issued. Students are also required to send any international transcripts to a third party evaluator for translation.

SOUTHWESTERN FACT

International Transcripts must be mailed to a third party evaluator. A fee is charged for this service. World Education Services Inc. - ask for a "Course by Course Report". WES Inc., P.O. Box 26879, San Francisco, CA 94126, 800-414-0147, www.wes.org.

Or

Academic Evaluation Institute Inc. ask for a "Comprehensive Report." ACEI Inc., P.O. Box 6908, Beverly Hills, CA 90212, 310-275-3530, www.acei1.com.

Southwestern provides a comprehensive array of services. Aside from the special orientation process designed specifically to familiarize our international students with the college and community, we offer TOEFL preparation on campus, personal and academic counseling, special tutoring services to help students progress in their courses, a mentor program that brings international students together with American conversation partners, and a bridge course (Writing 60: College Writing for International Students) designed to provide international students with writing practice in most disciplines. In addition, there is housing assistance, advice about immigration regulations, and activities and field trips which are periodically organized to acquaint our students with the recreational opportunities available in this scenic area. For additional information, www.socc.edu/isp/

For more information please contact the Coordinator of International Student Programs at 541-888-7185 or 800-962-2838, ext. 7185.

SPECIAL ADMISSIONS PROGRAMS

There are additional admission processes for restricted-entry courses, programs, and training opportunities which require a separate application:

- Baking and Pastry: 541-888-7700
- Culinary Arts: 541-888-7700
- Nursing, Nursing Assistant and Medical Aide: 541-888-7340
- Phlebotomy: 541-888-7443
- Emergency Medical Technician Paramedic: 541- 888-7432

Call the numbers indicated or the Admissions Office in Dellwood Hall, Room 4, 541-888-7636.

TRANSFER STUDENTS

Transfer students who plan to complete a degree and/or receive financial assistance must complete the application process and have official transcripts sent to Southwestern. Course credits transferred from other accredited colleges or universities are evaluated in terms of equivalency to Southwestern courses and/or applicability to Southwestern programs. All credits used to calculate the cumulative grade point average (GPA) are transferred; however, some of the credits may not apply to a student's Southwestern program.

SOUTHWESTERN FACT

Send all Official Grade Transcripts to Southwestern Oregon Community College, Attn: Transcript Evaluator, 1988 Newmark Avenue, Coos Bay, OR 97420.

3. DECLARE A MAJOR

Degree-seeking students must declare a major on the Application for Admission. To change a declared major, visit the Educational Support Programs and Services (ESPS) office and complete a Change of Major form. Advisors are unable to declare or change majors. Changes to majors made within the second week of the term will apply to the current term. Changes made after that will apply to the following term. Refer to the catalog from the year in which you declared your major.

STATUTE OF LIMITATIONS ON AA/OT, AS, AGS AND AAS DEGREES & CERTIFICATES

To earn an Associates Degree or Certificate of Completion, students must meet the requirements in the catalog year in which they declared their major at Southwestern. Students who are not enrolled in at least one course toward their degree for more than one year will lose the right to complete the degree under the original catalog requirements. Students must then meet the requirements in the catalog from the year they re-enroll at Southwestern.

The application of existing coursework will be evaluated on an individual basis by the Transcript Evaluator and the appropriate instructors. Modifications or exceptions may be made in certain circumstances by approval from the Academic Standards Committee. For example, if the student has been employed in the skill area and has thus been able to keep up with developments in the field or if the time lapse is marginally outside accepted limits. All exceptions will be made with the knowledge and consent of the appropriate instructors.

An edition of the catalog is valid for five academic years. For example, a catalog that takes effect in summer of 2010 is valid only through spring of 2015. Students should regularly consult an advisor in their major field. Failure to complete the requirements within that time line will require students to move to the current catalog year or to petition the Academic Standards Committee, using the Academic Standards Committee Petition form, for an exception to the policy. Students taking more than five years to complete their degree program must have coursework evaluated by the Transcript Evaluator and the program faculty before graduation. Students may have to retake courses or take additional coursework in order to graduate.

SOUTHWESTERN FACT

Students receiving Financial Aid are required to declare a valid major.

A declared major contains a list of required courses a student needs in order to graduate with a degree or certificate.

Your catalog year is the academic year you declared your major. A catalog is your guide book for success at any college. Always refer to your catalog when planning your following term's course schedule. Your catalog will assist you in keeping on track for graduation by helping you determine the courses you need and do not need.

Some programs may impose shorter time limits for accepting credits for degree or certificate requirements. Occasionally, the college may change courses and course numbers within a program. Southwestern has the right to terminate or reinstate programs. The college will assist students enrolled in these programs to complete the degree or certificate requirements.

4. APPLY FOR FINANCIAL AID

All students interested in receiving any type of financial assistance, including loans, must complete the FAFSA (Free Application for Federal Student Aid). The application is available on line at www.fafsa.ed.gov. Southwestern's school code is 003220.

Southwestern's Financial Aid office contacts students by mail/email for the next steps in the financial aid process. For further information visit us online at www.socc.edu/financialaid/, at the First Stop Center in Dellwood Hall, or call 541-888-7337.

SOUTHWESTERN FACT

A FAFSA is required every academic year. Starting January 1, the FAFSA and the renewal FAFSA are available online at www.fafsa.ed.gov.

All students seeking student loans must complete a FAFSA and must complete all the financial aid and loan steps.

Degree seeking students taking less than 12 credits in a term may still have financial assistance available to them. Complete the FAFSA and contact the Financial Aid office for more information.

5. ARRANGE FOR HOUSING

All full-time students have the privilege to live in Student Housing. Students who are from out-of-district or from out-of-state are required to live in housing during their freshman year. Living in student housing is the best way to ensure academic success, to collaborate with other students, faculty and staff and to get the full "college experience." Prospective residents must be 18 years of age before December 15 of the current academic year to live in housing. The room and board agreement and the housing application are available online at www.socc.edu/housing or visit the Housing office in the Lighthouse Depot, Room A-1.

Students who are required to live in student housing may request a waiver for exception from the Student Housing office. Pre-approved exemptions include having a dependent, being 21 years of age prior to the first day of class, being a veteran or transferring with 45 or more quarter credits. The college does not grant waivers for reasons other than those listed.

6. TAKE A PLACEMENT TEST

The purpose of a placement test is to determine students' entry level for reading, writing, and math. Tests are given in the Educational Support Programs and Services (ESPS) office located in Stensland Hall between 8:15 a.m. and 3:00 p.m., Monday through Friday, and take an average of two hours to complete. Students will receive a copy of their test results, and students' advisors will discuss the results with them as well as assist them in selecting classes based on their placement. Call ESPS located in Stensland Hall at 541-888-7371 for more information.

Applicants who have ACT/SAT scores are asked to submit them to the Admissions Office in Dellwood Hall, Room 4.

SOUTHWESTERN FACT

High scores may allow students to "test out" of some coursework. If students have prior college work or have taken a placement test at another college, they should check with ESPS located in Stensland Hall.

DETERMINING MANDATORY READING

A reading skills class is required for all full time (12 credit) or degree seeking students whose reading test scores are between 30-38 on the ASSET Placement test or 36-68 on the COMPASS Placement test. These students are required to attend reading skills classes until their test scores are 39 or higher on the ASSET or 69 or higher on the COMPASS. Students may take other courses needed to complete their programs or degrees while enrolled in reading skills classes. Students with disabilities will not be excluded from this policy based on disability alone.

7. MEET WITH AN ADVISOR

Degree-seeking students must see their advisor for the following term before they may register. Students will discuss their educational goals with their advisors and receive assistance planning their class schedules. Students should visit Educational Support Programs and Services (ESPS) in Stensland Hall if they need an advisor assigned. Students who are unsure of their educational goals may receive help from counselors to determine a college major and career goal.

Visit WebAdvisor at www.socc.edu to find a listing of Southwestern classes. Students should register using WebAdvisor online at www.socc.edu but may also register in person at the Student First Stop Center.

SOUTHWESTERN FACT

Degree seeking students must meet with their advisors to be approved to register for the following term.

For further assistance in determining your educational goals, visit ESPS to use the Oregon Career Information System (CIS). CIS is a free online aptitude test. An aptitude test is a resource that suggests career fields based on students' interests.

8. REGISTER FOR CLASSES

Register at WebAdvisor online at www.socc.edu. Students may also receive assistance at the Student First Stop Center in Dellwood Hall.

WHAT WEBADVISOR CAN DO FOR YOU AT SOUTHWESTERN!

- **ACCESS:**
  Get a user ID
  How to use/receive a password
  Learn your Southwestern student ID
  Use your Southwestern e-mail address
- **REGISTRATION:**
  Search for classes
  Register for classes
  Check your preferred list
  Add/drop classes
  Manage your waitlist
- **FINANCIAL:**
  Check your account summary
  Make a payment
  Check your financial aid status
  Apply for a student loan
- **ACADEMIC NEEDS:**
  E-mail your advisor
  Print an unofficial transcript
  Order an official transcript
  View your GPA and grades
  Print an enrollment verification
- **DIFFICULTIES WITH WEBADVISOR?**
  Visit the Southwestern Student First Stop Center in Dellwood Hall; Email firststop@socc.edu; or Call (541) 888-7352.

9. PAY FOR CLASSES

Current tuition and fees are listed online at www.socc.edu, in this catalog and in Southwestern's Schedule of Classes. All courses carry a per credit tuition charge, per credit fee, and a per course fee.

Payment in full or a payment plan is required at the time of registration. Financial Aid students should verify their funding with the Student First Stop Center.

SOUTHWESTERN FACT

Tuition for out-of-state students and Oregon resident students is the same.

UNDERSTANDING YOUR RESPONSIBILITY FOR PAYMENT

Southwestern accepts cash, checks, money orders, VISA, MasterCard, and Discover.

Refer to Southwestern's web site, Southwestern's Schedule of Classes, or the catalog for the refund and withdrawal periods. Refer to the Financial Aid sections if you will be receiving any type of Financial Aid assistance.

SOUTHWESTERN FACT

All students seeking a student loan must complete a FASFA and complete the Financial Aid process.

10. PURCHASE YOUR TEXTBOOKS

The Southwestern Bookstore is the one-stop shop for students. It carries everything from new and used textbooks, computer accessories, and software, to art supplies and office supplies. A variety of snacks, clothes, Southwestern memorabilia, and gifts are also available.

If the Bookstore does not have what a student needs, they will order it right away!

The Bookstore is located in Stensland Hall. Business hours are Monday-Friday, 8:30 a.m. to 4:30 p.m. on the web at www.socc.edu/bookstore.

The Bookstore offers online purchasing at www.socc.bkstr.com.

SOUTHWESTERN FACT

Book buy-back is held during finals week of each term. Refer to the academic calendar for exact dates.

11. ATTEND ORIENTATION TO COLLEGE

New Student Orientation is held each year during the week before fall term begins and attendance is highly recommended. Visit Educational Support Programs and Services (ESPS) in Stensland Hall for more information.

Registration line 1982.

PHILOSOPHY OF GENERAL EDUCATION

Southwestern holds that general education should accomplish two major objectives. The first objective is to provide students with knowledge that will help them attain their full potential as informed and responsible members of society. General education courses offer knowledge that enables students to communicate effectively, to explain relationships among societies, to articulate what it is to be human, to develop artistic expression, to analyze the natural world, and to make informed decisions about physical and mental health.

The second objective of general education is to equip students with the mental skills they must possess if they are to learn independently. Mental skills such as listening, speaking, writing, computing, analyzing, synthesizing, and deliberating logically will enable students to learn on their own throughout their lives.

Southwestern intends that students who complete general education classes shall possess the knowledge and the mental skills essential if they are to develop their potential as individuals and as citizens. General education requirements are aimed at conveying to students the knowledge that each person is valuable and that communities of people are valuable. They are designed to prepare students to promote their own personal well being and that of society.

A core of general education instruction permeates each of the college's five degrees (AAS, AGS, AA/OT, AS, AS/OT-Business), offering students many opportunities to acquire the knowledge and mental skills they must possess to become lifelong learners and responsible citizens.

GENERAL STUDENT LEARNING OUTCOMES

Students graduating from Southwestern with a two-year degree are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:

Communication: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.

Computation: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

Creative, Critical & Analytical Thinking: Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

Community/Global Consciousness & Responsibility: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.

Discipline Content: Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their program, students must begin with the courses within their skill level as determined by the placement test score.

Certain programs are restricted entry programs, please see program page for further instruction.

ADVANCED STANDING

Course work from accredited colleges and universities will be accepted in accordance with college policies.

ASSOCIATE OF ARTS-OREGON TRANSFER DEGREE (AA/OT)

The AA/OT degree is designed for students planning to transfer into a baccalaureate degree program in the Oregon University System (University of Oregon, Oregon State University, Eastern Oregon University, Western Oregon University, Southern Oregon University, Portland State University, or Oregon Institute of Technology). All of these universities accept the AA/OT as a “block transfer,” enabling a student to enter as a junior with all of the transfer school’s lower division general education requirements met. The AA/OT offers students the flexibility to choose courses that interest them while fulfilling requirements at their transfer schools.

Several Oregon private institutions and a limited number of out-of-state institutions also accept the AA/OT . These include Concordia University, Pacific University, Warner Pacific College, George Fox University and Marylhurst University in the Portland area, as well as Western Baptist College, BYU - Hawaii, Hawaii Pacific University, Boise State University, Seattle Pacific University, and Washington State University.

It is important to note that the AA/OT may not be the best degree option for all majors. Students should consult advisors in their major areas for educational planning related to required courses in their majors.

ASSOCIATE OF SCIENCE – OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

The AS/OT-Bus degree is designed for business majors planning to transfer to a baccalaureate degree program at four-year institutions in the Oregon University System (OUS). It does not guarantee admission to the Business school/program of any OUS institution. A student who holds the AS/OT-Bus degree transferring to any institution in the Oregon University System will have met the lower-division general education requirements for that institution’s baccalaureate degree programs. Students will also have junior standing for admission and registration purposes.

ASSOCIATE OF SCIENCE (AS)

The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their major requirements. NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are strongly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

This flexible degree option enables a student to complete an associate’s degree that is tailored to the general education requirements of the transfer school. Students must exercise caution in using the AGS option, as the degree does not guarantee transferability of courses completed. Educational planning for the AGS should be done with the help of an advisor.

OREGON TRANSFER MODULE (OTM)

The Oregon Transfer Module (OTM) is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Courses are selected from an approved list of 100- and 200 level general education requirements, determined by each Oregon community college, Oregon University System institution, or participating Oregon independent college or university. It is designed to improve student access to a college degree by enhancing opportunities for the transfer of credits earned at one community college or Oregon University System (OUS) campus to another public college or university.

Any student completing the requirements for an Oregon Transfer Module that conforms to the guidelines will have met the requirements for the OTM at any Oregon community college or institution in the Oregon University System. At the time of transfer, the receiving institution may specify additional course work for a major or for a degree, and for any additional institution specific General Education requirements not included in the OTM.

DIRECT TRANSFER

Transfer without a degree is an option for Southwestern students. A student may select a major and transfer school, then take only the specific courses required for that major and/or college. Students in certain majors may need to transfer after one year to take advantage of critical major courses offered in the sophomore year. When a student opts for direct transfer, Southwestern courses are evaluated and accepted on a course-by-course basis by the transfer institution.

Direct transfer students must meet the transfer schools’ "freshman" or "transfer admission" requirements. Catalogs from transfer institutions contain information about credit hour and grade point average requirements and transfer application procedures.

TRANSFER DEGREE REQUIREMENTS

SUCCESSFUL TRANSFER

Success in the transfer process is largely the result of careful planning. It is each student's responsibility to learn the program requirements of any prospective transfer school, and to keep up to date on changes in those requirements. Therefore, students should periodically contact the Educational Support Programs and Services (ESPS) Office and/or the transfer institution for updates. Prudent use of available resources and advising can help ensure smooth transition to a four-year institution.

Students can benefit from following these tips for successful transfer:

- Plan Ahead: Enroll in HD100: College Success and Survival and/or contact an advisor during your first term at Southwestern to develop an education plan. If you need help with choosing a major or career, enroll in HD140 Career/Education Exploration or HD208 Career/Life Plan. Consider taking HD215 Transfer Success.
- Maintain Contact: Establish early contact with admissions representatives and major advisors at Southwestern and transfer institutions. Keep in touch with them in order to keep up to date on major and transfer requirements.
- Know the Rules: Pay attention to GPA and transfer credit policies, application deadlines and both general education and major course requirements of transfer institutions.
- Confirm Transferability of Courses: Not all 100-200 level courses transfer to all four-year schools. Transfer colleges have the "last say" on transferability.
- Utilize Transfer Resources: This catalog, the Educational Support Programs and Services (ESPS) Office, quarterly Transfer Days and Southwestern faculty advisors are key sources of information and guidance.
- Ask for Help: Make sure you have current and complete information; ask for what you need to complete the transfer process successfully.

TRANSFER HOTLINE

If a student has a problem transferring classes to a college or university, the student should first try to resolve the problem through contact with the transfer institution. Southwestern advisors may be of assistance in such cases. However, if a problem cannot be resolved, the student may call the Transfer Problem Hotline at the Oregon Department of Education for help. The hotline number is 503-378-8609, ext 367.

PAGE	TRANSFER EMPHASIS	DEGREE OR DIRECT TRANSFER	TRANSFER AGREEMENT
36-37	Athletic Training	AS	Washington State University Eastern Washington University
12-14	Associate of Arts/Oregon Transfer	AA/OT	Oregon University System
18-19 38-39	Associate of Science/Oregon Transfer Business	AS/OT-BUS	Oregon University System
45-46	Childhood Education and Family Studies	AS	Eastern Oregon University Portland State University
47-48	Childhood Education and Family Studies	AAS	Southern Oregon University
64-65	Criminal Justice	AS	Southern Oregon University
72-73	Engineering	AS	
79-80	Mathematics	AS	
81-82	Marine Biology	AS	University of Oregon
88	Natural Science	AS	
96-97	Physical Education	AS	Eastern Oregon University
16-17	Oregon Transfer Module	OTM	Oregon Community Colleges Oregon University System

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

The AA/OT is a program of study that community college students can follow to fulfill all their lower division general education requirements for a bachelor's degree at an Oregon University System (OUS) institution. It is an agreement between the Oregon State System of Higher Education and Oregon's community colleges to provide transfer of community college coursework to an OUS institution.

Completion of the AA/OT Degree can lead to junior standing, for registration purposes, for any student admitted to a university in the OUS (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University). The AA/OT does not necessarily meet specific institutional, departmental, or major requirements with regard to courses or grade point average. Students may transfer between 108 and 128 community college credits to four-year OUS institutions. Students should plan carefully with the four-year institution to which they plan to transfer in order to meet individual institutional requirements. Students considering transfer to private and out-of-state institutions will find the AA/OT to be excellent preparation for upper division study.

Upon enrolling at Southwestern, students need to be ready for college-level mathematics, writing and science in order to complete the AA/OT in two years. If students lack the necessary skills, Southwestern offers excellent preparatory courses and tutorial assistance to help them get on track quickly.

FOUNDATIONAL REQUIREMENTS LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

INFORMATION LITERACY

- Formulate a problem statement.
- Determine the nature and extent of the information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, legal, and social issues surrounding the use of information.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

MATHEMATICS

- Use mathematics to solve problems.
- 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.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed and power.

DISCIPLINE STUDIES LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, MATH, COMPUTER 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.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CULTURAL LITERACY

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours and 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 AA/OT is awarded. Complete 30 of the last 45 credits at Southwestern before the AA/OT degree is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the AA/OT Degree (see page 14). The list is available on the following pages and in the Admissions, Student First Stop Center, the Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. *Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree.*

Courses that are developmental in nature (designed to prepare students for college transfer courses) are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term.

SOUTHWESTERN

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

FOUNDATIONAL REQUIREMENTS

WRITING (3 COURSES)

WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better)

Note: Information Literacy is included through embedding the appropriate content and analytical activity in courses that count toward the writing Foundational Requirement.

MATHEMATICS (1 COURSE)

MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)

SPEECH/ ORAL COMMUNICATION (1 COURSE)

SP100, SP111, SP112, SP217, SP218 or SP219

(Must complete with a grade of 'C' or better)

HEALTH, WELLNESS AND FITNESS (3 CREDITS)

PE185 (3 courses) or One (3 credit course) HE250 or PE231

(Must complete with a grade of 'C' or better)

DISCIPLINE STUDIES REQUIREMENTS

Note: All courses must be completed with a grade of 'C' or better.

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. Courses indicated with a * meet Cultural Literacy requirement.

ARTS AND LETTERS

Three (3) courses chosen from two or more disciplines.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107*, 108*,109*, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204*, 205*, 206*

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205*, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217*, 218, 219, 220*

SPAN201, 202, 203

WR214, 214T, 241, 242, 243

SOCIAL SCIENCES

Four (4) courses chosen from two or more disciplines.

ANTH101, 102, 103*, 221*, 222*, 223*, 230*, 231*, 232*

CJ101

ECON201, 202

ED169, 258*

GEOG105*

HDFS140*, 222, 229, 247

HST101, 102, 103, 104*, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231*, 237, 239, 240

SOC105, 204, 205, 206, 208*, 210*, 213*, 221, 243

WS101*

SCIENCE/MATH/ COMPUTER SCIENCE

Four (4) courses from at least two discplines including at least three (3) laboratory courses in biological and/or physical science.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

ELECTIVES

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses.

Note: All courses must be completed with a grade of 'C' or better.

Please see page 104 for a list of career-technical alpha prefixes offered.

A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree.

Three (3) credit hours of PE185 may be granted toward the AA/OT degree for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 215, 208, HE112, LIB127, OA121, RD101, 102, 103.

A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

PROGRAM NOTES

1. Community colleges may not add requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credit structure.

2. Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all of the content recommended by the Oregon Writing and English Advisory Committee (OWEAC), including a research component.

3. Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the AA/OT.

4. The "Foundational Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

5. Computer Science courses used in the Science/Math/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (Oregon Council of Computer Chairs). Math courses listed in the Science/Math/Computer Science area must meet the outcomes and criteria for Mathematics.

6. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area.

7. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.

8. WR115 may be included in the AA/OT degree as an elective providing that the WR115 course at the community college has been approved by the Department of Community Colleges and Workforce Development as meeting statewide learning outcomes for the course.

9. The principal advantage of the AA/OT is that it fulfills the lower-division (freshman / sophomore) General Education requirements for baccalaureate degrees at all OUS institutions. It does not necessarily meet all of the degree requirements that an OUS institution might have beyond the requirements for majors. The AA/OT guarantees that all General Education credits that a student earned will be accepted as the General Education requirements at the receiving institution.

10. In some cases, students may also be able to use AA/OT General Education courses to meet certain lower-division requirements in their intended majors. However, caution is required since the AA/OT degree was not intended for this purpose. Students who have a major in mind and also want to maximize the amount of AA/OT coursework that will count toward it, should work closely with an academic adviser and make use of the ATLAS system when designing their AA/OT degrees. For students intending to become teachers, specific recommendations on structuring their AA/OT degrees are given at: How to become an Oregon Teacher. General transfer information is available at: http://www.ous.edu/stucoun/prospstu/transfer.php

11. Because the amount of coursework required for an AA/OT degree corresponds to two academic years, degree recipients are considered juniors for purposes of registration at an Oregon University System institution. Students should keep in mind, however, that the AA/OT does not guarantee that two additional years will suffice to earn a baccalaureate degree, that is because the AA/OT does not give students junior-standing in their majors. Neither does it guarantee entrance into a competitive major. Students may need to take additional introductory work to prepare for certain majors and should check with an advisor regarding availability at their local community colleges. In addition, it's not uncommon for students to change their majors and find that they must go back and take introductory work in the new area.

12. Students and academic advisers should recognize that although the AA/OT provides an excellent structure for many students—particularly those who are unsure of their primary academic focus—it is not ideal for everyone. In particular, it does not articulate well with certain majors such as engineering, biological and physical sciences, and the fine and performing arts. Students contemplating these majors cannot easily accommodate their highly-specific prerequisite coursework into the AA/OT framework. In general, an AA/OT recipient who is pursuing any course of study that is credit-heavy at the major lower- division level may have to take additional lower-division coursework, specific to the major, after transfer. Students contemplating such majors should consult closely with an advisor.

OREGON TRANSFER MODULE (OTM)

The OTM allows for institutional recognition of the completion of one-year (full-time equivalent) of General Education coursework. Once awarded, the OTM is recognized by all of the public institutions of post-secondary education in the state.

The OTM may lead to an AA/OT degree or an AS/OT-BUS degree from a community college or to a baccalaureate degree from a university. The OTM is neither a certificate nor a degree. After completing the module, students are still obligated to take additional, institution-specific, General Education coursework if they pursue an AA/OT, an AS/OT-BUS, or a baccalaureate degree.

Any student completing an OTM who conforms to the guidelines below will have met the requirements for the OTM at any Oregon community college or institution in the Oregon University System.[1] Upon transfer, the receiving institution may specify additional course work that is required for a major, for degree requirements, or to make up the difference between the OTM and the institution's total General Education requirements.[2]

The OTM includes coursework chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these are courses approved for the AA/OT degree; in the case of universities and four-year colleges, they are courses approved for the General Education portion of a baccalaureate degree.

FOUNDATIONAL SKILLS LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

MATHEMATICS

- Use mathematics to solve problems.
- 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.

INTRODUCTION TO DISCIPLINES LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, MATH, COMPUTER 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.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

REQUIREMENTS

Complete a minimum of 45 credit hours and 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 OTM is awarded. Complete 15 of the last 30 credits at Southwestern before the OTM degree is awarded.

Complete elective courses to reach a total of 45 credits. The courses must be numbered 100 or above. Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PROGRAM NOTES

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.

2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.

3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (http://cs.bmcc.cc.or.us/occc/).

4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

FOUNDATIONAL SKILLS REQUIREMENTS

WRITING (2 COURSES)

Two (2) courses of college-level composition.
WR121, and WR122.
(Must complete with a grade of 'C' or better)

MATHEMATICS (1 COURSE)

One (1) course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite.
MTH105 or higher, excluding MTH211.
(Must complete with a grade of 'C' or better)

SPEECH/ORAL COMMUNICATION (1 COURSE)

One (1) course of fundamentals of speech or communication.
SP100, SP111, SP112, SP217, SP218 or SP219
(Must complete with a grade of 'C' or better)

INTRODUCTION TO DISCIPLINES REQUIREMENTS

Note: All courses must be completed with a grade of 'C' or better.

ARTS AND LETTERS

Three (3) courses.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR123, 214, 214T, 241, 242, 243

SOCIAL SCIENCES

Three (3) courses.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

SCIENCE/MATH/ COMPUTER SCIENCE

Three (3) courses (including at least one course in biological or physical sciences with laboratories).

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

Note: When choosing a courses in science and mathematics, students and advisors should check the specific requirement at receiving school.

ELECTIVES

Students may take any college-level course that would bring total credits to 45 quarter hours. Courses must be from the Introdcution to Disciplines areas (Arts & Letters, Social Science, or Science/Math/ Computer Science).

Note: All courses must be completed with a grade of 'C' or better.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, 215, HE112, LIB127, OA121, RD101, 102, 103.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

PROGRAM NOTES

5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.

6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

ASSOCIATE OF SCIENCE/OREGON TRANSFER DEGREE IN BUSINESS (AS/OT-BUS)

Any student who holds the AS/OT-Bus degree who conforms to the following guidelines and who transfers to any institution in the Oregon University System, (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University) will have met the lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Use mathematics to solve problems.
- Recognize when mathematics is applicable to a scenario, apply appropriate mathematics in its solution, accurately interpret, and communicate the results.

COMPUTER APPLICATIONS

- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel, and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community, and the world.
- Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models, and further questions confidently, creatively, and joyfully.

BUSINESS SCHOOL/PROGRAM ADMISSION

Admission to the business school/program of any Oregon University System (OUS) institution is not guaranteed upon completion of the AS/OT-Bus degree. It is strongly recommended that students contact the specific OUS campus' business school/program early in the first year of their AS/OT-Bus program to be advised about additional requirements and procedures for admission consideration to the OUS institution and the business school/program.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the Associate of Science/Oregon Transfer Degree in Business is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the Associate of Science/Oregon Transfer Degree in Business (see page 19). The list is available on the following pages and in Admissions, the Student First Stop Center, Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. *Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of 9 credits of PE185 may be applied to the AS/OT-BUS degree.*

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE/OREGON TRANSFER DEGREE IN BUSINESS (AS/OT-BUS)

GENERAL EDUCATION

Note: Each course in this section must be completed with a grade of 'C' or better. These requirements represent minimal skill competencies. As such, they may be open to demonstration of proficiency.

WRITING

A minimum of eight (8) credits of college-transfer writing courses. Designated courses are: WR121, WR122, WR227

SPEECH/ ORAL COMMUNICATION

A minimum of three (3) credits of a fundamentals of speech or communication course.

MATHEMATICS

A minimum of twelve (12) credits, MTH111 or above, four credits of which must be statistics.

COMPUTER APPLICATIONS

Profeciency in word processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable course.
Designated course CIS120.

DISTRIBUTION REQUIREMENTS

Note: In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language. Each course must be a at least three (3) credits.

ARTS AND LETTERS

A minimum of twelve (12) credits, chosen from at least two disciplines.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR123, 214, 214T, 241, 242, 243

SOCIAL SCIENCES

A minimum of twelve (12) credits, with a minimum of eight credits of "Principles of Economics" (to include microeconomics and macroeconomics) at the 200 level.

Note: The courses in economics must be completed with a grade of 'C' or better.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

SCIENCE

A minimum of twelve (12) credits of laboratory courses in the biological or physical sciences.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

BUSINESS-SPECIFIC REQUIRED COURSES

Note: Each course in this section must be completed with a grade of 'C' or better.

BA101, 211, 212, 213, 230*

**Or other advisor-approved Business-Specific Electives.*

ELECTIVES AND/OR UNIVERSITY-SPECIFIC PREREQUISITES

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical). Eight to nine (8-9) credits, depending on choice of transfer institution.

Note: See Program Notes for specific courses by Oregon University page 39.

Please see page 104 for a list of career-technical alpha prefixes offered.

A maximum of nine (9) credits of PE185 may be applied to the AS/OT-BUS degree. Three (3) credit hours of PE185 may be granted toward the AS/OT-BUS for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

ASSOCIATE OF SCIENCE DEGREE

The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their discipline requirements.

NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are highly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess current and future physical fitness needs.
- Create and perform an effective physical conditioning program for lifetime wellness.
- Understand how muscular strength and endurance, muscular flexibility, cardiorespiratory fitness, and body composition affect lifetime wellness.

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, COMPUTER SCIENCE, MATH

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community, and the world.
- Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models, and further questions confidently, and creatively.

The following curricula are governed by a formal transfer agreement with a four-year university and must be followed specifically to satisfy Associate of Science Degree requirements: Childhood Education and Family Studies Emphasis, Criminal Justice Administration Emphasis, Athletic Training Emphasis, Physical Education Emphasis, Engineering Emphasis, Mathematics Emphasis, and Natural Science Emphasis.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the AS is awarded.

Complete elective courses to reach a total of 90 credits. The courses must be numbered 100 or above. Career-technical courses may only be applied to the AS degree in the following curricula which are governed by formal transfer agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog transfer pages). Career-technical courses offered at community colleges in Oregon are identified by specific alpha prefixes, see page 104.

Childhood Education & Family Studies Emphasis

Criminal Justice Emphasis

Athletic Training Emphasis

Physical Education Emphasis

Engineering Emphasis

Mathematics Emphasis

Natural Science Emphasis

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE DEGREE

GENERAL EDUCATION REQUIREMENTS	**DISTRIBUTION REQUIREMENTS** *Courses must be at least three (3) credits each complete six (6) credits each from the following Related Area of Instruction Requirements.*			**ELECTIVES**
WRITING Nine (9) credit hours at a level equivalent to WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better) **SPEECH/ ORAL COMMUNICATION** One course taken from SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better) **MATHEMATICS** Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better) **HEALTH, WELLNESS AND FITNESS** PE185 (3 courses) or One (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)	**ARTS AND LETTERS** Six (6) credit hours. *Note: A second year foreign language may be included, but not first year.* ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292 ASL201, 202, 203 ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206 GER201, 202, 203 HUM204, 205, 206 J 203, 205, 215, 217 MUP105 MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263 PHL101, 102, 103 SP100, 111, 112, 217, 218, 219, 220 SPAN201, 202, 203 WR214, 214T, 241, 242, 243	**SOCIAL SCIENCES** Six (6) credit hours. ANTH101, 102, 103, 221, 222, 223, 230, 231, 232 CJ101 ECON201, 202 ED169, 258 GEOG105 HDFS140, 222, 229, 247 HST101, 102, 103, 104, 201, 202, 203, 240 PS201, 202, 203 PSY100, 201, 202, 203, 228, 231, 237, 239, 240 SOC105, 204, 205, 206, 208, 210, 213, 221, 243 WS101	**SCIENCE/MATH/ COMPUTER SCIENCE** Six (6) credit hours. **LABORATORY COURSES:** BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234 CHEM 221, 222, 223 G201, 202, 203 GS104, 105, 106, 107, 108 PH201, 202, 203; 211, 212, 213 **OTHER APPROVED COURSES:** BI140, 149 BOT201 CHEM110 CS160, 161, 162, 261 ENGR111, 112, 201, 202, 203, 211, 212, 213 G146, 207, 220, 221, 246, 291 MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	Students may take any college-level course that would bring total credits to 90 quarter hours. Career and Technical Education courses may only be applied to the AS degree in the designated emphasis areas which are governed by agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog program page). Career technical courses offered at community college are identified by a specific alpha prefixes, see page 104. *Note: A maximum of nine (9) credits of PE185 may be applied to the AS degree.* *Three (3) credit hours of PE185 may be granted toward an Associate Science degree for completion of military basic training. A copy of the military transcript or DD-214 is required.* *Courses numbered 199/299 will qualify as elective credit only.* *Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.*

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

The purpose of the degree in general studies is to provide students an opportunity to pursue a broad general education during the two years at a community college. It is intended as a flexible program for the student who is not pursuing a specified curriculum in the lower division transfer or career-technical area. The general studies degree may, in addition to including the number of hours in the divisional areas as listed below, include courses in lower division collegiate transfer and career-technical education. Because of the flexibility and broad approach of this degree, a student may find that it may not fulfill all of the requirements of full junior standing when transferred to a four-year institution.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

HEALTH AND PHYSICAL EDUCATION

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed and power.

COMPUTER LITERACY

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  (“Arts and Letters” refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

MATHEMATICS/SCIENCE/COMPUTER SCIENCE

- Use scientific modes of inquiry, individually and corroboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
- Comprehend scientific and technical information to generate new ideas, solutions, models and further questions confidently, and creatively.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (‘C’) average or better. Complete 30 of the last 45 credits at Southwestern before the AGS degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

GENERAL EDUCATION REQUIREMENTS

WRITING

Six (6) credit hours at a level equivalent to WR121 and WR122 or WR214 or WR214T.

SPEECH/ ORAL COMMUNICATION

Three (3) credit hours at a level equivalent to SP100 or higher.

MATHEMATICS

Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211.

HEALTH AND PHYSICAL EDUCATION

PE185 (3 courses) or One (3 credit course) HE250 or PE231

COMPUTER LITERACY

Four (4) credit hours CIS120 or demonstrated proficiency.

DISTRIBUTION REQUIREMENTS

ARTS AND LETTERS

Nine (9) credit hours in arts and letters from approved list.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR214, 214T, 241, 242, 243

SOCIAL SCIENCES

Nine (9) credit hours from approved list.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

MATHEMATICS/ SCIENCE/COMPUTER SCIENCE

Twelve (12) credit hours in science or mathematics or computer science. Minimum three courses, 12 credits from approved list with a minimum of eight (8) credits of laboratory courses in the biological or physical sciences.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

ELECTIVES

Students may take any college-level course that would bring total credits to 90 quarter hours.

Note: A maximum of nine (9) credits of PE185 may be applied to the AGS degree.

Three (3) credit hours of PE185 may be granted toward an Associate degree for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, HE112, LIB127, OA121, RD101, 102, 103.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

Associate of Applied Science (AAS) is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study toward a baccalaureate degree.

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this program the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

COMPUTER LITERACY

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel, and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

GRADUATION REQUIREMENTS

Complete a minimum of 90 credits of specified courses (see individual curriculum for listing) with a minimum Grade Point Average (GPA) of 2.0. However, the student must achieve at least a 'C' grade for each course in the major. The program areas may designate other courses in which the student must achieve a 'C' or better. Complete 30 of the last 45 credits at Southwestern before the AAS is awarded.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).

Industrial mechanics, 1972.

RELATED INSTRUCTION (GENERAL EDUCATION)

Courses must be selected from the approved list of Related Instruction (General Education) courses.

HEALTH AND WELLNESS	WRITING	ORAL COMMUNICATION/ SPEECH	MATHEMATICS (COMPUTATION)	HUMAN RELATIONS	COMPUTER LITERACY
Three one credit PE185 courses or one (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)	Three (3) credit hours at a level equivalent to WR115 or higher. (Must complete with a grade of 'C' or better)	Three (3) credit hours at a level equivalent to SP100 or higher. (Must complete with a grade of 'C' or better)	Three to four (3-4) credit hours at a level equivalent to MTH70 or higher. (Must complete with a grade of 'C' or better)	Three (3) credit hours or as specified in the AAS degree program. (Must complete with a grade of 'C' or better)	Four (4) credit hours (Must complete with a grade of 'C' or better) CIS120 or demonstrated proficiency.
Note: Three (3) credit hours of PE185 may be granted toward an Associate degree for completion of military basic training. A copy of the military transcript or DD-214 is required. *A maximum of 6 credits of PE185 may be applied to the AAS degree.*	WR115, 121, 122, 123, 214, 214T	SP100, 111, 112, 217, 218, 219	MTH70, 80, 85, 94, 95, 97, 105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	BA285 PSY201, 203, 100	

COMPLETE THE ABOVE REQUIREMENTS PLUS ELECTIVES

The balance of the requirements may not be a prerequisite course to the degree/program requirements and may not include remedial or developmental courses. Prerequisites are designated in each program.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, 215, HE112, LIB127, OA121, RD101, 102, 103

Note: A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

CAREER PATHWAY CERTIFICATES OF COMPLETION

WHAT IS A CAREER PATHWAYS CERTIFICATE OF COMPLETION?

A Career Pathway's Certificate of Completion is an Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate or Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits). The Career Pathway Certificate provides a state-sanctioned credential for a course of study that: 1) acknowledges a specific skill proficiency to help students qualify for a job or enhanced employment opportunities; 2) is centered on the needs of students by providing educational options; 3) and provides the flexibility to achieve specific competencies within a longer term career path. These certificates lead to an Associate of Applied Science degree - or even beyond. For more information see www.socc.edu/pathways.

HOW DO STUDENTS ENROLL IN PATHWAYS?

All courses included in Pathways are college courses. Students register for courses through the usual Southwestern registration process.
See www.socc.edu and click on WebAdvisor or see Southwestern's Schedule of Classes.

WHEN ARE COURSES OFFERED?

Courses included in Career Pathway Certificates of Completion are offered at a variety of times including daytime, evenings, and online. See the Southwestern's Schedule of Classes or WebAdvisor.

HOW DO STUDENTS LEARN MORE?

Students can find more information about certificates on the Southwestern web site at www.socc.edu/pathways or by visiting the Student First Stop Center in Coos Bay or calling 541-888-7352; at the Curry Campus calling 541-469-5017.

DO STUDENTS TAKE A PLACEMENT TEST?

Students who will be full-time, who will be pursuing a degree or certificate program or receiving financial aid, must complete a placement test prior to registration. The placement test determines the students' entry levels for reading, writing and math. If students have prior college work, have taken a placement test at another college, or have recent ACT or SAT scores, check with ESPS in Stensland Hall on the main campus in Coos Bay at 541-888-7405.

Placement tests are given in Stensland Hall between the hours of 8:15 a.m. and 3:00 p.m., Monday through Friday, and take approximately two hours to complete. At the end of the testing session, the student will receive a copy of the test results. Either the student's advisor or a counselor will discuss the results and assist the student in selecting classes based on the student's placement scores.

Note: High scores may allow the student to 'test out' of some course work. Placement tests are also scheduled by appointment through the local Southwestern sites in Brookings, Gold Beach and Port Orford.

HOW DO STUDENTS PAY FOR COLLEGE CREDIT WHILE IN HIGH SCHOOL?

Check with the guidance counselor at your high school for specific options, which may include College Now, Dual Credit, Expanded Options, personal payment and other opportunities.

ARE EMPLOYERS WILLING TO ASSIST EMPLOYEES IN ATTAINING THE COURSES NECESSARY FOR THE CERTIFICATE?

Some employers are willing to provide flexible schedules, partial tuition, and other support. For example, hospitals and other healthcare businesses are funding professional development at higher levels now than in previous years. Larger retail chains are willing to assist employees who show management potential. See the individual employer for more information.

IS FINANCIAL AID AVAILABLE FOR STUDENTS STUDYING TOWARD A CERTIFICATE?

Financial aid may be available. If you have any questions, email fao@socc.edu or call 541-888-7337.

HOW MUCH DOES IT COST TO EARN A CERTIFICATE?

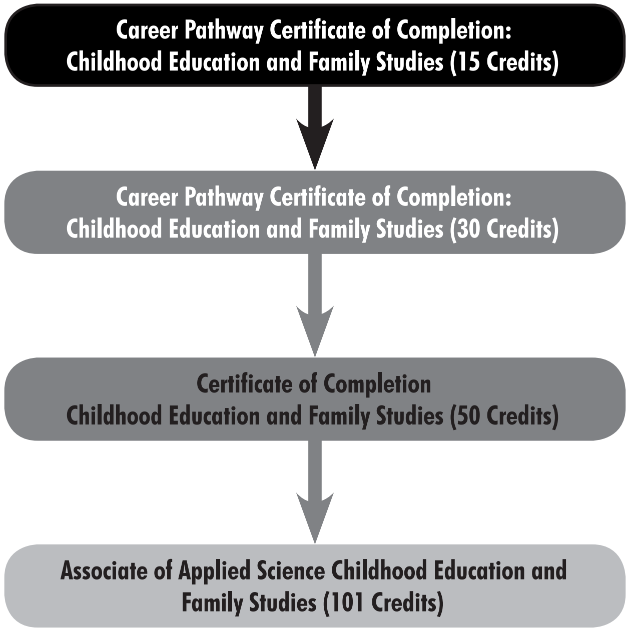
The cost varies depending upon how many courses are in the certificate. The cost of tuition and fees can be found in the Southwestern's Schedule of Classes, in this catalog or at www.socc.edu.

For more information contact ESPS at
800-962-2838 or 541-888-7405;
E-mail advisingquestions@socc.edu;
In Curry County call 541-469-5017.

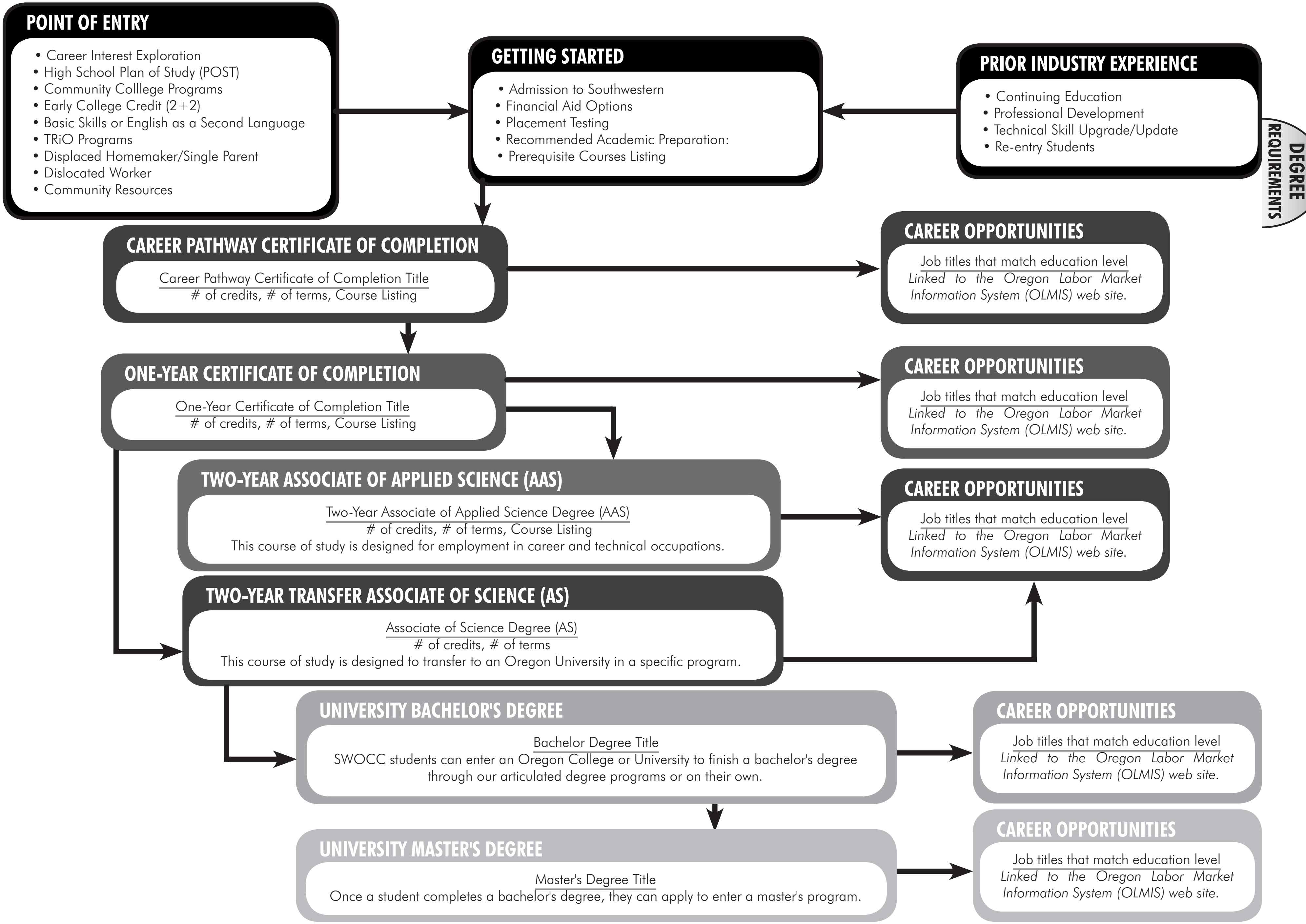
WHAT IS A CAREER PATHWAYS ROADMAP?

A Career Pathways Roadmap is a graphic display of the path from the first certificate of completion to the two-year degree and beyond with career opportunities. Below is a sample of the roadmap graphic that has been used in this catalog.

On the following page is a sample of a complete Career Pathways Roadmap, these can be accessed online at www.socc.edu.


Career Pathway Certificate of Completion:
Childhood Education and Family Studies (15 Credits)
Career Pathway Certificate of Completion:
Childhood Education and Family Studies (30 Credits)
Certificate of Completion
Childhood Education and Family Studies (50 Credits)
Associate of Applied Science Childhood Education and Family Studies (101 Credits)

CAREER PATHWAYS ROADMAP GUIDE



POINT OF ENTRY

- Career Interest Exploration
- High School Plan of Study (POST)
- Community Colllege Programs
- Early College Credit (2+2)
- Basic Skills or English as a Second Language
- TRiO Programs
- Displaced Homemaker/Single Parent
- Dislocated Worker
- Community Resources

GETTING STARTED

- Admission to Southwestern
- Financial Aid Options
- Placement Testing
- Recommended Academic Preparation:
- Prerequisite Courses Listing

PRIOR INDUSTRY EXPERIENCE

- Continuing Education
- Professional Development
- Technical Skill Upgrade/Update
- Re-entry Students

CAREER PATHWAY CERTIFICATE OF COMPLETION

Career Pathway Certificate of Completion Title
# of credits, # of terms, Course Listing

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

ONE-YEAR CERTIFICATE OF COMPLETION

One-Year Certificate of Completion Title
# of credits, # of terms, Course Listing

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

TWO-YEAR ASSOCIATE OF APPLIED SCIENCE (AAS)

Two-Year Associate of Applied Science Degree (AAS)
# of credits, # of terms, Course Listing
This course of study is designed for employment in career and technical occupations.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

TWO-YEAR TRANSFER ASSOCIATE OF SCIENCE (AS)

Associate of Science Degree (AS)
# of credits, # of terms
This course of study is designed to transfer to an Oregon University in a specific program.

UNIVERSITY BACHELOR'S DEGREE

Bachelor Degree Title
SWOCC students can enter an Oregon College or University to finish a bachelor's degree through our articulated degree programs or on their own.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

UNIVERSITY MASTER'S DEGREE

Master's Degree Title
Once a student completes a bachelor's degree, they can apply to enter a master's program.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

A Certificate of Completion is awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered One-Year Certificates of Completion and are eligible for federal financial aid. Programs that are fewer than 45 credits are considered Less Than One-Year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid.

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this certificate the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Demonstrate proficiencies in reading, writing, listening, presentation, and analytical skills.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate computer skills: word processing, presentation software, and Internet research techniques.
- Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions.
- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

GRADUATION REQUIREMENTS

The One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 (‘C’) average or better. Complete fifteen (15) of the last 30 credits at Southwestern before the Certificate of Completion is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

The Less Than One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

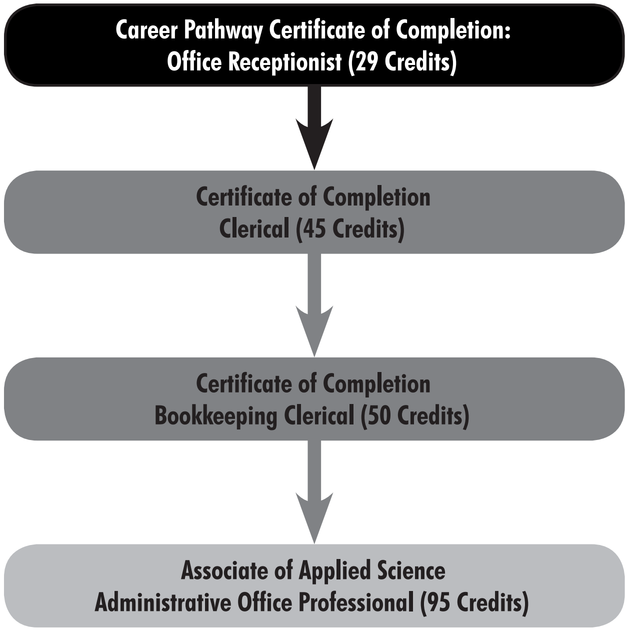
Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 (‘C’) average or better. Complete nine (9) of the last 24 credits at Southwestern before the Certificate of Completion is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PAGE	PROGRAM	DEGREE/CERTIFICATION	ADMISSION CATEGORY
31-32	**Administrative Office Professional**	Associate of Applied Science	Open
34	*Bookkeeping Clerical*	Certificate of Completion	Open
33	*Clerical*	Certificate of Completion	Open
35	*Office Receptionist*	Career Pathway Certificate of Completion	Open
36-37	**Athletic Training Emphasis**	Associate of Science	Open
18-19 38-39	**Associate of Science/Oregon Transfer in Business**	Associate of Science/Oregon Transfer in Business	Open
40-41	**Business Management/Entrepreneurship**	Associate of Applied Science	Open
42	*Accounting*	Certificate of Completion	Open
44	*Marketing*	Career Pathway Certificate of Completion	Open
43	*Supervision*	Career Pathway Certificate of Completion	Open
45-46	**Childhood Education and Family Studies Emphasis**	Associate of Science	Open
47-48	**Childhood Education and Family Studies**	Associate of Applied Science	Open
49	*Childhood Education and Family Studies (50 Credits)*	Certificate of Completion	Open
50	*Childhood Education and Family Studies (30 Credits)*	Career Pathway Certificate of Completion	Open
51	*Childhood Education and Family Studies (18 Credits)*	Career Pathway Certificate of Completion	Open
52	*Infant and Toddler Development*	Career Pathway Certificate of Completion	Open
53-55	**Computer Information Systems**	Associate of Applied Science	Open
56	*Computer Information Systems*	Certificate of Completion	Open
57	*CCENT Certification Preparation*	Career Pathway Certificate of Completion	Open
58	*CCNA Certification Preparation*	Career Pathway Certificate of Completion	Open
59	*Network Management*	Career Pathway Certificate of Completion	Open
60	*Software Support*	Career Pathway Certificate of Completion	Open
61	*Web Site Fundamentals*	Career Pathway Certificate of Completion	Open
62-63	**Health Informatics**	Associate of Applied Science	Open
64-65	**Criminal Justice Emphasis**	Associate of Science	Open
66-67	**Culinary Arts**	Associate of Applied Science	Restricted
68-69	**Baking and Pastry Arts**	Associate of Applied Science	Restricted
70-71	**EMT - Paramedic**	Associate of Applied Science	Restricted
72-73	**Engineering Emphasis**	Associate of Science	Open

PAGE	PROGRAM	DEGREE/CERTIFICATION	ADMISSION CATEGORY
74-75	**Fire Science Technology**	Associate of Applied Science	Open
76	*Fire Science Technology: Level II*	Certificate of Completion	Open
77	*Fire Science Technology: Level I*	Career Pathway Certificate of Completion	Open
78	**Green Technician**	Certificate of Completion	Restricted
79-80	**Mathematics Emphasis**	Associate of Science	Open
81-82	**Marine Biology Emphasis**	Associate of Science	Open
83-84	**Medical Assistant**	Associate of Applied Science	Open
85	*Medical Clerical*	Certificate of Completion	Open
86	*Medical Aide*	Career Pathway Certificate of Completion	Open
87	*Healthcare Career Core*	Career Pathway Certificate of Completion	Open
88	**Natural Science Emphasis**	Associate of Science	Open
89-91	**Nursing**	Associate of Applied Science	Restricted
92	**Paraeducator / Educational Assistant**	Certificate of Completion	Open
93	**Pharmacy Technician**	Certificate of Completion	Open
94	**Phlebotomy Technician**	Certificate of Completion	Restricted
95	**Personal Trainer / Aging Adult**	Certificate of Completion	Open
95	**Personal Trainer / Group Excercise Leader**	Certificate of Completion	Open
96-97	**Physical Education Emphasis**	Associate of Science	Open
98	**Retail Management**	Certificate of Completion	Open
99	**Rural Health Aide**	Certificate of Completion	Open
100-101	**Welding and Fabrication**	Associate of Applied Science	Open
102	*Welding and Fabrication*	Certificate of Completion	Open
103	*Welding Assistant*	Career Pathway Certificate of Completion	Open

ASSOCIATE OF APPLIED SCIENCE ADMINISTRATIVE OFFICE PROFESSIONAL



Career Pathway Certificate of Completion: Office Receptionist (29 Credits)

Certificate of Completion Clerical (45 Credits)

Certificate of Completion Bookkeeping Clerical (50 Credits)

Associate of Applied Science Administrative Office Professional (95 Credits)

Administrative Office Professional jobs are in high demand and exist in every type of business, industry, or non-profit organization. Increasing office automation and organizational restructuring will continue to make secretaries and administrative assistants more productive in coming years. In addition to the need to have current technology skills, many secretarial and administrative duties are of a personal, interactive nature and, therefore, are not easily automated. Responsibilities such as planning conferences, working with clients, and instructing staff require tact and communication skills.

Secretarial class learning dictation, 1967.

This degree prepares the student for entry into administrative office positions leading to careers such as an administrative professional, medical/legal professional, or careers in other office specialties. Students will develop abilities that create opportunities for promotion, job transition, and positions of greater responsibility in the workplace.

The program provides a strong foundation of office and technology skills as well as course work in business communications, business theory, interpersonal relations, and business law. Program emphasis is placed on preparing the student to perform complex tasks including the integration of workplace skills that emphasize communication, teamwork, project management, and problem-solving.

Students may choose to enter the program by completing the Certificate of Completion Clerical or the Certificate of Completion Bookkeeping or by the Administrative Office Professional: Career Pathway Certificate of Completion: Office Receptionist The course work for these certificates will apply toward completion of the AAS Administrative Office Professional degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply human relations, organizational development, and critical thinking skills to solve problems in an office setting.
- Compose, proofread, and produce a wide range of business documents using appropriate software and equipment.
- Follow professional business procedures and standards.
- Store, retrieve, distribute, and manage information to support office and management personnel.
- Integrate computer, computation, communication, and critical thinking skills to accomplish complex office tasks and solve problems.
- Apply knowledge of the internal organization and management of an office.
- Work both independently and as part of a team.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Administrative Office Professional degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply winter).

ASSOCIATE OF APPLIED SCIENCE ADMINISTRATIVE OFFICE PROFESSIONAL

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 17 CREDITS	**BA101 (4)** Introduction to Business	**AC2766 (4)** Accounting I	**CIS125S (3)** Spreadsheet Applications	**BA285 (3)** Human Relations in Organizations	**OA240 (3)** Filing Records and Management
SPRING = 15 CREDITS	**WR121 (3)** English Composition[2]	**CIS135W (3)** Advanced Word Processing	**BA217 (3)** Accounting Process	**BA206 (3)** Management Fundamentals	**OA116 (3)** Office Procedures
47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS					
FALL = 17 CREDITS	**PE231 (3)** Wellness for Life[3]	**BA230 (4)** Business Law	**AC2767 (4)** Accounting II	**OA2591 (3)** Proofreading and Editing	**SP111 (3)** Fundamentals of Public Speaking[4]
WINTER = 16 CREDITS	**BA205 (4)** Solving Communication Problems with Technology	**CIS125DB (3)** Database Applications	**CIS245 (3)** Project Management	**CIS125DM (3)** Digital Media Applications	**BA288 (3)** Customer Service
SPRING = 15 CREDITS	**BA280 (4)** Field Experience	**CIS235 (3)** Integrated Computer Projects	**BA284 (1)** Job Readiness	**BA224 (3)** Human Resource Management	**OA292 (4)** Capstone Project
48 CREDITS = SECOND YEAR TOTAL REQUIREMENTS					
95 CREDITS = TOTAL PROGRAM REQUIREMENTS					

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*
[2] *WR115 may be substituted for WR121.*
[3] *HE250 or three credits of PE185 may be substituted for PE231.*
[4] *SP100, 218, or 219 may be substituted for SP111.*

ADMINISTRATIVE OFFICE PROFESSIONAL

CERTIFICATE OF COMPLETION CLERICAL

The Administrative Office Professional: Certificate of Completion Clerical prepares students to fulfill a wide variety of entry-level office support positions in any industry. The coursework combines computer skills, filing, word processing, office procedures, and basic bookkeeping. Students will also gain specialized skills in payroll processing, accounts payable/receivable, or desktop publishing.

Credits earned in this program can be applied to the Associate of Applied Science Administrative Office Professional.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Use computers and office equipment proficiently.
- Organize and protect information resources to meet business needs.
- Perform routine bookkeeping tasks for a small sole proprietorship, partnership, or corporation, including payroll.
- Diplomatically, tactfully, and respectfully interact with diverse populations.
- Describe, explain, and apply concepts of customer service to office work.
- Research technical issues using library, Internet, and specialized reference works.
- Demonstrate effective time management techniques.
- Model professional and ethical behaviors.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 17 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**BA285 (3)** Human Relations in Organizations	**BA205 (4)** Solving Coomunication Problems with Technology
SPRING = 13 CREDITS	**BA280 (3)** Field Experience	**BA284 (1)** Job Readiness	**(3)** Specific Elective[2]	**OA116 (3)** Office Procedures	**WR121 (3)** English Composition[3]

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] MTH55 may be substituted for MTH20.

[2] Administrative Office Professional Specific Electives, choose from: BA156, BA223, BA277, CIS140, WR214T, CIS125WE, or a one-year sequence in a foreign language.

[3] WR115 may be substituted for WR121.

CERTIFICATE OF COMPLETION BOOKKEEPING CLERICAL

Do you need to bring your skills up to date? The Certificate of Completion Bookkeeping Clerical is a one-year certificate to prepare students for entry into general clerical and bookkeeping positions. This occupation is one of the largest growth occupations in the economy. The large size of this occupation ensures plentiful job openings, including many opportunities for temporary and part-time work.

Graduates of the program are qualified for entry into positions such as: general bookkeeper, accounts receivable, accounts payable, payroll clerk, file clerk, civil service employee, and many general and combination office positions requiring some knowledge of bookkeeping.

The Certificate of Completion Bookkeeping Clerical can be a starting point for completion of the Associate of Applied Science Administrative Office Professional degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Use appropriate computer software applications to record, present, and summarize financial activities.
- Organize and store information at current workplace standards.
- Perform routine bookkeeping tasks for a variety of business entities.
- Maintain basic payroll record keeping.
- Diplomatically, tactfully, and respectfully interact with diverse populations.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69	
FALL = 18 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications	**WR121 (3)** English Composition[2]
WINTER = 16 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**BA285 (3)** Human Relations in Organizations	**CIS125S (3)** Spreadsheet Applications	
SPRING = 16 CREDITS	**BA280 (3)** Field Experience	**AC2767 (4)** Accounting II	**BA217 (3)** Accounting Process	**OA116 (3)** Office Procedures	**BA177 (3)** Payroll Records and Accounting	

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*

[2] *WR115 may be substituted for WR121.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: OFFICE RECEPTIONIST

The Administrative Office Professional: Career Pathway Certificate of Completion: Office Receptionist prepares students for immediate employment as a receptionist, customer service, or information clerk position in a variety of industries. Credits earned in this program can be applied to the Certificate of Completion Clerical and the Associate of Applied Science Administrative Office Professional.

Employment of receptionists and information clerks is expected to increase by 15 percent from 2008 to 2018, which is faster than the average for all occupations. Employment growth will result from growth in industries such as offices of physicians and in other health practitioners, legal services, personal care services, construction, and management and technical consulting.

Credits earned in this program can be applied to the Associate of Applied Science Administrative Office Professional, the Certificate of Completion Clerical, and the Certificate of Completion Bookkeeping Clerical.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide customer service according to specific instructions.
- Use computer and phone systems to schedule, e-mail, and organize according to specific instructions.
- Enter data accurately (requires basic math, keyboarding, and copying skills).
- Accurately produce, edit, and proofread business documents.
- Follow professional business procedures and standards.
- Store, locate, and retrieve information to support office personnel.

GRADUATION REQUIREMENTS

Students must complete a minimum of 29 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Clerical: Career Pathway Certificate of Completion: Receptionist is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 14 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**WR121 (3)** English Composition[2]	**BA284 (1)** Job Readiness

29 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*

[2] *WR115 may be substituted for WR121.*

ASSOCIATE OF SCIENCE ATHLETIC TRAINING EMPHASIS

The Associate of Science degree, with emphasis in athletic training will prepare students to enroll in Athletic Training Education Programs (ATEP) that are accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and it meets the requirements for the Associate of Arts Oregon Transfer (AA/OT) degree. This program also fulfills all of the undergraduate Athletic Training prerequisites for and has articulation agreements with Washington State University (WSU) and Eastern Washington University (EWU).

An emphasis is placed on hands-on experience, gained through practicum in athletic and clinical settings.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

This degree for transfer students works as designed if the student completes the AS Athletic Training Emphasis and the Associate of Arts Oregon Transfer (AA/OT) degrees and graduates. The AS Athletic Training Emphasis degree at Southwestern also meets all requirements for the AA/OT, so no additional courses outside of the AS Athletic Training Emphasis need to be taken in order for a student to meet both degree requirements. Both degrees are required to ensure the seamless transition of students to the four-year graduating institutions for athletic training. When applying for graduation at Southwestern, two separate applications must be submitted - one for the AS Athletic Training Emphasis and one for the Associate of Art Oregon Transfer (AA/OT).

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE ATHLETIC TRAINING EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH95 (4)** Intermediate Algebra I (or placement test score)	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69	

FALL = 17 CREDITS	**CHEM221 (5)** General Chemistry	**PE131 (3)** Introduction to Health and PE	**PSY201 (3)** General Psychology	**SP218 (3)** Interpersonal Communication[1]	**WR121 (3)** English Composition
WINTER = 18 CREDITS	**CHEM222 (5)** General Chemistry	**MTH111 (4)** College Algebra	**PSY202 (3)** General Psychology	**(3)** Social Science Course[2]	**WR122 (3)** English Composition
SPRING = 18 CREDITS	**CHEM223 (5)** General Chemistry	**MTH112 (4)** Elementary Functions	**PSY203 (3)** General Psychology	**PE261 (3)** Techniques of Athletic Taping and Bracing	**WR123 (3)** English Composition

53 CREDITS = FIRST YEAR TOTAL

FALL = 15 CREDITS	**BI231 (4)** Anatomy and Physiology I	**PE231 (3)** Wellness for Life	**PH201 (5)** General Physics	**(3)** Arts and Letters Course[2]	
WINTER = 16 CREDITS	**BI232 (4)** Anatomy and Physiology II	**HE252 (3)** First Aid & CPR for Professional Rescuer	**PE280P (3)** Practicum	**(3)** Arts and Letters Course[2]	**(3)** Social Science Course[2]
SPRING = 17 CREDITS	**BI233 (4)** Anatomy and Physiology III	**FN225 (4)** Nutrition	**PET264 (3)** Concepts of Individual Fitness Programming	**(3)** Arts and Letters Course[2]	**(3)** Arts and Letters Course[2]

48 CREDITS = SECOND YEAR TOTAL

101 CREDITS = TOTAL RECOMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] *Students may choose SP219 Small Group Discussion to meet the requirement.*

[2] *Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy Requirement.*

ASSOCIATE OF SCIENCE/OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

The Associate of Science/Oregon Transfer degree in Business is a degree that is intended to prepare students for transfer into a Baccalaureate business program at an OUS institution. Students who receive this degree will have met all lower-division general education requirements of that institution's Baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes. Admission to the business school/program of any OUS institution is not guaranteed upon completion of the AS/OT-BUS degree.

It is strongly recommended that students review the list of university-specific prerequisites and recommendations and contact the specific OUS institution business school/program early in the first year of their AS/OT-Bus program at Southwestern to be advised about additional requirements and procedures for admission consideration to the OUS institution and the business school/program.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the Associate of Science/Oregon Transfer Degree in Business is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the Associate of Science/Oregon Transfer Degree in Business (see page 19). The list is available on the following pages and in Admissions, the Student First Stop Center, Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of 9 credits of PE185 may be applied to the AS/OT-BUS degree.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Key punch machine.

ASSOCIATE OF SCIENCE/OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

FALL = 15 CREDITS	**BA101 (4)*** Introduction to Business	**BA211 (4)*** Principles of Accounting I	**(4)*** Mathematics Course[1]	**WR121 (3)*** English Composition	
WINTER = 18 CREDITS	**CIS120 (4)*** Concepts of Computing	**BA212 (4)*** Principles of Accounting II	**(4)*** Mathematics Course[1]	**WR122 (3)*** English Composition	**(3)*** Speech/ Oral Communication[2]
SPRING = 14 CREDITS	**(3)** Arts and Letters Requirement[3]	**BA213 (4)*** Principles of Accounting III	**(4)*** Mathematics Course[1]	**WR227 (3)*** Report Writing	

47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**ECON201 (4)*** Microeconomics	**(4)** Lab Science Requirement[3]	**BA230 (4)*** Business Law	**(3)** Arts and Letters Requirement[3]	
WINTER = 18 CREDITS	**ECON202 (4)*** Macroeconomics	**(4)** Lab Science Requirement[3]	**(4)** Social Sciences Requirement[3]	**(3)** Arts and Letters Requirement[3]	**(3)** Arts and Letters Requirement[3]
SPRING = 14-15 CREDITS	**(4)** Social Sciences Requirement[3]	**(4)** Lab Science Requirement[3]	**(3-4)** Elective or University-Specific Requirement[4]	**(3)** Arts and Letters Requirement[3]	

43-47 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90-94 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *Mathematics Course: A minimum of 12 credits, MTH111 or higher, four of which must be statistics, please see advisor for specifc course recomendations.*

[2] *AS/OT-Bus General Requirements: see page 19.*

[3] *AS/OT-Bus Distribution Requirements: see pages 19.*

[4] *AS/OT-Bus Electives and/or University-Specific Requirements: (This list of prerequisites and recommendations is subject to change without notice) 8-9 credits, depending on choice of transfer institution.*

UNIVERSITY - SPECIFIC PREREQUISITES AND RECOMENDATIONS

Eastern Oregon University: WR227 Technical Report Writing; The Business Law course for the AS/OT-Bus is required.

Oregon Institute of Technology: The Business Law course for the AS/OT-Bus is required. Recommendations: PSY 201 Psychology, BUS 215 Principles of Management (BAS 206), MIS 275 Introduction to Relational Databases, BUS 223 Principles of Marketing, MIS 225 Business on the Internet, MIS course in Introduction to Information Systems

Oregon State University: BA276 Intro to Statistical Inference, BA302 Business Process Management, BA260 Intro to Entrepreneurship, MTH241 Calculus for Biological/ Management/Social Sciences, MTH245 Math for Biological/ Management/Socials Sciences, The Business Law course for the AS/OT-Bus is required.

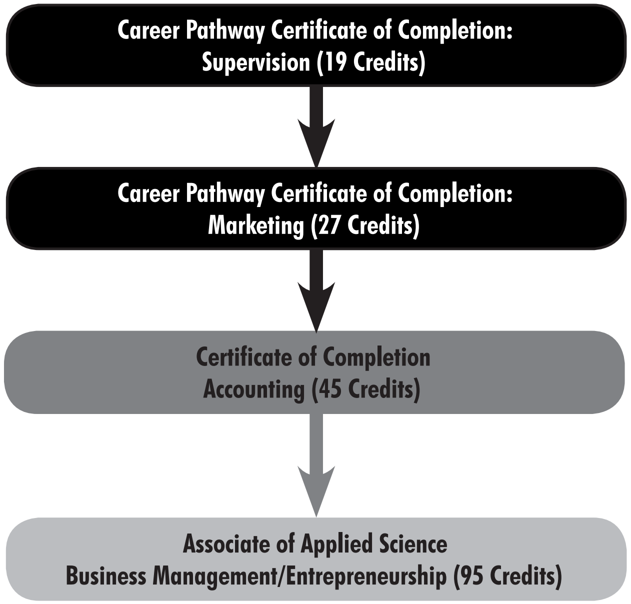
Portland State University: CS106 Computing Fundamentals II; BA205 Business Communications Using Technology; STAT244 Introduction to Probability and Statistics II; GPA: 2.90 overall if applying to the SBA Summer Term and 3.0 overall if applying to SBA Fall Term.

Southern Oregon University: BA226 Business Law, BA282 Applied Business Statistics. GPA: 2.0 overall and 2.5 in all business courses.

University of Oregon: DSC240 Managing Business Information: Business Applications Software; MTH241, MTH242 Calculus for Business and Social Science I, II; MTH243, Multicultural requirement; GPA: 2.90 overall and 2.75 in pre-business core; Student must apply for admission to the Business School/Program.

Western Oregon University: The Business Law course for the AS/OT-Bus is required.

ASSOCIATE OF APPLIED SCIENCE BUSINESS MANAGEMENT/ENTREPRENEURSHIP


Career Pathway Certificate of Completion: Supervision (19 Credits)
Career Pathway Certificate of Completion: Marketing (27 Credits)
Certificate of Completion Accounting (45 Credits)
Associate of Applied Science Business Management/Entrepreneurship (95 Credits)

Prepare yourself for your future in business. This two-year degree exposes students to all aspects of operating a small business with a focus on entrepreneurship. The program would also prepare students for positions such as management trainee, first-line supervisor, buyers and purchasing agents, sales managers, and higher levels of management for either profit or nonprofit organizations. Focus is placed on entrepreneurship for those interested in starting/operating a business or applying this managerial approach in a medium to large organization.

Employment in this field is expected to remain steady. Prospects are very good for those who want to own and manage a business, especially if they have determination, talent and a unique service or product.

Many students will decide to begin this program by first earning a Business Management/ Entrepreneurship: Career Pathway Certificate of Completion: in Supervision or Marketing or with a Business Management/Entrepreneurship: Certificate of Completion Accounting. These Career Pathway Certificates of Completion and the Certificate of Completion degree can typically be completed in one year.

Students who intend to transfer to a four-year institution with the goal of completing a bachelor's degree in business should consider completing the AS/OT-Business degree and consult with business program faculty.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate appropriate and effective communication skills including both verbal and written.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate proficiency in microcomputer applications within the management and operating needs of the small business environment.
- Analyze financial statements, recognize potential problem areas, and suggest appropriate actions to alleviate or eliminate problems.
- Develop an effective business plan.
- Identify entrepreneurial potential.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of ‘C’ or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Business Management/ Entrepreneurship is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE BUSINESS MANAGEMENT/ENTREPRENEURSHIP

FALL = 14 CREDITS	**BA101 (4)** Introduction to Business	**BA150 (3)** Introduction to Entrepreneurship	**CIS120 (4)** Concepts of Computing	**WR115 (3)** Introduction to Expository Writing (or higher)	
WINTER = 17 CREDITS	**BA285 (3)** Human Relations in Organizations	**AC2764 (4)** Small Business Accounting[1]	**CIS125S (3)** Spreadsheet Applications	**MTH94 (4)** Intermediate Algebra I (or higher)	**(3)** Specific Elective[2]
SPRING = 16 CREDITS	**BA156 (3)** Essentials of Economics[3]	**BA213 (4)** Principles of Accounting III	**BA206 (3)** Management Fundamentals	**BA223 (3)** Principles of Marketing	**(3)** Specific Elective[2]
47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS					
FALL = 16 CREDITS	**BA230 (4)** Business Law	**BA239 (3)** Advertising	**BA238 (3)** Sales	**BA250 (3)** Small Business Management	**PE231 (3)** Wellness for Life[4]
WINTER = 16 CREDITS	**BA222 (3)** Finance	**CIS245 (3)** Project Management	**BA205 (4)** Solving Business Problems with Technology	**SP218 (3)** Small Group Discussion[5]	**(3)** Specific Elective[2]
SPRING = 16 CREDITS	**BA292 (4)** Capstone Project	**BA277 (3)** Business Ethics	**BA224 (3)** Human Resource Management	**BA280 (3)** Cooperative Work Experience	**(3)** Specific Elective[2]
48 CREDITS = SECOND YEAR TOTAL REQUIREMENTS					
95 CREDITS = TOTAL PROGRAM REQUIREMENTS					

PROGRAM NOTES

[1] BA211 and BA212 may be substituted for AC2764.

[2] Business Management/Entreprenuership Specific Electives: Any CS/CIS course not required for the degree including CIS184; OA116; Any BA/AC courses not required for degree; WR214; CRT2015.

[3] Four credits of ECON201 or ECON202 may be substituted for BA156.

[4] Students may choose PE231 Wellness for Life, HE250 or (3) credits of PE185 to meet the Physical Education/Health requirement.

[7] SP111, SP112, SP218 may be substituted for SP219.

CERTIFICATE OF COMPLETION ACCOUNTING

The Certificate of Compltion Accounting is designed for students who wish to enter the field as a bookkeeper or accounting clerk. This program prepares students to accomplish a wide variety of tasks within the broad area of accounting, including administrative accounting, small business accounting, and entry-level governmental accounting. In addition, this certificate provides students with the necessary foundation for preparing for the American Institute of Professional Bookkeepers (AIPB) certification exam. The courses required for this certificate are applicable toward an Associate of Applied Science Business Management/ Entrepreneurship.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Identify, analyze, record, and summarize routine economic events using generally accepted accounting principles.
- Prepare commonly-used federal and state payroll and tax documents and reports.
- Demonstrate knowledge of relevant timelines for completion and submission of these documents and reports.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Accounting is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 15 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**BA211 (4)** Principles of Accounting I[1]	**CIS120 (4)** Concepts of Computing	**(3)** Specific Elective[2]	
WINTER = 14 CREDITS	**BA285 (3)** Human Relations in Organizations	**BA212 (4)** Principles of Accounting II	**CIS125S (3)** Spreadsheet Applications	**BA101 (4)** Introduction to Business	
SPRING = 16 CREDITS	**BA177 (3)** Payroll Records and Accounting	**BA213 (4)** Principles of Accounting III	**BA217 (3)** Accounting Process	**WR115 (3)** Introduction to Expository Writing (or higher)	**BA280 (3)** Cooperative Work Experience

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *AC2766 and AC2767 may be substituted for BA211.*

[2] *Business Management/Entreprenuership Specific Electives: Any CS/CIS course not required for the degree including CIS184; OA116; Any BA/AC courses not required for degree; WR214; CRT2015.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: SUPERVISION

The Small Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Supervision prepares the individual for careers in supervision and management. Its objective is to assist students in learning the newest supervisory and management skills and to help businesses save money on training costs.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Understand the role of a leader.
- Identify and implement strategies for managing employee relations.

GRADUATION REQUIREMENTS

Students must complete a minimum of 19 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Small Business Management/ Entrepreneurship: Career Pathway Certificate of Completion: Supervision is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

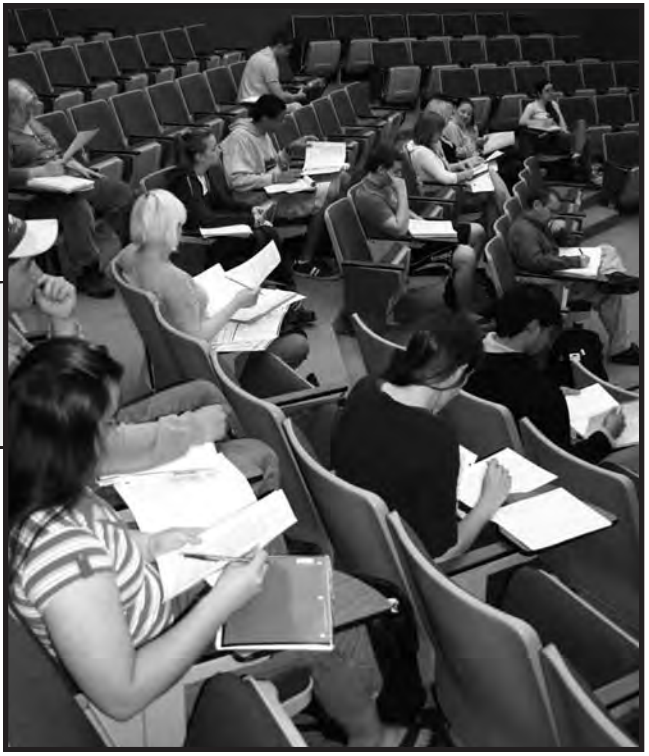
FALL = 7 CREDITS	**BA101 (4)** Introduction to Business	**WR115 (3)** Introduction to Expository Writing (or higher)
WINTER = 6 CREDITS	**BA285 (3)** Human Relations in Organizations	**SP218 (3)** Small Group Discussion[1]
SPRING = 6 CREDITS	**BA224 (3)** Human Resource Management	**BA206 (3)** Management Fundamentals

19 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *SP111, SP112, SP218 may be substituted for SP219.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: MARKETING



Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Marketing is for those who wish to update skills or increase advancement potential.

The courses are designed to provide students with a strong basic understanding of fundamentals and current practices in the field of marketing. Businesses will find this short-term certificate especially helpful in quickly training present and new employees in basic subject matter pertinent to the marketing function.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion.
- Develop/implement a marketing plan to achieve the goals of a business.

GRADUATION REQUIREMENTS

Students must complete a minimum of 27 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Marketing is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 13 CREDITS	**CIS120 (4)** Concepts of Computing	**CIS195 (3)** Web Development I[1]	**BA238 (3)** Sales	**BA239 (3)** Advertising
WINTER = 8 CREDITS	**BA205 (4)** Solving Communication Problems with Technology	**BA101 (4)** Introduction to Business		
SPRING = 6 CREDITS	**BA223 (3)** Principles of Marketing	**WR115 (3)** Introduction to Expository Writing (or higher)		

27 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] CIS125WE Web Editor Applications may be substituted to meet this requirement.

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

The Associate of Science degree, with an emphasis in Childhood Education and Family Studies, leads to a Baccalaureate degree in Human Development, Early Childhood Education, Social Science or a teaching certification. Students may petition for adjustments in the Southwestern Associate of Science degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in Education, Early Childhood Education, Family Studies, Human or Child Development. An advising agreement is in place with Eastern Oregon University for students working towards teacher certification. Eastern's newest distance education degree of Liberal Studies with an Early Childhood Education emphasis articulates to our AS Degree. The AS degree is also articulated with Portland State University through their external degree program.

All coursework specific to Childhood Education and Family Studies degrees and certificates is offered online through Southwestern's e-SOCC online platform. The degrees are fully online.

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies (page 47) are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

For further program information, please contact the Childhood Education Director at ece@socc.edu. Information online at http://www.socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

PROGRAM REQUIREMENTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	**MTH95 (4)** Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	
FALL = 16 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**WR121 (3)** English Composition	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**(4)** Lab Science Course[2]
WINTER = 16 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**WR122 (3)** English Composition	**HDFS247 (3)** Preschool Child Development	**ECE209 (3)** Theory and Practicum I[1]	**(4)** Lab Science Course[2]
SPRING = 18 CREDITS	**CIS120 (4)** Concepts of Computing	**WR123 (3)** English Composition[3]	**HDFS229 (4)** Development in Middle Childhood	**ECE102 (3)** Theory and Practicum II[1]	**(4)** Lab Science Course[2]
50 CREDITS = FIRST YEAR TOTAL					
FALL = 16 CREDITS	**ED169 (3)** Overview of Students with Special Needs	**(3)** Physical Education Course(s)[4]	**MTH111 (4)** College Algebra[5]	**(3)** Speech Course[6]	**(3)** Arts and Letters Course[7]
WINTER = 15 CREDITS	**ED280 (3)** Cooperative Work Experience	**(3)** Arts and Letters Course[7]	**(3)** Arts and Letters Course[7]	**HDFS222 (3)** Family Relations	**(3)** Specific Elective[8]
SPRING = 15 CREDITS	**HDFS140 (3)** Contemporary American Families	**(3)** Specific Elective[8]	**(3)** Specific Elective[8]	**HDFS285 (3)** Professional Issues in Early Childhood Ed.	**ED258 (3)** Multicultural Education[9]
46 CREDITS = SECOND YEAR TOTAL					
94 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] ECE/ED151, ECE209, and ECE102 must be taken in sequence. A criminal history check is required for ECE209.

[2] Refer to Associate of Science Degree Requirements, page 21.

[3] Students may choose WR227 Report Writing to meet the requirement.

[4] Students may choose PE231 or HE250.

[5] Refer to Associate of Science Degree Requirements, page 21. Students may substitute MTH212, 213, or 243 for the math course. Students who plan to obtain a degree in Elementary Education through the OUS system should take MTH211, 212, 213. Students are encouraged to take any required math prerequisites during their first year.

[6] Choose a course from: SP100, 111, 112, 217, 218 or SP219.

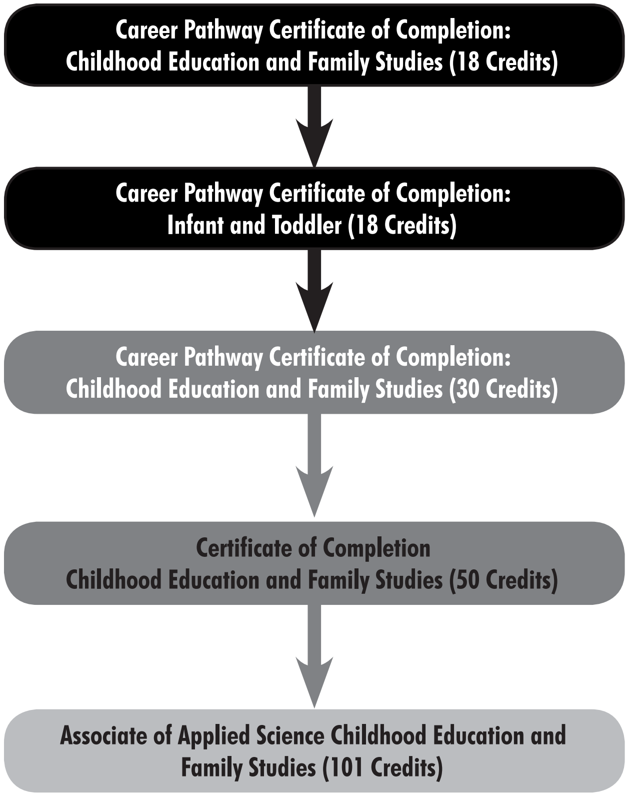
[7] Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy Requirement. Students who have not completed two years of high school foreign language are encouraged to take approved language courses.

[8] Specific Electives: ECE240, FN225, MTH211, MTH212, MTH213, PSY201, PSY202, PSY203, ED/ECE199/299. Students who wish to complete the requirements for the Certificate of Completion in Childhood Education and Family Studies should take ECE240 and FN225.

[9] ED258 must be taken summer term. ED/ECE 199/299 curriculum courses may also be taken in the summer.

- Students seeking teaching licensure are advised to plan their academic program jointly with their Southwestern Advisor and an advisor from the Southwestern University Center to be best prepared for transfer requirements. This degree meets the requirements for both the AS and AA/OT requirements.

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES



Career Pathway Certificate of Completion: Childhood Education and Family Studies (18 Credits)

Career Pathway Certificate of Completion: Infant and Toddler (18 Credits)

Career Pathway Certificate of Completion: Childhood Education and Family Studies (30 Credits)

Certificate of Completion Childhood Education and Family Studies (50 Credits)

Associate of Applied Science Childhood Education and Family Studies (101 Credits)

The Associate of Applied Science in Childhood Education and Family Studies prepares students to work in a variety of educational and child care settings, including preschool, day care, private kindergarten and as a para-professional in the public schools. This degree offers students the opportunity to gain enhanced practical experience through practicum and student teaching courses. This degree program is closely articulated with Southern Oregon University's Early Childhood Development program. Students who transfer to Southern Oregon University, and are accepted into the program, should be able to complete requirements for the baccalaureate degree with two additional years of course work. This degree is offered as an online degree through Southwestern Oregon Community College and is also articulated with the distance education department at Portland State University leading to a Bachelors of Social Science with an Early Childhood certificate; with careful course work choices, all lower division requirements will be met at transfer.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Devise ways to build partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. (NAEYC Associate Degree Program Standard 3)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)
- Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. (NAEYC Associate Degree Program Standard 4)
- Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter. (NAEYC Associate Degree Program Standard 5)
- Be prepared for transfer to Portland State University External Degree Programs to pursue articulated transfer to Bachelor of Social Science with a Certificate in Early Childhood Education.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS*9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Childhood Education and Family Studies degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES

PROGRAM REQUIREMENTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69			
FALL = 18 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**MTH70 (4)** Elementary Algebra[2]	**CIS120 (4)** Concepts of Computing	**PE185 (1)** Physical Education[3]
WINTER = 16 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	**MTH94 (4)** Intermediate Algebra I[2]	**WR121 (3)** English Composition	
SPRING = 16 CREDITS	**HDFS140 (3)** Contemporary American Families	**ECE102 (3)** Theory and Practicum II[1]	**HDFS229 (3)** Development in Middle Childhood	**FN225 (4)** Nutrition	**SP100 (3)** Basic Speech Communication[4]	
50 CREDITS = FIRST YEAR TOTAL REQUIREMENTS						
SUMMER = 3 CREDITS	**ED258 (3)** Multicultural Education[5]					
FALL = 16 CREDITS	**ECE152 (3)** Creative Activities	**ECE163 (3)** Preschool Practicum	**ED169 (3)** Overview of Students with Special Needs	**BA285 (3)** Human Relations in Organizations	**(3)** Elective[6]	**PE185 (1)** Physical Education[3]
WINTER = 16 CREDITS	**ECE261 (6)** Student Teaching I, ECE	**HDFS222 (3)** Family Relations	**ECE240 (3)** Lessons and Curriculum Planning	**(3)** Elective[6]	**PE185 (1)** Physical Education[3]	
SPRING = 16 CREDITS	**ECE262 (6)** Student Teaching II, ECE	**HDFS285 (3)** Professional Issues in ECE	**ECE170 (2)** Health and Safety in Early Childhood[7]	**(2)** Specific Elective[8]	**(3)** Elective[6]	
51 CREDITS = SECOND YEAR TOTAL REQUIREMENTS						
101 CREDITS = TOTAL PROGRAM REQUIREMENTS						

PROGRAM NOTES

[1] ECE/ED151, ECE209, and ECE102 must be taken in sequence. A criminal history check is required for ECE209.

[2] Students planning to transfer to the Oregon University System will be required to have a minimum of MTH105. Only Portland State University will accept MTH211 for transfer.

[3] Students may choose from HE250 or PE231 may be substituted for three (3) credits of PE185.

[4] Choose from: SP111, SP112, SP217, SP218, SP219 or SP220 may be substituted for SP100.

[5] Must be taken summer term.

[6] For students planning to transfer to the Oregon University System, it is recommended to consult with a Childhood Education and Family Studies advisor when choosing electives. It is also recommended that transfer students fulfill science and math requirements with electives. Developmental and remedial courses and CIS101 will not fulfill elective requirements. Students choosing to earn the Infant and Toddler Development Certificate should take ECE161 and ECE162

[7] HDFS9284 is a required co-requisite to this course.

[8] Specific Elective: Choose from Southwestern Courses ED/ECE 199, 220 or 299.

CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES

The Certificate of Completion Childhood Education and Family Studies is a one-year certificate that prepares students for entry level positions as child care workers, preschool attendants, preschool teacher assistants, and day care assistants. This certificate fulfills the requirements for the first year of the AAS in Childhood Education and Family Studies degree. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Understand and practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program (Standard 1)
- Understand the importance of building partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Childhood Education and Family Studies is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69			
FALL = 20 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**MTH70 (4)** Elementary Algebra[2]	**CIS120 (4)** Concepts of Computing	**ED169 (3)** Overview of Students with Special Needs[3]
WINTER = 12 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	**ECE240 (3)** Lessons and Curriculum Planning		
SPRING = 15 CREDITS	**HDFS140 (3)** Contemporary American Families	**ECE102 (3)** Theory and Practicum II[1]	**HDFS229 (3)** Development in Middle Childhood	**SP100 (3)** Basic Speech Communication[4]	**WR121 (3)** English Composition	**ED258 (3)** Multicultural Education[3]

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *ECE/ED151, ECE209 and ECE102 must be taken in sequence. A criminal history check is required for ECE209.*

[2] *Students planning to transfer to the Oregon University System will be required to have a minimum of MTH105. Only Portland State University will accept MTH211 for transfer.*

[3] *Must be taken summer term.*

[4] *SP111, SP112, SP217, SP218, SP219 or SP220 may be substituted for SP100.*

CAREER PATHWAY CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES (30 CREDITS)

The Childhood Education and Family Studies: Career Pathway Certificates of Completion (30 credits) is intended to provide students with the skills needed to begin a career in Childhood Education and Family Studies. This certificate can also assist the student in earning a Child Development Associate Certificate (CDA). Students enroll in this program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession. The credits earned can be laddered into a Certificate of Completion Childhood Education and Family Studies, an Associate of Applied Science Childhood Education and Family Studies or Associate of Science with an emphasis in Childhood Education and Family Studies which will transfer to a university. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 30 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Childhood Education and Family Studies (30) is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

FALL = 12 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**ED169 (3)** Overview of Students with Special Needs[2]
WINTER = 9 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	
SPRING = 6 CREDITS	**ECE240 (3)** Lessons and Curriculum Planning	**ECE102 (3)** Theory and Practicum II[1]		
SUMMER = 3 CREDITS	**ED258 (3)** Multicultural Education			

30 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTE

[1] ECE/ED151, ECE209 and ECE102 must be taken in sequence.
A criminal history check is required for ECE209.

[2] May be taken summer term.

CAREER PATHWAY CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES (18 CREDITS)

The Childhood Education and Family Studies: Career Pathway Certificates of Completion (18 credits) is intended to provide students with the skills needed to begin a career in Childhood Education and Family Studies. This certificate can also assist the student in earning a Child Development Associate Certificate (CDA). Students enroll in this program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession. The credits earned can be laddered into a Certificate of Completion Childhood Education and Family Studies, an Associate of Applied Science Childhood Education and Family Studies or Associate of Science with an emphasis in Childhood Education and Family Studies which will transfer to a university. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Childhood and Family Studies (18) is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

FALL = 9 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**ED169 (3)** Overview of Students with Special Needs[2]
WINTER = 6 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	
SPRING = 3 CREDITS	**ECE102 (3)** Theory and Practicum II[1]		

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *ECE/ED151, ECE209 and ECE102 must be taken in sequence.*
A criminal history check is required for ECE209.

[2] *May be taken summer term.*

CAREER PATHWAY CERTIFICATE OF COMPLETION INFANT AND TODDLER DEVELOPMENT

The Career Pathway Certificate of Completion: Infant Toddler Development offers students a well rounded understanding of the physical, cognitive and social development of infants and toddlers, and how to put that knowledge into appropriate practice, by offering a combination of lecture and practicum courses. The practicum experience is embedded in a foundation of basic early childhood education, child and early literacy development and family relations courses. Coursework includes a focus on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have an understanding of, and ability to, practice within an infant toddler classroom including culturally relevant activities, to meet each child's individual developmental needs and to be able to create a healthy, respectful, supportive and challenging learning environment. (NAEYC Standard 1)
- Have an understanding of, and ability to, create and participate in respectful, reciprocal relationships with family members of infants and toddlers. (NAEYC Standard 2)
- Have an understanding of and skills to participate in effective observation and assessment of infants and toddlers. (NAEYC Standard 3)
- Be able to integrate knowledge of family relations, child development and developmentally appropriate practices to offer an effective infant toddler teaching and learning environment. (NAEYC Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Infant and Toddler Development is awarded.

This certificate meets all training requirements for an Infant and Toddler CDA (Child Development Associate) Credential.

FALL = 6 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**HDFS225 (3)** Prenatal, Infant, and Toddler Development	
WINTER = 9 CREDITS	**ECE161 (3)** Infant and Toddler Practicum I	**ECE154 (3)** Children's Literature and Literacy	**HDFS222 (3)** Family Relations
SPRING = 3 CREDITS	**ECE162 (3)** Infant and Toddler Practicum II		

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

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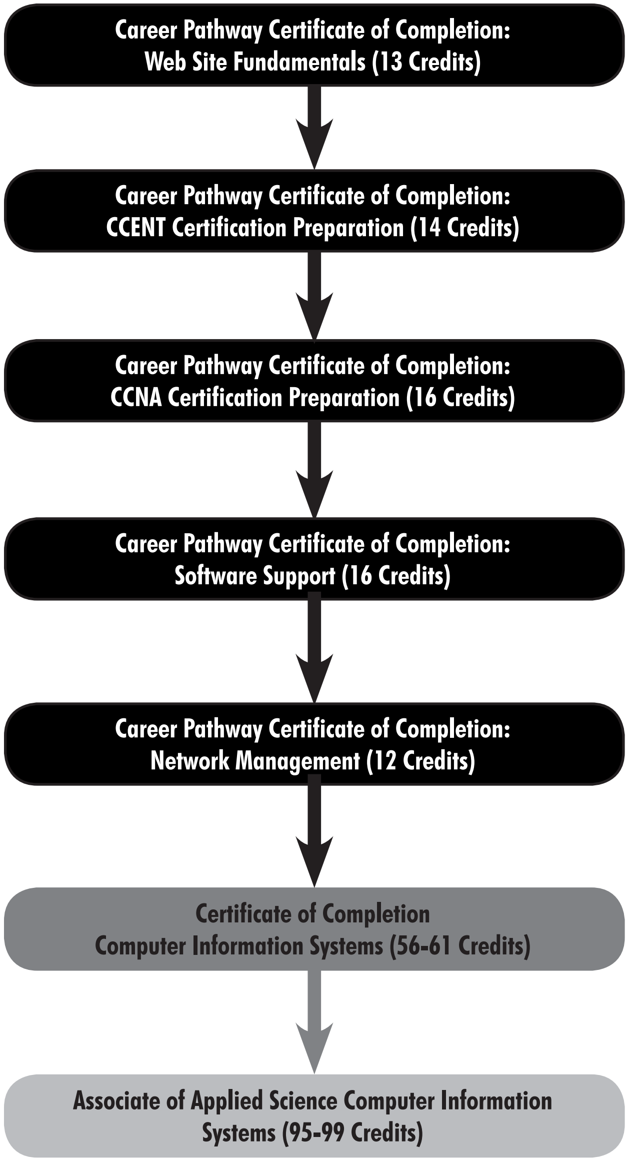
Career Pathway Certificate of Completion: Web Site Fundamentals (13 Credits)
Career Pathway Certificate of Completion: CCENT Certification Preparation (14 Credits)
Career Pathway Certificate of Completion: CCNA Certification Preparation (16 Credits)
Career Pathway Certificate of Completion: Software Support (16 Credits)
Career Pathway Certificate of Completion: Network Management (12 Credits)
Certificate of Completion Computer Information Systems (56-61 Credits)
Associate of Applied Science Computer Information Systems (95-99 Credits)

The Associate of Applied Science Computer Information Systems degree offers a program that allows students to design a customized curriculum consisting of a broad foundation of courses focused on technical support in a networked environment and one or more technical specialties. This specialized degree prepares students for a wide variety of employment opportunities in the computer information services industry. The program offers students the opportunity to gain a combination of knowledge and practical hands-on experience to suppoprt both an organization's information technology infrastructure and the people who use it.

The Computer Systems and Information Technology Core degree, in combination with specific electives prepares students for a wide variety of technical career opportunities. Al students seeking the AAS Computer Information Systems degree must complete the courses comprising the Computer Systems and Information Technology Core. Courses making up the Computer Systems and Informaiton Technology Core consist of 84 of the 96 to 100 credits needed to complete the degree. Core courses include:

- *CIS179 Introduction to Computer Networks*
- *CS160 Computer Science Orientation*
- *CIS140 Introduction to Operating Systems*
- *CIS6260 Computer Technician Theory I*
- *CIS125DB Database Applications*
- *CIS6243 Network Academy I*
- *CIS184 Workstation Security*
- *CIS225 End User Support*
- *CS195 Web Development I*
- *CIS6244 Network Academy II*
- *CIS240U Advanced Operating Systems - Unix*
- *CIS279 Network Management I*
- *CIS245 Project Management*
- *CIS288 Network Management II*
- *CIS188 Wireless Networks*
- *CIS297 Capstone Project*
- *CIS280 Field Experience*
- *CIS284 Network Security*
- *WR115 Introduction to Expository Writing*
- *BA285 Human Relations in Organizations*
- *MTH105 Introduction to Contemporary Mathematics*
- *PE131 Wellness for Life*
- *SP219 Small Group Discussion*
- *BA205 Solving Communication Problems with Technology*

Note: Some CS/CIS courses may be offered only online.

Students may choose specific electives to makeup the remaining 18 to 24 course credits needed to complete the degree. Certificate programs can be taken as part of a two-year AAS degree or as stand-alone certifications.

The Computer Information Systems Program additionally provides a broad variety of professional continuing education classes and certificates for professionals already working in the field and provides technology service classes for students studying in other disciplines.

Students completing the AAS Computer Information Systems will be prepared to seek entry level employment in occupations such as network administrator, systems administrator, web developer/administrator, and software applications specialist/trainer.

Students in this program are expected to work with a department advisor in planning term-by-term class schedules leading towards fulfillment of all program requirements. Students planning to earn a bachelor's degree are responsible for researching the departmental requirements of the school to which

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they plan to transfer. Students planning to transfer may want to consider the Associate of Arts Oregon Transfer (AA/OT) and AGS degree options.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Install, configure, use, and maintain commonly used business software.
- Install, configure, maintain, and troubleshoot workstation hardware, operating systems and network environments.
- Apply project life cycle concepts to assist in finding solutions to business needs.
- Research, interpret, and communicate technical information in written, graphic, diagrammatic, electronic, and oral forms.
- Demonstrate the ability to work independently or in a group environment with sensitivity to the needs of customers and coworkers.
- Demonstrate the skills and knowledge to install, configure, and maintain end-user computer systems.
- Demonstrate the skills and knowledge to install, configure and maintain network servers.
- Demonstrate the ability to plan and implement both wired and wireless networks sufficient for home or small business use.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All general education courses and courses in the major must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Computer Information Systems degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

SPECIALTY CERTIFICATES

Note: Some specialty certificates coursework may not be offered every year. See CIS/CS Advisor.

The **Certificate of Completion Computer Information Systems** prepares the student to work in a variety of specialized employment situations. This one year certificate is intended for students who want to become work ready, but do not necessarily seek a two year Associate of Applied Sciences degree. This certification can also serve a first year of an AAS in CIS.

The **Computer Information Systems: Career Pathway Certificate of Completion: CCENT Certification Preparation** introduces the student to the knowledge and skills necessary to successfully pass the Cisco Certified Entry Network Technician (CCENT) certification examination. The CCENT certification validates the skills required for entry-level network support positions.

The **Computer Information Systems: Career Pathway Certificate of Completion: CCNA Certification Prepration** introduces the student to the knowledge and skills necessary to successfully pass the Cisco Certified Network Associate (CCNA) certification examination. The CCNA certification validates the ability to install, configure, operate, and troubleshoot medium-size routed and switched networks.

The **Computer Information Systems: Career Pathway Certificate of Completion: Network Management** prepares the student to fill a number of roles in an information technology work environment, including system or network administrator. Students completing this certificate will be able to manage network infrastructure, servers, and users.

The **Computer Information Systems: Career Pathway Certificate of Completion: Software Support** prepares the student to effectively and efficiently use typical office software applications as well as operating system utilities. Additionally, students completing the certificate will be able to provide training and support for business computer users.

The **Computer Information Systems: Career Pathway Certificate of Completion: Web Site Fundamentals** prepares the student to design, create, and maintain interactive web sites. Students completing this certificate are prepared for entry level opportunities in the industry.

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PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69		
FALL = 17 CREDITS	**CIS179 (3)** Introduction to Networks	**CS160 (4)** Computer Science Orientation	**CIS140 (4)** Introduction to Operating Systems	**WR115 (3)** Introduction to Expository Writing (or higher)	**SP219 (3)** Small Group Discussion[2]
WINTER = 16-17 CREDITS	**CIS6260 (3)** Computer Technician Theory I (A+)	**CIS125DB (3)** Database Applications	**CIS6243 (4)** Network Academy I	**BA285 (3)** Human Relations in Organizations	**(3) - (4)** Specific Elective[3]
SPRING = 15 CREDITS	**CIS184 (3)** Workstation Security	**CIS225 (4)** End User Support	**MTH105 (4)** Intro to Contemporary Mathematics (or higher)	**CIS6244 (4)** Network Academy II	
48-49 CREDITS = FIRST YEAR TOTAL REQUIREMENTS					
FALL = 16-17 CREDITS	**CIS240U (3)** Advanced Operating Systems - Unix	**CIS188 (3)** Wireless Networking	**CS195 (3)** Web Development I	**CIS279 (4)** Network Management I	**(3) - (4)** Specific Elective[3]
WINTER = 17-18 CREDITS	**CIS245 (3)** Project Management	**BA205 (4)** Solving Communication Problems with Technology	**CIS288 (4)** Network Management II	**PE231 (3)** Wellness for Life[4]	**(3) - (4)** Specific Elective[3]
SPRING = 14-15 CREDITS	**CIS297 (3)** Capstone Project	**CIS280 (4)** Field Experience	**CIS284 (4)** Network Security	**(3) - (4)** Specific Elective[3]	
47-50 CREDITS = SECOND YEAR TOTAL REQUIREMENTS					
95-99 CREDITS = TOTAL PROGRAM REQUIREMENTS					

PROGRAM NOTES

[1] CIS120 or demonstrated proficiency in Computer Literacy.

[2] SP100, 111, 112, 217, 218 or 220 may be substituted for SP219.

[3] Specific Electives: Select from the following specialties. For more information on specialties, see associated page number: CCENT Certification Preparation, 57; CCNA Certification Preparation, 58; Network Management, 59; Software Support, 60; Web Site Fundamentals, 61. Additional Specific Electives and CS/CIS course except CIS101; any BA or AC course not required within the degree; ART115, 116, 117, 225; DRFT110, 111, 111; MFG4101; ELEC101; J203, 205, 215; WR214, 214T, 227; other see CS/CIS Advisor.

[4] HE250 or three credits of PE185 may be substituted to meet this requirement.

***Some CS/CIS courses may be offered only online.*

CERTIFICATE OF COMPLETION COMPUTER INFORMATION SYSTEMS

The Certificate of Completion Computer Information Systems is a student designed one year certificate that includes the first year of the Computer Information Systems and Information Technology core courses. This certificate is intended for students focused on becoming career ready in one year. The core courses give the student a well rounded basic understanding of technical support of computer information systems in a networked environment. Students completing this certification will be prepared to seek entry level employment in occupations such as network support specialist or technical support specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate a basic knowledge of computer information systems.
- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems on an entry level.

GRADUATION REQUIREMENTS

Students must complete a minimum of 48 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All general education courses and courses in the major must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Software Application Specialist is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69		
FALL = 17 CREDITS	**CIS179 (3)** Introduction to Networks	**CS160 (4)** Computer Science Orientation	**CIS140 (4)** Introduction to Operating Systems	**WR115 (3)** Introduction to Expository Writing (or higher)	**SP219 (3)** Small Group Discussion
WINTER = 16-17 CREDITS	**CIS6260 (3)** Computer Technician Theory I (A+)	**CIS125DB (3)** Database Applications	**CIS6243 (4)** Network Academy I	**BA285 (3)** Human Relations in Organizations	**(3) - (4)** Specific Elective[2]
SPRING = 15 CREDITS	**CIS184 (3)** Workstation Security	**CIS225 (4)** End User Support	**MTH95 (4)** Intermediate Algebra (or higher)	**CIS6244 (4)** Network Academy II	

48-49 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] CIS120 or demonstrated proficiency in Computer Literacy.

[2] Specific Electives: Select from the following specialties. For more information on specialties, see associated page number: CCENT Certification Preparation, 57; CCNA Certification Preparation, 58; Network Management, 59; Software Support, 60; Web Site Fundamentals, 61. Additional Specific Electives and CS/CIS course except CIS101; any BA or AC course not required within the degree; ART115, 116, 117, 225; DRFT110, 111, 111; MFG4101; ELEC101; J203, 205, 215; WR214, 214T, 227; other see CS/CIS Advisor.

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: CCENT CERTIFICATION PREPARATION

The Computer Information Systems: Career Pathway Certificate of Completion: CCENT Certification Preparation prepares the student for entry-level work in data communications and networking. At the completion of this certification, the student will be prepared to successfully take the Cisco Certified Entry Network Technician (CCENT) examination. This certificate can be included as part of an AAS in Computer Information Systems with a networking specialization or as a stand-alone certification for professional development and career advancement. Students completing this certification will be prepared to seek entry level employment in occupations such as network technician.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems.

GRADUATION REQUIREMENTS

Students must complete a minimum of 14 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of ‘C’ or better. Eight (8) of the last 12 credits must be earned at Southwestern before the CCNA Certification Preparation I certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 3 CREDITS	**CIS179 (3)** Introduction to Networks	
WINTER = 7 CREDITS	**CIS6243 (4)** Network Academy Fundamentals I	**CIS6260 (3)** Computer Technician Theory I (A+)
SPRING = 4 CREDITS	**CIS6244 (4)** Network Academy Fundamentals II	

14 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1]CIS120 or demonstrated proficiency in Computer Literacy.

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: CCNA CERTIFICATION PREPARATION

The Computer Information Systems: Career Pathway Certificate of Completion: CCNA Certification Preparation prepares the student for a professional industry examination in networking, the Cisco Certified Network Associate certification. This is next step in the networking career path following the CCENT Certification Prep Certificate. This certificate can be included as part of an AAS in Computer Information Systems with a networking specialization or as a stand-alone certification for professional development and career advancement. Students completing this certification will be prepared to seek entry level employment in occupations such as network analyst/technician.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate the ability to design reliable and secure computer networks.
- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems.

GRADUATION REQUIREMENTS

Students must complete a minimum of 16 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Eight (8) of the last 12 credits must be earned at Southwestern before the CCNA Certification Prep certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
WINTER = 4 CREDITS	**CIS6243 (4)** Network Academy Fundamentals I	
SPRING = 4 CREDITS	**CIS6244 (4)** Network Academy Fundamentals II	
FALL = 4 CREDITS	**CIS6245 (4)** Network Academy Fundamentals III	
WINTER = 4 CREDITS	**CIS6246 (4)** Network Academy Fundamentals IV	

16 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: NETWORK MANAGEMENT

The Computer Information Systems: Career Pathway Certificate of Completion: Network Management is intended to prepare the student for an entry-level job in networking management. Students completing this certification will be prepared to seek entry level employment in occupations such as network administrator and system administrator.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate the skills and knowledge to install, configure, and maintain end-user computer systems.
- Demonstrate the skills and knowledge to install, configure, and maintain network servers.
- Demonstrate the ability to plan and implement both wired and wireless networks sufficient for home or small business use.

GRADUATION REQUIREMENTS

Students must complete a minimum of 12 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Six (6) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Network Administration is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 4 CREDITS	**CIS279 (4)** Network Management I	
WINTER = 4 CREDITS	**CIS288 (4)** Network Management II	
SPRING = 4 CREDITS	**CIS284 (4)** Network Security	

12 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: SOFTWARE SUPPORT

The Computer Information Systems: Career Pathway Certificate of Completion: Software Support is intended to prepare the student for the industry examination in software applications. This 16 credit certification is an intensive program emphasizing the hands-on use of common business applicaitons. Students completing this certificate will have gained the knowledge and ability to successfully pass instdustry standard certification examinations. As a stand-alone certification, this can be used for professional development toward job advancement. As part of the AAS degree this certificate enhances the ability of the student to work efficiently in an office environment and provide support for colleagues. Students completing this certification will be prepared to seek entry level employment in occupations such as software applications specialists and software training and support specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate skills in the use of common business application software.

GRADUATION REQUIREMENTS

Students must complete a minimum of 16 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Software Support Certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 3 CREDITS	**CIS125W (3)** Word Processing Applications	
WINTER = 6 CREDITS	**CIS125DB (3)** Database Applications	**CIS125S (3)** Spreadsheet Applications
SPRING = 7 CREDITS	**CIS235 (4)** Intergrated Computer Projects	**CIS135W (3)** Desktop Publishing

16 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: WEB SITE FUNDAMENTALS

The Computer Information Systems: Career Pathway Certificate of Completion: Web Site Fundamentals is intended to prepare students for basic web site development with an emphasis in HTML construction. The program will assist in achieving the very basic skills necessary to begin a career in web design. The skills learned in these courses can also be used by individuals working for companies or for themselves who need to develop web pages as part of their work. Students completing this certification will be prepared to seek entry level employment in occupations such as web site designer, web developer, and webmaster.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Produce professional standards-based web sites implementing entry-level web design and production techniques.

GRADUATION REQUIREMENTS

Students must complete a minimum of 13 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Six (6) of the last 9 credits must be earned at Southwestern before the Web Production Specialist Certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 6 CREDITS	**CIS125WE (3)** Web Editor Applications[2]	**CIS195 (3)** Web Development I
WINTER = 3 CREDITS	**CIS125DM (3)** Digital Media Applications	
SPRING = 4 CREDITS	**CIS133WS (4)** Computer Language I - Web Scripting[3]	

13 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] CIS120 or demonstrated proficiency in Computer Literacy.

[2] J203, 205 or 215 may be substituted for CIS125WE.

[3] BA223 may be substituted for CIS133WS.

***Some CS/CIS courses may be offered only online.*

ASSOCIATE OF APPLIED SCIENCE CIS HEALTH INFORMATICS

Health Informatics is the rapidly developing scientific field that utilizes computer technology in the advancement of health care, and is one of the key components to creating an improved, higher-quality health care system. Individuals who earn this degree will be able to fill a variety of entry-level positions within any health care organization related to the use of technology in the management and delivery of health care services. Health Informatics combines computer technologies, information science, clinical practice, and business management, and helps coordinate the computer information systems used in hospitals and medical clinics. Health Informatics is the link between management, computer information technologies and medicine. It is the study of health data collection, storage and communication; data processing into health information suitable for administrative and clinical decision making; and computer and telecommunications technology applied to support these processes.

The Health Informatics Applied Associate of Science Degree is designed for persons interested in working in the health care industry to address the many and varied technology needs within the industry.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Evaluate, develop, implement, deploy, and maintain a health care information system.
- Design, develop, and manipulate effective databases and select appropriate supporting technological tools.
- Demonstrate the ability to work independently or in a group with sensitivity to the needs of clients and coworkers.
- Demonstrate the skills and knowledge to install, configure, and maintain hardware, software, and network requirements for a health care environment.
- Apply basic accounting and management strategies to manage, lead, and evaluate projects.

GRADUATION REQUIREMENTS

Students must complete a minimum of 99 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in CIS Health Informatics degree is awarded.

Data processing center, 1972.

ASSOCIATE OF APPLIED SCIENCE CIS HEALTH INFORMATICS

PREREQUISITES	**WR90 (3)** Paragraph Fundamentals	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69

FALL = 18 CREDITS	**CIS140 (4)** Introduction to Operating Systems	**CS160 (4)** Computer Science Orientation	**AH111 (3)** Medical Terminology I	**PSY201 (3)** General Psycholgy[2]	**MTH111 (4)** College Algebra
WINTER = 18 CREDITS	**CIS125DB (3)** Database Applications	**CS161 (4)** Introduction to Computer Science I	**AH112 (3)** Medical Terminology II	**CIS240U (3)** Advanced Operating Systems	**HIM110 (5)** Health Information Management
SPRING = 17 CREDITS	**WR121 (3)** English Composition	**CS162 (4)** Introduction to Computer Science II	**CS275 (4)** Database Management	**(3)** Specific Elective[3]	**HIM182 (3)** Health Care Delivery Systems

53 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 12 CREDITS	**CIS244 (3)** Systems Analysis	**CIS179 (3)** Introduction to Networks	**HIM283 (3)** Health Information Systems	**(3)** Specific Elective[3]	
WINTER = 17 CREDITS	**CIS245 (3)** Project Management	**BA205 (4)** Solving Communication Problems with Technology	**HIM285 (3)** Healthcare Financing and Compliance	**CS276 (4)** Advanced SQL	**(3)** Specific Elective[3]
SPRING = 17 CREDITS	**SP219 (3)** Small Group Discussion[4]	**PE231 (3)** Welness for Life[5]	**CIS225 (4)** End User Support	**CIS280 (4)** Field Experience	**(3)** Specific Elective[3]

46 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

99 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

[2] *PSY201 meets the AAS Human Relations Requirement.*

[3] *AAS CIS Health Informatics Specific Electives: Select four (4) courses from CIS278, 279, 188, WR122, 214 or 227, OA2591, BI231, 232, 233, BA211, BA224.*

[4] *SP100,SP111, SP112, SP217, SP218, or SP220 may be substituted for SP219.*

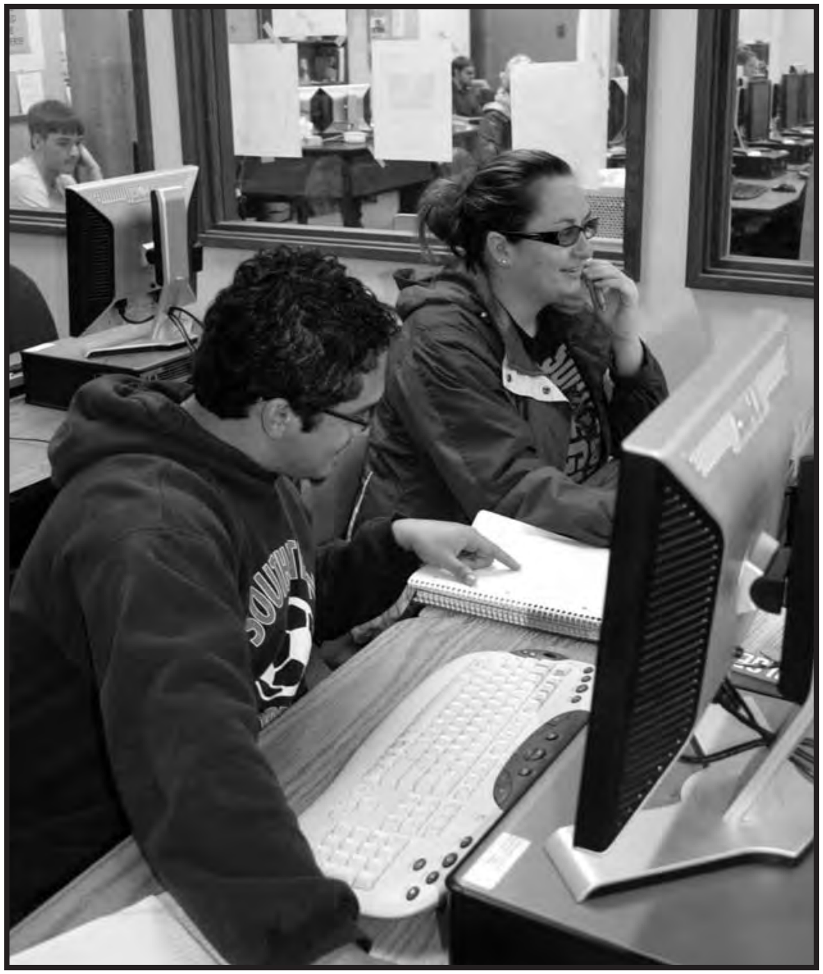
[5] *HE250 or three credits of PE185 may be substituted to meet this requirement.*

***Some CS/CIS/HIM courses may be offered only online.*

***CS/CIS coursework meets the AAS Computer Literacy requirement.*

ASSOCIATE OF SCIENCE CRIMINAL JUSTICE EMPHASIS

The Associate of Science degree, with an emphasis in Criminal Justice, is designed for students who plan to transfer and complete a baccalaureate degree in Criminal Justice (or related field) at specific four-year institutions. It may also be earned as a stand-alone degree for current criminal justice employees or for students who plan to apply for work after the completion of the two-year degree. This degree will satisfy most of the lower-division requirements of transfer institutions and is articulated with Southern Oregon University's Criminology and Criminal Justice program.



GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE CRIMINAL JUSTICE EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH95 (4)** Intermediate Algebra I (or placement test score)	**WR90 (3)** Paragraph Fundamentals (or placement test score)

FALL = 17 CREDITS	**CJ100 (4)** Introduction to Criminal Justice	**SP111 (3)** Fundamentals of Public Speaking[1]	**SOC204 (3)** General Sociology[2]	**WR121 (3)** English Composition	**(4)** Math/Science/Computer Science Course[3]
WINTER = 17 CREDITS	**CJ110 (4)** Introduction to Law Enforcement	**CJ101/SOC105 (4)** Introduction to Criminology	**SOC205 (3)** General Sociology[2]	**WR122 (3)** English Composition	**(4)** Math/Science/Computer Science Course[3]
SPRING = 17 CREDITS	**CJ220 (4)** Introduction to Substantive Law	**MTH111 (4)** College Algebra (or higher)	**SOC206 (3)** General Sociology[2]	**WR123 (3)** English Composition[4]	**(4)** Math/Science/Computer Science Course[3]

51 CREDITS = FIRST YEAR TOTAL

FALL = 15 CREDITS	**CJ222 (4)** Constitution and Criminal Procedure	**PE185 (1)** Physical Education[5]	**PS201 (3)** American Government	**MTH243/BA232 (4)** Introduction to Probability and Statistics	**(3)** Arts and Letters Course[6]
WINTER = 15 CREDITS	**CJ130 (4)** Introduction to Corrections	**PE185 (1)** Physical Education[5]	**CIS120 (4)** Concepts of Computing	**(3)** Specific Elective[7]	**(3)** Arts and Letters Course[6]
SPRING = 13 CREDITS	**CJ247 (3)** Criminal Justice Ethics	**PE185 (1)** Physical Education[5]	**(3)** Specific Elective[3]	**(3)** Specific Elective[7]	**(3)** Arts and Letters Course[6]

43 CREDITS = SECOND YEAR TOTAL

94 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] SP218 or 219 may be substituted for SP111.

[2] PSY201, 202 and 203 may be substituted for SOC204, 205 and 206.

[3] Refer to Associate of Science Degree Requirements, page 21. At least two of the courses must have labs.

[4] WR227 may be substituted for WR123.

[5] HE250 or PE231 may be substituted for three credits of PE185.

[6] Refer to Associate of Science Degree Requirements, page 21.

[7] Specific Electives may be selected from the following courses: CJ131, 140, 201, 203, 210, 213, 214, 215, 218, 225, 229, 230, 232, 243, 280, PSY203, 239, 243, .

ASSOCIATE OF APPLIED SCIENCE CULINARY ARTS

The Associate of Applied Science in Culinary Arts program offers chef training (basic and advanced) as well as restaurant management skills. After studying the fundamentals of classical and contemporary cuisine and restaurant procedures, students will develop advanced skills in Garde Manger and a la carte cooking. Students will have the opportunity to choose between a local or distant externship during their final term in the program. The graduate will have the necessary training to work in a variety of culinary establishments such as Sous Chef, Garde Manger, Kitchen Supervisor, and Restaurant Manager.

Oregon Coast Culinary Institute (OCCI) at Southwestern was granted a five-year accreditation by the American Culinary Federation, ACF in 2007. The five-year accreditation is the highest level available for initial accreditation by the ACF – the premier professional chefs' organization in North America, focusing its efforts on offering education, apprenticeship and industry certification. With the accreditation, OCCI's graduates will automatically gain the title of Certified Culinarian upon graduation, along with their associate's degrees.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate understanding of safe and effective kitchen equipment use and maintenance.
- Demonstrate expert-level operation of professional kitchen tools and equipment.
- Demonstrate knife skills, knife sharpening techniques, handling a steel, and cutting techniques.
- Understand the basic principles for using seasoning and flavoring to create good tasting food.
- Serv Safe Certification.
- Demonstrate food preparation for the following cooking methods - saute, broil, grill, braise, deep and stir fry, and poach.
- Understand basic principles of baking through formulas and measurement, mixing and gluten development and the baking process.
- Prepare a variety of pastry products.
- Become familiar with regional and international cuisine. Develop an appreciation for native products, herbs, and foods.
- Understand the basic principles of emulsification and all aspects of the elements of cold food pantry.
- Utilize concept of menu planning, cost control, purchasing, receiving, quality standards, profit, and staffing costs.
- Describe and apply the principles of nutrition to maximize nutrient retention in food preparation.
- Demonstrate supervisory skills and abilities utilizing critical thinking skills.

ENTRY REQUIREMENTS

This is a restricted program. For application and fee information, contact the Director of Student Recruiting at (541) 888-7195.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Culinary Arts degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE CULINARY ARTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)[1]	Reading Score of ASSET39 COMPASS69		
FALL = 22 CREDITS	**CRT2000 (5)** Introduction to Professional Cooking	**CRT2001 (6)** Basic Food Preparation	**CRT2002 (1)** Introduction to Food and Beverage Industry	**CRT2015 (3)** Sanitation and Safety for Managers	**SP218 (3)** Interpersonal Communication	**MTH81 (4)** Applied Math for Culinary Arts
WINTER = 21 CREDITS	**CRT2003 (6)** Baking and Pastry for Culinary Arts Majors	**CRT2005 (1)** Menu Planning and Design	**CRT2007 (1)** Inventory Control and Purchasing	**CRT2050 (6)** Regional and International Cuisine	**CRT2016 (3)** Culinary Nutrition	**CIS120 (4)** Concepts of Computing
SPRING = 19 CREDITS	**CRT2012 (6)** A La Carte I	**CRT2013 (6)** A La Carte II	**CRT2017 (3)** Restaurant Management and Supervision	**CRT2018 (1)** Culinary Arts Career Planning	**WR115 (3)** Introduction to Expository Writing[2]	

62 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 16 CREDITS	**CRT2004 (2)** Introduction to Vineyards and Beverages	**CRT2006 (2)** Restaurant Layout and Design	**CRT2060 (8)** Garde Manger	**HE250 (3)** Personal Health[3]	**CRT2038 (1)** Applied Visual Principles
FALL = 12 CREDITS	**CRT2280 (12)** Work Experience: Culinary Externship				

28 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTE

[1] *May substitute MTH55 for requirement.*

[2] *May be substituted with a higher level writing course. Course must be completed with a grade of 'C' or better.*

[3] *PE231 or three credits of PE185 may be substituted for HE250, course(s) must be completed with a grade of 'C' or better.*

ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

The Associate of Applied Science in Baking and Pastry Arts provides a broad foundation of baking and pastry theory and practical training necessary for success in the food service industry. Students will learn the art of creating tasty baked goods, pastries, and confections, from traditional bread baking to beauticul showpieces. Students will also learn to use sugar, syrups, icings and chocolate. Prepares students for a career as a professional baker or pastry chef in a bakery, restaurant, hotel or resort.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes.
- Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques.
- Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses, custards, and creams.
- Prepare a variety of fried baked goods to include fritters and doughnuts.
- Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough.
- Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.
- List and explain the application of mixes and other convenience products pertaining to the baking process.
- Utilize concept of cost control, purchasing, receiving, quality standards, profit and staffing costs.
- Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.
- Demonstrate supervisory skills and abilities utilizing critical thinking skills.
- Serv Safe Certification.

ENTRY REQUIREMENTS

This is a restricted program. For application and fee information, contact the Director of Student Recruiting at (541) 888-7195.

GRADUATION REQUIREMENTS

Students must complete a minimum of 91 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Baking and Pastry Arts degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

OREGON COAST
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ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)[1]	Reading Score of ASSET39 COMPASS69		
FALL = 23 CREDITS	**CRT2031(6)** Baking and Pastry Fundamentals I	**CRT2032 (7)** Baking and Pastry Fundamentals II	**CRT2015 (3)** Sanitation and Safety for Managers	**SP218 (3)** Interpersonal Communication	**MTH81 (4)** Applied Math for Culinary Arts	
WINTER = 19 CREDITS	**CRT2027 (1)** Basic Sugar	**CRT2033 (4)** Classic and Contemporary Cakes	**CRT2040 (6)** Culinary Arts for Baking and Pastry Majors	**CRT2028 (1)** Basic Chocolate	**CIS120 (4)** Concepts of Computing	**CRT2016 (3)** Culinary Nutrition
SPRING =22 CREDITS	**CRT2007 (1)** Inventory Control and Purchasing	**WR115 (3)** Introduction to Expository Writing[2]	**CRT2045 (7)** Retail Baking	**CRT2017 (3)** Restaurant Management and Supervision	**CRT2030 (3)** Bakery Design	**SPRING COURSES CONTINUED ON NEXT LINE**
SPRING CONTINUED	**CRT2024 (3)** Frozen Desserts	**CRT2026 (1)** Dessert Menu Development	**CRT2018 (1)** Culinary Arts Career Planning			

64 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 15 CREDITS	**CRT2034 (2)** Advanced Sugar and Chocolate	**CRT2042 (3)** Wedding Cakes	**CRT2037 (6)** Plated Desserts	**HE250 (3)** Personal Health[3]	**CRT2038 (1)** Applied Visual Principles
FALL = 12 CREDITS	**CRT2280 (12)** Work Experience: Culinary Externship				

27 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

91 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTE

[1] May substitute MTH55 for requirement.

[2] May be substituted with a higher level writing course. Course must be completed with a grade of 'C' or better.

[3] PE231 or three credits of PE185 may be substituted for HE250, course(s) must be completed with a grade of 'C' or better.

ASSOCIATE OF APPLIED SCIENCE EMERGENCY MEDICAL TECHNOLOGY (EMT) - PARAMEDIC

The Associate of Applied Science Emergency Medical Technology – Paramedic is designed for students seeking a career as a paramedic. The program meets or exceeds the required skills and knowledge necessary for national and state licensure testing. The program contains certification requirements at the EMT Basic and paramedic levels.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Assess patients and apply treatment protocols in simulated emergency medical situations.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Perform all basic and advance support skills in a safe and timely manner.

ENTRY REQUIREMENTS

For application and fee information, contact the Director at 541-888-1554. Due to continually changing laws and regulations students may be required to add, modify or delete courses an/or hours for the curriculum to meet current standards. See your advisor for current requirements.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a ‘C’ or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Emergency Medical Technology - Paramedic degree is awarded. The completion of the following certificates will be required in order to qualify for graduation: ACLS, PHTLS, AMLS, EPC or PEPP. Contact the director for more information on these certificates.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE EMERGENCY MEDICAL TECHNOLOGY (EMT) - PARAMEDIC

PREREQUISITES	**CHEM110 (4)** Foundations of General, Organic & Biochemistry[2]	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69
FALL = 16 CREDITS	**BI231 (4)** Anatomy and Physiology I	**EMT175 (3)** Intro. to Emergency Medical Services	**AH111 (3)** Medical Terminology I	**WR121 (3)** English Composition	**PSY201 (3)** General Psychology[3]
WINTER = 17 CREDITS	**BI232 (4)** Anatomy and Physiology II	**EMT170 (2)** Emergency Response Communication/Doc.	**EMT171 (2)** Emergency Response Patient Transport	**EMT151 (5)** EMT - Basic, Part A	**MTH70 (4)** Elementary Algebra (or higher)
SPRING = 19 CREDITS	**BI233 (4)** Anatomy and Physiology III	**CJ203 (3)** Crisis Intervention	**EMT169 (3)** EMT Rescue	**EMT152 (5)** EMT - Basic, Part B	**CIS120 (4)** Concepts of Computing
52 CREDITS = FIRST YEAR TOTAL REQUIREMENTS					
FALL = 15 CREDITS	**EMT296 (12)** EMT - Paramedic, Part I	**SP218 (3)** Interpersonal Communication[4]			
WINTER = 17 CREDITS	**EMT297 (14)** EMT - Paramedic, Part II	**BA285 (3)** Human Relations in Organizations			
SPRING = 17 CREDITS	**EMT298 (8)** EMT - Paramedic, Part III	**EMT280F (6)** CWE - Internship	**HE250 (3)** Personal Health[5]		
49 CREDITS = SECOND YEAR TOTAL REQUIREMENTS					
101 CREDITS = TOTAL PROGRAM REQUIREMENTS					

PROGRAM NOTES

[1] MTH55 may be substituted.

[2] CHEM223 may be substituted.

[3] PSY202, 203 or 237 may be substitued for PSY201.

[4] SP219 may be substituted for SP218.

[5] PE231 or HE250 only for students in this program. PE185 courses will not meet this requirement.

ASSOCIATE OF SCIENCE ENGINEERING EMPHASIS

The Associate of Science with an emphasis in engineering is designed for students who intend to transfer and earn a Bachelor's degree from a four-year college or university, majoring in one of the mainstream disciplines of chemical, civil, computer, electrical, or mechanical engineering. The curriculum has been specifically designed to meet most of the lower-division requirements for mechanical, electrical, and civil engineering degree programs at Oregon State University and Portland State University. With minor modifications, the curriculum can be adapted to satisfy most of the lower-division requirements for Computer and Chemical Engineering degree programs. Specific requirements vary depending upon the institution and the discipline, making it very important to work with an advisor and the most current curriculum revisions.

The Associate of Science degree is theoretically oriented, preparing students to use scientific methods for problem solving in practical engineering situations. There are other degrees and certificate programs at Southwestern oriented for students who want to enter the workforce immediately and/or want to verify that engineering is a suitable career selection.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term)

ASSOCIATE OF SCIENCE ENGINEERING EMPHASIS

PROGRAM REQUIREMENTS

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH112 (4)** Elementary Functions	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 15 CREDITS	**ENGR111 (3)** Engineering Orientation	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	
WINTER = 18 CREDITS	**ENGR112 (3)** Engineering Computation	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	**(3)** Arts and Letters or Social Sciences Course[1]
SPRING = 18 CREDITS	**ENGR245 (3)** Engineering Graphics and Design	**MTH252 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**WR227 (3)** Report Writing	**(3)** Arts and Letters or Social Sciences Course[1]
51 CREDITS = FIRST YEAR TOTAL					
FALL = 18 CREDITS	**CHEM221 (5)** General Chemistry	**ENGR201 (3)** Electrical Fundamentals I	**ENGR211 (3)** Statics	**MTH254 (4)** Vector Calculus I	**(3)** Arts and Letters or Social Sciences Course[1]
WINTER = 18 CREDITS	**CHEM222 (5)** General Chemistry	**SP111 (3)** Fundamentals of Public Speaking	**ENGR212 (3)** Dynamics	**MTH255 (4)** Vector Calculus II	**(3)** Arts and Letters or Social Sciences Course[1]
SPRING = 14-16 CREDITS	**(3) - (5)** Engineering Specifc Elective[2]	**(3)** Health/Fitness Course[3]	**(4)** Mathematics Specific Elective [4]	**MTH256 (4)** Differential Equations	
50-52 CREDITS = SECOND YEAR TOTAL					
101-103 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] Arts and Letters/Social Sciences courses selected from each of the following areas: Arts and Letters - two courses from: ENG104, 105, 106, 107, 108, 109, 201, 202, 203, 204, 205, 206; PHL101 or 102 (not both).

Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, 202; PS201, 202; SOC204, 205; Western Culture, one course from: HST101, 102, 103, 201, 202, 203.

[2] Engineering Specific Elective: One course selected from the following list (after consultation with and advisor): CHEM223; ENGR202, 213.

[3] One health/fitness course selected from HE250, PE231 or three credits of PE185.

[4] Mathematics Specific Elective: One course selected from the following list (after consultation with an advisor): MTH243, 260, 265.

- Students planning to transfer to Oregon State University (OSU) should also consider taking one biological science course from the following list (a general Baccalaureate course requirement at OSU): BI101, 201, 234.

- The following courses are also appropriate for various engineering degree programs and will generally transfer to most four-year colleges and universities: CS160, 161, 162; MTH231, 232.

ASSOCIATE OF APPLIED SCIENCE FIRE SCIENCE TECHNOLOGY

Career Pathway Certificate of Completion:
Fire Science Technology Level I (18.5 Credits)

↓

Certificate of Completion
Fire Science Technology Level II (50 Credits)

↓

Associate of Applied Science
Fire Science Technology (94 Credits)

The Associate of Applied Science in Fire Science Technology program includes the necessary general education and specialized fire and emergency medical services courses to prepare students for careers at entry-level positions within the fire service. This curriculum was developed in cooperation with the College Fire Science Advisory Committee and the Oregon Department of Public Safety Standards and Training (DPSST). Due to continually changing laws and regulations mandated by Oregon's Occupational Safety and Health Administration (OR-OSHA), DPSST and the National Fire Protection Association (NFPA), students may be required to add, modify or delete courses and/or hours to the curriculum to meet current standards. See your advisor for current requirements.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 94 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Fire Science Technology degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE FIRE SCIENCE TECHNOLOGY

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 16.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**(3)** Health/Physical Education Course[2]	**WR115 (3)** Introduction to Expository Writing[3]	**MTH70 (4)** Elementary Algebra (or higher)	
WINTER = 17 CREDITS	**FS5245 (3)** NFPA Firefighter I Part B	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**CIS120 (4)** Concepts of Computing	**(4)** Elective[4]	
SPRING = 14.5 CREDITS	**FS5282 (3)** Fire Codes and Related Ordinances	**FS9380 (2.5)** S-215 Fire Ops/ Urban Interface	**EMT169 (3)** EMT Rescue	**(3)** Human Relations Course[5]	**SP218 (3)** Interpersonal Communication[6]	
48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS						
FALL = 15 CREDITS	**FS5676 (3)** Fire and Emergency Service Administration	**FS5259 (3)** Fire Organization and Command	**FS5280 (1)** Cooperative Work Experience	**FS9060 (1)** Emergency Response to Terrorism	**(3)** Fire Science Specific Elective[7]	**(4)** Elective[4]
WINTER = 15 CREDITS	**FS5675 (3)** Fire Protection Systems and Extinguishers	**EMT151 (5)** EMT - Basic, Part A	**FS5280 (1)** Cooperative Work Experience	**FS5289 (3)** Legal Aspects of the Fire Service	**(3)** Fire Science Specific Elective[7]	
SPRING = 16 CREDITS	**FS5672 (4)** Princ. Fire & Emergency Services Safety & Survival	**EMT152 (5)** EMT - Basic, Part B	**FS5280 (1)** Cooperative Work Experience	**FS996B (3)** Fundamentals of Fire Prevention	**(3)** Fire Science Specific Elective[7]	
46 CREDITS = SECOND YEAR TOTAL REQUIREMENTS						
94 CREDITS = TOTAL PROGRAM REQUIREMENTS						

PROGRAM NOTES

[1] MTH55 may be substituted.

[2] PE231, HE250 or 3 credits of PE185 will fulfill this requirement, PE185PSC is recommended.

[3] WR214T may be substituted for WR115.

[4] Developmental and remedial courses, CS101 and WR121 will not fulfill elective requirement.

[5] BA285, PSY201 or PSY203 may be taken to fulfill this requirement.

[6] SP219 may be substituted for SP218.

[7] Fire Science Specific Electives: FS9380, HE260/9360 or contact the Fire Science Coordinator.

CERTIFICATE OF COMPLETION FIRE SCIENCE TECHNOLOGY: LEVEL II

The Certificate of Completion Fire Science Technology: Level II prepares the student to meet the minimum requirements to compete for some paid fire fighting positions.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Fire Science Technology: Level II is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics[1]	
FALL = 15.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**WR115 (3)** Introduction to Expository Writing[2]	**MTH70 (4)** Elementary Algebra (or higher)	**PE185 (2)** Physical Education[3]
WINTER = 18 CREDITS	**FS5245 (3)** NFPA Firefighter I Part B	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**CIS120 (4)** Concepts of Computing	**EMT151 (5)** EMT - Basic, Part A
SPRING = 16.5 CREDITS	**FS5282 (3)** Fire Codes and Related Ordinances	**FS9380 (2.5)** S-215 Fire Ops/ Urban Interface	**HE260 (3)** First Responder[4]	**BA285 (3)** Human Relations in Organizations	**EMT152 (5)** EMT - Basic, Part B

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *TWR214T may be substituted for WR115.*

[3] *Students are advised to take weight training, super circuit or public safety conditioning, PE185PSC is recommended.*

[4] *HE260 counts as a Fire Science Elective.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: FIRE SCIENCE TECHNOLOGY LEVEL I

The Fire Science Technology: Career Pathway Certificate of Completion: Fire Science Technology Level I prepares the student to become a volunteer firefighter. This certificate is for High School students 16 years or older or volunteer firefighters.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18.5 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Fire Science Technology: Career Pathway Certificate of Completion: Fire Science Technology Level I is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 7.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**PE185 (1)** Physical Education[1]
WINTER = 7 CREDITS	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**PE185 (1)** Physical Education[1]
SPRING = 4 CREDITS	**HE260 (3)** First Responder[2]	**PE185 (1)** Physical Education[1]	

18.5 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *Students are advised to take weight training, super circuit or public safety conditioning, PE185PSC is recommended.*

[2] *HE260 counts as a Fire Science Elective.*

CERTIFICATE OF COMPLETION GREEN TECHNICIAN

The Certificate of Completion Green Technician prepares students to offer a broad-based technician program infused with sustainable topics and considerations. The primary goal of the program is to introduce students to knowledge and technical skills that will be transferable to a wide range of industries and employment opportunities.

The entire certificate is offered through online courses with supplemental labs offered and accessible through Southwestern Oregon Community College. This is a restricted entry program. For more information about this program, including how and when enrollment will be accepted, please contact the Associate Dean for Student Learning, at 541-888-7312.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Utilize multi-skill, systems thinking to problem solving.
- Apply generally accepted concepts of sustainability, green technologies, process improvements, and elimination of waste.
- Investigate, for employment, various emerging careers in green technology.
- Demonstrate the applied reading and workplace math skills needed on-the-job.
- Think critically.
- Apply concepts and practices to work effectively in teams.
- Apply entry-level electrical, mechanical, and heating/cooling systems skills within the employment environment.
- Adjust to rapidly changing technology.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Green Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)			
FALL = 14 CREDITS	**GT101 (3)** Introduction to Industrial Sustainability	**GT102 (2)** Green Industrial Safety	**GT103 (3)** Mechanical Systems	**GT104 (2)** Electrical Systems Troubleshooting I	**GT105 (4)** Workplace Math / Applied Math	
WINTER = 15 CREDITS	**GT106 (2)** Introduction to Green Technologies	**GT107 (3)** Electrical Systems Troubleshooting II	**GT108 (2)** Building Sytems	**GT109 (3)** HVACR Systems Operations	**GT110 (2)** Workplace Communications	**WR115 (3)** Introduction to Expository Writing (or higher)
SPRING = 16 CREDITS	**GT111 (2)** Preventive Maintenance and Energy Conservation	**GT112 (3)** Control Systems	**GT113 (2)** Fluid Power	**GT114 (3)** Local Applications for Alternative Energy	**GT115 (3)** Human Relations / Customer Service Bus.	**(3)** Elective

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

ASSOCIATE OF SCIENCE MATHEMATICS EMPHASIS

The Associate of Science degree with an emphasis in mathematics has a broad range of mathematical courses that are complemented by internship courses that students use as a preview for career paths. Students who have an Associate of Science degree may wish to transfer into advanced programs of mathematics, or they may continue in General Studies baccalaureate degree programs which they can tailor to their specific interests. Interest in mathematics should involve a broad search to match personal interest to career potential.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE MATHEMATICS EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH112 (4)** Elementary Functions	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	

PROGRAM REQUIREMENTS

FALL = 15-16 CREDITS	**(4)** Biological Science Course[1]	**MTH251 (4)** Calculus I (Differential Calculus)	**(4) - (5)** Natural/Applied Science Course[2]	**WR121 (3)** English Composition	
WINTER = 17-18 CREDITS	**(3)** Computer Language Course[4]	**MTH252 (4)** Calculus II (Integral Calculus)	**(4) - (5)** Natural/Applied Science Course[2]	**WR122 (3)** English Composition	**(3)** Arts and Letters/Social Sciences Course[3]
SPRING = 18-19 CREDITS	**MTH265 (4)** Probability and Statistics with Calculus	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**(4) - (5)** Natural/Applied Science Course[2]	**WR123 (3)** English Composition[5]	**(3)** Arts and Letters/Social Sciences Course[3]

50-53 CREDITS = FIRST YEAR TOTAL

FALL = 14-16 CREDITS	**MTH254 (4)** Vector Calculus I	**MTH231 (4)** Elements of Discrete Mathematics I	**(3)** Arts and Letters/Social Sciences Course[3]	**(3) - (5)** Mathematics/Science Course[6]
WINTER = 14-16 CREDITS	**MTH255 (4)** Vector Calculus II	**MTH232 (4)** Elements of Discrete Mathematics II	**(3)** Arts and Letters/Social Sciences Course[3]	**(3) - (5)** Mathematics/Science Course[6]
SPRING = 13-15 CREDITS	**MTH256 (4)** Differential Equations	**SP111 (3)** Fundamentals of Public Speaking	**(3)** Health/Fitness Course[7]	**(3) - (5)** Mathematics/Science Course[6]

41-47 CREDITS = SECOND YEAR TOTAL

91-100 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] *Biological sciences course selected from BI101, 201, or 234.*

[2] *Natural Applied Sciences Courses selected from: BI201, 202, 203, 231, 232, 233; CS160, 161, 162; ENGR201, 202, 203, 211, 212, 213; G201, 202, 203; PH211, 213, 213.*

[3] *Arts and Letters/Social Sciences courses selected from each of the following areas: Arts and Letters - two courses from: ENG104, 105, 106, 107, 108, 109, 201, 202, 203, 204, 205, 206; PHL101 or 102 (not both).*

Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, 202; PS201, 202; SOC204, 205; Western Culture, one course from: HST101, 102, 103, 201, 202, 203.

[4] *One computer language course selected from CIS133VB, CS160, 161, 162; ENGR112.*

[5] *WR227 may be substituted for WR123.*

[6] *Three additional mathematics/science courses selected from either the list provided in Note or the following list: BI234; G146, 207, 220; GS107, 108; MTH260.*

[7] *One health/fitness course from HE250, PE231 or three credits PE185.*

ASSOCIATE OF SCIENCE MARINE BIOLOGY EMPHASIS

The Associate of Science Marine Biology Emphasis is designed for students who intend to transfer to the University of Oregon (UO) and complete their degee at Oregon Institute of Marine Biology (OIMB), majoring in marine biology. The background offered by this major, however, is entirely appropriate for preparation for upper division emphasis in other professional fields like medical, dental or veterinary school.

This Associate of Science Marine Biology Emphasis curriculum has been specifically designed to meet the majority of the lower-division requirements for the UO's Marine Biology, or UO's Biology with Marine Biology Emphasis degree program. It's very important to begin work with your UO faculty advisor, who will keep you apprised of all degree requirements and the most current curriculum revisions.

A Marine Biology major will receive the same solid background in modern Biology (including cell biology, molecular biology, evolutionary biology, physiology and ecology) as a UO general Biology major, but will also experience several terms of the hands-on field-based learning for which marine laboratories, including OIMB, are renowned. Both the Southwestern Oregon Community College (SWOCC) campus and the UO/OIMB campus have student housing and dining halls to accommodate the students.

Dissecting crawfish, 1967.

Career options for Marine Biology graduates include jobs in state and federal government, advanced training for research and teaching in the marine sciences, and most other careers available to broadly trained biologists.

SWOCC students enrolled in the Associate of Science Marine Biology Emphasis spend time in classes on the SWOCC campus, as well as a class or two at the OIMB. To be accepted into the UO Marine Biology program, the four-year degree will require courses at SWOCC, and UO, and at least three terms at OIMB in Charleston. At SWOCC, students take introductory biology courses and fulfill chemistry, mathematics, physics, and general education requirements. Upper division biology courses are taken at OIMB and the UO, Eugene.

On completion of the General Biology sequences (BI201, 202, 203 at SWOCC; or BI211, 212, and 213 at UO; and BI214 UO) students may apply to become a UO/OIMB marine biology major. A written statement of purpose and academic standing (i.e., overall GPA and GPA in the Sciences) will be used to determine entry into the program major. The statement of purpose contains questions that focus on the student's purpose for choosing the major, including career goals and plans. See UO/OIMB website for details relating to application to the program. http://www.uoregon.edu/~oimb/

DUAL ADMISSION/DUAL ENROLLMENT

SWOCC and the UO have a dual admission and dual enrollment agreement. Dual enrollment students are admitted and enrolled at SWOCC and admitted to UO before they complete their program of studies at SWOCC. To apply for dual admission and dual enrollment privileges, complete the form found at this website: http://admissions.uoregon.edu/apply/pdf/SOCCDualAdmissionApp.pdf

Dual enrollment is limited. Fulfilling minimum requirements does not guarantee admission to the Dual Enrollment and Dual Admission Program.

GRADUATIONREQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE MARINE BIOLOGY EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH112 (4)** Elementary Functions	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**BI201 (4)** Introductory Biology	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	**BI199 (1)** Marine Habitats of the Oregon Coast
WINTER = 17 CREDITS	**BI202 (4)** Introductory Biology	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	
SPRING = 17 CREDITS	**BI203 (4)** Introductory Biology	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**BI142 (4)** Habitats: Marine Biology	

50 CREDITS = FIRST YEAR TOTAL

FALL = 14-16 CREDITS	**CHEM221 (5)** General Chemistry	**(3)** Arts and Letters[2]	**(3)** Social Sciences[3]	**(3) - (5)** Elective[6]
WINTER = 14-16 CREDITS	**CHEM222 (5)** General Chemistry	**(3)** Arts and Letters[2]	**(3)** Social Sciences[3]	**(3) - (5)** Elective[6]
SPRING = 14 CREDITS	**CHEM223 (5)** General Chemistry	**(3)** Speech/Oral Communication Course[4]	**(3)** Health/Fitness Course[5]	**WR123 (3)** English Composition[1]

42-46 CREDITS = SECOND YEAR TOTAL

92-96 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] *WR227 may be substituted for WR123.*

[2] *Select six (6) credit hours of Arts and Letters from Distribution Requirement courses listed on page 21.*

[3] *Select six (6) credit hours of Social Sciences from Distribution Requirement courses listed on page 21.*

[4] *One course taken from SP100, SP111, SP112, SP217, SP218 or SP219.*

[5] *One 3-credit course HE250 or PE2331 or 3 one-credit courses from PE185.*

[6] *Students may take any college-level course that would bring total credits to 90 quarter hours. Career Technical courses may only be applied to the AS degree in the designated emphasis areas which are governed by agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog program page). Career technical courses offered at community college are identified by a specific alpha prefixes, see page 104.*

ASSOCIATE OF APPLIED SCIENCE MEDICAL ASSISTANT

Career Pathway Certificate of Completion:
Health Care Career Core (12 Credits)

Career Pathway Certificate of Completion:
Medical Aide (32 Credits)

Certificate of Completion
Medical Clerical (50 Credits)

Associate of Applied Science
Medical Assistant (90 Credits)

The Associate of Applied Science in Medical Assistant prepares students in the first year of the curriculum to perform initial clerical duties in hospitals, medical clinics, and other medical facilities. The second year adds skills in medical terminology, management, and clinical skills with emphasis on the role of the medical assistant in the medical care delivery team.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.
- Demonstrate proficiency in medical office administrative practices.
- Demonstrate comprehensive knowledge of clinical practice.

GRADUATION REQUIREMENTS

Students must complete a minimum of 92 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Medical Assistant degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Classroom, 1964.

ASSOCIATE OF APPLIED SCIENCE MEDICAL ASSISTANT

PROGRAM REQUIREMENTS

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	
SPRING = 16 CREDITS	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH70 (4)** Elementary Algebra (or higher)	**AH150 (3)** Medical Office Coding	**OA116 (3)** Office Procedures	**AH151 (3)** Reimbursement Management	
48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS						
SUMMER = 2 CREDITS	**AH2280 (2)** Cooperative Work Experience					
FALL = 12 CREDITS	**OA2591 (3)** Proofreading and Editing	**PHAR5472 (3)** Pharmacology	**SP218 (3)** Interpersonal Communication[1]	**(3)** Elective[2]		
WINTER = 14 CREDITS	**OA240 (3)** Filing and Records Management	**AH131 (4)** Clinical Procedures I	**AC2766 (4)** Accounting I[3]	**PE231 (3)** Wellness for Life[4]		
SPRING = 14 CREDITS	**BA177 (3)** Payroll Records and Accounting	**AH132 (4)** Clinical Procedures II	**AH2280 (4)** Cooperative Work Experience[5]	**(3)** Elective[2]		
42 CREDITS = SECOND YEAR TOTAL REQUIREMENTS						
90 CREDITS = TOTAL PROGRAM REQUIREMENTS						

PROGRAM NOTES

[1] *SP100, SP111, SP112, SP217, or SP219 may be substituted for SP218.*

[2] *Developmental and remedial courses and OA121 and CIS101 will not fulfill the elective requirements.*

[3] *BA211 may be substituted for AC2766.*

[4] *HE250 or three credits of PE185 may be substituted for PE231.*

[5] *Must complete AH131 and AH132 with a grade of 'C' or better before participating in Cooperative Work Experience.*

CERTIFICATE OF COMPLETION MEDICAL CLERICAL

The Medical Assistant: Certificate of Completion in Medical Clerical prepares students to perform initial clerical duties in hospitals, medical clinics, and other medical facilities. The graduate will be prepared to schedule and receive patients, obtain patient data, maintain medical records, and assume general medical office responsibilities.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.
- Demonstrate proficiency in medical office administrative practices.
- Demonstrate proficiency in word processing.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Medical Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	
SPRING = 16 CREDITS	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH70 (4)** Elementary Algebra (or higher)	**AH150 (3)** Medical Office Coding	**OA116 (3)** Office Procedures	**AH151 (3)** Reimbursement Management	
48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS						
Summer = 2 CREDITS	**AH2280 (2)** Cooperative Work Experience					
2 CREDITS = SECOND YEAR TOTAL REQUIREMENTS						
50 CREDITS = TOTAL PROGRAM REQUIREMENTS						

MEDICAL ASSISTANT

CAREER PATHWAY CERTIFICATE OF COMPLETION: MEDICAL AIDE

The Medical Assistant: Career Pathway Certificate of Completion: Medical Aide prepares students to work in a medical office or as an aide in a healthcare setting. Medical clerical workers or aides will process and transmit information to physicians, patients, and office personnel and outside organizations. These activities require a good command of the English language, medical terminology, and a basic understanding of the structure and functions of the human body. Medical clerical workers or aides must be tactful in their dealings with many different people, and therefore should possess excellent interpersonal skills. Discretion, judgment, organizational ability, and initiative are important, as well as versatility and adaptability. Conscientiousness, a sense of responsibility, and respect for the confidential nature of medical information are also required. Sample jobs/titles include: Home Health Aide, Caregiver, Personal Care Attendant, Residence Assistant, Office Clerk/Receptionist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply prefix, suffix, and root word meanings related to human body systems, to the pathology, diagnostic procedures and treatments associated with these systems.
- Describe normal structure and function of all human body systems.
- Demonstrate effective communication skills (listening and speaking) that can be applied in future employment settings.

GRADUATION REQUIREMENTS

Students must complete a minimum of 32 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Medical Assistant: Career Pathway Certificate of Completion: Medical Aide is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society			
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	

32 CREDITS = TOTAL PROGRAM REQUIREMENTS

CAREER PATHWAY CERTIFICATE OF COMPLETION: HEALTHCARE CAREER CORE

The Medical Assistant: Career Pathway Certificate of Completion: Healthcare Career Core was designed based on the 2001 Institute of Medicine report "Crossing the Quality Chasm: A New Health System for the 21st Century" recommended that all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics. These five core competencies are taught within an interdisciplinary student centered environment.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide patient-centered care-identify, respect, and care about patients' differences, values, preferences, and expressed needs; coordinate care, listen to, clearly inform, communicate with, and educate patients; share decision-making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles.
- Work in interdisciplinary teams: cooperate, collaborate, communicate, integrate care in teams to ensure that care is continuous and reliable.
- Employ evidence-based practice-integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.
- Apply quality improvement-identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes of care with the objective of improving quality.
- Utlize informatics-communicate, manage knowledge, mitigate error, and support decision-making using information technology.

GRADUATION REQUIREMENTS

Students must complete a minimum of 12 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Medical Assistant: Career Pathway Certificate of Completion: Healthcare Career Core is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	
FALL = 7 CREDITS	**CIS120 (4)** Concepts of Computing	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 5 CREDITS	**HIM110 (5)** Health Information Systems		

12 CREDITS = TOTAL PROGRAM REQUIREMENTS

ASSOCIATE OF SCIENCE NATURAL SCIENCE EMPHASIS

The Associate of Science degree with an emphasis in natural science focuses on biology, chemistry, geology, physics, or mathematics. This curriculum offers sufficient flexibility for majors in any of these fields and is especially suited to pre-medical or pre-dental majors. Students who intend to transfer to earn a Baccalaureate degree in engineering, computer science, or environmental science should refer to those specific programs.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 16 CREDITS	**(4)** Biological Science Course[1]	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	
WINTER = 18-19 CREDITS	**(3)** Arts and Letters/ Social Sciences[2]	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	**(3) - (4)** Computer Language Course[3]
SPRING = 19 CREDITS	**(3)** Arts and Letters/ Social Sciences[2]	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**WR123 (3)** English Composition[4]	**MTH265 (4)** Probability and Statistics with Calculus
53-54 CREDITS = FIRST YEAR TOTAL					
FALL = 14-18 CREDITS	**CHEM221 (5)** General Chemistry	**(3)** Arts and Letters/ Social Sciences[2]	**(3) - (5)** Mathematics/Science Course[5]	**(3) - (5)** Mathematics/Science Course[5]	
WINTER = 14-18 CREDITS	**CHEM222 (5)** General Chemistry	**(3)** Arts and Letters/ Social Sciences[2]	**(3) - (5)** Mathematics/Science Course[5]	**(3) - (5)** Mathematics/Science Course[5]	
SPRING = 14-16 CREDITS	**CHEM223 (5)** General Chemistry	**SP111 (3)** Fundamentals of Public Speaking	**(3)** Health/Fitness Course[6]	**(3) - (5)** Mathematics/Science Course[5]	
42-52 CREDITS = SECOND YEAR TOTAL					
95-106 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] *Select from BI101, BI201, or BI234.*

[2] *Arts and Letters/Social Sciences courses must be selected from each of the following areas: Arts and Letters - two courses from: ENG104, ENG105, ENG106, ENG107, ENG108, ENG109, ENG201, ENG202, ENG203, ENG204, ENG205, or ENG206; PHL101 or PHL102 (not both). Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, ECON202; PS201, PS202; SOC204, SOC205; Western Culture, one course from: HST101, HST102, HST103, HST201, HST202, HST203.*

[3] *One computer language course must be selected from CIS133VB, CS160, CS161, CS162; ENGR112.*

[4] *WR227 may be substituted for WR123.*

[5] *Mathematics/Science courses must be selected from: BI201, BI202, BI203; BI231, BI232, BI233; BI234; CS160, CS161, CS162; ENGR201, ENGR202, ENGR203; ENGR211, ENGR212, ENGR213; G201, G202, G203; G146, G207, G220; GS107, GS108; MTH231, MTH232, MTH254, MTH255, MTH256, MTH260.*

[6] *One Health/Fitness course must be selected from HE250, PE231 or three credits of PE185.*

ASSOCIATE OF APPLIED SCIENCE NURSING

The Associate of Applied Science in Nursing is intended for students seeking a career as a Registered Nurse. The program prepares students to practice professional nursing in a variety of settings. Upon completion of the program, students will be awarded an Associate of Applied Science degree and are eligible to sit for the national licensure examination (NCLEX-RN) leading to a licensure as a Registered Nurse.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Act personally and professionally based on a set of shared core nursing values.
- Develop insight through reflection, self-analysis, and self-care.
- Engage in ongoing intentional learning.
- Demonstrate leadership in nursing and health care.
- Collaborate as part of a health care team.
- Practice within, utilize, and contribute to the broader health care system.
- Practice relationship-centered care.
- Communicate effectively.
- Make sound clinical judgments.
- Locate, evaluate and use the best available evidence in making practice decisions.

ENTRY REQUIREMENTS

This is a restricted entry program. Students are required to submit an application to the college and a separate application to the nursing program. A total of 50 prerequisites must be completed prior to beginning the nursing program. Thirty (30) of the 50 credits must be completed by the end of fall term preceding admission and must include at least one term of Anatomy and Physiology. Selection of applicants is based on a point system described in the application/information packet.

Acceptance to the program allows for co-admission to the Oregon Health & Science University (OHSU) nursing program. Students are eligible to complete a bachelor's degree in Nursing from OHSU either full time in three quarters or part-time.

For more information, contact the Program Secretary, Sumner Hall, Room 4 at 541-888-7443. Information may also be obtained online at *www.socc.edu/academics/pgs/degrees/aas-degree/associate-of-applied-science-nursing.shtml*.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Nursing degree is awarded.

Student must complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE IN NURSING

PREREQUISITE YEAR REQUIREMENTS

SUMMER = 15 CREDITS	**CHEM110 (4)** Foundations of General, Organic & Biochemistry[1]	**FN225 (4)** Nutrition	**CIS120 (4)** Concepts of Computing[2]	**(3)** Any 200 level Social Science Course
FALL = 15 CREDITS	**BI231 (4)** Human Anatomy and Physiology I[3]	**MTH95 (4)** Intermediate Algebra II	**WR121 (3)** English Composition	**BI234 (4)** Microbiology

THIRTY (30) CREDITS MUST BE COMPLETED BY THE END OF FALL TERM PRECEDING ADMISSION AND MUST INCLUDE ONE TERM OF ANATOMY AND PHYSIOLOGY

WINTER = 10 CREDITS	**BI232 (4)** Human Anatomy and Physiology II	**PHL102 (3)** Ethics[4]	**WR122 (3)** English Composition
SPRING = 10 CREDITS	**BI233 (4)** Human Anatomy and Physiology III	**PSY237 (3)** Life Span Development	**SP218 (3)** Interpersonal Communication[5]

50 CREDITS = PREREQUISITE YEAR TOTAL REQUIREMENTS

PROGRAM NOTES

[1] Students applying for the Nursing program must have completed either a Chemistry sequence or CHEM110 within the last seven years.
[2] CIS120 Concepts in Computing or documented proficiency.
[3] Students must be enrolled in or have completed BI231 prior to submitting an application in fall term.
[4] PHL205 Bioethics may be substituted for PHL102.
[5] SP219 may be substituted for SP218.

Nursing graduates 1972.

ASSOCIATE OF APPLIED SCIENCE IN NURSING

FALL = 15 CREDITS	**NRS110 (9)** Foundations of Nursing: Health Promotion	**ANTH221 (3)** Cultural Anthropology[6]	**BI149 (3)** Introduction to Human Genetics	
WINTER = 15 CREDITS	**NRS111 (6)** Foundations of Nursing: Chronic Illness I	**NRS230 (3)** Clinical Pharmacology I	**NRS232 (3)** Pathophysiology Processes	**WR123 (3)** English Composition[7,8]
SPRING = 15 CREDITS	**NRS112 (6)** Foundations of Nursing: Acute Care I	**NRS231 (3)** Clinical Pharmacology II	**NRS233 (3)** Pathophysiology Processes II	**PHL103 (3)** Introduction to Logic and Critical Thinking[8]

45 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**NRS222 (9)** Foundations of Nursing: Acute Care II	**(6)** Humanities/Soc. Sciences or Natural Sciences[9]	
WINTER = 15 CREDITS	**NRS221 (9)** Foundations of Nursing: Chronic Illness II	**(6)** Humanities/Soc. Sciences or Natural Sciences[9]	
SPRING = 15 CREDITS	**NRS224 (9)** Scope of Practice/ Integrated Practicum	**(3)** Elective[11]	**HE250 (3)** Personal Health[10]

45 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[6] *ANTH222 or ANTH223 may be substituted for ANTH221.*

[7] *WR227 Report Writing may be substituted for WR123.*

[8] *WR123 and PHL103 may be taken in Winter or Spring term.*

[9] *Humanities/Social or Natural Science Courses: A minimum of 11 credits of Humanities/Social Science or Natural Science courses must be selected from outside of the student's area of concentration. College level courses may be selected from the following: ANTH, ART, ASL (200 level), BI, BOT201, CHEM, CJ100, CJ101, CJ201, CJ220, CJ243, CS133VB, CS133WS, CS160, CS161, CS162, CS233VB, CS261, ECON202, ED169, ED258, ENG, G (200 level), GEOG105, GER (200 level), GS, HD208, HDFS222, HDFS225, HDFS229, HDFS247, HST, HUM, J, MUS, MUP105, PH, PHL, PS (200 level), PSY (200 level), SOC (200 level), SP, SPAN (200 level), TA, WR (200 level), and WS.*

[10] *PE231 or three credits of PE185 may be substituted for HE250.*

[11] *Developmental and remedial courses will not fulfill elective requirement.*

PARAEDUCATOR/EDUCATIONAL ASSISTANT

CERTIFICATE OF COMPLETION PARAEDUCATOR/EDUCATIONAL ASSISTANT

The Certificate of Completion Paraeducator/Educational Assistant is a one-year certificate that prepares students to work in public or private elementary and secondary schools. Paraeducators/educational assistants serve in positions for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services. Emphasis is placed on competency-based skill development in child growth and development, classroom management, technology, individuals with disabilities, working with families, and basic instructional techniques.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations.
- Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations.
- Apply best practices in classroom management to optimize the potential for student learning.
- Apply technology to support teaching, learning and communication.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Students should meet with an advisor to evaluate professional experience and previous course work prior to beginning this course of study. All students are required to obtain a valid First Aid and CPR card.

GRADUATION REQUIREMENTS

Students must complete a minimum of 47 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Para Educator/Educational Assistant is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	
FALL = 16 CREDITS	**ED101 (3)** Introd. and Observation and Experience[2]	**ED258 (3)** Multicultural Education	**ED113 (3)** Instructional Strategies in Language and Reading[2]	**MTH70 (4)** Elementary Algebra (or higher)	**ED169 (3)** Overview of Students with Special Needs
WINTER = 16 CREDITS	**ED114 (3)** Instructional Strategies in Math and Science[2]	**WR121 (3)** English Composition	**BA285 (3)** Human Relations in Organizations	**ED133 (3)** Instructional Media and Materials[2]	**CIS120 (4)** Concepts of Computing
SPRING = 15 CREDITS	**ED130 (3)** Comprehensive Classroom Mngmnt[2]	**ED131 (3)** Instructional Strategies[2]	**ED266 (3)** Current Issues in Special Education[2]	**ED270 (3)** Practicum[3]	**HDFS229 (3)** Development in Middle Childhood

47 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] MTH55 may be substituted for MTH20.

[2] This course is offered through Chemeketa Community College as part of a collaborative agreement between Southwestern and Chemeketa. ECE150 may be substituted for ED101.

[3] A criminal history check is required prior to enrollment in ED270. This course is offered through Chemeketa Community College's distance education.

CERTIFICATE OF COMPLETION PHARMACY TECHNICIAN

The Certificate of Completion Pharmacy Technician program prepares individuals for employment in hospital and retail pharmacies. Pharmacy Technician is a category of support personnel and denotes a skilled worker who has been trained to assist the pharmacist in preparing and dispensing medications. This category of support personnel is spelled out in Oregon Administrative Rules 855-41-205 under the auspices of the Oregon State Board of Pharmacy.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a pharmacy environment either in a hospital or retail setting.
- Assist the pharmacist in the preparation and dispensing of medications.
- Be aware of the duties and limitations of a pharmacy technician as per Oregon Administrative rules 855-41-205.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check. Any student who is unable, for any reason, to complete the practice parts of this curriculum will not be able to continue in the program. Drug testing will be done prior to clinical practice. Graduates may choose to take a national certification examination at the successful conclusion of the program.

This program is currently offered entirely through distance education. All PHAR classes are offered only online. Other courses in the program are offered in the traditional classroom setting as well.

GRADUATION REQUIREMENTS

Students must complete a minimum of 51 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Pharmacy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 17 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**PHAR5470 (4)** Introduction to Pharmacy: Practice and Law	**MTH70 (4)** Elementary Algebra (or higher)	**WR121 (3)** English Composition	
WINTER = 18 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**PHAR5472 (3)** Pharmacology I	**PHAR5474 (2)** Pharmacy Calculations	**PHAR5475 (4)** Pharmacy Technician Procedures I	**BA285(3)** Human Relations in Organizations
SPRING = 16 CREDITS	**SP100 (3)** Basic Speech Communication[2]	**PHAR5477 (3)** Pharmacy Records Management	**PHAR5473 (3)** Pharmacology II	**PHAR5478 (3)** Pharmacy Technician Practicum	**PHAR5476 (4)** Pharmacy Technician Procedures II	

51 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *SP100 or higher to fulfill requirement.*

***All students in this program are advised to check individual course descriptions for prerequisites.*

CERTIFICATE OF COMPLETION PHLEBOTOMY TECHNICIAN

The Certificate of Completion Phlebotomy Technician prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples for patients using a variety of intrusive procedures. The program includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture procedures and applicable standards and regulations.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a medical office environment.
- Draw blood from a patient using a variety of skin puncture procedures.
- Understand the physiology of blood and the vascular network of the human body.

ENTRY REQUIREMENTS

This is a restricted entry program and students must submit a separate application along with their college admission application. Applications are now being accepted for the 2012-2013 cohort. For more information, contact the Program Secretary, Sumner Hall, Room 4 at 541-888-7443 or contact Susan Walker, Director of Nursing & Phlebotomy at 541-888-7298 for further application requirements.

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 53 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Phlebotomy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH70 (4)** Elementary Algebra (or placement test score)	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 14 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**MLT2005 (2)** Basic Phlebotomy	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH80 (3)** Technical Mathematics (or higher)	
WINTER = 16 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**MLT2010 (2)** Advanced Phlebotomy	**MLT2015 (3)** Phlebotomy: Clinical I	**AH152 (2)** Medical Law and Ethics	**BA285(3)** Human Relations in Organizations
SPRING = 15 CREDITS	**SP100 (3)** Basic Speech Communication[1]	**PSY237 (3)** Life Span Development	**CIS120 (4)** Concepts of Computing	**MLT2020 (2)** Phlebotomy: Clinical II	**HE250 (3)** Personal Health[2]	
SUMMER = 8 CREDITS	**MLT2280 (8)** Cooperative Work Experience					

53 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] SP218 or SP219 may be substituted for SP100.

[2] PE231 or three credits of PE185 may be substituted for HE250.

***All students in this program are advised to check individual course descriptions for prerequisites.*

CERTIFICATE OF COMPLETION PERSONAL TRAINER/AGING ADULT

The Certificate of Completion Personal Trainer/Aging Adult Specialty prepares the student to become a Personal Trainer with an emphasis in working with the older adult.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide a physical fitness plan for older adults, as well as younger clients.
- Develop skills in assessing the fitness level of their clients and provide them with sound activities to enhance their physical, social, environmental, emotional, and overall health.

GRADUATION REQUIREMENTS

Students must complete a minimum of 15 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Personal Trainer/Aging Adult is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 15 CREDITS	**HE252 (3)** Standard First Aid & CPR for Professional Rescuer	**PE131 (3)** Introduction to Health and PE	**SOC230 (3)** Gerontology	**PET264 (3)** Concepts of Individual Fitness Programming	**PE280P (3)** Practicum

15 CREDITS = TOTAL PROGRAM REQUIREMENTS

CERTIFICATE OF COMPLETION PERSONAL TRAINER/GROUP EXERCISE LEADER

The Certificate of Completion Personal Trainer/Group Exercise Leader prepares the student to become a Personal Trainer, Aerobics Instructor, and Group Exercise Specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide a physical fitness plan for older adults as well as younger clients.
- Develop skills in assessing the fitness level of their clients and provide them with sound activities to enhance their physical, social, environmental, emotional, and overall health.

GRADUATION REQUIREMENTS

Students must complete a minimum of 14 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Personal Trainer/Group Exercise Leader is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 14 CREDITS	**HE252 (3)** Standard First Aid & CPR for Professional Rescuer	**PE131 (3)** Introduction to Health and PE	**PET267 (2)** Group Fitness Concepts	**PET264 (3)** Concepts of Individual Fitness Programming	**PE280P (3)** Practicum

14 CREDITS = TOTAL PROGRAM REQUIREMENTS

ASSOCIATE OF SCIENCE PHYSICAL EDUCATION EMPHASIS

The Associate of Science degree, with an emphasis in physical education, is articulated with Eastern Oregon University's Department of Health and Physical Education leading to a baccalaureate in Physical Education. This program has two goals: to prepare students for entry into the health and fitness industry upon completion of the Associate of Science, and to serve as a foundation for further study in the academic discipline, leading to a bachelor's degree and beyond.

The Associate of Science degree with an emphasis in physical education at Southwestern also meets all requirements for the AA/OT, so no additional courses outside of the degree need to be taken in order for a student to meet both degree requirements. When applying for graduation at Southwestern two separate degree applications must be submitted for the Associate of Science and the Associate of Art Oregon Transfer.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

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ASSOCIATE OF SCIENCE PHYSICAL EDUCATION EMPHASIS

PREREQUISITES	**MTH95 (4)** Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 13 CREDITS	**PE131 (3)** Introduction to Health and PE	**SP100 (3)** Basic Speech Communications	**WR121 (3)** English Composition	**CHEM 110 (4)** Foundations of General, Organic & Biochemistry[1]	
WINTER = 16 CREDITS	**SOC208 (3)** Sociology of Sport	**MTH111 (4)** College Algebra (or higher)	**WR122 (3)** English Composition	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]
SPRING = 15 CREDITS	**PE210 (3)** Theory of Coaching	**(3)** Arts and Letters Course[2]	**WR123 (3)** English Composition	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]
44 CREDITS = FIRST YEAR TOTAL					
FALL = 16 CREDITS	**BI231 (4)** Anatomy and Physiology I	**PE231 (3)** Wellness for Life	**(3)** Arts and Letters Course[2]	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]
WINTER = 16 CREDITS	**BI232 (4)** Anatomy and Physiology II	**HE250 (3)** Personal Health	**(3)** Arts and Letters Course[2]	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]
SPRING = 16 CREDITS	**BI233 (4)** Anatomy and Physiology III	**HE252 (3)** First Aid & CPR for Professional Rescuer	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]
48 CREDITS = SECOND YEAR TOTAL					
92 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] BI101 or BI201 may be substituted for CHEM110. CHEM110 will be required for students applying to receive an AA/OT.

[2] Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy requirement for students applying to receive the AA/OT.

[3] Specific Electives may be selected from: PE131 Introduction to Health and Physical Education, PE261 Techniques of Athletic Taping and Bracing, PE262 Development of Adult Fitness Programs, PET264 Concepts of Individual Fitness, PET267 Group Fitness Concepts, PE280P Practicum: Physical Education/Allied Health, MTH211/212/213 Fundamentals of Elementary Mathematics I/II/III.

RETAIL MANAGEMENT

CERTIFICATE OF COMPLETION RETAIL MANAGEMENT

The Retail Management Certificate of Completion is a one-year certificate recommended for students who would like to work in retail sales or students who are currently working in retail sales and are interested in advancing in their careers. Upon completion of this certificate, students will demonstrate skills necessary to successfully work in the field of retail sales and be in a position to advance to higher levels of responsibility including supervisory management. Career opportunities include retail clerks, management trainees, sales associates and other similar retail positions.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques.
- Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion.

GRADUATION REQUIREMENTS

Students must complete a minimum of 33 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Retail Management degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**MTH20 (4)** Basic Mathematics[1]	**WR121 (3)** English Composition	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69
FALL = 11 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**BA285(3)** Human Relations in Organizations	**CIS120 (4)** Concepts of Computing	
WINTER = 10 CREDITS	**BA211 (4)** Principles of Accounting I	**BA249 (3)** Retailing	**SP111 (3)** Fundamentals of Public Speaking	
SPRING = 12 CREDITS	**BA224 (3)** Human Resource Management	**BA206 (3)** Management Fundamentals	**WR214T (3)** Business English	**BA223 (3)** Principles of Marketing

33 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

CERTIFICATE OF COMPLETION RURAL HEALTH AIDE

The Rural Health Aide Certificate of Completion program is designed to prepare students for the unique workplace requirements of rural hospitals that often serve as health care centers, combining long term care with hospital care. These graduates will be cross-trained as basic nursing assistants (eligible for CNA certification as outlined by the Oregon State Board of Nursing) and as hospital unit clerks. They will be prepared to care for clients in a variety of medical settings as well as be prepared to transcribe physician's orders, assemble charts, and perform medical clerical/medical records tasks. Some of the certificate course work can apply to nursing program requirements.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in rural health care environments.
- Follow treatment plans prescribed by physicians, nurses, and other health professionals.
- Read, file, and transcribe basic medical charts.
- Communicate as needed to function as a professional in the medical field.
- Transcribe physician's orders.
- Understand the basic anatomy and functions of the human body.
- Assemble charts, and perform medical clerical/medical records tasks.

GRADUATION REQUIREMENTS

Students must complete a minimum of 48 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Rural Health Aide certificate is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR0525 (5)** Sentence Fundamentals	Reading Score of ASSET39 COMPASS69	
FALL = 17 CREDITS	**NUR546 (8)** Basic Nursing Assistant[2]	**OA116 (3)** Office Procedures	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I[4]	
WINTER = 15 CREDITS	**CIS125W (3)** Word Processing Applications	**(3)** Specific Elective[3]	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II[4]	**SP100 (3)** Basic Speech Communication[3]
SPRING = 16 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**HE280 (3)** Field Experience	**WR90 (3)** Paragraph Fundamentals (or higher)	**OA124(3)** Keyboard Skillbuilding[5]	**(3)** Specific Elective[3]

48 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] MTH55 may be substituted

[2] Students who hold a current Oregon Nursing Assistant Certificate may substitute this course with specific electives. This course has a separate application process.

[3] SP218 or SP219 may be substituted for SP100.

[4] Students may substitute BI231/BI232/BI233 or AH121122. Students who have completed one year of (advanced placement) high school chemistry with a lab within the past five years with a grade of 'C' or better or CHEM121/CHEM122 may substitute BI231/BI232/BI233 for AH121/122.

[5] Specific Electives: ANTH103, BI234, OA240, OA2597, OA5533, PHAR5472, PHAR5474, PSY201, PSY202, or PSY203.

[6] Prerequisite is OA121 Keyboarding with a 'C' or better or a typing speed of 30 wpm.

ASSOCIATE OF APPLIED SCIENCE WELDING AND FABRICATION

Career Pathway Certificate of Completion:
Welding Assistant (18 Credits)

Certificate of Completion
Welding and Fabrication (51 Credits)

Associate of Applied Science
Welding and Fabrication (94 Credits)

The Associate of Applied Science in Welding and Fabrication provides the training for entry-level employment and offers the technical knowledge necessary for career advancement. Coupled with experience, the program prepares students for manufacturing employment opportunities in industry, private enterprise, supervision, and/or advanced welding technologies. These opportunities include welding, fabrication, inspection, fitting in heavy machinery or structural steel, light industrial fabrication, estimating, and technical sales.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Read and Interpret blueprints and American Welding Society standard welding symbols.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

The Associate of Applied Science Welding and Fabrication and the Certificate of Completion Welding and Fabrication are both American Welding Society (AWS) entry level welding certified programs. Successfully completing the AWS portion of each welding course also qualifies the completer for a Certificate of Completion from the AWS as an Entry Level Welder – a nationally recognized certificate.

GRADUATION REQUIREMENTS

Students must complete a minimum of 94 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses indicated with a * in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Welding and Fabrication degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE WELDING AND FABRICATION

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69			

FALL = 17 CREDITS	**MFG100 (2)*** Safety for Fabrication	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II	**DRFT105 (3)*** Blueprint Reading	**MTH55 (3)*** Introduction to Technical Math (or higher)
WINTER = 16 CREDITS	**WLD4126 (3)*** Flux Cored Arc Welding	**MFG4101 (3)** Electrical/Electronic Principles	**WLD4125 (3)*** Gas Metal Arc Welding	**MTH80 (3)*** Technical Mathematics I	**CIS120 (4)** Concepts of Computing	
SPRING = 16 CREDITS	**WR115 (3)*** Introduction to Expository Writing[2]	**WLD4100 (3)*** Gas Tungsten Arc Welding	**WLD4150 (3)*** Pipe Fitting and Fabrication	**MTH85 (3)*** Technical Mathematics II	**WLD4155 (4)*** Fitting and Fabrication	

49 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**DRFT100 (3)** Computer Assisted Drafting (or DRFT110)	**MT101 (3)** Machine Tool Process I	**WLD4050 (3)*** Welding and Joining Processes I	**PE231 (3)** Wellness for Life[1]	**BA285 (3)** Human Relations in Organizations
WINTER = 15 CREDITS	**WLD4165 (3)*** Welding Lab A	**MT102 (3)** Machine Tool Processes II	**MFG4102 (3)** Mechanical Principles	**MFG4180 (3)*** Field Experience or **WLD9225 (3)***	**(3)** Elective[3]
SPRING = 15 CREDITS	**MFG4103 (3)** Hydraulic/Pneumatic Principles	**WLD4047 (3)*** Advanced Welding Workshop	**WLD4166 (3)*** Welding Lab B	**WLD4170 (3)*** Welder and Manufacturing	**(3)** Speech Course[4]

45 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

94 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *HE250 or three credits of PE185 may be substituted for PE231.*

[2] *WR214 or WR214T may be substituted for WR115*

[3] *Developmental and remedial courses will not fulfill elective requirement.*

[4] *Student may choose from SP100, SP111, SP112, SP217, SP218 or SP219.*

CERTIFICATE OF COMPLETION WELDING AND FABRICATION

The Certificate of Completion Welding and Fabrication prepares students for entry-level jobs in metal working fields. Required courses are applicable toward the Associate of Applied Science Welding and Fabrication degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Read and Interpret blueprints and American Welding Society standard welding symbols.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

The Associate of Applied Science Welding and Fabrication and the Certificate of Completion Welding and Fabrication are both American Welding Society (AWS) entry level welding certified programs. Successfully completing the AWS portion of each welding course also qualifies the completer for a Certificate of Completion from the AWS as an Entry Level Welder – a nationally recognized certificate.

GRADUATION REQUIREMENTS

Students must complete a minimum of 51 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program indicated with a * must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Welding and Fabrication is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 17 CREDITS	**MFG100 (2)*** Safety for Fabrication	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II	**DRFT105 (3)*** Blueprint Reading	**MTH55 (3)*** Introduction to Technical Math (or higher)
WINTER = 18 CREDITS	**WLD4126 (3)*** Flux Cored Arc Welding	**MFG4101 (3)** Electrical/Electronic Principles	**WLD4125 (3)*** Gas Metal Arc Welding	**MTH80 (3)*** Technical Mathematics I	**WLD4165 (3)*** Welding Lab A	**MFG4180 (3)*** Field Experience or **WLD9225 (3)***
SPRING = 16 CREDITS	**WR90 (3)*** Paragraph Fundamentals (or higher)	**WLD4100 (3)*** Gas Tungsten Arc Welding	**WLD4150 (3)*** Pipe Fitting and Fabrication	**WLD4166 (3)*** Welding Lab B	**WLD4155 (4)*** Fitting and Fabrication	

51 CREDITS = TOTAL PROGRAM REQUIREMENTS

CAREER PATHWAY CERTIFICATE OF COMPLETION: WELDING ASSISTANT

The Welding and Fabrication: Career Pathway Certificate of Completion: Welding Assistant prepares students for entry-level jobs in a welding operation as a welder's assistant. Required courses are applicable toward the Associate of Applied Science degree in Welding and Fabrication.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Assist with set up and operation of manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform rudimentary layout and fabrication skills to help produce welded metal parts.
- Read and interpret simple blueprints and some American Welding Society standard welding symbols.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Welding and Fabrication: Career Pathway Certificate of Completion: Welding Assistant is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 6 CREDITS	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II
WINTER = 12 CREDITS	**WLD4165 (3)*** Welding Lab A	**WLD4125 (3)*** Gas Metal Arc Welding	**WLD4126 (3)*** Flux Cored Arc Welding

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

COURSE/CREDIT TYPES

Lower Division Transfer courses are those that will transfer to four-year schools in the Oregon University System and apply towards a Bachelor's degree. Generally, transfer courses will have a departmental prefix and a three-digit number 100 through 299.

Developmental courses are designed to help a student gain skill and knowledge before taking college-level courses. These courses will generally have a departmental prefix and a two- or four-digit number.

Career Technical courses will vary, but will have a departmental prefix and a two, three, or four-digit number. Because course numbers vary, students planning to transfer to four-year institutions should follow the course selections shown under the Associate of Arts Oregon Transfer (AA/OT) requirements, and consult with their advisor.

Note: Instructor consent will override course prerequisites.

Non-credit courses are generally offered for community interest, personal enrichment, and professional development. The content is generally not applicable toward a certificate, diploma, or degree, and courses are not always transcripted.

Continuing Education Units (CEU) are a nationally recognized unit granted for educational experiences to upgrade a person's skills in a particular profession or occupation. Courses developed to meet these needs are often approved through a professional licensing agency or a state or regional board. The units are not convertible to college credit.

Professional Development Units (PDU) activities may include a program, course, workshop, seminar, or other pre-approved learning experience. For a course to be eligible for PDU credit and for the activity to be transcripted by the college, it must meet specific criteria.

Foreign Language Requirement effective for everyone graduating from high school in 1997 (and thereafter), all Oregon University System institutions require two years of high school second language for admission. This admission requirement can also be satisfied by two quarters (or semesters) of a college-level second language or demonstrated proficiency in a second language. For additional information, contact an advisor or counselor.

ABE	Academic Skills
AC*	Accounting/Bookkeeping
AH*	Allied Health
ANTH	Anthropology
ART	Art
	Astronomy (see GS)
ASL	American Sign Language
BA	Business Administration
BI	Biology
BOT	Botany
	Childhood Education (see ECE)
CHEM	Chemistry
	Composition (see WR)
CIS*/CS	Computer Information Systems
CJ*	Criminal Justice
CRT*	Culinary Arts
DRFT*	Drafting
ECE*	Early Childhood Education
ECON	Economics
ED*	Education
ELEC*	Electronic
EMT*	Emergency Medical Technician
ENG	Literature
ENGR	Engineering
ENV	Environmental Technology
ESL	English as a Second Language
FN	Nutrition
FS*	Fire Science
G	Geology
GEOG	Geography
GER	German
GS	General Science
GT*	Green Technologies
HD	Human Development
HDFS*	Human Development & Family Studies
HE	Health & First Aid/Health Occupations
HIM*	Health Information Management
HST	History
HUM	Humanities
ITP	Sign Language
J	Journalism
LIB	Library
MFG*	Manufacturing Technology
MLT*	Medical Laboratory Technology
MT*	Machine Tool Technology
MTH	Mathematics
MUP	Music Performance
MUS	Music
NRS*	Nursing
NUR*	Nursing
OA*	Office Administration
PE	Physical Education
PET*	Physical Education Technical
PH	Physics
PHAR*	Pharmacy Technician
PHL	Philosophy
PS	Political Science
PSY	Psychology
RD	Reading
	Science (See GS)
SOC	Sociology
SP	Speech
SPAN	Spanish
TA	Theatre
WLD*	Welding Technology
WR	Writing
WS	Women's Studies

* Identifies career-technical alpha prefixes currently used at Southwestern.

ACCOUNTING/BOOKKEEPING

AC2331/2332 Federal and State Income Tax I, II

4 credits/term (4 lec hrs/wk)

Students determine and report federal and state personal income taxes. Designed to assist established or potential income tax preparers. Approved by Oregon Department of Commerce for hours of instruction required to take preparers' and consultants' exam.

AC2764 Small Business Accounting

4 credits (4 lec hr/wk)

This course covers the most important aspects of small business accounting, as well as ways to develop the skills and capabilities that current and future employers need. Students will set up a typical accounting system for a small business, enter data, track cash and liabilities, and prepare financial statements. This is an introductory course intended for students with no prior accounting experience. Prerequisite: MTH94 or higher with a 'C' or better.

AC2766 Accounting I

4 credits (3 lec, 2 lab hr/wk)

This course prepares a record-keeper for employment and gives the accounting student the basic understanding of the accounting field. It provides an introduction to the accounting cycle for a service enterprise. The course covers mass processing of transactions using special journals. Computerized accounting software and spreadsheets are used in this course.

AC2767 Accounting II

4 credits (3 lec, 2 lab hr/wk)

Accounting II continues the concepts of Accounting I and introduces accounting for a retail firm, trade accounts and notes, inventories, the treatment of long-term assets and depreciation, corporations and partnerships, liabilities and investments, and payroll accounting. Computerized accounting software and spreadsheets are used in this course. Topics in accounts receivable and payable management are included. Prerequisite: AC2766 or equivalent with a 'C' or better.

AC2772 Intermediate Accounting I

3 credits (3 lec hrs/wk)

This course offers a comprehensive study of accounting theory and concepts. Emphasis is on how these concepts apply to financial accounting. Attention will also be focused on use of accounting information for management purposes. Prerequisite: BA213 with a 'C' or better.

AC2773 Intermediate Accounting II

3 credits (3 lec hr/wk)

This course covers accounting concepts, theories, and practices involving particular areas of the balance sheet, as well as reporting of income and changes in financial position. Prerequisite: AC2772 with a 'C' or better.

ALLIED HEALTH

AH100 Introduction to Healthcare Careers

1 credit (2 lec/lab hrs/wk)

This course is designed to give students an opportunity to research career path options and learn about a variety of careers in healthcare. Students will learn the educational requirements and physical and professional demands of the various careers through research and from the perspective of practicing professionals.

AH101 Introduction to Professionalism in Healthcare

2 credit (2 lec hrs/wk)

This course provides an introduction to the professional core competencies required in most careers in healthcare including patient safety, confidentiality, communication, relationship, teamwork, critical thinking, and ethics. This course will be taught online with two face to face seminars in which students will apply their learning in small group discussions and case study scenarios.

AH111 Medical Terminology I

3 credits (3 lec hrs/wk)

This course provides the student with the basic knowledge of building medical terms with root words, suffixes, and prefixes. Also provides medical terminology related to the body as a whole; the skeletal, muscular, cardiovascular, lymphatic and immune, respiratory, and digestive systems. Must be taken in sequence.

AH112 Medical Terminology II

3 credits (3 lec hrs/wk)

Medical Terminology II is a continuation of Medical Terminology I; to include terminology and abbreviations related to the urinary, nervous integuementary, endocrine, and reproductive systems as well as special senses, diagnostic procedures, and pharmacology. Each system outline will include functions and components, suffixes, prefixes, anatomic reference points, and terminology (diagnostic, symptomatic, and operative) pertinent to that system. Must be taken in sequence. Prerequisite: AH111 with a 'C' or better.

AH121 Body Structure and Functions I

3 credits (3 lec hrs/wk)

This course is an introduction to human anatomy and physiology. It is designed for medical office students, pharmacy technicians, and other students who desire a broad review of body systems. Normal structure and functions of the human body systems, characteristics of the cell as the basis of life and organization of tissues and organs will be covered.

AH122 Body Structure and Functions II

3 credits (3 lec hrs/wk)

This course is an introduction to human anatomy and physiology. It is designed for medical office students, pharmacy technicians, and other students who desire a broad review of body systems. Normal structure and functions of the human body systems, characteristics of the cell as the basis of life and organization of tissues and organs will be covered. Prerequisite: AH121 with a 'C' or better.

AH131 Clinical Procedures I

4 credits (3 lec, 2 lec/lab hrs/wk)

This course is to provide clinical orientation, initial instruction, and basic skills for a medical/clerical assistant. It will provide in-depth simulation of office nurses' duties. This will prepare the medical office assistant to substitute for the physician's nurse, without major changes in office routine for the safety, security, and comfort of the patient, physician, and the medical assistant. Must be taken in sequence. Prerequisites: AH111 and AH121 and AH121 with a 'C' or better. Concurrent: HE0525.

AH132 Clinical Procedures II

4 credits (3 lec, 2 lec/lab hrs/wk)

This course provides theoretical knowledge, skills, and practical experience which enables the student to attain and maintain safe, intelligent, and quality patient care under supervision of licensed personnel. Emphasis on medical and surgical asepsis in preparation for office surgery is stressed. Primarily for students already employed in the health care field. Prerequisite: AH131 with a 'C' or better.

AH141 Medical Transcription I

3 credits (2 lec, 2lec/lab hrs/wk)

This course introduces students to simpler forms of medical transcription from hospital dictation. Utilization of terminology with emphasis on accuracy. Prerequisite: AH111 with a 'C' or better.

AH142 Medical Transcription II

3 credits (2 lec, 2 lec/lab hrs/wk)

This course introduces students to the use of specialized/complex medical dictation by actual physicians for the purpose of developing transcription skills. Prerequisite: AH141 with a 'C' or better.

AH150 Medical Office Coding

3 credits (3 lec hrs/wk)

Medical Office Coding provides the student with a basic knowledge of the fundamental coding systems used between the medical community and insurance carriers, private, and government. Includes coding health-related conditions and diseases, descriptive terms and abbreviations for reporting medical services and procedures performed by physicians, and other coding systems. Prerequisite: AH111 with a 'C' or better.

AH151 Reimbursement Management

3 credits (3 lec hrs/wk)

This course teaches students medical insurance terminology and provides familiarity with various types of insurance programs. Content covers insurance claim processing with an introduction to forms, assignment and coordination of benefits, credit, and collection procedures with federal and Oregon laws, credit applications, basic billing cycles, and an introduction to coding. Prerequisite: AH111 with a 'C' or better.

AH152 Medical Law and Ethics

2 credits (2 lec hrs/wk)

Medical Law and Ethics is a survey of the manner in which the law and codes of ethics affect the practice of health occupations paraprofessionals. An introduction to the concepts of litigation, consent, introduction to law, ethics and bioethics, genetic engineering, sterilization, abortion, and death and dying.

AH2280 Cooperative Work Experience

1-8 credits (3-24 lab hrs/wk)

This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel the field of study. Prerequisite: Instructor consent.

AMERICAN SIGN LANGUAGE

ASL101 First Year American Sign Language I

4 credits (4 lec hrs/wk)

Introduces the natural signed language of American Deaf people. Includes instruction in proper sign formation, ASL grammar and vocabulary, expressive and receptive skills. Emphasis on history of ASL, the Deaf community in North America, and Deaf education. Must be taken in sequence.

ASL102/103 First Year American Sign Language II & III

4 credits (4 lec hrs/wk)

Continues instruction in the natural signed language of American Deaf people. Includes instruction in proper sign formation, ASL grammar and vocabulary, expressive and receptive skills. Emphasis on history of ASL, the Deaf community in North America, and Deaf education. Must be taken in sequence.

ASL201 Second Year American Sign Language I

4 credits (4 lec hrs/wk)

Continues instruction in culturally-appropriate use of American Sign Language to communicate in the Deaf community. Introduces advanced vocabulary and grammatical aspects of ASL including temporal aspect and locative and semantic classifiers. Prerequisite: ASL103 with a 'C' or better.

ASL202 Second Year American Sign Language II

4 credits (4 lec hrs/wk)

Continues instruction in American Sign Language. Includes interactive events and everyday use of the language. Introduces new vocabulary; descriptive, locative and instrument classifiers; and description and identification of objects. Prerequisite: ASL201 with a 'C' or better.

ASL203 Second Year American Sign Language III

4 credits (4 lec hrs/wk)

Continues instruction in American Sign Language. Introduces new vocabulary, durative temporal aspect and element classifiers. Further practice of everyday use of the language. Prerequisite: ASL202 with a grade of 'C' or better.

ANTHROPOLOGY

ANTH101 General Anthropology
3 credits (3 lec hrs/wk)
This course studies human evolution and traces human development through archaeological remains; introduces the human position in the animal kingdom, the principles and mechanisms of biological and human evolution and variation, fossil primates, and the development of human culture through the Paleolithic.

ANTH102 General Anthropology
3 credits (3 lec hrs/wk)
Explores archaeology from earliest antecedents to modern synthesis. Examines the transition of human societies from hunting and gathering to farming and the beginning of urban life through prehistoric and historic archaeology; examines techniques of fieldwork, analysis and dating; development of cultural stages and civilizations in Pre-Columbian North and Meso-America.

ANTH103 General Anthropology
3 credits (3 lec hrs/wk)
Focuses on the concept of worldwide culture elaborated through function, organization, diversity, and change. Economic, religious, political, and linguistic diversity are examined.

ANTH145 Field Studies in Anthropology
1-3 credits (variable hrs)
Field study of significant anthropological sites including techniques of inquiry and analysis applied at selected field sites. Introductory lecture covering key issues and techniques required for a field study, followed by an on-site visit. Concurrent: Any Anthropology or Sociology course.

ANTH198/298 Independent Study of Anthropology
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ANTH221/222/223 Introduction to Cultural Anthropology
3 credits/term (3 lec hrs/wk)
Discusses the meaning of culture, its significance for human beings, its diverse forms and degrees of elaboration among different groups of people, its processes of growth and expansion.

ANTH230 Native North Americans: Oregon
3 credits (3 lec hrs/wk)
A survey of prehistoric and historic cultures in Oregon including contemporary Native American issues. This course introduces various tribes of Native Americans in Oregon. Cultural areas, survival strategies, migrations, trade, and cultural change are explored through the findings of archaeology, linguistics, ethnology, historical documents, and present-day tribal members.

ANTH231 Native North Americans: Pacific Northwest
3 credits (3 lec hrs/wk)
Examines Native American cultures in the Pacific Northwest from prehistoric to modern times. Archaeological findings, historical accounts, and recent developments are discussed, including the origins and development of art forms and fishing technology.

ANTH232 Native North Americans
3 credits (3 lec hrs/wk)
A broad overview of the earliest inhabitants of North America, including the traditional lifestyles, languages and customs of selected Native American cultures of the continent. Emphasis on Native American peoples and cultures, diversity of cultural adaptation, European contact and Native American history (ancient and contemporary).

ART

ART101 Art Appreciation
3 credits (3 lec hrs/wk)
An introduction to the visual arts and the creative process as they relate to historical, cultural, and personal issues. A course designed to enhance the appreciation of art.

ART115/116/117 Basic Design
3 credits/term (3 lec, 3 TBS lab hrs/wk)
Employs exercises developed to motivate individual creativity and experimentation in a variety of media. Must be taken in sequence.

ART115 - Introduces principles and concepts of shape, line, texture, design, structure, unity and proportion in black and white.

ART116 - Introduces more complex principles of design, color, and composition. Includes color properties, combination, relatedness, proportions, and interaction. Also offered as ART116A, B, C in one-credit modules. Prerequisite: ART115 with a 'C' or better.

ART117 - Focus on three-dimensional concepts, including mass, spaces, and texture. Investigation of unity, variety, and balance and the physical and psychological effects of those concepts. Greater experimentation and creativity is expected. Prerequisite: ART116 with a 'C' or better.

ART131 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
Introductory course to drawing techniques and media, Beginning Drawing I explores the rendering of form and space on a two dimensional surface. Training in basic skills of observation, perception, representation, and hand-eye coordination is gained. Effective use of compositional space, understanding of visual form, and development of skills in rendering complex formal relationships in light and shadow are developed. Surface textures, characteristics, and qualities are examined through interpreting still life compositions. ART131A, B, C as one-credit modules is also offered.

ART132 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
An introductory course in the study of the forms and proportions of the human body. Clothed and nude figure models pose for the class and students learn to draw the surface anatomy and dynamic movement and composition of the human figure. Second course of 3-course drawing sequence. Prerequisite: ART131 with a 'C' or better.

ART133 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
An introductory course exploring a range of drawing challenges such as drawing from nature, linear perspective, non-objective drawing, alternative drawing media, and developing a personal drawing style. Drawing in black and white and color and creative problem solving on an advanced level will be addressed. Traditional and non-traditional use of the media will be encouraged. Third course in the 3-course drawing sequence. Prerequisites: ART132 with a 'C' or better.

ART181A, B, C Introduction to Painting A, B, C
1 credit/term (1 lec, 2 lab hrs/wk)
A continuation to explore visual representation on a two-dimensional surface. Oil or acrylic paints for space division, color, and surface treatment will be used. Both lecture and studio activity are involved weekly.

ART184A, B, C Watercolor Basics I, II, III
1 credit/term (1 lec, 2 lab hrs/wk)
Introduces principles and concepts of watercolor at a beginning level. ART184B - The study of color, composition, and value control are emphasized. Prerequisite: ART184A. ART184C - Special attention given to experimental techniques, and history, and use of egg as a binder. Prerequisite: ART184B.

ART185A, B, C Watercolor Basics IV, V, VI
1 credit/term (1 lec, 2 lab hrs/wk)
A continuation of the active participation of each student in painting experience aimed at developing visually coordinated skills in watercolor. The study of color theory, color schemes, composition, and value control is emphasized. Prerequisite: ART184C.

ART191/192 Beginning Sculpture
3 credits/term (2 lec, 4 lab hrs/wk)
Demonstrates techniques, processes, and materials in sculpture.

ART191 - Explores a variety of media and sculptural concepts, emphasizing the discipline and processing of handling the tools and additive materials of clay and wire, subtractive qualities of stone and clay.

ART192 - Further develop aesthetic awareness and perceptions about three-dimensional form. Concentration on figure study of human form.

ART198/298 Independent Study in Art
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ART204/205/206 History of Western Art: Introduction to Art History
3 credits/term (3 lec hrs/wk)
The History of Western Art is a survey of the traditions, movements, and developments in art and architecture of the western world.

ART204 - Introduces the study of art history and the elements of art, then surveys the history of Western Art from prehistory through Early Christian Art.

ART205 - Survey of the history of art from the Early Middle Ages through the Baroque.

ART206 - Survey of Western Art from Neoclassicism to the present.

ART225 Computer Art I
3 credits/term (6 lec/lab hrs/wk)
Basics of design elements, drawing, composition, and color are used in presentations that use the computer as the creative medium. Includes planning, design sketches, functional and aesthetic tests, leading to a portfolio of work that showcases the artist/designer. Concurrent: CIS0593

ART244 Bronze Casting
3 credits (6 lec/lab hrs/wk)
All aspects of the bronze casting process will be covered including mold making, wax pattern production, investment/ ceramic shell processes, bronze casting, welding and metal chasing, bronze patina, and final installation of the finished sculpture.

ART250/251/252 Beginning Ceramics I, II, III
3 credits/term (2 lec, 4 lab hrs/wk)
Introduces materials, methods, and techniques of pottery design and construction. Exercises encourage the development of skills with ceramic materials, stoneware, and raku firing techniques.

ART250 - Includes hand building methods and beginning wheel work.

ART251 - Includes wheel throwing and glaze application.

ART252 - Includes continuation of wheel projects, decorating techniques, stoneware and raku firing process, skill development, and personal style.

ART253/254/255 Intermediate Ceramics
3 credits/term (2 lec, 4 lab hrs/wk)
Demonstrates construction techniques and methods used to design, shape, and form pottery. Includes wheel throwing, pottery decoration, glaze calculation, and firing.

ART253 - Students develop greater creativity, skill building, and use of ceramic equipment. Prerequisites: ART250, ART251, and ART252 or portfolio examples.

ART254 - Students provide studio demonstrations developed to encourage creativity, skill building, and use of ceramic equipment. Prerequisite: ART253.

ART255 - Prepares students for self-directed artistic expression and creativity. Skill and use of ceramic equipment are developed to a point of independence. Prerequisite: ART254.

ART280 Field Experience
1-3 credits/term (3-9 lab hrs/wk)
Students can take up to nine credits maximum. Practical, on-site experience in art education, graphics or art-related areas under the joint supervision of an advisor and a sponsoring professional. (Museum and gallery experience, retail art supply experience, professional studio artist, art educator apprenticeship) Prerequisite: Instructor consent.

ART281/282/283 Painting (Beginning)
3 credits/term (2 lec, 4 lab hrs/wk)
Offers visual observation and composition of selected subjects using oil or acrylic media. Second and third quarter continues technique and color control on a two-dimensional surface.

ART284/285/286 Painting (Intermediate)
3 credits/term (2 lec, 4 lab hrs/wk)
Offers visual observation and composition of selected subjects using oil or acrylic media. Emphasis will be given to individual needs and interests in painting. Prerequisites: ART281/282/283.

ART291/292/293 Sculpture
3 credits/term (2 lec, 4 lab hrs/wk)
Explores three-dimensional shapes and forms in greater depth and intensity from previous year.

ART291 - Students assess personal strengths and weaknesses to establish a plan for building skills. They become mentors to new sculpture students, thereby strengthening the critical eye. Prerequisites: ART191, 192 or 193 with a 'C' or better.

ART292 - Intermediate human figure study.

ART293 - Students achieve full independence in studio processes. They have a greater role in communicating their design understanding beyond the studio to improve the visual aesthetics of a larger community.

BIOLOGY

BI101/102/103 General Biology
4 credits/term (3 lec, 3 lab hrs/wk)
This three-term sequence course satisfies the science requirement for non-biological science, pre-professional students. Surveys biological principles applied to plants and animals from cellular level to ecological level of organization. General Biology attempts to convey to the student an appreciation of the most important aspects of life on earth.

BI140 Practical Ecology
3 credits (3 lec hrs/wk)
An introduction to the basic concepts of ecology, using examples from the ecology of the local area, with a consideration of impacts made by different types of land use, particularly involving urban landscaping.

BI142 Habitats: Marine Biology
4 credits (3 lec, 3 lab hrs/wk)
Examines the marine environment and the ecology, physiology, and morphology of marine plants and animals, emphasizing Oregon. Laboratory focuses on environmental testing and identification. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI149 Introduction to Human Genetics
3 credits (3 lec hrs/wk)
Covers the basic concepts of genetics as they have developed since the nineteenth century. Discusses current techniques that are being developed and applied to problems of inheritance patterns, genetic disorders, and genetic therapy. Behavior and population genetics are included. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI198/298 Independent Study in Biology
3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

BI199 Marine Habitats of the Oregon Coast
1 credits/term (2 lec/lab hrs/wk)
This course provides an introduction to marine habitats, the Oregon Institute of Marine Biology, and the field of study for marine biology majors or other interested students. The class is designed for marine biology, biology or environmental studies/science freshman or sophomores, or others thinking of spending a term at OIMB. Low tide field trips to study animals and plants in their habitats. An introduction to courses and research conducted at OIMB is provided. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI201/202/203 Introductory Biology
4 credits/term (3 lec, 3 lab hrs/wk)
For biological science majors in programs which will require students to complete a series in introductory biology. Comprehensive study of the life sciences, including analytical techniques used in order to perform proper inquiries. Prerequisite: High school chemistry or one college-level chemistry course within last five years.

BI201 - Includes a review of inorganic, organic, and biochemistry as well as cellular biology and genetics.

BI202 - Includes evolution, a survey of the diversity of organisms, and plant function.

BI203 - Includes the anatomy, physiology, and behavior of the members of the animal kingdom (with emphasis on the vertebrates) and how all organisms interact (ecology).

BI231 Human Anatomy and Physiology I
4 credits (3 lec, 3 lab hrs/wk)
The curriculum for the first term of Human Anatomy and Physiology will include the study of body organization, tissues, and a study of the integumentary, skeletal and muscular systems. The course will include the study of molecules, cells, tissues, organs, and organ systems in humans. Some pathological conditions will be covered. Prerequisite: One course from BI101, BI201, CHEM110, or CHEM223 with a 'C' or better in the last five years.

BI232 Human Anatomy and Physiology II
4 credits (3 lec, 3 lab hrs/wk)
The curriculum of the second term of Human Anatomy and Physiology will include the study of the nervous system, including nervous tissue; the spinal cord and spinal nerves; the brain and cranial nerves; sensory, and motor, and integrative nervous systems; the special senses, and the autonomic nervous system; the endocrine system, with emphasis on hormone activity, the major hormones of each gland, hormones involved in growth and the stress response; the cardiovascular system, including blood, the heart, blood vessels, and hemodynamics.
Prerequisite: BI231 with a 'C' or better.

BI233 Human Anatomy and Physiology III
4 credits (3 lec, 3 lab hrs/wk)
The curriculum of the third term of Human Anatomy and Physiology will include the study of the structure and function of the respiratory system; digestive system; metabolism; urinary system; fluid, electrolyte, and acid base balance; the reproductive system; and human development and inheritance. Prerequisite: BI232 with a 'C' or better.

BI234 Microbiology
4 credits (3 lec, 3 lab hrs/wk)
Microbiology principles applied to health related fields. Includes characteristics, physiology, and growth requirements of microorganisms, sterilization principles, infection, and immunity. Pathogenic microbes, infections, and host resistance will be a major consideration. Prerequisite: One course from BI101, BI201, CHEM110 or CHEM223 with a 'C' or better in the last five years.

BI280 Field Experience
1-6 credits (3-18 lab hrs/wk)
Practical work site exposure to applied science, which provides students an opportunity to explore potential career paths in science while gaining practical experience in applying classroom science theory. Prerequisite: Instructor consent. Concurrent: BA0771.

BOTANY

BOT201 General Botany
4 credits (3 lec, 3 lab hrs/wk)
Course covers structure, physiology, and genetics of seed plants; how plants reproduce, differentiate, and grow. Survey of the plant kingdom. Plant identification through use of keys and morphology.

BUSINESS ADMINISTRATION

BA2280 Cooperative Work Experience
1-8 credits (3-24 lab hrs/wk)
This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel the field of study. Prerequisite: Instructor consent.

BA101 Introduction to Business
4 credits (4 lec hrs/wk)
This course surveys American business organization, operation, and management. This course develops an awareness of the nature of business in the capital system. Introduction is made to the fields of ownership, organization, personnel, accounting, financing, marketing, management, production, insurance, real estate, foreign trade, and government regulations.

BA150 Introduction to Entrepreneurship

3 credits (3 lec hrs/wk)
Entrepreneurship is an exciting opportunity for students to learn about potential business ownership, becoming the creator of jobs in the community. The Introduction to Entrepreneurship course will focus on the leadership skills and entrepreneurial traits needed to to be successful.

BA156 Essentials of Economics
3 credits (3 lec hrs/wk)
This course introduces the subject of economics in a practical business- oriented sense. The course relies on current events and practical applications. The content includes supply and demand, fiscal and monetary policies, and international trade. Prerequisite: MTH94 with a 'C' or better.

BA177 Payroll Records and Accounting
3 credits (3 lec 1 lab hrs/wk)
Provides practice in all payroll operations, the recording of accounting entries involving payroll and the preparation of payroll tax returns required of businesses. Prerequisite: AC2766 or BA211 with a 'C' or better.

BA198/298 Independent Study in Business
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

BA205 Solving Communication Problems with Technology

3 credits (3 lec hrs/wk, 1 lab hrs/wk)

Focuses on using current technology to create, revise, and design business documents: letters, memos, e-mail, reports, minutes, simple instructions, and resumes. Students will use library and Internet resources to collect information. In addition, students will deliver oral presentations using presentation tools. Prerequisite: WR121 or WR115 with a 'C' or better.

BA206 Management Fundamentals

3 credits (3 lec hrs/wk)

The course explores the duties of managers and the techniques they use to improve organizational performance. The course focuses on four key responsibilities of management: planning, organizing, leading, and control.

BA211 Principles of Accounting I

4 credits (4 lec hrs/wk)

Discusses the theory, principles and procedures for organizing, interpreting and reporting the financial transactions of business or industry. Describes and discusses the problems of properly recording and measuring income and expense. Specialized areas such as: merchandise inventory, special journals, cash and receivables are discussed. Prerequisite: MTH70 with a 'C' or better, or appropriate score on placement test.

BA212 Principles of Accounting II

4 credits (4 lec hrs/wk)

Discusses the theory and principles of recording financial records, including accounting systems, management control, depreciation, merchandise inventory, evaluation, partnership and corporate accounting, capital stock, investments, statement of cash flow, and dividends. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA213 Principles of Accounting III (Managerial Accounting)

4 credits (4 lec hrs/wk)

This course will cover cost accounting for manufacturing plants, income taxes and their effect on business decisions and analysis of financial statements. Prerequisite: BA212 or AC2764 with a 'C' or better.

BA215 Cost Accounting

3 credits (3 lec hrs/wk)

This course develops techniques for determining product costs under job order, process and standard costing, and introduces cost analysis for decision making. Prerequisite: BA212 with a 'C' or better.

BA217 Accounting Process

3 credits (3 lec, 1 lab hr/wk)

Review and apply basic accounting systems in practical applications. These will range from working with journals and ledgers, to the application of accounting systems on a microcomputer and analyzing financial statements. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA220 Tax Accounting (Personal Income Tax)

3 credits (3 lec hrs/wk)

A beginning course in federal income tax preparation. Business taxes as they relate to a single proprietor will be briefly discussed. Prerequisite: AC2766 or BA211 with a 'C' or better.

BA222 Finance

3 credits (3 lec hrs/wk)

This course covers the core financial aspects of business entrepreneurship in sole proprietorships, partnerships, limited liability companies, and private corporations. It includes key financial topics such as financial statements, break-even analysis, cash-flow analysis, working capital management, time value of money, and capital budgeting. Prerequisite: BA212 or AC2764 and MTH94 with a 'C' or better.

BA223 Principles of Marketing

3 credits (3 lec hrs/wk)

Develops skills in understanding and developing strategies in the marketing environment. Covers principles and techniques of market research, consumer behavior, product development, pricing, distribution and promotion. Establishes basis for creating a marketing plan.

BA224 Human Resource Management

3 credits (3 lec hrs/wk)

The student will be introduced to personnel functions as they relate to the management of the human resources of an organization. Areas of concentration will include employee selection, training, and compensation.

BA230 Business Law

4 credits (4 lec hrs/wk)

This course introduces the student to the legal environment of business. Students will explore/ understand the specific legal issues in conducting business. Topics include: the Legal Environment as well as Tort, Contract, Sales, Agency, Real/ Personal Property, Partnership, and Corporation Law.

BA232/MTH243 Business Statistics

4 credits (4 lec hrs/wk)

Introduces elementary statistics techniques to aid decision-making in the business environment. Emphasis is on statistical inference, probability, sampling, estimation, and hypothesis testing. Prerequisite: MTH95 with a 'C' or better.

BA238 Sales

3 credits (3 lec hrs/wk)

This course involves the role of sales as an integral part of the total marketing function. The application of selling to the behavioral science will be included with special emphasis on sales psychology, sales techniques and the fundamental principles of sales communication. Prerequisite: BA223 with a 'C' or better.

BA239 Advertising
3 credits (3 lec hrs/wk)
A detailed examination of the purpose, preparation, placement, and analysis of the various types of advertisements and relative merits of media such as television,internet, radio and the newspaper. Involves practice in the planning and analysis of complete advertising campaigns and their coordination with other marketing strategies. Prerequisite: BA223 with a 'C' or better.

BA240 Fund Accounting (Governmental)
3 credits (3 lec hrs/wk)
This course presents accounting for governmental and non-profit organizations. It includes budgetary and expenditure control as well as considerations, reporting and operations of genreal, special revenue and capital projects. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA249 Retailing
3 credits (3 lec hrs/wk)
A study of retail strategy, structure and management. The course stresses the role of the supervisor in the daily operation of retail work.

BA250 Small Business Management/ Entrepreneurship
3 credits (3 lec hrs/wk)
This course covers the basic principles of business entrepreneurship, including planning, organizing, innovation, staffing, and controlling, stressing those elements needed for financial achievement and personal reward. Prerequisite: BA223 with a 'C' or better.

BA277 Business Ethics
3 credits (3 lec hrs/wk)
This course is designed to make the student aware of the ethical issues currently facing business and to provide a background against which the student may evaluate and/or compare his or her own ethical views/stands.

BA280 Field Experience
1-8 credits (3-24 lab hrs/wk)
Practical on-site experience that will allow students to test knowledge learned in the classroom and explore the variety of workplaces in which to apply that knowledge. Prerequisite: Instructor consent.

BA284 Job Readiness
1 credits (1 lec hrs/wk)
Prepares the student for the work experience portion of cooperative education and the student's on-campus program through feedback sessions and instruction in job-related areas. Prerequisite: WR121 or WR115 with a 'C' or better.

BA285 Human Relations in Organizations
3 credits (3 lec hrs/wk)
This course explores interactions in organizations by examining human perceptions, communications, small group dynamics and leadership. Includes the dynamics of change, cultural diversity, substance abuse, work stress, ethics and social responsibility, career development, and the challenges of globalization.

BA288 Customer Service
3 credits (3 lec hrs/wk)
This course provides a thorough introduction to customer service skills. Introduces concepts of basic customer service. Covers how to develop and establish a customer service vision. Examines how to understand customer expectations before, during and after service delivery.

BA292 Entrepreneurship Capston

4 credits (3 lec, 3 lab hrs/wk)
Students will demonstrate their ability to approach a business problem using an entrepreneurial skill set by participating in a dynamic business simulation. Students will draw on their broadened awareness of various entrepreneurial areas such as marketing plan development, advertising, sales promotion, key business communication technology, as well as fundamental financial and management concepts and principles. Prerequisites: BA101, 205, 206, 222, 227, 239 and CIS245 with a 'C' or better.

CHEMISTRY

CHEM110 Foundations of General, Organic & Biochemistry
4 credits (4 lec,hrs/wk)
Chem 110 is a survey of chemistry from atomic structure through biochemistry. Chem 110 is primarily for students in pre-nursing, some allied health fields, or for students who need a brief introduction to chemistry. The course does not have an associated lab. Prerequisite: MTH70 with a 'C' or better.

CHEM198/298 Independent Study in Chemistry
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CHEM221/222/223 General Chemistry
5 credits/term (4 lec, 3 lab hrs/wk)
First-year chemistry for science, engineering, and health pre-professional students. Classroom and laboratory work are quantitative and require good math skills. Must be taken in sequence.

CHEM221 - Covers atomic structure, chemical bonding, molecular geometry, reactions, and stoichiometry. Prerequisite: MTH95 with a 'C' or better.

CHEM222 - Covers gases, liquids, solutions, equilibrium theory, kinetics, and redox. Prerequisite: CHEM221 and MTH111 with a 'C' or better.

CHEM223 - Covers thermodynamics, acid-base chemistry, electrochemistry, nuclear reactions, and transition metal chemistry. Prerequisite: CHEM222.

COMPUTER INFORMATION SYSTEMS

CIS2280 Cooperative Work Experience
1-4 credits (3-12 lab hrs/wk)
This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel with field of study. Prerequisite: Instructor consent.

CIS6243 Network Academy Fundamentals I
4 credits (3 lec, 3 lab hrs/wk)
This course introduces students to the networking field. It focuses on network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, and network standards. This course is first in a series of 4 courses which prepare students for Cisco CCNA Certification exam. Concurrent: CIS0593.

CIS6244 Network Academy Fundamentals II
4 credits (3 lec, 3 lab hrs/wk)
This course focuses on initial router configuration, TCP/IP, and access control lists (ACLS). Students will develop skills on how to configure a router, manage Cisco IOS software, configure routing protocols, and create access lists controlling access to the router. This course is second in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite:CIS6243. Concurrent: CIS0593.

CIS6245 Network Academy Fundamentals III
4 credits (3 lec, 3 lab hrs/wk)
This course focuses on advanced IP addressing techniques, Variable Length Subnet Masking (VLSM), intermediate routing protocols, (RIP V2, single-area OSPF, EIGRP), command-line interface configuration of switches, Ethernet switching, Virtual LANs (VLANs), Spanning Tree Protocol (STP), and VLAN Trunking Protocol (VTP). This course is third in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite: CIS6244. Concurrent: CIS0593.

CIS6246 Network Academy Fundamentals IV
4 credits (3 lec, 3 lab hrs/wk)
This course focuses on advanced IP addressing techniques, Network Address Translation (NAT), Port Address Translation (PAT), and DHCP, WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking. In addition, the student will prepare for taking the CCNA exam. This course is fourth in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite:CIS6245. Concurrent: CIS0593.

CIS6260 Computer Technician Theory I (A+Certification Preparation)
3 credits (6 lec/lab hrs/wk)
This is the first part of a two-part Computer Technician Theory course which prepares an individual to work successfully in the field of computer repair, maintenance, and support. Topics will include hardware installation, maintenance, and troubleshooting; software installation, maintenance, and troubleshooting; basic networking; and customer support. Prerequisite:CS101. Concurrent: CIS0593.

CIS6261 Computer Technician Theory II (Server+ Certification Preparation)
3 credits (6 lec/lab hrs/wk)
This is the second part of a two-part Computer Technician Theory course, which prepares an individual to work successfully in the field of computer repair, maintenance, and support. Topics will include hardware installation, maintenance and troubleshooting; software installation, maintenance, and troubleshooting; basic networking; and customer support. Prerequisites: CIS6260 and CS240U. Concurrent: CIS0593.

CIS101 Computers in Society
2 credits (2 lec hrs/wk)
This is the first course in computer literacy and is intended for the novice user. Students will become familiar with current computer terminology. Students will learn end-user skills in file management using PC operating system, word processing and Internet searching software. Concurrent: CIS0593.

CIS120 Concepts of Computing
4 credits (4 lec hrs/wk)
Course provides information on computer basics, including hardware and software components, networking, applications and operating systems software, and social issues related to computing, technology, and the Internet. Course also provides instruction on common software applications including spreadsheet, database and presentations. Prerequisite:CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125DB Database Applications
3 credits (2 lec, 2 lec/lab hrs/wk)
Course introduces beginning and intermediate concepts, terminology, and application of database management system (DBMS) technology. Common features of DBMS software, their application to business uses, and issues involved in effective relational database design are covered. Course uses one or more commercially available DBMS software packages. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125DM Digital Media Applications
3 credits (2 lec, 2 lec/lab hrs/wk)
Concepts-centered course encompasses beginning and intermediate concepts of multimedia applications, punctuated by hands-on projects. Utilizing current digital tools, course covers developing high-quality bit-mapped images, vector images, animation, sound, and video. Concepts include managing media, importing and exporting between applications, converting file types, controlling file sizes, and legal and ethical issues. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CS125G Computer Game Development
4 credits (4 lec, hrs/wk)
Surveys the field of computer game development including study of the history and business of computer gaming and computer game categories, platforms, and technologies. Covers an overview of the game development process, and introduces game graphics. Provides complete game development life cycle using high-level game development framework to design/develop computer games. Prerequisite: CIS101 or higher. Concurrent: CS0593

CIS125GIS/GEOG265 Introduction to Geographic Information Systems
3 credits (2 lec, 3 lab hrs/wk)
Course introduces students to principles and practices of GIS, while providing experience using a contemporary GIS software package. Course develops both a theoretical understanding of GIS and experience in accessing GIS data sets. Students are exposed to raster and vector GIS. This course not offered every year. Prerequisite: CIS120 with a 'C' or better.

CIS125P Presentation Applications: Microsoft PowerPoint
1 credit (1 lec hr/wk)
This course introduces intermediate to advanced features of presentation software for the efficient development of effective presentations. Using work processing skills and presentation theories, students will enhance their skills to develop professional looking and effective presentations complete with outline, speaker notes, and audience handouts. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125S Spreadsheet Applications
3 credits (2 lec, 2 lec/lab hrs/wk)
This course introduces beginning and intermediate concepts, terminology, and application of spreadsheet technology. The common features of spreadsheet software, its application to business uses, problem solving techniques, and issues involved in choosing and installing spreadsheet software are covered. Course uses one or more commercially available spreadsheet software packages. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125W Word Processing Applications: Microsoft
3 credits (3 lec, hrs/wk)
This course introduces use of microcomputers for word processing applications at a professional level. Concepts, terminology, and application of word processing technology are covered. Students are introduced to common features of word processing software, business uses, elements of style, and issues involved in choosing and installing word processing software. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125WE Web Editor Applications
3 credits (2 lec, 2 lec/lab hrs/wk)
This course introduces beginning and intermediate skills to effectively use one or more contemporary web editors. It addresses the major concepts associated with web site assessment, design, development, publishing, and maintenance. Emphasis is placed on developing user friendly and maintainable sites. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS133VB Computer Language I - Visual Basic
4 credits (3 lec, 2 lec/lab hrs/wk)
Introduces the Visual Basic programming language to learn fundamental programming techniques. Emphasizes structured and object oriented design and writing of programs to solve business and/or mathematical problems. Students will learn problem solving, procedural programming, develop a graphical user interface, and work with events and objects. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS133WS Computer Language I - Web Scripting
4 credits (3 lec, 2 lec/lab hrs/wk)
This programming course introduces basic concepts of client-side and server-side scripting languages, emphasizing concepts of good web site design and construction with the use of scripting languages. Programming focus is on modern event-driven, client-server software concepts using HTML/XHTMLO and JavaScript, and PHP. Prior HTML/XHTML knowledge is required for success. Prerequisite: CIS125H or CIS195 with a 'C' or better. Concurrent: CIS0593.

CIS135W Advanced Word Processing: Desktop Publishing
3 credits (3 lec hrs/wk)
Use of microcomputer word processing software for desktop publishing. Using word processing skills and design/layout theories, students will learn how to develop professional-looking and effective publications.Prerequisite: CIS125W with a 'C' or better. Concurrent: CIS0593.

CIS140 Introduction to Operating Systems
4 credits (4 lec hrs/wk)
This course introduces the student to the theory and operation of microcomputer operating systems. It will include disk and file handling techniques, common utilities, security issues, minor hardware installation and maintenance, and the use of networks. It will use one or more commercially available operating systems, including Windows XP. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CS160 Computer Science Orientation
4 credits (3 lec, 2 lec/lab hrs/wk)
This course introduces students to the computer science field and profession. Students will be introduced to computer science, programming and careers, as well as societal and ethical issues surrounding the use of computers. Students will have the opportunity to participate in team problem solving. Concurrent: CIS0593. Prerequisite: MTH70 or higher with a 'C' or better.

CS161 Introduction to Computer Science I
4 credits (3 lec, 2 lec/lab hrs/wk)
This course offers a history and overview of fundamental computer science concepts using an object-oriented programming language. Topics include object oriented programming, software engineering, algorithm development, data representation, introduction to user interface design, and sources of error. Prerequisite: CS160 and MTH111 with a 'C' or better. Concurrent: CIS0593.

CS162 Introduction to Computer Science II
4 credits (3 lec, 2 lec/lab hrs/wk)
This course covers software engineering principles and modern programming methods. Topics include event-driven programming for graphical user interfaces, recursion, stream, and exception handling. This course also introduces analysis of algorithms, sorting, and searching. Prerequisite: CS161 with a 'C' or better. Concurrent: CIS0593.

CIS179 Introduction to Computer Networks
3 credits (3 lec hrs/wk)
An introduction to computer networks from an end-user perspective. Provides experience using a local area network operating system and the Internet to examine the networked environment, models, protocols, and standards, LAN topologies, and emerging technologies. Prerequisite: CIS101 with a 'C' or better or instructor consent. Concurrent: CIS0593.

CIS184 Workstation Security
3 credits (3 lec hrs/wk)
This course introduces students to computer workstation and network security. It includes an overview of workplace security issues emphasizing the importance and need for secure computers and networks. Students learn to use various tools techniques to improve computer and network security. Prerequisite: CIS120 or CS160 with a 'C' or better. Concurrent: CIS0593.

CIS188 Wireless Networking
3 credits (6 lec/lab hrs/wk)
Fundamentals of Wireless LANs is an introductory course focusing on the design, planning, implementation, operation and troubleshooting of wireless networks. It covers a comprehensive overview of technologies, security and design best practices with particular emphasis on hands-on skills in wireless LAN setup and troubleshooting. Resilient WLAN design, installation and configuration, and WLAN security. This course prepares students to achieve the Cisco Wireless LAN Support Specialist designation. Prerequisite: CIS6243 or CIS179 with a 'C' or better.

CIS195 Web Development I
3 credits (2 lec, 2 lec/lab hrs/wk)
This course introduces the basic elements of beginning web page creation using a text editor and HTML/XHTML. The course will focus on web terminology, basic HTML/XHTML coding to include hyper links anchors, tables, forms and frames, design principles, and accessibility issues. We will also begin to explore the availability of tools for web page creation, site management, validation, and accessibility checks. Prerequisites: CIS120 with a 'C' or better. Concurrent: CIS0593.

CS198/298 Independent Study
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CIS225 End User Support
4 credits (3 lec, 3 lab hrs/wk)
Course introduces professional and interpersonal skills needed by technicians who support and manage hardware and software information systems. Includes analyzing, troubleshooting and solving basic hardware and software problems, developing customer service skills and an ethics awareness, help desk operation, technical documentation and training. Prerequisites: CIS120 and CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS233VB Computer Language II - Visual Basic
4 credits (3 lec, 2 lec/lab hrs/wk)
This course continues the study of programming of Visual Basic. Presents intermediate and advanced ideas of numerical computation, object-oriented programming, and problem analysis using the Visual Basic Language. Students will create Visual Basic applications using a variety of techniques and complexity. Prerequisite: CIS133VB with a 'C' or better. Concurrent: CIS0593.

CIS233WS Computer Language II - Server-Side Web Scripting
4 credits (3 lec, 2 lec/lab hrs/wk)
The course is designed to provide students with an introduction to programming web-based applications using a contemporary server-based programming language. Students will learn how to design, code, and implement interactive web pages with dynamically generated content. Course assumes students have a working knowledge of HTML and client-side scripting. Prerequisite: CIS133WS with a 'C' or better. Concurrent: CIS0593.

CIS235 Integrated Computer Projects
4 credits (4 lec hrs/wk)
Integrated Computer Projects Apply previous computer and business knowledge to create individual and group projects using software found in today's workplace. Use integrated software (i.e. MS Office) to learn skills such as linking and embedding, e-mail, Internet, FAX and scanners. Prerequisite: CIS125W and CIS120 or CIS125S with a 'C' or better. Concurrent: CIS0593.

CIS240U Advanced Operating Systems (UNIX Operating System)
3 credits (3 lec hrs/wk)
Course continues study of operating systems, focusing on hands-on system administration of Linux/Unix. Topics include: installation, configuration, XP Windows configuration, user/group account management, disk formatting and partitioning, local file systems, system startup/shutdown, run levels, backup and restore, printers and printing, ports and devices, basic local area networking, and memory management. Prerequisite: CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS244 System Analysis
3 credits (3 lec hrs/wk)
This course will introduce methods and modeling tools used in the system development process. Emphasis is on structured analysis of computer information systems. Assignments will include the use of project management software, CASE tools, and graphics tools applied to problems similar to those found in systems in business and industry. Prerequisite: CIS120 or CIS125DB with a 'C' or better. Concurrent: CIS0593

CIS245 Project Management
3 credits (3 lec hrs/wk)
This course addresses project management concepts and tools. Using software and related resources students will acquire knowledge, practical skills, and dispositions that make them effective project participants at both team and management levels. Prerequisite: Minimum 45 CS/CIS credits. Concurrent: CIS0593.

CS275 Database Management
4 credits (3 lec hrs/wk, 2 lab hrs/wk)
This course is designed to be broader than teaching specific database products. It will address database development, a concept which includes data modeling, database design, and database implementation. It will identify the entity-relationship and object data modeling techniques, and the importance of normalizing data models. Techniques of implementing these models into a relational database scheme will be presented. Prerequisite: CIS125DB and CS161 or CIS133WS with a 'C' or better. Concurrent: CIS0593.

CS276 Advanced SQL
4 credits (3 lec hrs/wk, 2 lab hrs/wk)
Focuses on design, development and implementation of SQL programming for all types of relational database applications including client/server and Internet databases. Learn to write complicated interactive and embedded SQL statement and learn the implications of multi-user database applications. Prerequisite: CS275 and CS162 or CIS233WS with a 'C' or better. Concurrent: CIS0593.

CIS278 Data Communications
3 credits (3 lec hrs/wk)
Course introduces fundamental concepts in data communication including terminology, communicating concepts, comparison of voice and data communication, medium access, elementary data link protocols, topologies, servers, and LAN operating system standards. Course discusses dynamic technology of transmitting, accessing, and controlling data, communications and networking strategies, and data communications applications. Prerequisite: CIS6260 or CIS6243 or CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS279 Network Management I (Network Hardware)
4 credits (3 lec, 3 lab hrs/wk)
Course introduces concepts of network management and applications, discussing implementation, administration, configuration, and troubleshooting in a networked environment. LAN hands-on experience and lab exercises are provided. Hands-on provided in current network operating system. Course Prepares the student for the Microsoft Server 70-642 Network Infastructure Configuration certification. Prerequisite: CIS179 and CIS6244 with a 'C' or better. Concurrent: CIS0593.

CIS280 Field Experience
1-10 credits (3-30 lab hrs/wk)
Practical on-site experience that will allow students to test knowledge learned in the classroom and explore the variety of workplaces in which to apply that knowledge. Prerequisite: Instructor consent.

CIS284 Network Security
4 credits (3 lec, 3 lab hrs/wk)
Course introduces and assists the student to master the practical Network and Computer Security Concepts. Introduction to secuirty, threats, vulnerabilities, authenitication, cryptography and security policies. Preapres student for the Comptia Security+ certification. Prerequisite: CIS184 and CIS288 with a 'C' or better. Concurrent: CIS0593.

CIS288 Network Management II

4 credits (3 lec, 3 lab hrs/wk)

Student will use current popular server version for installing and configuring Active Directory. Installation, configuration and management of Active Directory Domain and Domain Name Service (DNS) services will be explored in depth. The student will learn the installation, configuration and management with active directory domain services, domain name servers, group policy, Certificate Services Server, and Troubleshooting ADS (Active Directory Services) as well as purpose and creation of specific Security Planning and Policies. This course prepares the student for the Microsoft Certification 70-640 Windows Server 2008 - Active Directory Configuration Prerequisite: CIS279 with a 'C' or better. Concurrent: CIS0593.

CS297 IT Professional Capstone

4 credits (3 lec, 3 lab hrs/wk)

This course addresses knowledge, skills and dispositions useful to IT professionals. Students will explore and acquire job exploration skills, effective interview skills, and search skills to optimize job market opportunities. An integrated approach is used to combine project design components relative to job goals and capstone activities to assist in entering the job market with an array of job and technical analysis and design skills. Prerequisite: CIS245 with a 'C' or better. Concurrent: CIS0593.

CRIMINAL JUSTICE

CJ100 Introduction of Criminal Justice

4 credits (4 lec hrs/wk)

An introductory overview of the U.S. Criminal Justice System through an examination of its structure, functions, processes, historical origins and development. Examines law enforcement, the courts, and corrections as distinct components and within the larger context of law and social philosophy. Includes an introduction to the concepts and primary theories of criminology, the U.S. Constitution, substantive and procedural criminal law, justice administration, juvenile justice, ethics, and issues of gender and cultural diversity. Explores educational and career opportunities.

CJ101/SOC105 Introduction to Criminology

4 credits (4 lec hrs/wk)

An interdisciplinary and introductory overview of the study of crime, criminal behavior, and the application of theory to crime prevention and offender treatment. Examines the uses and limitations of empirical research methods to the study of crime. Reviews the principal political, economic, social, cultural, psychological, biological, and ideological theories of criminal behavior. Identifies the major categories of crime and discusses the relevance of crime classification. Explores the influence of criminological theory on public policy.

CJ110 Introduction to Law Enforcement

4 credits (4 lec/hrs wk)

An introductory survey of law enforcement in the United States. Examines law enforcement activity at the Federal, State, and local levels, and in the private sector. Reviews the historical origins and development of police agencies. Analyzes the role of police from the historical evolution of police systems to an analysis of the work of police officers. Discusses the concepts of officer discretion, police sub-culture, authority, force, legitimacy, professionalization, corruption, and ethics as they apply to the institutional role of police in society. Includes an overview of jurisdiction, procedural law, police organizational models, patrol procedures, officer selection, training, supervision, and administration.

CJ130 Introduction to Corrections

4 credits (4 lec hrs/wk)

An introductory survey of corrections in the United States. Exposes students to the major philosophies of social control and to the development of punishment, segregation, and rehabilitation as responses to crime and deviancy. Reviews the historical origins of incarceration as well as community-based supervision. Examines the characteristics and roles of correctional facilities at the Federal, State, and local level. Discusses the range of alternative community-based sanctions including probation, parole, and post-prison supervision. Analyzes corrections within the context of crime, recidivism, public perceptions, governmental policy, and financial costs. Includes an overview of the impact of sentencing, offender classification, inmate management, treatment programs, the use of technology, and relevant case law.

CJ140 Criminalistics
3 credits (3 lec hrs/wk)
An introductory survey of the application of science to criminal investigation. Exposes students to the investigative methods, scientific principles and techniques used to identify, collect, preserve, and analyze physical evidence. Explores the function of criminal investigators, evidence collection specialists, lab technicians, and forensic scientists. Examines the role of law in forensic science. Includes an overview of the services offered by State and Federal crime laboratories.

CJ198/298 Independent Study in Criminal Justice Administration
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CJ201/SOC221 Juvenile Delinquency
3 credits (3 lec hrs/wk)
An interdisciplinary overview of the study of juvenile delinquency. Examines the uses and limitations of empirical research methods to the study of delinquency. Analyzes statistical trends and characteristics of juvenile delinquency. Reviews the principal social, psychological, and biological theories of delinquency. Examines the application of theory to crime prevention and treatment programs.

CJ203 Crisis Intervention
3 credits (3 lec hrs/wk)
An examination of crisis intervention techniques for the public safety and emergency response professional, covering initial intervention, communication strategies, assessment, and referral. Includes situation-specific approaches and explores the impact of intervention on the public safety and emergency response worker.

CJ210 Criminal Investigation
3 credits (3 lec hrs/wk)
An overview of the history, theory and principles of criminal investigation. Compares the initial and follow-up investigatory phases and surveys the roles of various law enforcement and support personnel at the crime scene. Examines the role of inductive and deductive reasoning as well as the application of substantive law on the investigative process. Emphasizes general investigatory processes and procedural limitations; crime scene management and documentation; methods for the identification, preservation, and collection of physical evidence; interview and interrogation techniques; scene reconstruction, and report writing.

CJ213 Interview and Interrogation Skills
3 credits (3 lec hrs/wk)
A study of the dynamics of psychological persuasion as they are applied through the course of interviews and criminal interrogations. Examines the deliberate, refined processes and techniques of psychological persuasion with an emphasis on the practical and legal limitations.

CJ214 Crime Scene Investigation (Contemporary Applications)
3 credits (2 lec, 2 lec/lab hrs/wk)
An examination of specialized investigative issues specific to a variety of contemporary crime scenes and criminal events. Surveys the specialized investigative approaches unique to homicides and assaults, arson, crimes against children, hate crime, and environmental crime.

CJ215 Criminal Justice Administration
3 credits (3 lec hrs/wk)
An overview of law enforcement administration to include operational and personnel management, first-line supervision, and organizational leadership. Explores the historical development of administrative theory and practice as it relates to police operations. Examines policy and procedure formulation, planning and budgeting, personnel recruitment and selection, labor issues, and liability.

CJ220 Introduction to Substantive Law
4 credits (4 lec hrs/wk)
A study of substantive criminal law. Examines the development and nature of common, constitutional, statutory, and case law in America. Surveys the classification, definition, and essential elements of key crimes as well as defenses to criminal liability. Includes an overview of parties to crimes, inchoate offenses, the distinctions between criminal and civil law, and the philosophy of law as a social force. Exposes students to legal research methods and the study of case law.

CJ222 Constitution and Criminal Procedure
4 credits (4 lec hrs/wk)
A study of U.S. constitutional, statutory, and case law as it relates to procedural aspects of criminal law. Examines the rights of persons and the obligations of criminal justice practitioners with an emphasis on the role of the courts and constitutional case interpretation. Explores legal procedure and due process considerations related to the investigation of crime, processing of accused persons, and maintenance of order in American society, including provisions related to detention, arrest, search and seizure, interviews, admissions, use of force, right to counsel, and post conviction remedies.

CJ230 Juvenile Justice System
3 credits (3 lec hrs/wk)
A survey of the U.S. Juvenile Justice System through an examination of its structure, functions, processes, historical origins and development. Emphasizes the philosophical basis for a separate juvenile justice system. Examines the functional role of law enforcement, the courts, and corrections within that system.

CJ232 Corrections Counseling and Casework
3 credits (3 lec hrs/wk)
A survey of correctional philosophy and approaches to behavior modification through specific interviewing and counseling techniques, interpersonal communication skills, client assessment, and programmatic treatment. Explains the role of both criminological and counseling theory to correctional supervision. Describes the role of various corrections employees in the rehabilitative process.

CJ243/PSY243 Drugs and Behavior
3 credits (3 lec hrs/wk)
This course is a basic introduction to the principles of drug action on the mind and body and the relationship of substance abuse to crime and criminal justice administration. Drug metabolism and psychopharmacological research findings on legal and illicit drugs are addressed including drug effects, theories of abuse, legislation, enforcement strategies, policy options and treatment, and prevention strategies. Treatment issues and prevention models are related to diverse cultures, lifestyles, gender, age, and the needs of people with disabilities.

CJ247 Criminal Justice Ethics
3 credits (3 lec hrs/wk)
A study of ethics as it applies to law enforcement, the courts, corrections, and criminal justice research and policy. Examines professional ethical codes. Explores ethical dilemmas and rational decision making and introduces students to the perspectives of Virtue Ethics, Formalism, and Utilitarianism. Prerequisite: CJ100, CJ110, CJ130 and CJ222 with a 'C' or better.

CJ280 Field Experience
1-6 credits (3-18 lab hrs/wk)
This course offers career exploration and workplace experience in a variety of supervised settings applicable to the development of the student as a professional in the criminal justice field. Prerequisite: Instructor consent.

CJ5401 ROTA Module I: (Legal Concepts I)
3 credits (3 lec hrs/wk)
Legal Concepts I is the first module of the Reserve Officer Training Academy. The course offers a basic overview of the Criminal Justice System in Oregon to reserve police officers and focuses on the Oregon Criminal Code and laws police officers enforce while carrying out their responsibilities. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5402 ROTA Module II: (Legal Concepts II)
3 credits (3 lec hrs/wk)
Legal Concepts II is the second module of the Reserve Officer Training Academy. The course exposes reserve officers to the Oregon Motor Vehicle Code, the Juvenile Justice System, procedural matters and considerations of liability in the administration of the law, and related matters. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5403 ROTA Module III: (Human Behavior)
3 credits (3 lec hrs/wk)
Human Behavior is the third module of the Reserve Officer Training Academy. The course focuses on a variety of topics related to the variety of incidents and people encountered in policing. Topics addressed include professionalism, domestic conflict management, cultural dynamics, communication strategies, traumatic incident awareness and dealing with mentally ill persons. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5404 ROTA Module IV: (Patrol Procedures)
3 credits (3 lec hrs/wk)
Patrol Procedures is the fourth module of the Reserve Officer Training Academy. The course focuses on procedures and practices used in carrying out law enforcement responsibilities. Topics covered include patrol and traffic enforcement procedures, DUII enforcement, hazardous materials awareness, and contemporary issues in community policing. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5405 ROTA Module V: (Investigations)
3 credits (3 lec hrs/wk)
Investigation is the fifth module of the Reserve Officer Training Academy. The module focuses primarily on aspects of preliminary investigations of crimes and introduces students to death investigations. Students are also exposed to accident investigation, investigative concepts related to controlled substances, and report writing, among other topics. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5406 ROTA Module VI: (Skills Proficiency I)
3 credits (10 lec, 55 lec/lab hrs/total)
Skills Proficiency I is the sixth module of the Reserve Officer Training Academy. The module focuses primarily on skills needed by police officers to carry out their responsibilities related to defensive tactics and high-risk vehicle stops, and on topics related to personal health. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5407 ROTA Module VII: (Skills Proficiency II)
3 credits (10 lec, 55 lec/lab hrs/total)
Skills Proficiency II is the seventh module of the Reserve Officer Training Academy. The module focuses primarily on skills needed by police officers to carry out their responsibilities related to care, use, and limitations of firearms and in relation to emergency vehicle operations. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ9355 Private Security Services Provider Training
(Unarmed Private Security Officer)
2 credits (2 lec hrs/wk)
This course covers required training for unarmed private security providers to become certified in Oregon by the Oregon Board on Public Safety Standards and Training. Prerequisite: Agency sponsorship.

CJ9375 Search and Rescue Training
2.5 credits (3 lec hrs/wk, 4 TBA hrs)
This course is to prepare students to meet requirements to become Search and Rescue volunteers. It provides the training to perform search and rescue activities, including use of navigational tools, survival skills, mountaineering skills, and search methods. Prerequisite: Agency sponsorship.

CJ9390 Career Development: Criminal Justice Administration
0 credit (up to 324 hrs/total/term)
A variety of in-service training activities conducted within criminal justice agencies in the college district. Current issues and problems are addressed along with methods of alleviating them. Prerequisite: Agency sponsorship.

CULINARY

CRT2000 Introduction to Professional Cooking
5 credits (2 lec, 6 lec/lab hrs/wk)
This course will focus on the fundamental principles of modern cooking. Students will learn about mise en place, what happens to food when it is heated, about how food is cooked with dry cooking methods, and about rules of seasoning and flavoring. The foundation of the professional kitchen is introduced through the basics of knife skills, stock, sauce and soup preparation. Theories which explain the chemistry of cooking will be emphasized so students can successfully practice them in the kitchen. Emphasis will be placed on the vocabulary of cooking, procedures, ingredients, menu terms, food quality standards and equipment use. Prerequisite: Instructor consent.

CRT2001 Basic Food Preparation
6 credits (2 lec, 8 lec/lab hrs/wk)
The student will also focus on learning pre-preparation techniques important to professional kitchen operations - Mise En Place. Students will build on the principles learned in CRT2000 and move forward with moist cooking methods, the study of vegetables, starches and legumes. Also, students will be introduced to eggs, egg cookery and all breakfast fare. Coffee and tea will be discussed as well as the world of fruit salads, salad dressings and sandwiches are also introduced. Students will also be introduced to pre-preparation for set meal service and extended meal service. Prerequisite: Instructor consent.

CRT2002 Introduction to the Food and Beverage Industry
1 credit (1 lec hr/wk)
This course offers students an overview of the food service industry; its history, its structure, organization, size, economic impact, trade journals and resources with a broad review of the various food service segments and the challenges thereof. Guest speakers representing various segments of the industry will provide an introduction to career opportunities and a view of real-world activities. Students will also be introduced and instructed in the "front of house" environment including table service and proper service practices. Prerequisite: Instructor consent.

CRT2003 Baking and Pastry for Culinary Arts Majors
6 credits (2 lec, 8 lec/lab hrs/wk)
This course will cover fundamentals of baking and pastry (including terminology, ingredients, technology, equipment, recipe conversion, measurements, storage, and sanitation). Students will gain experience in using various mixing methods. Techniques in yeast and quick bread, pastry, pie, cookie, and dessert making and presentation will be covered. The yeast breads that are covered are lean and rich yeast doughs. Also included are laminated doughs, meringues, cakes and icing, creams and custards. Prerequisite: CRT2000 with a 'C' or better.

CRT2004 Introduction to Vineyards and Beverages
2 credits (2 lec hrs/wk)
This course will present an introduction from a culinary perspective to wine and spirits produced by European and American vineyards. Students will study wine production, labeling, and laws of the beverage industry. Emphasis is on developing a knowledge base suitable for assisting customers in choosing the “correct” wine for classical and contemporary cuisine. Students will also be exposed to beer making, liqueurs and spirits. Students will take the Alcohol Servers Permit examination for Oregon. Prerequisite: Instructor consent.

CRT2005 Menu Planning and Design

1 credit (1 lec hr/wk)

This course will cover the basic principles of planning and design necessary to create a variety of menus for various food service operations. Layout, costing, and promotional approaches will be covered. Students will be required to design and create their own restaurant concept menu. Prerequisite: Instructor consent.

CRT2006 Restaurant Layout and Design

2 credits (2 lec hrs/wk)

Course will offer students an opportunity to design their own restaurant from the ground floor up based on their previous Menu Design Project. Emphasis will be on kitchen layout, dining room design, menu planning, staff allocation, exterior design, and obtaining business permits, insurance and financing. Students develop a concept proposal for presentation. Prerequisite: CRT2005 and CRT 2007 with a 'C' or better.

CRT2007 Inventory Control and Purchasing

1 credit (1 lec hr/wk)

This course will present basic principles of purchasing food, beverage, equipment, contract services, and supplies. Students will learn the necessary skills for product identification, supplier selection, ordering, receiving, storing, and issuing processes as they apply to purchasing and inventory controls in the food service industry.

CRT2012 A La Carte I

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is the first part of a two part course. A la Carte focuses on the composition structure and basic quality factors of meats, game, poultry, finfish, and shellfish. USDA requirements and guidelines are introduced. IMPS and NAMPS classifications are discussed and some butchering is practiced. Three to four course daily menus are built around the aforementioned proteins, applying previously introduced moist and dry cooking methods. The students will gain competence in A la Minute methods for preparing these menus. Plate presentation approaches in the classical and contemporary styles will be included. Simulation of a restaurant environment, in terms of timing of courses, is created. A La Carte I focuses on poultry, beef, game and veal. Prerequisite: CRT2000 with a 'C' or better.

CRT2013 A La Carte II

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is the second part of a two part course. A La Carte focuses on the composition, structure and basic quality factors of meats, game, poultry, finfish and shellfish. USDA requirements and guidelines are introduced. IMPS and NAMPS classifications are discussed and some butchering is practiced. Three to four course daily menus are built around the aforementioned proteins, applying previously introduced moist and dry cooking methods. The students will gain competence in A La Minute methods for preparing these menus. Plate presentation approaches in the classical and contemporary styles will be included. Simulation of a restaurant environment, in terms of timing of courses, is created. A La Carte II focuses on Pork, Lamb, Finfish and Shellfish. Prerequisite: CRT2012 with a 'C' or better.

CRT2015 Sanitation and Safety for Managers

3 credits (3 lec hrs/wk)

This course develops an understanding of the basic principles of sanitation and safety and enables students to apply them in the food service operations. It reinforces personal hygiene habits and food handling practices that protect the health of the consumer. This course is based on the Educational Foundation of the National Restaurant Association's ServSafe training and certification coursework and includes the ServSafe certification examination and standard First Aid training, which meets the standard requirements of OSHA, yet exceeds with CPR (Cardiopulmonary Resuscitation). Safety in the workplace is also covered. Prerequisite: Instructor consent.

CRT2016 Culinary Nutrition

3 credits (3 lec hrs/wk)

This course will cover the study of nutrition as it applies to food preparation, menu analysis, and recipe alternatives for the culinary arts. Students will learn how food affects the human body and will prepare nutritional menus within the context of kitchen and restaurant operation. Prerequisite: Instructor consent.

CRT2017 Restaurant Management and Supervision

3 credits (3 lec hrs/wk)

This course will focus on the necessary skills for effective restaurant management and supervision by preparing students to transition from employee role to supervisory role. Students will evaluate styles of leadership and develop skills in human relations and personnel management. Prerequisite: Instructor consent.

CRT2018 Culinary Arts Career Planning
1 credit (11 lec hrs/total)
This course will focus on the development of habits, traits, and grooming standards necessary for success in today’s culinary arts job market. Students will review career tracts and opportunities in the culinary arts industry. Interview skills and portfolio development will be included. Prerequisite: Instructor consent.

CRT2024 Frozen Desserts
3 credits (6 lec/lab hrs/wk)
This course will cover the origin and history of frozen desserts, as well as the various churning methods for making ice cream, gelato and sorbets. Still frozen methods will also be discussed. Students will learn to prepare a variety of ice creams, gelatos, sorbets, frozen souffles, granite and parfaits. Prerequisite: Instructor consent.

CRT2026 Dessert Menu Development
1 credit (1 lec hr/wk)
The dessert crowns the dinner. To create a fine dessert, one has to combine the skills of a confectioner, a decorator, a painter, an architect, an ice cream maker, a sculptor and a florist. Students will learn to develop dessert menus for the food service industry using a variety of techniques to add visual appeal to plated desserts. This course will be an 11-week project where students will work towards the goal of developing a complete dessert menu. Prerequisite: Instructor consent.

CRT2027 Introduction to Sugar
1 credit (2 lec/lab hr/wk)
This course will take the student through the history of sugar, manufacturing of sugar and making and usage of casting sugar, pouring sugar, spun sugar and piped sugar. Students will also learn how to make and use marzipan for decorations, fillings and confections. Students will gain a functioning knowledge of how to make, form and present pastillage. Prerequisite: CRT2032 with a 'C' or better.

CRT2028 Basic Chocolate
1 credit (2 lec/lab hr/wk)
This course will take the student through the history of chocolate, growing cacao, manufacturing of chocolate. Students will also learn how to temper chocolate and prepare for decorations, fillings and confections. Students will gain a functioning knowledge of how to make, form and present chocolate modeling paste. Prerequisite: CRT2032 with a 'C' or better.

CRT2030 Bakery Design
3 credits (6 lec/lab hrs/wk)
Theory and methodology behind designing and building a bakery, from location and equipment to menu options and staffing are covered. Students spend lab time designing and creating a bakery. Students bring their concept to life for one hour as a final. Prerequisite: CRT2026 with a 'C' or better.

CRT2031 Bakery and Pastry Fundamentals I
6 credits (1 lec, 10 lec/lab hrs/wk)
This course covers baking and pastry fundamentals, including the history, terminology, ingredients, technology, equipment, storage and sanitation in the bakeshop. Students gain experience in using various mixing, holding and baking methods, as well as international techniques to create an assortment of lean yeast doughs, quick breads, fritters, donuts, crisps, cobblers, cookies, pies and tarts. Prerequisite: Instructor consent.

CRT2032 Bakery and Pastry Fundamentals II
7 credits (2 lab, 12 lec/lab hrs/wk)
This course covers more advanced bakery techniques. Students will learn the production methods for American and European artisan breads, breads using natural yeast, decorative breads using some basic sculpting techniques, European style pastries and tarts, as well as a variety of international cookies. This course covers human digestion and how to create nutritional and allergy aware options in the bakery. Sugar free, reduced sugar, and reduced fat baking will be covered in this course. Prerequisite: CRT2031 with a 'C' or better.

CRT2033 Classic and Contemporary Cakes
4 credits (8 lec/lab hrs/wk)
From classic genoise rolades to contemporaty fondant covered topsy turvy cakes, this course covers all aspects of cake baking and building. Students go from the basics of cake making through a complete understanding of cake structure development and how to alter formulas. A variety of decorating icings, coatings and fillings are covered and several styles of cakes are produced. Piping skills are developed and enhanced. Cakes included are American birthday cake, French wedding cake, Jaconde covered mousse cake, torten, gateau and charlottes, and specialty/ celebration cakes. Prerequisite: CRT2032 with a 'C' or better.

CRT2034 Advanced Sugar and Chocolate
2 credits (4 lec/lab hrs/wk)
This course takes the student to a higher level of sugar and chocolate skills such as blown sugar, sugar presentation pieces, chocolate display pieces, molded chocolates, bon bons, truffles, nougatine, crystalline and non-crystaline and gelee based candies. Students design and execute show pieces to display cakes, candies and other confections for their capstone project. Topics include, velvetizing with chocolate, making silicon chocolate and sugar molds, building sugar and chocolate show pieces to include blown sugar, molded chocolate and other advanced sugar products. Prerequisite: CRT2027 and CRT2028 with a 'C' or better.

CRT2037 Plated Desserts

6 credit (3 lec, 6 lec/lab hr/wk)

This class will focus on plated restaurant style desserts to include hot desserts such as cobblers, buckles, custards, soufflees and bread pudding. Cold and frozen desserts will include sorbets, gelatos, espuma, semifreddos, and bombes. Individual cakes, tortes and tartletts will also be presented. Intermezzos course and pallet refreshers will include granita and the cheese course will introduce the student to appropriate after dinner cheeses with accompaniments to include crackers, candied nuts and gastriques. Plating design and development with a focus on fine dining along with mignardise concepts will also be included in this course. Dessert wines and spirits will also be incorporated into this class. Prerequisites: CRT2015 and CRT2032 with a 'C' or better.

CRT2038 Applied Visual Principles

1 credit (1 lec hr/wk)

Foundation in visual perception and composition as applied to Culinary Arts and Baking and Pastry Arts. Study of visual principles to understand how to present and create artistically pleasing dishes/ foods. The seven principles presented are: contrast, emphasis, balance, unity, pattern, movement and rhythm.

CRT2040 Culinary Arts for Baking and Pastry Majors

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is designed specifically for students specializing in Baking and Pastry Arts. Students are introduced to the philosophy of the hospitality industry through its history, growth and development up to present trends. Students are instructed in knife skills, hand tool and equipment operation, emphasizing safety. Basic stock, soup and sauce making are included. Cooking techniques and methodology are demonstrated and practiced through the use of herbs and spices, meats, seafood and poultry. Also covered are fruits, vegetables, starches, salads and basic dressings, sandwiches and breakfast products.

CRT2042 Wedding Cakes

3 credits (1 lec, 2 lec/lab hrs/wk)

This course will focus on the successful execution of modern day wedding cakes. Students will learn a brief history, but focus mainly on today's styles and trends. Set up and marketing strategies will be covered in this course in addition to the construction of wedding cakes. Prerequisite: HEC9932 or ServSafe Certificate and Instructor Consent.

CRT2045 Retail Baking

7 credits (4 lec, 6 lec/lab hrs/wk)

This course will focus on the the development of a "dream" retail bakery concept to include research and development of products, production of an assortment of baked goods to include savory as well as sweet items, breakfast pastries to include Viennoiserie, tea sandwiches and other savory and sweet items. They will also be responsible for running a model bakery. Students will also be introducted to beverage service including tea, coffee, chocolate, and other hot and cold beverages. Wines, beer and spirits will also be introduced. Students will develop the skills to prepare hot beverages as well as an assortment of sweet and savory accompaniments. Students will also learn basic service skills to include bakery counter service, buffet and banquets. Prerequisite: CRT2015 and CRT2032 with a 'C' or better.

CRT2050 Regional and International Cuisine

6 credits (2 lec, 8 lec/lab hrs/wk)

This course will focus on various International and American regional cuisines. Students will develop a working understanding of the local products, traditional ethnic recipes and kitchen tools indigenous to various regional cuisines. The course will include the cuisines from national and international regions including New England, Louisiana, New Mexico, Florida, France, Italy, and Scandinavia. Also included are the cuisines of China, Japan, Vietnam, Thailand, Greece, Spain and Portugal, Germany, Morocco, India, Mexico, The American Southwest, New Orleans Cajun and Creole and the Midwest Heartland. Prerequisite: CRT2000 with a 'C' or better.

CRT2060 Garde Manger

8 credits (3 lec, 10 lec/lab hrs/wk)

This course will cover the preparation and artistic presentation of cold cuisine. While using garde manger small tools, students will develop skills in the fundamentals of preparing hot and cold appetizers and hors d'oeuvres, canapes, lunch and dinner salads, dressings, terrines, galatines, pates, and charcuterie, vegetable and fruit carving, garnishes, hot and cold sandwiches and food decoration. Basics of cold food pantry organization and sanitizing techniques will be covered. Students will be introduced to the artistic production and presentation of buffet arrangements. Prerequisite: CRT2000 with a 'C' or better.

CRT2280 Cooperative Work Experience: Culinary Externship

12 credits (36 lab hrs/wk)

This course offers students work place experience in a variety of supervised settings that are applicable to the development of a student as a professional in the food service industry. Students will have the opportunity to work in different areas under the direction of chefs and food/beverage managers. Externships will be progressive training experiences structured to fit the background and career goals of each individual student. Prerequisite: Instructor consent.

DRAFTING

DRFT100 Computer Assisted Drafting Survey

3 credits (3 lec hrs/wk)

Introduction to computer assisted drafting (CAD) software and its typical uses in creating 2-D drawings. Instruction will include system requirements, menu structure, drawing setup, drawing aids, basic drawing, editing, display and dimensioning. Also using blocks, graphic patterns and printing commands. AutoCAD software is utilized to produce 2-D schematic and mechanical drawings. Concurrent: CIS0593.

DRFT105 Blueprint Reading
3 credits (3 lec hrs/wk)
Presents instruction and skill development in blueprint reading and interpretation. Emphasis is placed on fundamentals of blueprint reading including understanding basic lines, views, dimensions tolerances, symbols, machine call-outs, and notations. Emphasis is on blueprints as used in the welding trades with considerable time learning how to properly interpret AWS welding symbols.

DRFT110 Computer Assisted Drafting I
3 credits (3 lec hrs/wk)
Introduction to computer-aided drafting (CAD) software and the hardware components comprising a CAD station. Drawing set-up, drawing aides, basic drawing, editing and display commands are used to create 2-D schematic and mechanical drawings. Concurrent: CIS0593.

DRFT111 Computer Assisted Drafting II
3 credits (3 lec hrs/wk)
Introduces advanced drawing and editing commands, concept of polylines and splines, obtaining information from the computer, basic and advanced dimensioning and dimension editing, use of tolerances and limits. Producing section views and graphic patterns, blocks for multiple use, multi view layout, external references and plotting. Prerequisite: DRFT100 or DRFT110 . Concurrent: CIS0593.

DRFT112 Computer Assisted Drafting III
3 credits (3 lec hrs/wk)
Covers the use of the computer to create Solid Models. Solid modeling software will be utilized to produce solid models with mass properties. Use of the solid models to produce the associative 2-D drawings, assemblies of several parts, motion associate with assemblies and presentation files will be covered. Prerequisite: DRFT100 or DRFT110. Concurrent: CIS0593.

EARLY CHILDHOOD EDUCATION

ECE102 Theory and Practicum II: Children's Physical, Cognitive and language Development
3 credits (1 lec, 6 lab hrs/wk)
Second in a sequence that offers a weekly seminar with a supervised preschool practicum experience for future early childhood educators. (ECE 209 is first in the sequence.) The various roles of the early childhood educator; observation/assessment; planning, implementing and assisting with various daily activities are highlighted. Cognitive, Language and Physical development are emphasized. Prerequisite: ECE150 and ECE151 with a 'C' or better.

ECE150 Introduction and Observation in Early Childhood Education
3 credits (3 lec hrs/wk)
A beginning course focusing on the theoretical foundations, history and basic concepts of early childhood education, and the value and usage of objective observations as a teaching tool. This course focuses on the Pre-Kindergarten through third grade years.

ECE151/ED151 Guidance and Classroom Management
3 credits (3 lec hrs/wk)
This introductory course introduces students to the principles of positive guidance. Emphasizes the role of the teacher and direct and indirect techniques for individual and group guidance and management. Topics include observing children, managing behavior, building pro-social behaviors and helping children develop positively and in the social and emotional domains.

ECE152 Creative Activities
3 credits (3 lec hrs/wk)
A curriculum course focusing on understanding and implementing a development approach to creative activities as well as discussion on presentation and methods of evaluation. Specifically, this course teaches students how to develop art, math, science, music and movement activities, and curriculum.

ECE154 Children's Literature and Literacy
3 credits (3 lec hrs/wk)
This course gives the student an in-depth experience of studying and observing how children develop emerging literacy skills. Quality children's literature, a rationale for the purpose of such literature, ways to implement its use, and ways to evaluate its appropriateness for young children is also discussed. Also offered as ECE154A, B, C in one-credit modules.

ECE161 Infant and Toddler Practicum I
3 credits (1 lec, 6 lab hrs/wk)
This “hands-on” experience focuses on developing understandings of the developmental needs of the very young and the importance of providing appropriate stimulating environments with a focus on the teacher/care giver as a component of the environment, and how care and play are utilized to create quality learning environments.

ECE162 Infant and Toddler Practicum II
3 credits (1 lec, 6 lab hrs/wk)
This theoretical and “hands-on” Practicum II experience reinforces the student’s understanding of the developmental needs of the very young and the importance of providing appropriate stimulating environments. Coursework focuses on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents.

ECE163 Preschool Practicum
3 credits (1 lec, 6 lab hrs/wk)
A preschool practicum experience designed to assist students in gaining experience working with young children in a laboratory preschool setting. Experiences in developing skills in establishing learning environments, observation/assessment, planning, implementing, and evaluating curriculum and materials appropriate for the young child are included. Prerequisite: ECE102 with a 'C' or better.

ECE170 Health and Safety in Early Childhood
2 credits (2 lec hrs/wk)
This course covers health/safety practices recommended for the early childhood field and includes information on common diseases and health problems. Students will learn how to teach health and safety to children in developmentally appropriate ways. First Aid and CPR Certification is required to pass this course.

ECE209 Theory and Practicum I: Children's Social and Emotional Development
3 credits (1 lec, 6 lab hrs/wk)
This course offers a weekly seminar with a supervised practicum experience for future early childhood educators. The various roles of early childhood educators, assisting with daily activities in a preschool program, observation/assessment, and guidance techniques are included in the course curriculum. This course focuses on children's social and emotional development. Prerequisite: ECE151 with a 'C' or better.

ECE220/ED220 Teaching Outdoor Education
2 credits (2 lec hrs/wk)
This course focuses on the unique characteristics of teaching science to children- toddlers through elementary school ages - using the outdoors as the classroom. Theory and best practice are studied. Emphasis is on inquiry based curriculum. Course delivery is hybrid; face-to-face class time as well as online segments.

ECE240 Lesson and Curriculum Planning
3 credits (3 lec hrs/wk)
This course includes the information and tools needed to develop effective curriculum for activities in early childhood education classrooms. A focus on the whole child's needs, developmentally appropriate practice, play, and multiple intelligences form the foundation of this course.

ECE261 Student Teaching I, Early Childhood Education
6 credits (2 lec, 12 lab hrs/wk)
A supervised teaching experience for students working with young children in an appropriate setting. Continued development of knowledge and skills in curriculum planning, observation/assessment, implementation of curriculum, and working with children and families are included. Prerequisite: ECE163 with a 'C' or better.

ECE262 Student Teaching II, Early Childhood Education
6 credits (2 lec, 12 lab hrs/wk)
A continuation of supervised teaching experience for students working with young children in an appropriate setting. Continued development of knowledge and skills in curriculum planning, observation/assessment, implementation of curriculum, and working with children and families are included, along with a strong focus on higher level guidance techniques. Prerequisite: ECE261 with a 'C' or better.

ECONOMICS

ECON198/298 Independent Studies in Economics
1-3 credits (hrs to be arranged)
Student and instructor identify a project or problem in economics and jointly draw up a contract. The contract sets forth a proposal to complete the project or solve the problem. The contract identifies objectives, procedures, and equipment needed, together with key checkpoints for student instructor conferences. Prerequisite: Instructor consent.

ECON201 Microeconomics
4 credits (4 lec hrs/wk)
Analyzes the market system, with attention given to the role of households, firms, and government in determining wages/prices and the allocation of productive resources. Prerequisite: MTH94 with a 'C' or better or appropriate placement test score.

ECON202 Macroeconomics
4 credits (4 lec hrs/wk)
Analyzes the national economy as a whole, with attention given to determining national income, business cycles, economic growth, fiscal and monetary policy, and international trade. Prerequisite: MTH94 with a 'C' or better or appropriate placement test score.

EDUCATION

ED101 Introduction and Observation and Experience
3 credits (3 lec hrs/wk)
This introductory course focuses on the history of education. Students will review the value and usage of objective/ subjective observations as a teaching tool. Specific times for elementary/secondary level classroom observation as well as a regular group discussion of observation experiences will be included.

ED113 Instructional Strategies in Language Arts and Reading
3 credits (3 lec hrs wk)
This introductory course for future educators focuses on specific concepts related to the development of reading and language abilities, as well as the development of a literacy-rich learning environment. Developing reading/ language activities and lesson plans for use in their practicum experiences, future classrooms, and particular grade-level interests are included.

ED114 Instructional Strategies in Math and Science
3 credits (3 lec hrs/wk)
This introductory course for future educators focuses on specific mathematical and scientific concepts, the application of these mathematical and scientific concepts in problem solving, and the development of a positive attitude toward mathematics and science for use in their practicum experiences, future classrooms, and particular grade-level interests.

ED122 Introduction to Residents Life
1 credits (1 lec hrs/wk)
Course offered to students as an introduction to Residence Life, reviewing foundational residence life research, examining theoretical frameworks in community, group, and student development, developing practical skills, and orienting students to Student Housing. Given the foundational nature of the course it will focus primarily on raising student awareness and basic skill development. The topics of the course will provide a collective understanding of the philosophical underpinnings of our work (why we do what we do) and the basis for future training.

ED126 Tutoring Certification I
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promotes their success as tutors. This course covers basic job requirements, tutoring techniques, communication skills, and an awareness of study skills. Prerequisite: Instructor consent.

ED127 Tutoring Certification II
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promote their success as tutors. This course covers characteristics of adult learning, learning styles, cultural awareness, identifying and using resources, and tutoring in specific subject areas. Prerequisite: ED126 with a 'C' or better.

ED128 Tutoring Certification III
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promote their success as tutors. This course covers how to structure the learning experience, assertiveness training, group tutorials, and how to tutor target populations. Prerequisite: ED127 with a 'C' or better.

ED130 Comprehensive Classroom Management
3 credits (3 lec hrs/wk)
This course provides current theory and methodology effective in managing small and large groups of students. Major factors and skill areas of effective classroom management are included.

ED131 Instructional Strategies
3 credits (3 lec hrs/wk)
This course will introduce students to a variety of educational teaching techniques in reading, math and content areas. Students will practice instructional design, plan lessons, teach lesson plans to small groups of peers or K-12 students, as well as participate in evaluating their own and their peer's teaching.

ED133 Instructional Media and Materials
3 credits (3 lec hrs/wk)
This course covers the preparation and use of instructional media and materials commonly found in public schools, an introduction to computers and other learning technologies, and how to design lessons using these materials in the implementation of curricular programs.

ED151/ECE151 Guidance and Classroom Management
3 credits (3 lec hrs/wk)
This introductory course introduces students to the principles of positive guidance. Emphasizes the role of the teacher and direct and indirect techniques for individual and group guidance and management. Topics include observing children, managing behavior, building pro-social behaviors and helping children develop positively and in the social and emotional domains.

ED169 Overview of Students with Special Needs
3 credits (3 lec hrs/wk)
An introductory course covering special needs and medical conditions that teachers must be able to recognize and understand in order to plan, serve, and teach students effectively. The needs of at-risk youth and techniques for teaching students for whom English is a second language are also included in this course.

ED220/ECE220 Teaching Outdoor Education
2 credits (2 lec hrs/wk)
This course focuses on the unique characteristics of teaching science to children- toddlers through elementary school ages - using the outdoors as the classroom. Theory and best practice are studied. Emphasis is on inquiry based curriculum. Course delivery is hybrid; face-to-face class time, as well as online segments.

ED258 Multicultural Education
3 credits (3 lec hrs/wk)
This course introduces anti-bias/ multicultural approaches to teaching with a focus on how to creatively develop relationships and learning environments that value diversity and help children respect each other as individuals. Strategies and skills to creatively use activism to enhance their work with parents, students, and their community are also included.

ED266 Current Issues in Special Education
3 credits (3 lec hrs/wk)
This course is designed to provide students with an opportunity to explore, in depth, current special education issues. Students will review current philosophical frameworks, legislative changes, emerging conditions, and technological advances in the field of special education.

ED269 Educating the Mildly and Severely Disabled
3 credits (3 lec hrs/wk)
This course covers theories and effective techniques for working with students with disabilities. Students will receive instruction in various educational approaches based on various types of special needs. Students will also learn about services and funding provided for children with mild to severe disabilities, legal issues, and family dynamics.

ED280 Field Experience: Education
1-4 credits (3-12 hrs/wk)
Field Experience in education is a course which provides students with the opportunity to gain practical experience in applying teaching or tutoring methods and techniques. The course also allows students to explore the field of public education as a possible career choice. Prerequisite: Instructor consent.

ELECTRONICS

ELEC101 Electronic Processes
3 credits (6 lec/lab hrs/wk)
An introduction to electricity technology as it applies to devices and circuits used in electronic communication, computers and computer interfaces, and manufacturing systems. The course emphasizes fundamental electronic concepts, theory, and practices. Topics include practical applications and verifying results using a variety of equipment while maintaining a safe working environment.

EMERGENCY MEDICAL TECHNICIAN

EMT151 Emergency Medical Technician - Basic, Part A
5 credits (4 lec hrs/wk, 3 lab hrs/wk)
Prepares individuals for certification in Oregon as an Emergency Medical Technician-Basic. The course is designed to develop student skills in recognition of symptoms of illness and injuries and proper procedures of emergency care at the basic life support (BLS) level.

EMT152 Emergency Medical Technician - Basic, Part B
5 credits (4 lec hrs/wk, 3 lab hrs/wk)
Prepares individuals for certification in Oregon as an Emergency Medical Technician-Basic. The course is designed to develop student skills in recognition of symptoms of illness and injuries and proper procedures of emergency care at the basic life support (BLS) level. Prerequisite: EMT151

EMT167A/HE931A Emergency Medical Technician - Intermediate, Part A
4.5 credits (4.3 lec hrs/wk, 2.2 lab hrs/wk, 1 TBA hr/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

EMT167B/HE931B Emergency Medical Technician - Intermediate, Part B
5 credits (4.3 lec hrs/wk, 3.7 lab hrs/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations. Prerequisite: EMT167A/HE931A.

EMT169 Emergency Medical Technology Rescue
3 credits (2 lec hrs/wk, 3 lab hrs/wk)
This course covers elementary procedures of rescue practices, systems, components, support and control of rescue operations including ladder procedures and basic rescue tools. Introduction to techniques and tools of patient extrication, emphasizing application to traffic accidents as required for paramedic certification.

EMT170 Emergency Response Communication/ Documentation
2 credits (2 lec hrs/wk)
Covers principles of therapeutic communication, verbal, written, and electronic communications in the provision of EMS, documentation of elements of patient assessment, care and transport, communication systems, radio types, reports, codes, and correct techniques.

EMT171 Emergency Response Patient Transport
2 credits (1 lec hrs/wk, 2 lab hrs/wk)
Covers ambulance operations, laws, maintenance and safety, emergency response driving, and route planning.

EMT175 Introduction to Emergency Medical Services (EMS)
3 credits (3 lec hrs/wk)
This course covers the role and responsibilities of the Emergency Medical Technician - Paramedic (EMT-P), Emergency Medical Services (EMS) systems, medical-legal considerations, major incident response, hazardous materials awareness, stress management, and blood-borne pathogens/communicable diseases, and safety precautions.

EMT280F EMT - Paramedic Cooperative Work Experience
6 credits (18 lab hrs/wk)
This course consists of a planned program of observation and practical experience with an organization providing emergency medical services at the Paramedic/Advanced Life Support (ALS) level. The course is designed to provide students with experience and an opportunity to apply emergency medical concepts and theory in a field situation.

EMT296 EMT - Paramedic, Part I
12 credits (10 lec hrs/wk, 6 lab hrs/wk)
Focuses on patient assessment; airway/ventilation; general pharmacology; physiology of acid-base, respiratory, and cardiovascular emergencies to include advanced cardiac arrest management and ECG interpratation. Applies didactic knowledge to campus-based laboratory skills practice.

EMT297 EMT - Paramedic, Part II
14 credits (6 lec hrs/wk, 24 lab hrs/wk)
Focuses on anaphylactic, toxicologic, environmental, geriatric, pediatric, obstetric, gynecologic, neonatal, and endocrine emergencies; infectious diseases and trauma care. Applies didactic knowledge to campus-based laboratory skills practice and clinical patient care in the hospital setting.

EMT298 EMT - Paramedic, Part III
8 credits (7 lec hrs/wk, 2 lab hrs/wk)
This course focuses on putting all didactic and skills knowledge together. Students will continue to focus on clinical and field internships. Prerequisites: EMT296 and EMT297 must pass with a 'C' or better.

ENGINEERING

ENGR111 Engineering Orientation
3 credits (3 lec hrs/wk)
Topics include: survey of the engineering profession; educational and professional development; standards of practice; engineering information, calculations, and analysis. An engineering design project will be incorporated. Prerequisite: MTH111 with a 'C' or better.

ENGR112 Engineering Computation
3 credits (2 lec, 3 lab hrs/wk)
Introduction to solution of engineering problems by means of programmed numerical methods. Exposure to fundamentals of computational systems, logical analysis, algorithm development, and program input/output design. A higher-level programming language will be presented and utilized. Prerequisite: MTH111 with a 'C' or better.

ENGR201 Electrical Fundamentals I
3 credits (3 lec hrs/wk)
Topics include: circuit variables and elements, simple resistive circuits, techniques of circuit analysis, applications of operational amplifiers, inductors, capacitors, and first-order circuits. Prerequisite: PH213 with a 'C' or better.

ENGR202 Electrical Fundamentals II
3 credits (3 lec hrs/wk)
Topics include: first-order and second-order circuits, analysis methods and power calculations for sinusoidal steady-state circuits, balanced three-phase circuits, mutual inductance, and transformers. Prerequisite: ENGR201 with a 'C' or better.

ENGR203 Electrical Fundamentals III
3 credits (3 lec hrs/wk)
Topics include: Laplace transforms and their applications to circuit analysis; frequency-selective circuits, active filter circuits; Fourier series, Fourier transforms and their applications to circuit analysis; and two-port circuits. Prerequisite: ENGR202 with a 'C' or better.

ENGR211 Statics
3 credits (3 lec hrs/wk)
Topics include: equilibrium of particles, equivalent force systems, equilibrium of rigid bodies, distributed forces and centroids, structures and machines, beams and cables. Prerequisite: PH213 with a 'C' or better.

ENGR212 Dynamics
3 credits (3 lec hrs/wk)
Topics include: kinematics and kinetics of particles, systems of particles, kinematics and kinetics of rigid bodies, work-energy, and impulse-momentum relations. Prerequisite: ENGR211 with a 'C' or better.

ENGR213 Strength (Mechanics) of Materials
3 credits (3 lec hrs/wk)
Topics include: stress and strain in deformable bodies, material effects caused by axial loading, torsion, pure bending, and transverse loading; transformation of stress; combined stress states; statically-indeterminate systems; beam deflection; and column instability. Prerequisite: ENGR211 with a 'C' or better.

ENGR245 Engineering Graphics and Design
3 credits (2 lec, 3 lab hrs/wk)
An introductory engineering graphics course. A computer-aided drawing (CAD) application will be presented and utilized. An engineering design project will be incorporated. Prerequisite: MTH111 with a 'C' or better.

ENVIRONMENTAL TECHNOLOGY

ENV235 Introduction to Soil Science
4 credits (3 lec, 3 lab hrs/wk)
An introduction to the physical, chemical, and biological properties of soil as influenced by climate and geologic processes. Emphasis is placed on the understanding of soil processes and includes issues of disturbance, erosion, productivity, and conservation. The behavior of water in soil and soil-water interactions will also be discussed.

FIRE SCIENCE

Note: Certain Fire Science courses fulfill specific elective program requirements only. Refer to the Associate of Applied Science Fire Science Technology program information in this catalog or contact the Fire Science program coordinator for more information.

FS5244 National Fire Protection Association (NFPA) Firefighter I, Part A
3.5 credits (3 lec, 1.5 lab hrs/wk)
Designed to provide the beginning Fire Science student with the basic knowledge and hands-on skills necessary to be involved in fire suppression activities under the direct supervision of a skilled firefighter. This course meets the performance-based objectives established for Entry Level Firefighter.

FS5245 National Fire Protection Association (NFPA) Firefighter I, Part B
3 credits (2.5 lec, 1 lec/lab hrs/wk)
This course, along with NFPA Firefighter, Part A is designed to provide the beginning Fire Science student with the basic knowledge and hands-on skills necessary to be involved in fire suppression activities under the direct supervision of a skilled firefighter.

FS5254 Introduction to Fire Protection

3 credits (3 lec hrs/wk)
This course introduces the student to different aspects of the fire protection career field. It is primarily intended for the person who wishes to become a firefighter. This class is considered the foundation course for all of the Fire Science technology students.

FS5259 Fire Organization and Command

3 credits (3 lec hrs/wk)
This course is designed to provide students with basic concepts of organizational structure and command sequences associated with emergency scene management.

FS5276 S-130/190 Wildland Firefighter Type II

3 credits (33 lec, 7 lab hrs/total)
Firefighters successfully completing this course will be qualified to suppress wildland fires under close supervision. This training is required for all personnel prior to certification as a Firefighter (Type 2) under the national wildland qualification system.

FS5280 Cooperative Work Experience

1-3 credits (3-9 hrs/wk)
Maximum of 6 credits applicable toward degree. This course gives fire science degree students actual field experience and the opportunity to apply fire science concepts, theory, and training in field situations. Prerequisite: Instructor consent.

FS5282 Fire Codes and Related Ordinances

3 credits (3 lec hrs/wk)
Provides students with basic knowledge of codes related to building construction, fire and life safety requirements. Also covered is an examination of possible fire conditions within construction of buildings, which can cause problems for firefighters.

FS5289 Legal Aspects of the Fire Service

3 credits (3 lec hrs/wk)
Provides students with firefighters' legal responsibilities regarding operating emergency vehicles and other fire protection activities. Course also examines firefighters' rights, duties, liabilities, and participation in legal activities, including state fire marshal and OSHA laws related to fire protection.

FS5672 Principles of Fire and Emergency Services Safety and Survival

4 credits (4 lec hrs/wk)
This course introduces the basic principles and history related to the National Firefighter Life Safety Initiatives, focusing on the need for cultural and behavior change throughout the emergency services. This course meets the 2002 Fire and Emergency Service Higher Education (FESHE) Model Curriculum recommendations.

FS5675 Fire Protection Systems and Extinguishers

3 credits (3 lec hrs/wk)
This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers.
This course meets the 2002 Fire and Emergency Services Higher Education (FESHE) model curriculum recommendations. Prerequisite: FS5244 with a grade of 'C'.

FS5676 Fire and Emergency Services Administration

3 credits (3 lec hrs/wk)
This course introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer. Prerequisite: FS5254 with a grade of 'C' or 'S'.

FS996B Fire Prevention and Inspection

3 credits (30 lec, 12 lec/lab hrs/total)
This course is designed to provide students with basic knowledge of fire prevention principles and fire inspection techniques.

FS9060 Emergency Response to Terrorism: Operations

1 credit (16 lec hrs/total)
This course will provide the Public Safety Initial Responder with the information needed to make informed, controlled, and safe responses to incidents involving weapons of mass destruction (WMD).

FS9175 Firefighter Safety

3 credits (30 lec, 12 lec/lab hrs/total)
This course is designed to explore numerous aspects of firefighter safety. Students will explore those safety hazards and possible mitigation techniques for ensuring their safety.

FS9380 S-215 Fire Ops/Urban Interface

2.5 credits (24 lec, 3 lab hrs/total)
This course is designed to meet the training needs for initial attack incident commanders (wildland suppression) and company officers (suppression) confronting wildland fires that threaten life, property, and improvements.

FORESTRY

F240 Forest Ecology

4 credits (3 lec, 3 lab hrs/wk)
An introductory course in ecology, with an emphasis on forest ecosystems. The course examines the relationships between biological and physical components of ecosystems, and dynamic processes such as nutrient cycling, disturbance, and succession.

GEOGRAPHY

GEOG105 Cultural Geography

3 credits (3 lec hrs/wk)

This course examines the nexus of human and environmental interaction. We will consider issues such as the origins of domestication of animals and plants for food, economic development and underdevelopment, environmental racism, and the geographic origins of cultural differences.

GEOG265/CS125GIS Introduction to Geographic Information Systems

3 credits (2 lec, 3 lab hrs/wk)

Course introduces students to principles and practices of GIS, while providing experience using a contemporary GIS software package. Course develops both a theoretical understanding of GIS and experience in accessing GIS data sets. Students are exposed to raster and vector GIS.

GEOLOGY

G145 Regional Field Geology

1-3 credits (variable hrs)

A field study of significant geologic features of a selected region. The course consists of a field trip arranged to illustrate the geologic setting, stratigraphy and structure, topography, age and origin, significant events through geologic time, and special features unique to the region. Also offered as G0250 for no credit or grade.

G146 Geology of Southwestern Oregon

3 credits (3 lec hrs/wk)

Studies the physical and historical features of Southwestern Oregon. Examines the geological setting, age, origin, stratigraphy, structure, and topography of the Coast Range and Klamath Mountain provinces of Southwestern Oregon. The major geologic aspects of each city in the region are emphasized.

G198/298 Independent Study in Geology

1-6 credits (1-6 hrs/wk to be arranged)

Prerequisite: Instructor consent.

G201 Physical Geology I

4 credits (3 lec, 3 lab hrs/wk)

A study of the nature of the earth and earth materials, geologic structures, fundamental geologic principles, and physical processes acting within and upon the earth. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G202 Physical Geology II

4 credits (3 lec, 3 lab hrs/wk)

Studies fundamental geologic principles and the natural processes acting within and upon the earth. Examines internal and superficial processes, geologic time and the interrelationships of people and their natural environment. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G203 Historical Geology

4 credits (3 lec, 3 lab hrs/wk)

Covers the physical and historical nature of the earth through time. Includes principles of historical geology, geologic time, the sequence of tectonic changes, stratigraphic relations, paleogeographic environments and major events through time, and the progression of life through time. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G207 Geology of the Pacific Northwest

3 credits (3 lec hrs/wk)

Geology of the Pacific Northwest introduces the regional geology of the Pacific Northwest with an emphasis on Oregon geology. The course includes a basic overview of geologic principles, earth materials, and development of the geologic history of Pacific Northwest provinces.

G220 Prehistoric Life

3 credits (3 lec hrs/wk)

Nature and classification of prehistoric life, its stratigraphic significance, fossilization, evolutionary mechanisms and patterns, functional morphology, and paleoecology. Identification of significant fossil invertebrate genera is emphasized.

G221 General Geology

3 credits (3 lec hrs/wk)

Introduces various branches of earth science. Includes basic terminology, fundamental processes and respective interrelationships. Discusses rock and mineral formation, plate tectonic theory, volcanism, earthquakes, surficial processes, and geologic time. Credit cannot be earned for this course and GS106.

G246 Geological Hazards and Natural Catastrophes

3 credits (3 lec hrs/wk)

The causes and effects of earthquakes, tsunamis, landslides, ground subsidence and collapse, floods, storms, coastal erosion, and volcanic eruptions. The possibilities for prediction and mitigation will be examined, as will the potential for natural hazards in Oregon.

G291 Elements of Rocks and Minerals

3 credits (2 lec hrs/wk, 2 lec/lab hrs/wk)

Examines the relationships among rocks, minerals, and the role of economic geology in society. In lecture and lab sessions, students explore how rocks and minerals form, their classification, symmetry, textures and structures, how to recognize them and how they are used. Students learn how to discover the stories held within rocks. The course also covers Earth's rock, mineral and fossil fuel resources, their modes of formation, methods and environmental impacts of mining and extraction.

GENERAL SCIENCE

GS104 Physical Science
4 credits (3 lec, 3 lab hrs/wk)
This course provides an overview of the essential ideas in physics with an emphasis on the laws of motion, work, energy, heat and temperature. Prerequisites: MTH70 and WR90 with a 'C' or better.

GS105 Physical Science
4 credits (3 lec, 3 lab hrs/wk)
GS105 is an introduction to chemistry for non-science majors. The course material covers atomic structure and theory, compounds, chemical bonds, states of matter, solution chemistry, chemical reactions, and selected topics in organic and biochemistry. Prerequisites: MTH70 or MTH80 and WR90 with a 'C' or better.

GS106 Introduction to Earth Science
4 credits (3 lec, 3 lab hrs/wk)
Introduces various branches of earth science. Includes basic terminology, fundamental processes and respective interrelationships. Discusses rock and mineral formation, plate tectonic theory, volcanism, earthquakes, surficial processes, and geological time. Includes laboratory component. Credit cannot be earned for this course and G221.

GS107 Astronomy
4 credits (3 lec, 3 lab hrs/wk)
A descriptive treatment of the solar system, stars, stellar evolution, galaxies, and cosmology. The results of current space missions are emphasized. Recent discoveries in stellar astronomy will be discussed. Prerequisite: MTH70 with a 'C' or better.

GS108 Oceanography
4 credits (3 lec, 3 lab hrs/wk)
Studies the ocean and its phenomena. Discusses the chemical, biological, geological, and physical nature of the oceans, the ocean floor, and shoreline. The course also includes sedimentation, volcanism, plate tectonics, and other geological aspects of the oceans.

GERMAN

GER101/102/103 First Year German
4 credits (4 lec/term hrs/wk)
Introduces the written and spoken language of German-speaking people. Includes pronunciation, grammar, vocabulary and comprehension. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence.

GER201 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER103 with a 'C' or better or two years high school German.

GER202 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER201 with a 'C' or better.

GER203 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER202 with a 'C' or better.

GREEN TECHNOLOGIES

GT101 Introduction to Industrial Sustainability
3 credits (3 lec hrs/wk)
Students explore a broad overview of sustainability and environmental engineering. Students learn the principles, concepts, and technology of alternative resources including power production by wave energy, wind energy, solar energy, hydrogen-fuel devices and other emerging alternative power generation systems. Students learn the basics of sustainability in an industrial context, including energy conservation, waste reduction and preventive maintenance.

GT102 Industrial Safety
2 credits (2 lec hrs/wk)
Students learn the essential skills needed to develop and maintain safe work habits in various industrial workplaces following OR-OSHA guidelines, including general accident prevention. Students demonstrate safe use of tools/equipment commonly found in a variety of manufacturing and construction industries. Emphasis will be put on safety procedures leading to sustainable practices and results.

GT103 Mechanical Systems
3 credits (2 lec, 3 lab hrs/wk)
This course focuses on learning the fundamentals of mechanical power. Students learn common mechanical components from nuts and bolts to gears, gear boxes, shafts and bearings. Students perform common mechanical tasks, and learn to fine tune drive systems involving belts, chains, etc. This course demonstrates the importance of lubrication in maintaining gears and other movable parts, and emphasizes operations to reduce friction and wasted motion, which are major contributors to energy inefficiency.

GT104 Electrical Systems Troubleshooting I
2 credits (1 lec, 2 lec/lab hrs/wk)
This course covers information on basic DC and AC electrical theory, definitions, basic component identification and analysis of series, parallel and combination circuits. Emphasis is placed on practical application, troubleshooting and problem solving. Students learn to troubleshoot common electrical problems in industry, such as low voltage, high voltage, open circuits, high resistance shorts to ground and current/voltage unbalance. Emphasis is on prevention of electrical energy waste.

GT105 Workplace Math / Applied Math
4 credits (4 lec hrs/wk)
This is an introductory algebra and geometry class in technical/ professional mathematics. Topics that are covered include measurement and conversions, signed numbers, algebraic equations and formulas, ratio and proportion, perimeters, areas, volumes, reading and interpreting graphs, and measures of central tendency. Prerequisite: MTH20 with a 'C' or better or appropriate placement test score.

GT106 Introduction to Green Technologies
2 credits (2 lec hrs/wk)
Students will be introduced to economic and environmental considerations for selecting appropriate green technologies and techniques to compare technology options. Technologies in the areas of energy production, transportation, electrical systems, building systems, and agriculture will be examined. Emphasis will be on identifying and selecting appropriate and cost-effective tools and technology solutions across multiple industries and sustainable decision making.

GT107 Electrical Systems Troubleshooting II
3 credits (2 lec, 2 lec/lab hrs/wk)
This course covers the theory and application of magnetism, electromagnetism, the generation of electromotive force, AC and DC motor principles, transformer theory, types and applications. Students are introduced to electrical control circuits and the operation of a transistor. Students build on basic techniques and learn systematic troubleshooting methods and procedures to solve process problems. Analyzing motor control schematics and using advanced digital multi meters are stressed. Emphasis is on prevention and correction of energy wasting problems.

GT108 Building Systems
2 credits (1 lec, 3 lab hrs/wk)
Students learn basic principles of building science to assess building energy efficiency and monitor health and safety conditions, with an emphasis on a system analysis approach to inspection. Inter-connected system analysis includes the building's envelope, foundation, walls roof, doors and windows. Students learn how to use diagnostic equipment to analyze the effectiveness of the building systems to maximize energy performance, comfort, efficiency, safety and durability. Students will learn about using the HVAC ducting and digital controls (DDC) system as an aid in troubleshooting and promoting energy efficiency, and indoor air quality.

GT109 HVACR Systems Operations
3 credits (2 lec, 3 lab hrs/wk)
Students will learn the concepts of the basic operations of various heating and cooling systems for commercial and residential applications. This course focuses on maintenance and service procedure for initial tuning of HVACR systems for energy efficiency. Practical application of skills include: taking pressures, identifying refrigerants, recovering and recycling refrigerant, evacuating and charging refrigeration systems. Also included are all applicable safety precautions and EPA governed environmental regulations. Energy efficiency will be emphasized.

GT110 Workplace Communication Skills
2 credits (2 lec hrs/wk)
Students will practice small group communication by participation in group discussions, readings, and written exercises. Attention to organization and conduct of problem-solving groups and learning. Emphasis is on, (1) learning how to enhance group communication, to deal effectively with conflict and to apply problem-solving techniques and (2) developing attitudes and skills applicable to leadership and successful participation in the workplace.

GT111 Preventice Maintenance and Energy Conservation
2 credits (2 lec hrs/wk)
Examines the development and implementation of a preventative maintenance program using proven actions and procedures and common computer software. Students will learn how to design, construct, and maintain industrial transfer systems. The emphasis of this course is the application of preventive maintenance strategies to green technology and efficiency.

GT112 Control Systems
3 credits (2 lec, 3 lab hrs/wk)
Students will learn fundamentals of programmable logic control (PLC) operation, and troubleshooting. Variable speed drive operation and programming is covered as are process control principles for temperature and flow. Emphasis is on understanding of control operations for efficiency. This course will utilize on-line training and a hands-on seminar to offer hands-on learning opportunities.

GT113 Fluid Power

2 credits (1 lec, 2 lec/lab hrs/wk)

This course provides an introduction to hydraulic schematics, troubleshooting common hydraulic problems and maintaining hydraulic systems used in a variety of production applications. It also provides an introduction to operating a pneumatic system, including maintenance and troubleshooting procedures. Students learn to read, interpret, and construct fluid systems schematic diagrams containing pneumatic and hydraulic component systems. Emphasis will be on operation of fluid power systems for energy savings and pollution controls.

GT114 Local Applications for Alternative Energy

3 credits (3 lec hrs/wk)

This course is an introduction to the basic concepts and terminology of alternative energy sources. Subjects that will be explored in this course are biodiesel, wind, solar cells, fuel cells, ocean wave, geothermal, hydrogen, connection to the grid (homeowners), electric vehicles, as well as other emerging types of energy production. Research into old technologies as well as new will be explored, and students will research the applications of alternative energy in their local/regional communities and economies, including opportunities for employment.

GT115 Human Relations/Customer Service

3 credits (3 lec hrs/wk)

This course is designed to enable students look at many factors that influence human behavior. The intent of this course is to help students increase their ability to handle interpersonal conflicts effectively at work and in your personal lives.

HEALTH & FIRST AID/HEALTH OCCUPATIONS

HE9404 Emergency Vehicle Driver

1 credit (10 lec, 2 lec/lab hrs/total)

This course covers various topics which address both past and potential causes of emergency vehicle problems. The information provided demonstrates where vehicle shortcomings can be found during operation and suggests ways to operate the vehicle within safe ranges.

HE9419/HE9424 Hospice Training

3 credits (3 lec hrs/wk)

This course prepares adults to work with hospice clients (terminally ill persons) and their families as hospice volunteers. Attendees learn the history of principles of hospice care, common experiences of hospice clients as they move through the dying and bereavement processes, and skills necessary to be effective in the volunteer role. Although this course focuses on interpersonal interventions and activities, personal and cultural reactions to death and dying are included.

HE9433 Emergency Medical Technician- Basic (Refresher)

2.5 credits (20 lec, 16 lec/lab hrs/total)

This course is considered to be a “refresher course” for those students who have previously completed an EMT-Basic course, yet were unable to pass the state written and/or the practical examination. This course prepares selected individuals for the certification process in Oregon as an Emergency Medical Technician - Basic. Prerequisites: HE257(A/B) or HE928(A/B) with a 'C' or better.

HE198/298 Independent Study in Health

1-3 credits (hrs to be arranged)

Prerequisite: Instructor consent.

HE250 Personal Health

3 credits (3 lec hrs/wk)

This personal health course deals with current health trends and issues in the United States. The course will include information on mental, emotional, social health, and behavior aspects. Physical health includes nutrition-weight management, physical conditioning, environmental health, sexually transmitted disease, cancer, aging, drug education, and cardiovascular disease.

HE252 Standard First Aid and CPR for the Professional Rescuer

3 credits (3 lec hrs/wk)

This course provides training in Cardiopulmonary Resuscitation and First Aid using current emergency cardiac care guidelines. It provides students with a knowledge and appreciation for emergency management and industry-recognized certification in Professional Rescuer CPR and First Aid upon completion of requirements.

HE260/9360 First Responder

3 credits (30 lec, 10 lab hrs/total)

The course offers training designed to improve the quality of emergency care rendered to victims of accidents and illness. Students are taught to be proficient in providing basic life support and to take actions necessary to minimize patients’ discomfort. Must be at least 16 years of age.

HE262 CPR Instructor Training (AHA)

2 credits (22 lec hrs/total)

Learn how to teach CPR. Review basic life support, both theory and application. Practice methods, materials and techniques used in CPR courses. Successful completion provides Instructor Certification and/or Recertification. Prerequisite: Current certification in Cardiopulmonary Resuscitation by the Oregon Heart Association (BLS Course-Level C).

HE280 Field Experience : Rural Health Aide

3 credits (99 lab hrs/total)
The student is required to participate in a ward/unit clerk (paid or voluntary) field experience for a hospital performing such tasks as transcribing physicians orders, assembling charts, and performing medical clerical/medical records tasks. Students will gain experience in telephone skills and professional interactions specific to hospital settings.

HE280E EMT Field Experience

1 credit (33 lab hrs/total)
This course consists of a planned program of observation and practical experience with an organization providing emergency medical services. The course is designed to provide students with experience and an opportunity to apply emergency medical concepts and theory in a field situation. Prerequisites: HE257A and HE258B (HE928A and HE928B) or HE258A and HE285B (HE931A and HE931B) and instructor consent. (May be taken concurrently.)

HE931A/EMT167A Emergency Medical Technician - Intermediate, Part A

4.5 credits (4.3 lec hrs/wk, 2.2 lab hrs/wk, 1 TBA hr/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

HE931B/EMT167B Emergency Medical Technician - Intermediate, Part B

5 credits (4.3 lec hrs/wk, 3.7 lab hrs/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

HEALTH INFORMATION MANAGEMENT

HIM110 Health Information Technology

5 credits/term (4 lec hrs/wk, 3 lab hrs/wk)
Introduces the concept of health information management and health informatics including the components of content, use the structure of health care data along with information keeping practices in both paper and electronic systems.

HIM182 Health Care Delivery Systems

3 credits/term (3 lec hrs/wk)
Explains the past, present, and future influences on the delivery of health care. Covers provider organizations and settings in health care, financing of health care, causes and characteristics of health care utilization in the Unites States, regulation and monitoring of health care systems, and ethical issues associated with health care technology.

HIM283 Health Information Systems

3 credits/term (3 lec hrs/wk)
Health Information Systems Introduces the history and current status of information systems in health care: information architectures, administrative and clinical applications, evidence-based medicine, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Teaches strategies and tools to insure the development and/or selection of health information systems. Discusses the role of health care information and communication technologies in health care delivery including their role in improving the quality, safety and efficiency of health care delivery.

HIM285 Healthcare Financing and Compliance

3 credits/term (3 lec hrs/wk)
Provides an understanding of the essential components of financing and compliance in health care facilities.

HISTORY

HST101/102/103 History of Western Civilization

3 credits/term (3 lec hrs/wk)
Need not be taken in order.

HST101 - Introduces the knowledge, culture, and traditions of the Western World from the rise of civilization in the Near East to the emergence of medieval European civilization, and its transformation by the Renaissance.

HST102 - This course traces the Western World's history from the Protestant Reformation of the 16th century through the French Revolution of the late 18th century.

HST103 - This course traces the Western World's knowledge, culture, and political-economic development from the early 19th century to the present day.

HST104 History of the Middle East

3 credits (3 lec hrs/wk)
A survey of Middle Eastern history with emphasis on modern, post-World War II era. Course will include geographic, religious, political, and cultural issues of the region. Also offered as HST0250 for no credit or grade.

HST198/298 Independent Study

1-3 credits/term (hrs to be arranged)
Prerequisite: Instructor consent.

HST201/202/203 History of the United States

3 credits/term (3 lec hrs/wk)
Need not be taken in order.

HST201 - The United States from colonial times to the mid-19th century just prior to the Civil War. Introduces students to major themes of American social, economic, cultural and political history.

HST202 - Major social, economic, political and cultural developments from the mid-19th century to the 1920s.

HST203 - Major social, economic, political and cultural developments from 1914 to the present.

HST215 History of World War II
3 credits (3 lec hrs/wk)
This course traces the causes, progression, and results of World War II, including political, social, and military development.

HST240 History of Oregon and the South Coast
3 credits (3 lec hrs/wk)
This course surveys the history and geography of Oregon within the Pacific Northwest region. Students will use supplemental readings and documents from Oregon's south coast to enhance their understanding of local history while studying the regional history.

HUMAN DEVELOPMENT

HD100 College Success and Survival
3 credits (3 lec hrs/wk)
Facilitates adjustment to the college environment. Focuses on self-assessment, personal development, educational goal setting and critical thinking. Includes interdisciplinary lectures, exposure to multiple modes of educational delivery, and structured exercises to turn individual talents into strengths. Note: HD100 is available in three one credit modules.

HD101 Community Service – Learning Experience
3 credits (2 lec, 3 lab hrs/wk)
A theoretical and practical course examining the principles and features of service-learning. Student will develop a personal understanding of civic engagement, ethics and leadership through direct and/or indirect service to a community based organization and through critical reflection. Students will be required to complete 33 hours of service and participate in weekly seminars/discussions.

HD105 Finding Funding through Scholarships
1 credit (1 lec, hr/wk)
Designed to increase students' success in obtaining scholarships. Topics covered are: common scholarship criteria, application tips, essay writing, scholarship searches and how scholarship committees make their decisions.

HD112 Study Skills
3 credits (3 lec hrs/wk)
Designed to increase the students' success in college by assisting them in obtaining skills necessary to reach their educational objectives. Students are introduced to time management strategies, note taking, library usage, problem solving, exam strategies, muscle reading, and learning style.

HD113 Stop Test Anxiety Now
1 Credit (1lec hrs/wk)
Covers techniques for coping with excessive test-taking anxiety and improving overall test performance.

HD140 Career/Education Exploration
1 credit (1 lec hrs/wk)
Provides tools needed to make an informed career and educational decision. Includes interest testing; self-assessment of skills, values, and attitudes. Learn how to locate occupational information and relate it to making informed educational choices.

HD147 Decision Making
1 credit (1 lec hr/wk)
This course assists students to develop an awareness of their personal decision-making styles in order to make effective decisions and life choices in personal, social, academic and work settings. Introduces information on effective decision-making.

HD152 Stress Management
1 credit (1 lec hr/wk)
This course assists students to identify specific personal stressors, and develop skills that enable the students to more effectively deal with stress.

HD154 Self-Esteem
1 credit (1 lec hr/wk)
This course will provide students with an opportunity to define, assess and develop their self esteem. This course will provide multiple tools and processes to enhance self esteem and develop individual strengths.

HD204 Living Consciously
3 credits (3 lec hrs/wk)
This class is designed to assist college students of any age to experience greater success in both college and their personal lives through the use of positive psychology.

HD208 Career/Life Plan
3 credits (3 lec hrs/wk)
Students learn a process for career selection, emphasizing development as an ongoing process. Attention is given to self-assessment (skills, interests, values, attitudes, motivational patterns), decision-making models, job and career research techniques (including electronic resources), and development of a personal action plan.

HD215 Transfer Success
1 credit (2 lec/lab hrs/wk)
This class is designed to assist students in the preparation for transfer to a four-year institution. Course content includes development of strategies for choosing a transfer institution, identification of resources to assist in the transfer process, choice of majors, and funding sources.Concurrent: CIS0593.

HD0529 Math Success
1 credit (3 lab hrs/wk)
This course facilitates students to become successful math learners and critical thinkers. Students will be exposed to a variety of math study skills, problem solving skills, and systems of logic which will be put into immediate practice through group and individual exercises. Students will assess their own most favored learning styles and develop increased comfort in alternative learning situations. Students will also self-identify possible math and/or test anxiety which may be artificially reducing their math grades. Students are encouraged to also be concurrently enrolled in a math course required for their majors so that the skills learned here can be put into immediate practice.

HUMANITIES

HUM204 World Mythology and Religion (Archetypal and Shamanic Mythologies)
3 credits (3 lec hrs/wk)
Course explores the archetypal stories by which human consciousness shapes a sense of order and belonging in the natural and supernatural worlds. Emphasis will be given to the shaman as storyteller and sage, as living bridge between the worlds, as healer and shaper of community and culture.

HUM205 World Mythology and Religion (India and the Far East)
3 credits (3 lec hrs/wk)
This course will explore the foundational myths and the sacred texts which give rise to and inform the great religions of the region, particularly Hinduism and the vehicles of Buddhism. Consideration will also be given to the indigenous myths of the Orient and the ways of life they support: i.e., Shinto, Daoism, Confucianism.

HUM206 World Mythology and Religion (Middle East and Western)
3 credits (3 lec hrs/wk)
Treats the great myths and religions of Egypt and the fertile crescent. Course also treats Celtic and Nordic beliefs indigenous to Europe, and the mystery religions of Greece. The influence of the ancient myths of early pastoral and agrarian cultures on the Hebrew, Islamic, and Christian religions will be considered, as well as the departure those religions make from the mythic character of the world from which they emerged.

HUMAN DEVELOPMENT & FAMILY STUDIES

HDFS140 Contemporary American Families
3 credits (3 lec hrs/wk)
An introductory course in family studies that focuses on the diversity of the American family today, as well as giving an overview of changes in the family environment and structure over time. Topics that influence families are included such as parenting, violence, gender, divorce, remarriage, economics, and culture. Prerequisite: WR121 with a grade of 'C' or better.

HDFS222 Family Relations
3 credits (3 lec hrs/wk)
A practical and theoretical course examining communication patterns and relationships between adults, and between adults and children. Emphasis is placed on understanding how the family affects the development of the child, along with the development of skills to use this knowledge to conduct individualized home visits with families with young children.

HDFS225 Prenatal, Infant, and Toddler Development
3 credits (3 lec hrs/wk)
This course introduces students to the theories and principles of child development beginning with conception, to prenatal, and through two years of age. Emphasis will be placed on the physical, cognitive and social/emotional development of young children, including a strong focus on early brain development and the basic tenets of scientific research.

HDFS229 Development in Middle Childhood
3 credits (3 lec hrs/wk)
This course will include the study of growth and development in six through eighteen year old children and adolescents. Emphasis will be placed on physical, cognitive, and social/emotional development of this age group.

HDFS247 Preschool Child Development
3 credits (3 lec hrs/wk)
This course covers the principles of theory and development as they apply to the young child ages two and a half through five. Emphasis is placed on physical, cognitive, emotional and social growth in preschool children. Students gain experience in observation to identify theorists' key elements and indicators of child development.

HDFS285 Professional Issues in Early Childhood Education
3 credits (3 lec hrs/wk)
This course focuses on the diverse professional roles of early childhood educators in our present society by offering the required knowledge of ethics, conflict resolution, advocacy, and understanding how to influence the administrative/legislative process. Prerequisite: WR121 with a 'C' or better.

HDFS9284 Child Abuse and Neglect Reporting
0 credits (2 lec hrs/total)
This course is to inform students on mandatory reporter laws in Oregon. It covers the processes of reporting, who is a mandatory reporter, confidentiality, the stresses of abuse and the indicators of abuse.

JOURNALISM

J203 Writing for Media I
3 credits (3 lec hrs/wk)
Introduction to and grounding in Associated Press style and usage for newspaper writers. Introduction to and practice in writing leads for various types of media coverage. Introduction to and practice in formatting stories in media inverted pyramid style.

J205 Writing for Media II
3 credits (3 lec hrs/wk)
Introduction and practice in writing for various newspaper beats. Incorporates journalistic writing parameters and techniques to various coverage areas, such as crime, sports, entertainment and others. Includes basic points of libel law.

J215 Publishing Lab
3 credits (2 lec, 3 lab hrs/wk)
Publication Laboratory teaches basic journalism skills and technologies to students. Students participate in writing, designing and formatting the Southwester, the student newspaper for Southwestern. Students work together in a simulated newsroom setting to produce the paper approximately once every three weeks.

J217 Feature Writing
3 credits (3 lec hrs/wk)
Students write non-fiction feature articles for print and electronic media. After studying basic models of narrative and explanatory feature writing, students write feature articles for the student newspaper.

J280 Field Experience
1-5 credits (variable hours)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which provide professional experience in the field of Journalism. Prerequisite: WR122 with a "B" or better.

LIBRARY

LIB127 Introduction to the Library
1 credit (3 TBA hrs/wk)
Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections. Includes an integrated set of skills and knowledge in assessing, evaluating, and using various kinds of information. This course is considered a supportive course.

LITERATURE

ENG104 Introduction to Literature - Fiction
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant works of fiction, especially short stories, with emphasis on the fiction writer's craft. Presents methods of in-depth critical reading that serve as a basis for further study and enjoyment of literature.

ENG105 Introduction to Literature - Drama
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant works of drama and the elements of dramatic literature (setting, theme, characterization and language) serve as a basis for further study and enjoyment of drama.

ENG106 Introduction to Literature - Poetry
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant poems, how they are written and how they speak to human concerns. Presents those elements of poetry, language, form, metrics, style, and voice that serve as a basis for further study and enjoyment of poetry.

ENG107 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the Ancient and Classical foundations to the Middle Ages. Students should consider taking History of Western Civilization concurrently.

ENG108 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the late Middle Ages to the Renaissance. Students should consider taking History of Western Civilization concurrently.

ENG109 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the enlightenment to modern and contemporary writings. Occasional study of literature of other cultures may be introduced. Students should consider taking History of Western Civilization concurrently.

ENG198/298 Independent Study in Literature
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ENG201 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to Shakespeare's early dramatic literature with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from early histories and comedies.

ENG202 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to Shakespeare's middle period, with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from middle comedies and tragedies.

ENG203 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to the dramatic literature of Shakespeare's later period with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from the later comedies, tragedies and romances.

ENG204 Survey of English Literature
3 credits (3 lec hrs/wk)
Discusses the literary documents and authors of the British Isles from Anglo-Saxon beginnings through the sixteenth century. Surveys surviving Celtic materials and their influence on British literature. Focuses on, but is not necessarily limited to, characteristic works and major figures of the period.

ENG205 Survey of English Literature
3 credits (3 lec hrs/wk)
This course discusses the literary documents and authors of the British Isles from the sixteenth century through the early nineteenth century. The study will focus on characteristic works and major figures of the period.

ENG206 Survey of English Literature
3 credits (3 lec hrs/wk)
This course discusses the literary documents and authors of the British Isles of the nineteenth and twentieth centuries and the historic context.

MACHINE TOOL

MT101 Machine Tool Processes I
3 credits (1 lec, 4 lec/lab hrs/wk)
Introduce machine tool technology including an overview of typical, traditional, and Computer Numerically Controlled (CNC) machines commonly found in industry. The function, basic operation and setup, and tooling will be studied, with practical application on lathes, milling machines, drill press, and grinders, and how blueprints and math are applied on the job. Introduction to bench work, basic measurement, lathe, and bench grinders.

MT102 Machine Tool Processes II
3 credits (1 lec, 4 lec/lab hrs/wk)
This second course in this sequence continues the study of machine tool operations and setup, with emphasis on the vertical milling machines, tool sharpening by hand and advanced lathe setups such as threading and tapering. Machine theory and precision measurement is studied and applied. Students gain sound understanding of why machine tools are the basis of manufacturing. Prerequisite: MT101 with a 'C' or better.

MT103 Machine Tool Processes III
3 credits (1 lec, 4 lec/lab hrs/wk)
In this third course of the basic sequence the student will study the operation and setup of the tool and cutter grinder and the horizontal bandsaw. Provides students with an opportunity to apply the skills developed in the two previous courses. Students will have the necessary understanding of why machine tools are the basis of manufacturing. More advanced machine setups will be studied and applied. The students will gain basic skills in the area of computer usage in the machine shop. Prerequisites: MT101 and MT102 with a 'C' or better.

MANUFACTURING TECHNOLOGY

MFG100 Safety for Fabrication
2 credits (2 lec hrs/wk)
This course is a comprehensive study of safety issues in a metals fabrication shop environment. Topics will include personal protective equipment (PPE), hazards in a welding environment, personal safety in the work environment, machine safety and guarding, hazardous materials/waste, fire safety, crane and forklift safety, confined spaces hazards, biohazards and blood-borne pathogens, MSDS forms and general shop safety.

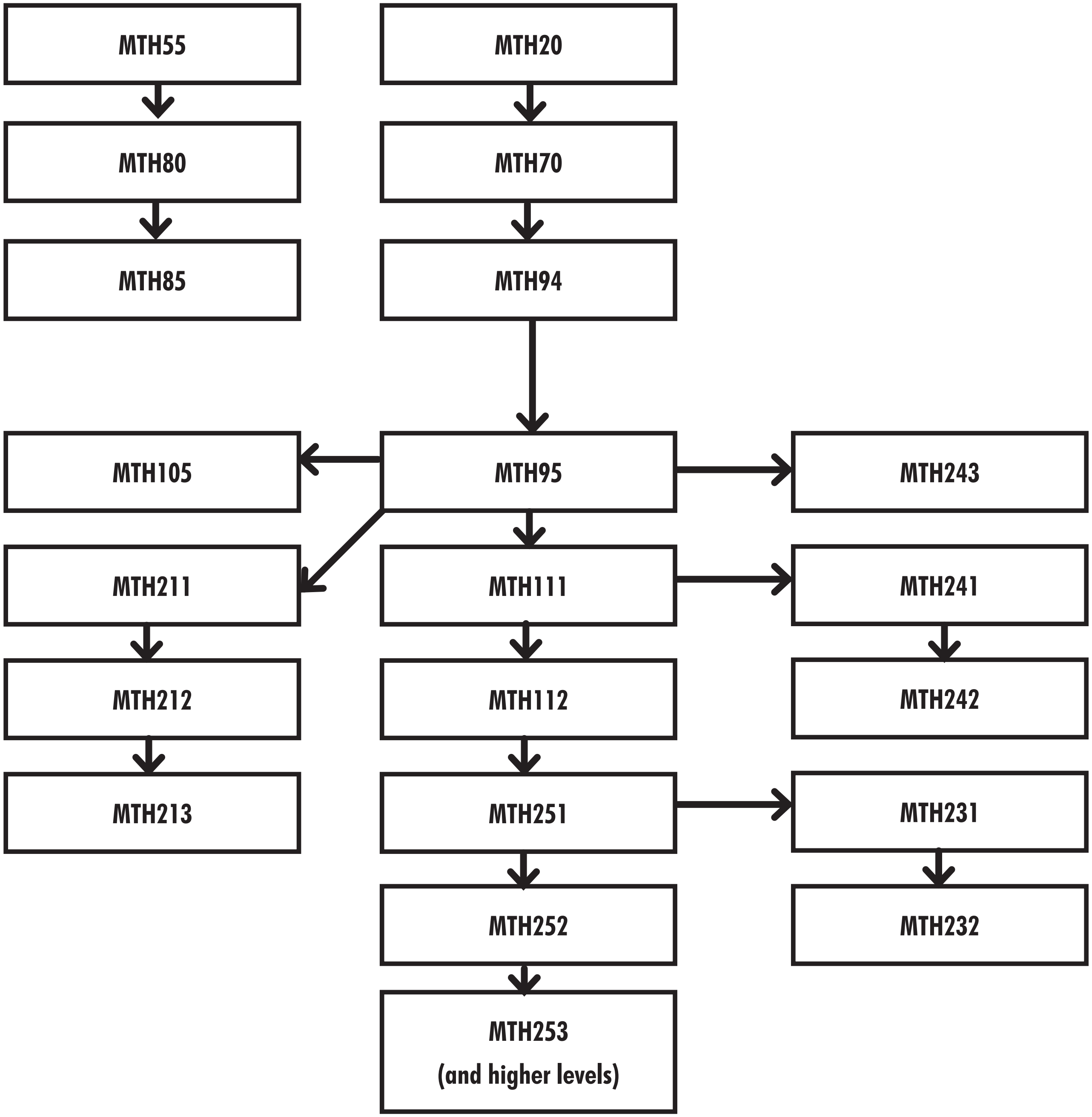
MFG4101 Electrical/Electronic Principles
3 credits (6 lec/lab hrs/wk)
Introduces the concepts and applications of various technologies found in the manufacturing industry, including actuators, transducers, drives, motors, and combinations of devices used for control and monitoring of industrial processes. Emphasis on hands-on applications of electrical/electronic measurement of physical properties, sensing and control of motion, fault diagnosis, and preventative maintenance.

MFG4102 Mechanical Principles
3 credits (2 lec, 2 lec/lab hrs/wk)
Presents a study of the principles, concepts and applications of various mechanisms encountered in industry, including belt drives, chain drives, and linkages. Subject matter on mechanical components and systems covers operational principles, uses, maintenance, trouble-shooting, and procedures for repair and replacement. Emphasis on hands-on setup of various drive systems, use of common precision measuring equipment, and the properties of various sealant materials.

MFG4103 Hydraulic/Pneumatic Principles
3 credits (2 lec, 2 lec/lab hrs/wk)
An overview of fluid power technology and a basic working knowledge of the components used in fluid power circuits of hydraulic and pneumatic systems. Hands-on setups of various fluid circuits, and using standard hydraulic/pneumatic schematics will be an important part of the laboratory applications. Fluid power will include operational principles, uses, preventative and periodic maintenance, troubleshooting, and procedures for repair and replacement.

MFG4180 Field Experience
1-3 credits (3-9 lab hrs/wk)
The student is required to be employed in a manufacturing-related position for an organization or company utilizing manufacturing principles, methods, techniques, and/or skills. Prerequisite: Instructor consent.

SEQUENCE OF MATHEMATICS COURSES



MATHEMATICS

MTH20 Basic Mathematics
4 credits (4 lec hrs/wk)
A course designed to: (1) introduce students to various applications of basic mathematics and (2) prepare students for elementary algebra by strengthening their foundations in the real number system. Topics include: whole numbers and their operations, fraction and decimal notation, ratio and proportion, percent notation, measurement and geometry, and solution of simple equations. Prerequisite: Appropriate score on placement test.

MTH55 Introductory Technical Mathematics
3 credits (3 lec hrs/wk)
Basic arithmetic operations, with an emphasis on applications. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: Appropriate score on placement test.

MTH70 Elementary Algebra
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in introductory algebra. Topics include: signed numbers; algebraic expressions; linear equations and inequalities; graphs of linear equations; polynomial expressions, operations, and factorizations; square roots and radical expressions. Students are not required to have previous experience with algebra. Prerequisite: MTH20 or MTH55 with a 'C' or better or an appropriate score on placement test

MTH80 Technical Mathematics I
3 credits (3 lec hrs/wk)
Basic geometric concepts with applications, graphing in a rectangular coordinate system, basic algebra concepts with applications, basic statistics, and right-triangle trigonometry. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: MTH20 or MTH55 with a 'C' or better.

MTH81 Applied Mathematics for Culinary Arts
4 credits (4 lec, hrs/wk)
Includes basic algebraic concepts with culinary applications, basic statistics and graphing, graphing in a rectangular coordinate system, and weights, measures and metric conversions. Offered by the mathematics department in cooperation with the culinary education faculty. Enrollment in the culinary program required as a co-requisite for this course. Prerequisites: MTH*20 or MTH*55 with a 'C' or better or appropriate placement test score.

MTH85 Technical Mathematics II
3 credits (3 lec hrs/wk)
Introduction to plane trigonometry emphasizing practical applications. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: MTH80 with a 'C' or better.

MTH94 Intermediate Algebra I
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in intermediate algebra. Topics include: linear equations and inequalities, the Cartesian plane, graphs of equations, functions and their graphs, polynomial operations and factorizations, rational expressions and equations. Prerequisite: MTH70 with a 'C' or better, or appropriate score on placement test.

MTH95 Intermediate Algebra II
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in intermediate algebra. Topics include: radical expressions, complex numbers, quadratic equations, quadratic functions and their graphs, conic sections, exponential and logarithmic functions and their graphs and exponential and logarithmic equations. Prerequisite: MTH94 with a 'C' or better.

MTH 97 Elementary Geometry
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in introductory geometry. Topics include: lines, angles, and their measures; parallel and perpendicular lines; triangles and polygons; congruent triangles; quadrilaterals; similar triangles; circles; perimeters and areas of geometric figures; right-triangle trigonometry; geometric constructions. Prerequisite: MTH95 with a 'C' or better.

MTH105 Introduction to Contemporary Mathematics
4 credits (4 lec hrs/wk)
Topics include probability, statistics, mathematical modeling, problem solving, and logic. This course is designed for students who have completed 1.5 to 2 years of high school algebra and a year of geometry, who have a "non-science" major, and need to complete a term of college-level mathematics. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH111 College Algebra
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in precalculus. Topics include: rational expressions, solution of equations and inequalities, analysis of functions and their graphs, polynomial and rational functions and their graphs, systems of linear equations, sequences and series. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH112 Elementary Functions
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in precalculus. Topics include: exponential and logarithmic functions and their graphs; exponential and logarithmic equations; trigonometric functions and their graphs; trigonometric identities, equations, and formulas; oblique-triangle trigonometry; complex numbers, and DeMoivre's theorem. Prerequisite: MTH111 with a 'C' or better or appropriate score on placement test.

MTH198/298 Independent Study
1-4 credits (hrs to be arranged)
Prerequisite: Instructor consent.

MTH211 Fundamentals of Elementary Mathematics I
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include: introduction to problem solving, number systems, number theory, logic, sets, relations, and functions. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH212 Fundamentals of Elementary Mathematics II
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include: rational numbers, exponents, decimals, and applications. Probability and statistics will be introduced. Prerequisite: MTH211 with a 'C' or better.

MTH213 Fundamentals of Elementary Mathematics III
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include Euclidean geometry, constructive geometry, measurement, motion, and tessellation. Prerequisite: MTH212 with a 'C' or better.

MTH231 Elements of Discrete Mathematics I
4 credits (4 lec hrs/wk)
Topics include: propositional calculus (the logic of compound statements), predicate calculus (the logic of quantified statements), elementary number theory and proof methods, sequences and mathematical induction, and set theory. The first course of a two-term sequence strongly recommended for computer engineering, computer science, and mathematics majors. Prerequisite: MTH251 with a 'C' or better.

MTH232 Elements of Discrete Mathematics II
4 credits (4 lec hrs/wk)
Topics include: functions, recursion, graphs of functions, coordinate diagrams, order notation, efficiency of algorithms, relations, partially and totally ordered sets, (topological) graph, and tree theory. The second course of a two-term sequence strongly recommended for computer engineering, computer science and mathematics majors. Prerequisite: MTH231 with a 'C' or better.

MTH241 Calculus for Business and Social Science I
4 credits (4 lec hrs/wk)
Introduction to differential and integral calculus of polynomial, rational, exponential, and logarithmic functions, with applications in the social and manager sciences. The emphasis will be on an intuitive approach and on the applications of differentiation. Prerequisite: MTH111 with a 'C' or better or appropriate score on placement test.

MTH242 Calculus for Business and Social Science II
4 credits (4 lec hrs/wk)
Introduction to differential and integral calculus of polynomial, rational, exponential, and logarithmic functions, with applications in the social and manager sciences. The emphasis will be on an intuitive approach and on the applications of integration. Prerequisite: MTH241 with a 'C' or better or appropriate score on placement test.

MTH243/BA232 Introduction to Probability and Statistics
4 credits (4 lec hrs/wk)
Introduces elementary statistics techniques to aid decision-making in the business environment. Emphasis is on statistical inference, probability, sampling, estimation, and hypothesis testing. Prerequisite: MTH95 with a 'C' or better.

MTH251 Calculus I (Differential Calculus)
4 credits (4 lec hrs/wk)
Topics include: pre-calculus concepts and principles; limits and their properties, continuous functions; derivatives and their properties; the chain rule, implicit differentiation; relative extrema, the first and second derivative tests; applications involving rectilinear motion of a particle and optimization of functions. This course covers the standard differential calculus topics required for engineering, mathematics, and science majors. Prerequisite: MTH112 with a 'C' or better.

MTH252 Calculus II (Integral Calculus)
4 credits (4 lec hrs/wk)
Topics include: anti-derivatives, Riemann sums, integrals and their properties; the first and second fundamental theorems of calculus; calculation of length, area, volume, work, and resultant force via integration; derivatives and integrals of exponential, logarithmic, hyperbolic, and various inverse functions; indeterminate forms and L'Hôpital's rule. This course covers the standard integral calculus topics required for engineering, mathematics, and science majors. Prerequisite: MTH251 with a 'C' or better.

MTH253 Calculus III (Infinite Sequences and Series)
4 credits (4 lec hrs/wk)
Topics include: principles of integral evaluation, improper integrals; infinite sequences and series; convergence tests for infinite series; Taylor series for functions; translated and rotated conic sections. This course covers the standard sequences and series topics required for engineering, mathematics, and science majors. Prerequisite: MTH252 with a 'C' or better.

MTH254 Vector Calculus I (Introduction to Vectors and Multidimensional Calculus)
4 credits (4 lec hrs/wk)
Topics include: polar coordinates, conic sections, parametric equations, three-dimensional space, analytic geometry, vector algebra, space curves, vector-valued functions, and vector calculus. Prerequisite: MTH253 with a 'C' or better.

MTH255 Vector Calculus II (Differential and Integral Vector Calculus)
4 credits (4 lec hrs/wk)
Topics include: functions of several variables, partial derivatives; iterated integration; multiple integrals; divergence and curl of vector fields; line and surface integrals; Green's, Gauss', and Stokes' theorems. Prerequisite: MTH254 with a 'C' or better.

MTH256 Differential Equations
4 credits (4 lec hrs/wk)
Topics include: first-order linear and nonlinear ODEs, second order linear ODEs, series solutions to second-order linear ODEs, Laplace transforms, systems of linear ODEs. Prerequisite: MTH255 with a 'C' or better.

MTH260 Matrix Methods and Linear Algebra
4 credits (4 lec hrs/wk)
Topics include: matrix concepts and algebra; determinants and inverses of matrices; solution methods for systems of linear equations; linear independence, linear transformations, and vector spaces; bases and coordinates; eigenvalues and eigenvectors; and diagonalization of matrices. This course covers the standard linear algebra topics required for engineering, mathematics, and science majors. Prerequisite: MTH255 with a 'C' or better.

MTH265 Probability and Statistics with Calculus
4 credits (4 lec hrs/wk)
Topics include: probability theory, random variables and probability distributions, probabilistic expectation, classical discrete and continuous probability distributions, sampling theory and sampling distributions; estimation and confidence intervals, hypothesis tests and statistical significance, curve fitting and regression analysis. A calculus-based probability and statistics course strongly recommended for engineering, mathematics, and science majors. Prerequisite: MTH252 with a 'C' or better.

MEDICAL LABORATORY TECHNOLOGY

MLT2005 Basic Phlebotomy
2 credits (2 lec hrs/wk)
Theoretic comprehension of phlebotomy techniques and associated safety, infection control, quality assurance, documentation, ethical, legal, and customer service issues. Prerequisite: Acceptance into the Phlebotomy program.

MLT2010 Advanced Phlebotomy
2 credits (2 lec hrs/wk)
This is the second course in the Phlebotomy program sequence. The course introduces new concepts in the clinical laboratory including lab management; state and federal regulations such as HIPPA, CLIA, and Medicare; point of care testing and prevention of laboratory error. Prerequisite: MLT2005 Basic Phlebotomy with a 'C' or better.

MLT2015 Phlebotomy Clinical I
3 credits (9 lab hrs/wk)
This is the first of two clinical lab classes for students enrolled in the Phlebotomy program. This lab experience will introduce the students to the laboratory environment. Students will be applying and demonstrating the knowledge skills and attitudes learned in Basic Phlebotomy. Prerequisite: CIS101, WR115, MTH80, MLT2005, AH111 with a 'C' or better.

MLT2020 Phlebotomy Clinical II
2 credits (6 lab hrs/wk)
This is the second clinical lab for students enrolled in the Phlebotomy program. The students continue to perform venipunctures and other procedures performed by phlebotomists. The students continue to prepare for the Phlebotomy Technician PBT (ASCP) certification. Prerequisite: MLT2010 and MLT2015 with a 'C' or better.

MLT2280 Cooperative Work Experience
8 credits (24 lab hrs/wk)
This course provides the student an opportunity to gain on-the-job experience in coordinator approved situations that closely parallel with the field of study. Prerequisite: Instructor consent.

MUSIC

MUS101/102/103 Music Fundamentals
3 credits/term (3 lec hrs/wk)
A preparatory course for private instruction, for ensemble participation, and for a better understanding of music and music history. Music fundamentals, scales, key signatures, meter, notation, chords, non-harmonics, introduction to piano, and sight-singing. Recommended for music minors, beginning musicians, and preparatory for some music majors. (Contact music advisor for proper placement.)

MUS111/112/113 Music Theory I
3 credits/term (3 lec hrs/wk)
A course to instruct in the fundamentals of music, figured bass analysis, four part composition, chords with sevenths, secondary dominants, modulation, and basic musical form. This is a preparatory course for private instruction, for ensemble participation, and for a better understanding of music and music history. Required for music majors and minors, recommended for beginning and intermediate musicians. Prerequisites: For MUS112; MUS111. For MUS113; MUS112. Concurrent: For MUS111; MUS131. MUS112; MUS132. MUS113; MUS133.

MUS114/115/116 Aural Skills I
1 credit/term (2 lec/lab hr/wk)
Learn to hear music and identify tones and chords (Dictation), transfer music notation and communicate notation by voice (Sight Singing) Learn to hear what we see (Sight Singing) and be able to see what we hear (Dictation). Prerequisites: For MUS115; MUS114. For MUS116; MUS115.

MUS120 FINALE: Music Printing (Computer Composition)
2 credits (1 lec, 1 lec/lab hr/wk)
Learn to use Finale, a music printing program and secondarily a sequencing program. A wide range of musical capabilities will be put at the disposal of the student. This program will benefit every musician from the elementary to the most advanced. Students will learn to enter both vocal and instrumental music into the computer, how to use musical markings and terminology, how to transpose and arrange and how to prepare a musical composition to be a professional-looking sheet of music. Students will be expected to schedule computer time outside of the class and to maintain personal disks with all of their assignments.

MUS131 Piano Class
1 credit (2 lec/lab hr/wk)
Piano basics and music fundamentals. Learn to read notes, basic music symbols, perform simple chords, proper finger techniques and major and minor scale performance. Concurrent: MUS111

MUS132 Piano Class
1 credit (2 lec/lab hr/wk)
Based upon continuing the work in MUS131, all major keys - introduction to minor keys. Performance of chord progressions in major and minor keys, transposition, simple modulations using Deceptive Cadences, Sight Reading, and repertoire. This course is taught in conjunction with MUS112. Prerequisite: MUS131.Concurrent: MUS112.

MUS133 Piano Class
1 credit (2 lec/lab hr/wk)
Based upon continuing the work in MUS132 all major and minor keys. Performance of chord progressions in all keys, transposition, simple manipulations, sight reading and repertoire. Prerequisite: MUS132. Concurrent: MUS113.

MUS134/135/136 Voice Class
1 credit/term (1 lec hr/wk)
A study of vocal basics. An introduction to music fundamentals, tone production, abdominal breathing, vowel-consonant clarity, and relaxation techniques.

MUS137 Guitar Class
1 credit/term (1 lec hr/wk)
Guitar basics and music fundamentals. Learn to read notes, basic music symbols, perform simple to advanced chords, strumming-picking techniques, and "barring." Introduction to Classical Guitar Methods.

MUS161 Jazz Improvisation (Blues and Beginnings)
1 credit/term (2 lec/lab hrs/wk)
Blues and beginning improvisation. Listening, theory demonstration, explanation and using improvisation in performance. Concurrent: MUP105.

MUS198/298 Independent Study in Music
1-3 credits/term(hr to be arranged)
This course allows students to independently increase their knowledge and skills in the discipline of music by studying specific topics which are not part of other 100/200-level music courses or which may not be offered in depth in other 100-level music courses. Instructor supervision and division approval required. Prerequisite: Instructor consent.

MUS201 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from Antiquity through the Renaissance. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote that music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of various historical time periods.

MUS202 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from the Early Baroque Period through the late Classical Period. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote the music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of the various historical time periods.

MUS203 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from the Romantic Period (1827 - 1900) through the 20th Century and into the 21st Century. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote that music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of the various historical time periods.

MUS205 Introduction to Jazz History
3 credits/term (3 lec hrs/wk)
An introduction to the one true American Music Genre. Exploring the beginning of Jazz, Early Blues, Dixieland, the Big Band Era, BeBop, Fusion, Free Form Jazz, Contemporary Jazz, and Straight Ahead Jazz. Students will also be introduced to Rhythm and Blues, Gospel and Early Rock and Roll. This course has been approved to meet our Cultural Literacy requirement.

MUS206 Introduction to History of Rock and Roll
3 credits/term (3 lec hrs/wk)
A survey of Rock music from its origins to the present as revealed through the study of the most innovative and influential artists of this American musical form. Emphasis is placed on building listening and comprehension skills through listening to Rock and Roll, in-class discussion of the music, class assignments, research and reading of the text.

MUS211 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, extended chromatically altered chords, and 20th century composition. Prerequisite: MUS113. Concurrent: MUS114.

MUS212 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, chromatic chords, and 20th century composition. Prerequisite: MUS211. Concurrent: MUS224.

MUS213 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, extended and chromatically altered chords, and 20th century composition. Prerequisite: MUS212. Concurrent: MUS225.

MUS221 Arranging I
1 credit/term (2 lec/lab hrs/wk)
Basic arranging techniques, instrumentation and notation practices for live rhythm section, lead vocal, score preparation, parts preparation, notation and nomenclature in contemporary styles. Prerequisite: MUS226.

MUS222 Arranging II
1 credit/term (2 lec/lab hrs/wk)
A continuation of rhythm section arranging with the addition of one or two horns; saxophone and trumpet. Discussion of transposition and range on contemporary music styles. Prerequisite: MUS221.

MUS223 Arranging III
1 credit/term (2 lec/lab hrs/wk)
The third level of this series focuses on various contemporary applications of small horn section writing with rhythm section. Voicings and styles is discussed. Prerequisite: MUS222.

MUS224/225/226 Sight Singing, Ear Training II
1 credit/term (2 lec/lab hrs/wk)
This class is designed to teach the student to hear, identify, write and sing melodies, chords and rhythm from sight and by listening to melodic and harmonic material played for the student. Music majors take three terms. Prerequisites: For MUS224; MUS116. For MUS225; MUS224. For MUS226; MUS225. Concurrent: For MUS224; MUS212 and MUS231. For MUS225; MUS212 and MUS232. For MUS226; MUS 213 and MUS233.

MUS231/232/233 Piano Class
1 credit/term (2 lec/lab hr/wk)
Second year of music and piano skills. Proficiency in major and minor scales and corresponding chord progressions, transposition harmonization, sight reading and late beginning repertoire. Prerequisite: For MUS 232; MUS231. For MUS233; MUS232.

MUSIC PERFORMANCE

Note: All music ensemble credits are transferable and can be used as elective credits up to 12 credits. Most music programs require 12 ensemble credits.

MUP105 Jazz Band
1 credit (2 lec/lab hrs/wk)
The sounds of the "Big Band" era. This group performs regularly both locally and throughout the state. Students may be asked to audition.

MUP114 Stage Band
1 credit (2 lec/lab hrs/wk)
A performance ensemble which rehearses and performs the appropriate musical literature chosen by the instructor. Instruction will be given to individuals, as well as the ensemble on how to improve the overall musical effect. Pop ballads to jazz, both traditional and non-traditional. Intermediate and advanced musicians are admitted. Instructor consent is not required for the student to register for the class, but the student may be asked by the instructor to demonstrate their ability.

MUP121 Symphonic Choir
1 credit (2 lec/lab hrs/wk)
A large choral ensemble performing the works of major composers, encompassing all musical periods and styles. Students may be asked to audition.

MUP123 Opera
1-3 credits (2-6 lec/lab hrs/wk)
Operas, opera selections, operatic arias or operettas done in costumes, staging and concert style. Students may be asked to audition.

MUP125 Vocal Jazz (Southwesters)
2 credits (4 lec/lab hrs/wk)
Pop ballads, early rock and roll, traditional jazz, and blues will be the material rehearsed and performed by this ensemble. Emphasis will be placed upon the dynamics of live performance. Students may be asked to audition.

MUP131 Chamber Choir
2 credits (4 lec/lab hrs/wk)
Small choral ensemble performing the major works and the octavo literature of prominent composers of every musical period. Student may be asked to audition.

MUP142 Orchestra
1 credit (2 lec/lab hrs/wk)
Strings, woodwinds, brass, and percussion performing the works of composers from every musical period. Intermediate and advanced musicians admitted. Student may be asked to audition.

MUP202A Concert Band
1 credits (2 lec/lab hrs/wk)
A performance ensemble which rehearses and performs the appropriate musical literature chosen by the instructor. Instruction will be given to individuals, as well as the ensemble on how to improve the overall musical effect. Intermediate and advanced musicians are admitted. Students may be asked to audition.

MUP202B Community Band
1 credit (2 lec/lab hrs/wk)
A performance ensemble which rehearses and performs marches, traditional band literature, classical literature arranged for concert band. Intermediate and advanced musicians are admitted. Students may be asked to audition.

Individual Lessons
1-2 credits (2-4 lec/lab hrs/wk)
Individual lessons are arranged with the instructor, based upon available time and space. Instructor consent is required for all private lessons. All credits for private lessons are transferable. Music majors are expected to have a primary instrument of performance and be enrolled for individual instruction. Lessons are given for all levels of musicianship.

MUP171/271 Piano MUP174/274 Voice
MUP175/275 Violin/Fiddle
MUP178/278 Bass Guitar
MUP180/280 Guitar
MUP 181/281 Flute MUP182/282 Oboe
MUP183/283 Clarinet MUP184/284 Saxophone
MUP186/286 Trumpet MUP187/287 French Horn
MUP188/288 Trombone MUP191/291 Percussion

NURSING

NRS110 Fundamentals of Nursing - Health Promotions
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course introduces the learner to the framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health, as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. Prerequisite: Minimum of 49 prerequisite credits with a 3.00 GPA or higher and acceptance into the Nursing Program.

NRS111 Foundations of Nursing in Chronic Illness I
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course introduces chronic illness assessment and interventions across the lifespan. The client and family's "lived experience" of the illness, practice guidelines and research evidence are used to guide clinical judgment in the care of the chronically ill. Roles of the multidisciplinary team and legal aspects of delegation are explored. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS230 and NRS232.

NRS112 Foundations of Nursing in Acute Care I
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course introduces the learner to assessment and common interventions and technical procedures for patient care during an acute episode of disease/illness. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences. Prerequisite: NRS111, NRS230 and NRS232 with a 'C' or better. Concurrent: NRS231and NRS233.

NRS120 Kaplan NCLEX-RN Preparation
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course consists of a systematic review of nursing material for the NCLEX-RN Exam, as well as practice on NCLEX style test questions Prerequisite: NRS110, 111, 230, 232, 112, 231, 233, 222, and 221 with a 'C' or better. Concurrent: NRS224.

NRS221 Foundations of Nursing in Chronic Illness II and End-of-Life
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course builds on Foundations of Nursing in Chronic Illness I. The evidence base of nursing interventions related to family care giving, relationships, functional status, and symptom management is a major focus. Advocacy, self-determination, and autonomy issues are addressed within the framework of cultural beliefs and lifespan issues. Includes classroom and clinical learning experiences. Prerequisite: NRS222 with a 'C' or better.

NRS222 Foundations of Nursing in Acute Care II and End-of-Life
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course builds on Nursing in Acute Care I focusing on complex and or unstable patient care situations. The emphasis is on development of clinical judgment in managing patient and family care issues in the acute care setting. Exemplas include acute conditions affecting multiple body systems, and legal and ethical issues. Includes classroom and clinical learning experiences. Prerequisite: NRS112, NRS231 and NRS233 with a 'C' or better.

NRS224 Scope of Practice/Integrated Practicum
9 credits (2 lec, 21 lab, hrs/wk)
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Prerequisite: NRS221 with a 'C' or better.

NRS230 Clinical Pharmacology I
3 credits (3 lec hrs/wk)
This two course sequence introduces the theoretical background related to drugs and natural products used by clients throughout the lifespan. Drugs are studied by therapeutic class. Students will learn to administer medications safely using current, reliable research evidence. Client education and working within the client and clinical environment are emphasized. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS111 and NRS232.

NRS231 Clinical Pharmacology II
3 credits (3 lec hrs/wk)
Clinical Pharmacology II builds on a theoretical background that enables students to provide safe and effective care related to medication administration. The course addresses additional classes of drugs and related natural products not contained in Clinical Pharmacology I. Prerequisite: NRS111, NRS230, NRS232 with a 'C' or better. Concurrent: NRS112 and NRS233.

NRS232 Pathophysiological Processes I
3 credits (3 lec hrs/wk)
This course introduces pathophysiological processes that contribute to disease states across the lifespan. Students learn to make selective clinical decisions using current reliable evidence based research. Assessments, teaching and communicating with clients and health care team members about pathophysiological processes are emphasized. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS111 and NRS230.

NRS233 Pathophysiological Processes II
3 credits (3 lec hrs/wk)
This course continues to explore pathophysiologcal processes that contribute to disease states across the lifespan and human responses to those processes. The course addresses additional disease entities not contained in Pathophysiological Process I. Prerequisite: NRS111, NRS230, NRS232 with a 'C' or better. Concurrent: NRS112 and NRS231.

NUR546 Basic Nursing Assistant
8 credits (52 lec, 101 lab hrs/total)
This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including long-term care, intermediate care, home health, hospice care, acute care, foster care, and assisted living situations. Prerequisites: CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, immunization status.

NUR9101 Certified Nursing Assistant (CNA-2) Core Training
3 credits (22 lec, 22 lec/lab hrs/total)
This course is for the currently Certified Nursing Assistant 1, who assists licensed nursing personnel in the provision of nursing care. The Core Curriculum content is the foundation of every CNA-2 Nursing Assistant training program. This course will provide the knowledge, skills and abilities at a greater depth than a level 1 training program and provides preparation for a role in one or more of the Oregon State Board of Nursing approved category areas (acute care, dementia care, restorative care). Prerequisites: NUR546/9190 Basic Nursing Assistant.

NUR9102 Certified Nursing Assistant (CNA-2) Acute Care
2 credits (11 lec, 27.5 lec/lab hrs/total)
The CNA-2 course is for the currently Certified Nursing Assistant 1 who assists licensed nursing personnel in the provision of nursing care. This course will expand the breadth and depth of the Certified Nursing Assistant 1's knowledge, skills and abilities of the care of person's with acute illnesses. It will prepare the CNA level 1 for certification for CNA-2 Acute Care as specified by the Oregon State Board of Nursing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9103 Certified Nursing Assistant (CNA-2) Dementia Care
2 credits (11 lec, 22 lec/lab hrs/total)
The CNA-2 Dementia Care Training Program will expand the breadth and depth of the CNA-1's knowledge of the care of person's with dementia. Guided clinical experience with person's with dementia will allow the CNA-1 to integrate the advance knowledge with patient care functions. The CNA will gain an understanding of the importance of observations, rationale for care provided, and parameters for reporting to the licensed nurse. A CNA-2 Dementia Care will be able to provide opportunities for optimal personal independence and support behaviors that promote healing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9104 Certified Nursing Assistant (CNA-2) Restorative Care
2 credits (11 lec, 22 lec/lab hrs/total)
The CNA-2 Restorative Care course is for the currently Certified Nursing Assistant 1 who assists licensed nursing personnel in the provision of nursing care. This course will provide the Certified Nursing Assistant with the knowledge, skills, and abilities to help clients obtain and maintain their highest level of functioning. It will prepare the CNA level 1 for certification for CNA 2 Restorative Care as specified by the Oregon State Board of Nursing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9190 Basic Nursing Assistant Didactic (Online)

5 credits (55 lec hrs/total)

This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including; long-term care, intermediate care, home health, hospice care, acute care, foster care and assisted living situations. Prerequisite: Application process, CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, and immunization status.

NUR9190L Basic Nursing Assistant Lab/Clinical (Online)

4 credits (24 lab, 75 lec/lab hrs/total)

This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including; long-term care, intermediate care, home health, hospice care, acute care, foster care and assisted living situations. Prerequisite: Application process, CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, and immunization status.

NUTRITION

FN155 Nutrition in Early Childhood Programs

1 credits (1 lec hrs/wk)

This course covers nutrition aspects related to the early childhood years (birth to eight years) and includes information about serving healthy foods for child care and education programs. Information on teaching nutrition activities in developmentally appropriate ways are also covered in the course.

FN225 Nutrition

4 credits (4 lec hrs/wk)

This course focuses on the study of basic nutrition principles and newer scientific investigations of optimal diet for health. A review of present-day nutrition problems is included.

OFFICE ADMINISTRATION

OA2280 Cooperative Work Experience

1-6 credits (4-24 lab hrs/wk)

Gain on-the-job experience in coordinator-approved office situations that closely parallel with field of study. Prerequisite: Instructor consent.

OA2591 Proofreading and Editing

3 credits (3 lec hrs/wk)

This course is designed to prepare students to proofread and edit business documents. It includes a review of punctuation, capitalization, grammar and spelling as applied to producing and editing commonly used documents found in the business office. Use a refernce manual, and learn collaborative document processing techniques. Prerequisite: WR115 or higher with a 'C' or better.

OA116 Office Procedures

3 credits (3 lec hrs/wk)

Office Procedures presents the methods, concepts and procedures for business office operations. This includes understanding the office environment and organizing an efficient workplace. It also includes information on office technology, communications, office ethics, scheduling, an overview of records management, meetings, travel and career advancement. Prerequisite: CIS120 with a 'C' or better.

OA121 Keyboarding I

3 credits (2 lec, 3 lab hrs/wk)

Presents principles of touch method typing. Typing speed and accuracy are developed through drills and practice using the touch method of typing. Students are introduced to basic production work in the form of business and personal letters, tables, manuscripts, and memos. This course is considered a supportive course.

OA124 Keyboard Skill Building

3 credits (2 lec, 3 lab hrs/wk)

Development of speed and accuracy utilizing a diagnostic approach to individual skill assessment and prescribed drill work. Prerequisite: OA121 with a 'C' or better.

OA131 Legal Secretary Procedures I

4 credits (3 lec, 2 lec/lab hrs/wk)

This course introduces the student to the law office, to the courts and to the law library; ethics and duties of the legal secretary; familiarization with national, state and local professional organizations; qualifications, duties and responsibilities of a notary public; the purpose, form and disposition of selected non-court documents; practice given to office documents and legal correspondence. Prerequisites: WR90 and CIS125W with a 'C' or better.

OA220 Electronic Calculators

1 credit (2 lec/lab hrs/wk)

The student will learn the ten-key system for machine operation and use of electronic, desk-top style calculators in the four fundamentals of mathematics. Four operations are used to solve applied business problems with speed and accuracy. Prerequisite: MTH20.

OA240 Filing/Records Management

3 credits (3 lec hrs/wk)

This course provides a comprehensive study of filing systems, equipment, and criteria by which records are created, classified, stored, and retrieved according to the rules established by the Association of Records Managers and Administrators (ARMA).

OA292 Administrative Professional Capstone
4 credits (3 lec, 3 lab hrs/wk)
This course offers students the opportunity to participate in dynamic business simulations that provide experience in working as team members in a professional environment. Includes practice in using integrated software skills, office procedures, oral and written communications, analyzing information, problem solving, decision making, prioritizing, and using time management skills. Prerequisites: BA206, 224, 205 and CIS245 with a 'C' or better.

PHARMACY

Note: Students must successfully complete all courses (attain a grade of 'C' or better) in a quarter of the Pharmacy Technician curriculum before advancing to the next quarter.

PHAR5470 Introduction to Pharmacy Law: Practice and Law
4 credits (4 lec hrs/wk)
This course introduces students to the career of Pharmacy Technician. It explores history, potential workplace options and personnel related to pharmaceutical services, including pharmacy ethics. A general overview of the knowledge base required for the occupation and an introduction to standard pharmacy references, Federal and State law, is provided.

PHAR5472 Pharmacology I
3 credits (3 lec hrs/wk)
This basic course introduces the student to generic and trade names of common therapeutic drugs. Drug categories and drug use in prevention of, or interference with, disease processes are discussed. Important contra-indication, side effects, cautions, and interactions regarding drug use are included. The course also covers common nonprescription drugs. Prerequisites: AH111 and RD101 with a 'C' or better or COMPASS Reading score of 85 or higher.

PHAR5473 Pharmacology II
3 credits (3 lec hrs/wk)
This basic course continues the student's introduction to generic trade names of common therapeutic drugs. Drug categories and drug use in prevention of, or interference with, disease processes are discussed. Important contra-indication, side effects, cautions, and interactions regarding drug use are included. The course also covers common nonprescription drugs. Prerequisites: PHAR5472, PHAR5474 and PHAR5475 with a 'C' or better.

PHAR5474 Pharmacy Calculations
2 credits (2 lec hrs/wk)
This course reviews basic mathematics and includes the application of math concepts in the performance of certain Pharmacy Technician duties (and other health care provider duties). It covers systems of weight, measure, and temperature and the conversion from one system to another. The basics of retail accounting are introduced. Students develop the capabilities needed to calculate dosages, drug amount or volume, percent concentrations, milli-equivalents, and intravenous infusion rates. Prerequisite: MTH70 with a 'C' or better, or COMPASS Algebra score of 26-70.

PHAR5475 Pharmacy Technician Procedures I: Retail Chain and Independent
4 credits (3 lec, 3 lab hrs/wk)
This course is designed to provide students with the knowledge and skills needed in the performance of technical pharmacy tasks. These include ambulatory, prescription processing, compounding and pre-packing, communications, and computer operations. Prerequisite: PHAR5470 with a 'C' or better.

PHAR5476 Pharmacy Technician Procedures II: Institutional Hospital and Extended Care
4 credits (3 lec, 3 lab hrs/wk)
This course is designed to provide students with the knowledge and skills needed in the performance of technical pharmacy tasks. These include hospital dispensing systems, compounding and pre-packing, communications, computer operations, aseptic technique, IV prep admixtures, and oncology preparations. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHAR5477 Pharmacy Records Management
3 credits (3 lec hrs/wk)
This course is designed to provide knowledge and skills in preparing, maintaining, and storing a multiple of pharmacy records. The student will have practice typing a variety of instructional and retail prescription labels, and be capable of producing at a predetermined, satisfactory rate. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHAR5478 Pharmacy Technician Practicum
3 credits (9 lab hrs/wk)
Pharmacy experience in retail and/or institutional pharmacy practice. Instruction and supervision provided by staff or participating agencies. Concurrent classroom activities are included. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHILOSOPHY

PHL101 Introduction to Philosophy: Philosophical Problems
3 credits (3 lec hrs/wk)
Introduces students to the philosophical quest for wisdom for the purpose of personal transformation: to understand themselves, reality, and their place within it by exploring fundamental questions and problems of metaphysics (the study of the nature of reality) and epistemology (the study of knowledge and truth) from a cross-cultural perspective. Prerequisite: WR121 with a 'C' or better.

PHL102 Ethics
3 credits (3 lec hrs/wk)
Investigates the nature of moral philosophy by examining ethical theories from a variety of cultural traditions, as well as issues in applied ethics such as just war and pacifism, euthanasia, environmental ethics and cloning. Enables students to develop and reflect critically on their own ethical stance. Prerequisite: WR121 with a 'C' or better.

PHL103 Introduction to Logic and Critical Thinking
3 credits (3 lec hrs/wk)
Focuses on improving critical reasoning skills in academic studies and daily life by examining the basic concepts of logic and critical thinking; the use of language; propaganda and double speak; and informal fallacies in academic arguments, editorials, letters to the editor, and advertising. Attention given to writing arguments and position papers. Prerequisite: WR121 with a 'C' or better.

PHYSICAL EDUCATION

PE6230 Introduction to Golf Caddying
1 credit (22 lec/lab hrs/total)
This course prepares students with an understanding of the game of golf and the role of the golf caddy. The class covers the rules and regulations of golf, the etiquette of golf and how customer service plays a role in the caddying experience. Students will practice caddying techniques on a golf course.

PE131 Introduction to Health and Physical Education
3 credits (3 lec hrs/wk)
This course provides an orientation and foundational understanding of the academic disciplines and professions that lie beneath the umbrella of physical education, fitness, and sport. Students learn the underpinnings of historical and contemporary development in the disciplines, and broaden their understanding of opportunities available within related professions.

PE185 Physical Education
1 credit (Variable hours)
Provides students with an activity that will promote physical and emotional well-being. Enables the student to develop and/or pursue lifelong physical activity. Class meets three hours a week. Some courses have prerequisites or require instructor consent. Special arrangements may be made for restricted or corrective work.

Badminton
Ballroom Dance
Baseball
Basketball
Bicycling
Bowling
Canoeing
Cross Country
Golf
Gymnastics
Indoor Rock Climbing
Judo
Karate
Kayaking
Physical Cond.
Plylometrics
Soccer
Softball
Super Circuit
Tennis
Track & Field
Volleyball
Weight Training
Wrestling

PE208/SOC208 Sociology of Sport
3 credits (3 lec, hrs/wk)
Discusses identification and analysis of social problems in relation to sport and the world. Topics include (but are not limited to) the following: sport and culture, sport and socialization, sport and race, sport and gender, sport and collective behavior, and sport and social behavior with focus on feasible solutions.

PE210 Theory of Coaching
3 credits (3 lec hrs/wk)
A survey of issues encountered by coaches in all sports. Topics will include, but not be limited to communication with players, colleagues and administration, ethical issues and responsibilities, coaching philosophies, relations with media and community, time management, coach and athlete motivation, mental training skills, and equipment and facilities management.

PE231 Wellness for Life
3 credits (3 lec hrs/wk)
Physical assessment techniques to assess present strength, flexibility, and cardiovascular health will be administered in this course. Students will receive informational tools needed to facilitate positive change in their present state of fitness. Basic blood work will assess cholesterol, glucose, and other results. Health issues and concepts are also covered.

PE259 Care and Prevention of Athletic Injuries I
3 credits (3 lec hrs/wk)
This is the first of a two-course sequence with the purpose of exposing students to injuries and conditions that occur in athletics and physical activity. This course prepares students to recognize an injury, evaluate it, and begin appropriate care. Preventive injury techniques are a prominent component of the class.

PE260 Care and Prevention of Athletic Injuries II
3 credits (3 lec hrs/wk)
This is the second of a two-course sequence with the purpose of exposing students to injuries and conditions that occur in athletics and physical activity. This course prepares students to recognize an injury, evaluate it, and begin appropriate care. Preventive injury techniques are a prominent component of the class. Prerequisite: PE259.

PE261 Techniques of Athletic Taping and Bracing
3 credits (2 lec, 2 lec/lab hrs/wk)
This is an introductory course in athletic training and physical education. This course will educate students in the basic principles of athletic taping and bracing by learning theory and application strategies. Students will use multimedia resources and equipment to produce their own field guide textbook as a component of this course.

PE262 Development of Adult Fitness Programs
3 credits (3 lec hrs/wk)
Students will gain experience with developing and supplementing effective older adult fitness programs that promote better health and wellness. This course studies what happens to people as they age, both physically and mentally, and how exercise and healthy lifestyles will promote a better quality of life and longer lifespan.

PE268 Sport Officiating Principles
2 credits (4 lec/lab hrs/wk)
Sport Officiating Principles engages students in both course study and practical experience in sport officiating. Communication, teamwork, decision making, conflict resolution and a variety of opportunities in sport officiating will be covered. Students will prepare to take a national certification exam for sport officiating.

PE280P Practicum: Physical Education/Allied Health
1-3 credits (3-9 lab hrs/wk)
This course provides students with opportunities to gain paraprofessional experience in the fields of physical education and allied health. Students learn and develop through supervised observation of and participation with professionals in the fields. Prerequisite: PE131 with a 'C' or better.

PE295 Professional Activities Basketball
2 credits (2 lec/lab hrs/wk)
A professional activities physical education class designed to teach methods and techniques of teaching basketball.

PET264 Concepts of Individual Fitness Programming
3 credits (2 lec, 2 lec/lab hrs/wk)
This course prepares students with knowledge, skills and abilities needed to improve the health and fitness of individuals through personal training. Academic concepts are presented in contemporary practice settings, giving students a foundation in theory and application useful for pursuit of a career in fitness or for personal enrichment.

PET267 Group Fitness Concepts
2 credits (4 lec/lab hrs/wk)
This course is designed to teach the theory, methods and techniques of Group Fitness Concepts. Emphasis will be placed on skill development and instructional methods.

PHYSICS

PH121 Elementary Astronomy
3 credits (3 lec hrs/wk)
A descriptive treatment of the solar system: stars, stellar evolution, galaxies, and cosmology. The results of current space missions are emphasized. Recent discoveries in stellar astronomy will be discussed. Prerequisite: MTH70 with a 'C' or better.

PH211/212/213 General Physics with Calculus
5 credits/term (4 lec, 3 lab hrs/wk)
Study of the physical properties and interactions of mechanics, sound, heat, light, electricity, magnetism, and optics. For science and engineering majors. Includes laboratory activities. Must be taken in sequence. Prerequisite: MTH112 with a 'C' or better. Concurrent: MTH251 with PH211; MTH252 with PH212; and MTH253 with PH213.

POLITICAL SCIENCE

PS198/298 Independent Studies in Political Science
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

PS201 American Government: Political Institutions
3 credits (3 lec hrs/wk)
An introduction to American political institutions, processes and ideology, in relation to politics and public policy.

PS202 American Government: Policy Issues
3 credits (3 lec hrs/wk)
This course continues the study of civil liberties and practical application of powers of the federal government to society's problems. Current issues in American politics and the application of federal government powers to society's problems will be addressed.

PS203 Local Politics and Government
3 credits (3 lec hrs/wk)
This course introduces the student to United States state and local governments with comparative political behavior in states and communities. The course defines and discusses the political and institutional processes by which state and local governments make policy and law. The course also examines the role of state and local governments within the federal system of government.
Also offered as PS203A, B, C in one-credit modules.

PS205 International Relations: US Foreign Policy in the 20th Century
3 credits (3 lec hrs/wk)
The course focuses on the development of US Foreign Policy within the 20th Century with an emphasis on past precedents, new challenges, and how America's increasing economic interconnectedness with our neighbors has changed our policies. The course uses the World Wars and the Cold War as major events which have shaped American foreign policy and continues to do so.

PS280 Field Experience
1-6 credits (3-18 lab hrs/wk)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which will provide professional experience in the field of Political Science, political organizing, and campaigning. Prerequisite: Instructor consent.

PSYCHOLOGY

PSY100 Introduction to Psychology
4 credits (4 lec hrs/wk)
This course is a survey of psychological perspectives into human behavior. It introduces the student to the overall field of psychology to prepare them for advanced study in psychology. The course is designed to briefly touch on the major tenents of the discipline. This will include a brief description of history and scientific methods and biopsychosocial aspects of human behavior. The major emphasis will be on the practical application of varied topics. Prerequisites: WR90 and RD0753 with a 'C' or better or appropriate placement test scores.

PSY201 General Psychology
3 credits (3 lec hrs/wk)
Introduces principles and theories of human behavior. Stresses scientific methodology, brain and other physiological influences on behavior, learning, sensory, and perceptual processes.

PSY202 General Psychology
3 credits (3 lec hrs/wk)
Focuses on memory, consciousness, language and thinking, lifespan development, and motivation.

PSY203 General Psychology
3 credits (3 lec hrs/wk)
Focuses on emotion, stress, health, intelligence, personality, mental disorders, treatment of mental disorders, and social psychology.

PSY228 Introduction to Social Science Research
3 credits (3 lec hrs/wk)
This course is an introduction to the basic research methods used by social scientists. The course includes an introduction to statistical analysis, observational studies, survey research, and experimental design. Prerequisite: MTH70 with a 'C' or better.

PSY231 Human Sexuality
3 credits (3 lec hrs/wk)
This course is designed to help students explore their attitudes and feelings regarding human sexuality. It will promote an open examination of various dimensions of sexual behaviors and attitudes in a safe judgement free classroom environment.

PSY237 Life Span Development
3 credits (3 lec hrs/wk)
Designed to survey the major principles of behavior and patterns of change in people over the lifespan. Revolves around the area of development in physical, intellectual, social, personality and cross cultural diversity for infants, children, adolescents, adults and the elderly. Within the psychological framework, students will be able to research and apply development concepts to relevant problems in daily life.

PSY239 Introduction to Abnormal Psychology
3 credits (3 lec hrs/wk)
This course discusses the diagnosis, etiology, and therapy of emotional disturbances and behavioral disorders.

PSY243/CJ243 Drugs and Behavior
3 credits (3 lec hrs/wk)
This course is a basic introduction to the principles of drug action on the mind and body and the relationship of substance abuse to crime and criminal justice administration. Drug metabolism and psychopharmacological research findings on legal and illicit drugs are addressed including drug effects, theories of abuse, legislation, enforcement strategies, policy options and treatment, and prevention strategies. Treatment issues and prevention models are related to diverse cultures, lifestyles, gender, age, and the needs of people with disabilities.

READING

RD0751/0752/0753 Reading Skills
1-3 credits/term (1-3 lec hrs/wk)
A series of courses that provides a systematic approach for identifying and correcting reading difficulties and improving reading efficiency through lecture instruction, skills development and practice. Students improve reading comprehension, fluency, and vocabulary. Prerequisite: Appropriate score on placement test.

RD101/102/103 College Reading I, II, III
1-3 credits/term (1-3 lec hrs/wk)
College Reading presents a systematic approach for improving reading efficiency for those with a 12th grade and above reading level. Students learn an analytical method of reading non-fiction material, which can improve both speed and comprehension. Prerequisites: Appropriate score on placement test.

SOCIOLOGY

SOC105/CJ101 Introduction to Criminology
4 credits (4 lec hrs/wk)
An interdisciplinary and introductory overview of the study of crime, criminal behavior, and the application of theory to crime prevention and offender treatment. Examines the uses and limitations of empirical research methods to the study of crime. Reviews the principal political, economic, social, cultural, psychological, biological, and ideological theories of criminal behavior. Identifies the major categories of crime and discusses the relevance of crime classification. Explores the influence of criminological theory on public policy.

SOC145 Special Topics in Sociology
1-3 credits (variable hrs)
Field study of significant sociological and/or anthropological sites including techniques of inquiry and analysis applied at selected field sites. Introductory lecture covering key issues and techniques required for a field study, followed by an on-site visit. Concurrent: Any Sociology course.

SOC198/298 Independent Studies in Sociology
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

SOC204 General Sociology
3 credits (3 lec hrs/wk)
Focuses on sociology as a science; examines concepts related to human social structure, culture, socialization, status and role, gender roles, social groups, organizations, social stratification, race and ethnic relations.

SOC205 General Sociology
3 credits (3 lec hrs/wk)
Applies sociological perspectives to the study of recent social changes, trends in social institutions of the family, religion, education, economics, politics, medical sociology, plus selected topics.

SOC206 General Sociology
3 credits (3 lec hrs/wk)
Discusses identification and analysis of social problems. Explores addictions, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment and energy from sociological perspectives, focusing on feasible solutions.

SOC208/PE208 Sociology of Sport
3 credits (3 lec, hrs/wk)
Discusses identification and analysis of social problems in relation to sport and the world. Topics include (but are not limited to) the following: sport and culture, sport and socialization, sport and race, sport and gender, sport and collective behavior, sport and social behavior with focus on feasible solutions.

SOC210 Marriage and the Family
3 credits (3 lec hrs/wk)
Examines intimate relationships, courtship, marriage and family patterns - old, new, and unconventional. The course focuses on how relationships are built, maintained, changed, and how people cope with love, sexuality, children, conflict, divorce, blended families, disabilities, and death of family members.

SOC213 Racial and Ethnic Relations
3 credits (3 lec hrs/wk)
An historical perspective on contemporary problems in American society as related to minority and majority populations.

SOC220/CJ131 Institutional Corrections
3 credits (3 lec hrs/wk)
A detailed exposure to correctional facilities used for the punishment of those convicted of crimes. The evolution of the penal institution, levels of custodial security, issues relating to custodial treatment, and programs within penal institutions will be explored. Field trips to correctional facilities.

SOC221/CJ201 Juvenile Delinquency
3 credits (3 lec hrs/wk)
This course presents a philosophical, historical, and practical survey of juvenile justice administration in the United States. Considered in the context of an interdisciplinary framework, theories, factors, and characteristics of delinquency will be presented, and treatment and delinquency prevention programs will be surveyed.

SOC230 Gerontology
3 credits (3 lec hrs/wk)
A survey of the developmental process of aging. Examines social, physical, emotional, spiritual and cultural aspects influencing the experience of aging. Provides essential information required for professional interaction with elders and emphasize a positive view of aging. Discusses current theories, policies, practices, concerns, service and professional opportunities in gerontology.

SPANISH

SPAN101/102/103 First Year Spanish
4 credits/term (4 lec hrs/wk)
Introduces the written and spoken language of Spanish-speaking people. Includes pronunciation, grammar, vocabulary, and comprehension. Emphasizes speaking, listening comprehension, reading comprehension, and writing. Must be taken in sequence.

SPAN198/298
Independent Study in Spanish
1-4 credits (hrs to be arranged)
Prerequisite: Instructor consent.

SPAN201/202/203 Second Year Spanish
4 credits/term (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, culture and composition. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: SPAN103, two years high school Spanish or instructor consent.

SPEECH

SP100 Basic Speech Communications
3 credits (3 lec hrs/wk)
Applies general communication theories of interpersonal, and group communication. Develops an awareness of interpersonal communication as it relates to employment and informational interviewing, group problem-solving, and communication climates.

SP111 Fundamentals of Public Speaking (Podium Speaking)
3 credits (3 lec hrs/wk)
Prepare and present original speeches, with emphasis on content, organization, delivery, and technique.

SP112 Persuasive Speech
3 credits (3 lec hrs/wk)
Examines the psychology of persuasion, as well as methods speakers use to persuade an audience. Use evidence, reasoning skills, emotional appeal, credibility, critical thinking, organizational patterns, outlining techniques and audience analysis. Prepare and present original persuasive speeches.

SP217 Understanding Media (The Persuasive Message)
3 credits (3 lec hrs/wk)
Learn the impact of mass media on society; media violence studies, children and television, sexism, ageism, racism, agenda setting and consumer awareness through historic, sociologic and economic methods.

SP218 Interpersonal Communication
3 credits (3 lec hrs/wk)
Focuses on improving communication with oneself in order to improve relationships. Addresses perception, emotions, language, verbal and non-verbal communication, listening, and conflict resolution skills. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

SP219 Small Group Discussion
3 credits (3 lec hrs/wk)
Focus on skill building and theory in decision making, problem solving, presentation planning, and knowledge of group process. Examine effective small group techniques in a variety of settings. Plan and present group discussions and group presentations. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

SP220 Gender and Communication
3 credits (3 lec hrs/wk)
Increase understanding and awareness of differences in male and female communication styles. Explore how culture, media, attitudes, and gender roles influence and how they impact communication. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

THEATRE

TA100 Introduction to Theatre
3 credits (3 lec hrs/wk)
Studies the development, theory, and processes of creating live performances through human expression.

TA111 Technical Theatre
3 credits (6 lec/lab hrs/wk)
A practical introduction to scenic construction and/or design, stage rigging, lighting hang and focus, and lighting and sound operation. This course is structured to support the technical needs of the theatre program's production each term. Course is suitable for local theatre group members.

TA141 Acting I
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form, with an emphasis on the theories of Stanislavski. Performance of laboratory exercises, improvisations, and short scenes and monologues from plays are the basic teaching approaches.

TA142 Acting II
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form. Performance of laboratory exercises and extended scenes from plays and a Shakespearean monologue are the basic teaching approaches.

TA143 Acting III
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form. Performance of laboratory exercises, scene cuttings, a one-act play, and a classical monologue are the basic teaching approaches.

TA153 Rehearsal and Performance (From Audition to Closing Night)
1-3 credits (variable hrs)
Training in theatre production through rehearsal of a play for public performance. Includes stage crew, production people, and performers.

TA241 Acting Styles
3 credits (3 lec hrs wk)
Surveys styles and techniques of acting including improvisation and physical preparation with the emphasis on exploring the idea of styles. Emphasis is placed on the incorporation of non-mimetic dramaturgy into performance.

TA242 Acting: Shakespeare
3 credits (3 lec hrs/wk)
Surveys styles and techniques of acting, including mime, improvisation, voice and physical preparation, with the emphasis on Shakespeare performance.

TA243 Acting: Auditioning
3 credits (3 lec hrs/wk)
Surveys styles and techniques of acting, including improvisation, voice and physical preparation, with the emphasis on auditioning, portfolio development, and acting professionally.

TA254 Directing I: The Art of Directing
3 credits (3 lec hrs/wk)
Practical exposure to the fundamentals of play direction: conceptualization, casting, staging, actor coaching, and design collaboration. Culminates in public performances of student-directed scenes or one-act plays. Prerequisites: TA141 and TA142 with a 'C' or better.

TA280 Field Experience
1-6 credits/term (3-18 lab hrs/wk)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which provide professional experience in the field of Theatre. Prerequisite: Instructor consent.

COURSE DESCRIPTIONS

WELDING

WLD4010 Welding Processes I
3 credits (1 lec, 4 lec/lab hrs/wk)
Emphasizes oxy-acetylene welding and cutting, introduction to gas tungsten arc welding (GTAW) and plasma arc cutting. Topics include soft soldering, braxing, silver soldering, and oxy-acetylene welding in flat, horizontal and vertical positions using several joint designs, efficient use of hand and machine oxy-acetylene torch cutting, basic setup and operation, plasma arc cutting setup and operation, and industrial safety.

WLD4011 Welding Processes II
3 credits (1 lec, 4 lec/lab hrs/wk)
Introduction to Electric Arc Welding Processes emphasizing the basics of Shielded Metal Art Welding, Gas Metal Arc Welding and Flux Cored Arc Welding. Students will develop basic knowledge and skill in setup and safe use of Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW) to industry standards.

WLD4047 Advanced Individual Welding
3 credits (6 lec/lab hrs/wk)
Allows the students to either specialize in welding techniques and processes they find appropriate for their needs and/or design, draw, estimate, order material, lay out and fabricate an individualized project. Students will utilize practical application of industry methods in accomplishing these goals. Prerequisites: WLD4155.

WLD4050 Welding and Joining Processes
3 credits (1 lec, 4 lec/lab hrs/wk)
Introduces the application of modern welding, joining and forming processes on new emerging manufacturing materials. The focus is on new welding and joining processes for ferrous and non-ferrous metals and various materials used in manufacturing. Metallury of ferrous and non-ferrous materials and properties of other materials will be researched. Prerequisites: WLD4061 and WLD4125 with a 'C' or better.

WLD4061 Shielded Metal Arc Welding I
3 credits (1 lec, 4 lec/lab hrs/wk)
This course covers shielded metal arc welding (SMAW) including safety, arc welding fundamentals, polarity, amperage ranges, weld techniques, weld defects, causes, and cures. Students learn through lecture, demonstration, and practical application of skills and concepts. Lab activities will cover flat, horizontal, and vertical welds using E6010 and E7018 electrodes.

WLD4062 Shielded Metal Arc Welding II
3 credits (1 lec, 4 lec/lab hrs/wk)
Emphasizes the application of Shielded Metal Arc Welding primarily with E6010 and E7018 electrodes using constant current type power sources. Properties of steels, manipulative techniques for welding, proper joint design and preparation, and American Welding Society (AWS) certification standards and testing methods will be discussed. Lab activities will cover vertical and overhead welds to AWS certification standards. Prerequisite: WLD4061.

WLD4100 Gas Tungsten Arc Welding
3 credits (1 lec, 4 lec/lab hrs/wk)
Covers all aspects of manual gas tungsten arc welding (GTAW) from safety and process operation through welding techniques and applications. Emphasis will be on safety, equipment setup, manual welding techniques, and procedures for both ferrous and non-ferrous materials, quality control and inspection, and industrial codes and procedures.

WLD4125 Gas Metal Arc Welding
3 credits (1 lec, 4 lec/lab hrs/wk)
Covers gas metal arc welding (GMAW) process. The semi-automatic gas metal arc welding (GMAW) process and manual welding techniques will be presented. Equipment needs, setup, joint design, filler metals, shielding gases, welding techniques, along with safety will be stressed. Proper joint design, preparation, and welding techniques for the American Welding Society (AWS) certification standards and testing methods will be emphasized. Lab activities will cover all position butt and fillet welds on mild steel, and basic techniques on aluminum and stainless steel.

WLD4126 Flux Cored Arc Welding
3 credits (1 lec, 4 lec/lab hrs/wk)
Covers flux cored arc welding (FCAW) process. The semi-automatic flux cored arc welding (FCAW) process, both with and without shielding gas, and manual welding techniques will be presented. Equipment needs, setup, joint design, filler metals, shielding gases, welding techniques, along with safety, will be stressed. Proper joint design, preparation, and welding to American Welding Society (AWS) certification standards and testing methods will be emphasized. Lab activities will cover all position welds.

WLD4150 Pipe Fitting and Welding
3 credits (1 lec, 4 lec/lab hrs/wk)
Introduces pipe layout, fitting, and arc welding covering basic pipe and piping information, basic pipe layout practices, and basic pipe welding techniques. Safety, quality and proper weld technique will be stressed according to industry standards for appearance and weld soundness. Prerequisites: WLD410 and WLD4061 with a 'C' or better.

WLD4155 Fitting and Fabrication
4 credits (1 lec, 6 lec/lab hrs/wk)
Emphasizes layout and fitting skills applicable to an industrial welding and fabrication shop including reading prints, estimating and ordering material, performing layout and cutting work, fitting pieces into assemblies, and weld-out procedures applicable to fabricating a finished product. Emphasizes problem-solving and cooperation within an industrial-like environment. Safety, accuracy, quality and a commitment to excellence emphasized. Prerequisite: WLD4061 with a 'C' or better.

WLD4165 Welding Lab A
3 credits (9 lab hrs/wk)
Development of the student's ability to weld on a variety of metals using a variety of welding processes. The skill development of the course will include print reading and interpretation, material layout and cutting, joint preparation, process determination, machine setup, welding and inspection of final project. Emphasis will be on welding techniques that meet or exceed industrial standards. Prerequisite: WLD4061, may be taken concurrently.

WLD4166 Welding Lab B
3 credits (9 lab hrs/wk)
Continuation of WLD4165 in developing the student's ability to weld on a variety of metals using a variety of welding processes. The skill development of the course will include print reading and interpretation, material layout and cutting, joint preparation, process determination, machine setup, welding and inspection of final project. Emphasis will be on welding techniques that meet or exceed industrial standards. Prerequisite: WLD4165 with a 'C' or better.

WLD4170 Welder and Manufacturing
3 credits (1 lec, 4 lec/lab hrs/wk)
Emphasizes the role of the welder in manufacturing processes, in both current and future manufacturing facilities. Problem-solving and cooperation for individual and group projects will be stressed. Students will learn through lecture/discussion, audiovisual presentation, lab experiences, demonstrations, manufacturing simulations, and research activities. Prerequisite: WLD4155 with a 'C' or better.

WLD9225 Welding Workshop: Certification Preparation
0.25-3 credits (8-90 lab hrs/total)
Provides experienced welders with lab time for practice in basic welding techniques for skills upgrading and/or certification. The instructor is available for technical assistance. Prerequisites: WLD4061, WLD4125 or WLD4126 with a 'C' or better or instructor consent.

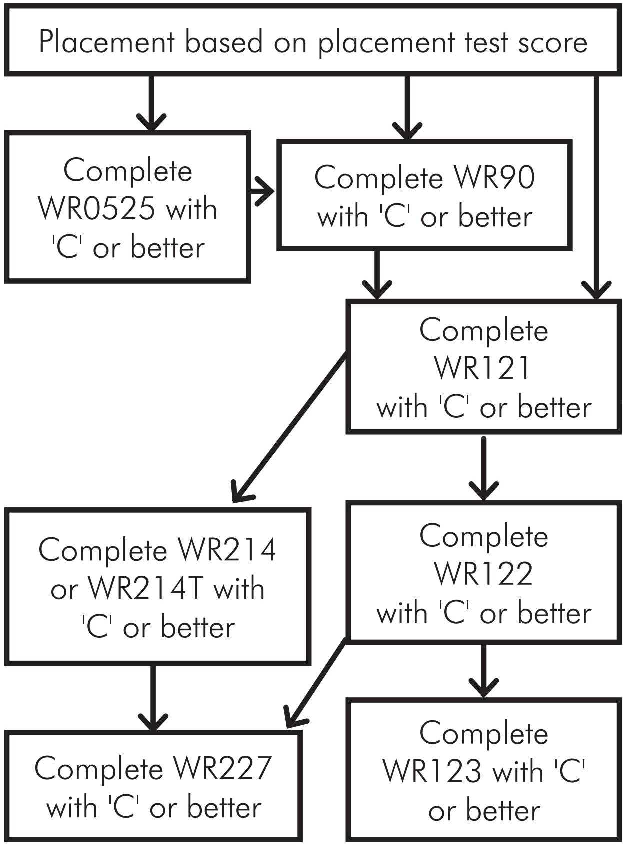
WOMEN'S STUDIES

WS101 Introduction to Women's Studies: Gender and Power
3 credits (3 lec hrs/wk)

An overview of women's issues including violence against women, media images, economics, sexuality, spirituality and a global perspective on women's concerns. This is a process-oriented class that personalizes readings and lectures by interaction in small group discussion. Focuses on contextual understanding of women's history and experience; past, present and future. For additional Women's Studies courses see SP 220 Gender and Communication and ENG260 Women Writers.

WRITING

SEQUENCE OF WRITING COURSES


Placement based on placement test score
Complete WR0525 with 'C' or better
Complete WR90 with 'C' or better
Complete WR121 with 'C' or better
Complete WR214 or WR214T with 'C' or better
Complete WR122 with 'C' or better
Complete WR227 with 'C' or better
Complete WR123 with 'C' or better

WR0525 Sentence Fundamentals
5 credits (5 lec hrs/wk)
This course is designed to teach students the skills of writing well-formed, grammatically correct and varied sentences, and using punctuation. Credits do not count toward graduation. Prerequisite: Appropriate placement test score.

WR90 Paragraph Fundamentals

3 credits (3 lec hrs/wk)

Paragraph Fundamentals is designed to help students write clear, correct paragraphs in standard English. A final goal is to have students organize paragraphs in an extended essay. The class will include discussion of grammar, punctuation, and conventions of style and usage. Prerequisite: WR0525 with a 'C' or better or placement test score.

WR115 Introduction to Expository Writing

3 credits (3 lec hrs/wk)

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas in the workplace. Prerequisite: WR90 with a 'C' or better or placement test score.

WR121 English Composition

3 credits (3 lec hrs/wk)

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas. Prerequisite: WR90 with a 'C' or better or placement test score.

WR122 English Composition

3 credits (3 lec hrs/wk)

This course continues the preparation of the fundamentals of expository prose, with special emphasis on rhetorical principles of argumentation. Special attention is given to audience and style. The basic principles and use of logic in argumentative/ persuasive writing are introduced. Prerequisite: WR121 with a 'C' or better.

WR123 English Composition

3 credits (3 lec hrs/wk)

Plan, research and write papers based on an argumentative or analytical thesis from collected information. This necessitates critical reading, persuasive writing and using conventions to write and document a research paper. Prerequisite: WR122 with a 'C' or better.

WR214 Business English

3 credits (3 lec hrs/wk)

Practice writing persuasive and routine communications with appropriate conventions, rhetorical strategies and tone. Apply knowledge of human behavior, business organizations and environments for effective written and oral communication. Prerequisite: WR121 with a 'C' or better.

WR214T Professional/Technical Writing

3 credits (3 lec hrs/wk)

Learn strategies for higher order thinking in persuasive communication and routine correspondence and reports by examining rhetorical strategies and the importance of appropriate style and conventions. Prerequisite: WR121 with a 'C' or better.

WR227 Report Writing

3 credits (3 lec hrs/wk)

Report Writing will study the principles of composition applied to the writing of reports required in the technical and business professions. It includes procedures for fact gathering, organization, graphic layout, and other methods of compiling data. Students will learn to quote, paraphrase, and summarize sources correctly and effectively, and to cite those sources and list them with the aid of a style sheet. Students will write reports in their chosen disciplines. Prerequisite: WR122, WR214 or WR214T with a 'C' or better.

WR241 Imaginative Creative Writing: Fiction Writing

3 credits (3 lec hrs/wk)

This course introduces the theory, techniques, and practice of fiction writing to the beginning student. It emphasizes the short story. Part of the term is spent reading and analyzing published work in terms of such writing techniques as characterization, scenes, dialogue, thematic content, and structure. Writing exercises, both to take home and to do in the classroom, complement these discussions. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR242 Imaginative Writing: Poetry Writing

3 credits (3 lec hrs/wk)

This course introduces the theory, techniques, and practice of poetry writing to the beginning student through reading published work and through writing exercises. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR243 Imaginative Writing: Explorations

3 credits (3 lec hrs/wk)

This course centers on discussion of the techniques of play writing and monologue writing through the reading and analysis of published work and through writing exercises. Areas to be explored depend upon student and teacher interest. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR250 Autobiography Writing

3 credits (3 lec hrs/wk)

Introduces students to the techniques of writing an autobiography. Includes method, style, and organization. Both student and non-student works are discussed in class in order to develop writing techniques.

Associate of Applied Science - Associate of Applied Science' is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study at the baccalaureate degree.

Career Pathways Certificate of Completion - A Career Pathway's Certificate of Completion is an Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate or Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits). The Career Pathway Certificate provides a state-sanctioned credential for a course of study that: 1) acknowledges a specific skill proficiency to help students qualify for a job or enhanced employment opportunities.; 2) is centered on the needs of students by providing educational options; 3) provides the flexibility to achieve specific competencies within a longer term career path. These certificates will lead to an Associate of Applied Science - or even beyond. For more information see www.socc.edu/pathways.

Certificate of Completion - Awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered one-year Certificates of Completion and are eligible for federal financial aid (15 of the last 30 credits must be completed at Southwestern). Programs that are fewer than 45 credits are considered less than one year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid (9 of the last 24 credits must be completed at Southwestern).

Associate of General Studies - The purpose of the degree in general studies is to provide the student an opportunity to pursue a broad general education during the two years at a community college. It is intended as a flexible program for the student who is not pursuing a specified curriculum in the lower division transfer or career-technical area.

Oregon Transfer Module - The Oregon Transfer Module (OTM) allows for institutional recognition of the completion of one-year (full-time equivalent) of General Education coursework. Once awarded, the OTM is recognized by all of the public institutions of post-secondary education in the state.

Associate of Arts/Oregon Transfer Degree (AA/OT) - The Oregon Transfer Degree (Associate of Arts) is a program of study that community college students can follow to fulfill all their lower division general education requirements for a bachelor's degree at an Oregon University System institution. It is an agreement between the Oregon State System of Higher Education and Oregon's community colleges to provide transfer of community college coursework to an Oregon University System institution.

Associate of Science/Oregon Transfer in Business (AS/OT-Bus) - Any student who holds the Associate of Science/Oregon Transfer in Business (AS/OT -Bus) degree that conforms to the following guidelines and who transfers to any institution in the Oregon University System, (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University) will have met the lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes.

Associate of Science (AS) -The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their major requirements. NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are strongly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

Academic Advisor - Specializes in matters pertaining to students educational program, college policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, and graduation checks. Faculty perform ongoing advising.

Add/Drop - A period of time in which students may change schedules by adding or dropping classes without penalty.

Administrative Withdrawal - A student who fails to attend classes during the first week of the term may, at the instructor's request, be administratively withdrawn unless the student has made prior arrangements with the instructor. Students may also be withdrawn due to inappropriate or disruptive behavior or for non-payment of tuition and fees.

Audit - Registering for a course, paying appropriate tuition and fees, receiving instruction and evaluation, but no grade is issued and no credit awarded.

Cancelled Class - A class that is removed from the schedule due to low enrollment or for other reasons.

Class Fee - In addition to tuition, fees cover materials, services, insurance, facility use, and other costs. Current fees are listed in each term's Schedule of Classes.

Cooperative Work Experience - Instructional program designed for students to apply skills and concepts developed in the classroom to actual job situations. Cooperative work experience is available for all programs at the college with instructor consent.

Corequisite - A second, related course in which a student must be simultaneously enrolled, in addition to the primary course.

Counselors - Individuals professionally trained to address personal issues, resolve academic anxieties, assist students in choosing career fields and majors, and problem solve other academic difficulties. If students are on restricted academic or financial aid status, counselors work to develop individual success plans that address the specific issues inhibiting academic success.

Credit Hours - Approximate number of hours in class each week (e.g., 3 credit hours = 3 lecture hours per week); determines tuition.

Credit Load - Number of credits taken each term. Students may not take more than 18 credit hours per term without advisor or counselor consent.

Cultural Literacy - A course taken to meet the Cultural Literacy requirement which can also be used to satisfy other degree requirements. The credits for such courses will only be counted once toward the 90 credits required to complete the degree.

Curriculum - Organized program of study arranged to provide integrated cultural or professional education.

Distribution Requirements - Three areas of study required for an Associate degree: Arts and Letters (Humanities), Social Science and Math/Science.

Drop Date - The last date on which a student may drop a class and receive a refund.

Elective - A course that may be selected from a list of alternatives in order to fulfill requirements.

Full-time student - Enrollment in 12 or more credit hours per term.

Hybrid - Course sections that have some online time replacing some face-to-face instruction time using our ANGEL learning system. The face-to-face classroom lecture time will be posted in WebAdvisor and the section will be marked HB.

Instructor Consent - Written permission from the course instructor, granted prior to enrollment in a course.

Lower-Division Courses - Courses typically numbered between 100 and 299.

Major - Primary field of study (e.g., Human Services, Culinary Arts); all students seeking a degree or certificate must declare a major.

Part-time student - Enrollment in less than 12 credit hours per term.

Payment Plan - Contract to pay one-third of total charges at time of registration, the balance payable in three equal installments during the term. A finance charge is assessed for this service.

Petition - Request for exception to accepted practice or for special consideration. The Financial Aid office accepts petitions for exception to satisfactory academic progress. The Student First Stop Coordinator accepts petitions for special consideration relative to tuition and related charges. Exceptions to program requirements are heard by the Academic Standards Committee. See the Student First Stop Center for information on the appropriate office to petition.

Placement Test - Students who will be full-time, pursuing a degree or certificate program or are receiving financial aid must have completed a placement test in reading, writing and math before they may register.

Prerequisite - Course, or other educational requirement, that must be completed prior to another course or before proceeding to more advanced study. Instructor consent may override a prerequisite requirement.

Quarter - Another word for “term.” There are four quarters each year. Summer term is eight weeks and Fall, Winter, and Spring terms are eleven weeks each.

Reading and Conference (R and C) - Coursework completed outside the classroom through discussions with the instructor.

Registered - Completed registration through WebAdvisor or form turned into the Student First Stop Center or completed through WebAdvisor.

Schedule of Classes - Publication listing courses offered each term, published prior to each quarter. The schedule is mailed to each household in Coos County and is available at most offices on campus; the pamphlet also lists important dates, deadlines, and current figures for tuition, fees, and other charges.

Sequence - Set of related courses that consists of two or three successive terms of a course (e.g., English 104, 105, 106, etc.)

Staff - Listed in the Schedule of Classes as an indicator that instructor’s name was not available at press time.

Syllabus - Given to students the first day of class to provide detailed information about the course requirements. The syllabus may include detailed information about a course. It should include the grading system, attendance policies, as well as test and assignment due dates.

Synonym - Official identifying number for each course, lab, or section.

TBA/TBS - An abbreviation for “to be announced” and “to be scheduled”. This indicates that a course is available but the specific time or place has not been determined at press time.

Term - see Quarter.

Transcript - Official record of all courses taken; a copy may be obtained from the Student First Stop Center.

Training Opportunities - Offered by Southwestern Oregon Community College to prepare students for further career options. These training opportunities are not available for financial aid funding, nor are they approved as degree or certificate programs by the State Board of Education.

Web Enhanced - Course sections that have some online component, but it does not replace any face-to-face instruction time.

Withdraw(al) - The official process of stopping attendance in a class after the drop date. Student receives “W” for a grade.

TRANSITIONAL EDUCATION

541-888-7116 • Newmark Center
www.socc.edu/transitional

Transitional Education will assist students in finding out about themselves through assessments, setting short and long term goals, making career or academic plans and identifying learning styles.

Transitional Education, an integration of the college's adult re-entry programs provides access to information, skills and resources for individuals who are in the process of a major life change. A variety of classes and support services are available to prepare participants for success in their families, in the workforce and in academic programs. Programs under the Transitional Education umbrella have been integrated and housed on campus in the Newmark Center, as an agency partner in the local Career and Opportunity One-Stop Center. ABE/GED and ESL classes are also available at other sites in Coos and Curry counties for those who live outside of easy commuting distance of Coos Bay.

General Educational Development (GED)

The General Educational Development program offers classes designed to develop skills in reading, mathematics, science, social studies, and writing to pass the GED tests.

Students age 16 or older are eligible to enroll. Anyone under age 18 must have the proper paperwork from the high school of their legal residence. Classes are offered on the Southwestern main campus and in Curry at various times during the day and evening. Students are required to pay a materials fee.

GED testing is available on the Southwestern campus. Call 541-888-7405 for scheduling information. There is an additional fee for GED testing.

English as a Second Language (ESL) Non-Credit

English as a Second Language classes provide instruction in speaking, listening, reading and writing. There are beginning through intermediate classes. Students are required to pay a materials fee.

Adult High School Diploma

541-888-7116 • Newmark Center

The Adult High School Diploma program is an alternative way to obtain a diploma for students unable to complete high school in the traditional way. Students will be required to complete a minimum of 12 credits at Southwestern to earn the Adult High School Diploma. For every three college credits it is equal to .5 high school credits. The student's coursework will be assessed by State standards using a variety of methods, including but not limited to: exams, projects, collections of evidence, oral presentations, attendance, and group assignments.

Students will have the option of taking Southwestern college classes to receive dual credit and apply the classes toward a college certificate or degree.

COLLEGE NOW DUAL CREDIT CTE

541-888-7271• *www.socc.edu/collegenow*

The College Now/CTE program is an opportunity for high school students to complete and receive Southwestern credit for certain Southwestern CTE courses completed in high school. Southwestern currently offers classes through service area high schools in allied health, business, culinary, information technology, manufacturing and nursing. These courses are dual credit as students receive both high school and college credit. Courses offered vary by high school.

COLLEGE NOW DUAL CREDIT LDC

541-888-7271• *www.socc.edu/collegenow*

Southwestern works with area high schools to offer college-level lower division transfer courses in the high schools, taught by high school instructors, exclusively for high school students. Classes can be used to meet Southwestern certificate or degree requirements, as well as for transfer to community colleges and most universities across the U.S.

Southwestern currently offers classes through service area high schools in arts and communication, business and management, foreign languages, human resources, industry engineering/tech, and science. These courses are dual credit as students receive both high school and college credit. Courses offered vary by high school.

COLLEGE NOW DUAL CREDIT CTE AND/OR LDC

541-888-7271• *www.socc.edu/collegenow*

Earned credit will be on students' Southwestern transcript. Earning Southwestern credit at a high school does not automatically enroll a student into a Southwestern certificate or degree program. Southwestern admissions procedures and requirements must still be met. Credit transfer acceptability is at the discretion of the receiving institution.

For more information, and a listing of courses offered in a specific high school contact Southwestern's High School Liaison at 541-888-7271 or visit the Southwestern College Now web site www.socc.edu/collegenow. Also contact the high school counseling office. Courses are limited to high school juniors and seniors.

COMMUNITY EDUCATION

541-888-7328 • Dellwood Hall
www.socc.edu/communityed

Community Education offers a wide variety of credit-free courses that are held on campus, as well as convenient off-campus sites throughout the community. The majority of courses are offered evenings and weekends with flexible scheduling ranging from one-day to ten weeks. Classes are offered in the subject areas of animal care, art, computers, dance, driver education, exercise, financial, health, history, home and family, language, music, personal safety, photography, science, sports, theater, and writing. In addition, visit www.ed2go.com/socc to review hundreds of credit-free on-line course options. Fees vary according to the type and length of each class.

ELEARNING E-SOCC

541-888-7345 • Tioga Hall
www.socc.edu/distance

The eLearning e-SOCC program offers a variety of online credit courses for students who are unable to attend traditional, on-campus courses due to time constraints and/or distance from the campus. Online courses allow students to obtain lectures, complete assignments, take quizzes, and work cooperatively with other students on class projects via the Web. Some classes, referred to as hybrid courses, combine online and face-to-face classroom work. **To take an online or hybrid class, students must have access to a computer, Internet Service Provider, and web browser.** Students must be able to use the Internet, check email, and be able to upload and download files. Our online and hybrid credit courses are transferable and can be taken in combination with traditional, on-campus courses. For complete information, please visit our web site.

COMMUNITY, BUSINESS, AND WORKFORCE DEVELOPMENT

541-888-7328 • Dellwood Hall
www.socc.edu/workforce

Economic and Workforce Development is comprised of the various departments which help people train, enhance, improve, and advance their skills to be successful within the community. We offer a variety of programs ranging from partnering with the local high schools, short-term training for dislocated or injured workers, to helping local business get started.

SWOCC SMALL BUSINESS DEVELOPMENT CENTER

541-756-6866 • 2455 Maple Leaf, North Bend,
www.socc.edu/bizexcellence

The Business Development Center provides practical information and services for business success. We provide specialty assistance to both rapid growth businesses and start-ups.

The Center can design training tailored to meet the needs of your business or organization. No matter the size of your operation, training can be provided that will enable you and your employees to learn or improve skills and learn new technologies. We are here to help you make your business a success!

SOUTHWESTERN FOUNDATION

541-888-7211 • Tioga Hall
www.socc.edu/foundation

The Southwestern Oregon Community College Foundation is a non-profit organization established in 1962 to receive, hold and disburse private funds in support of the educational programs and students of the college. The direction of the Foundation is vested in its board of directors, composed of citizens from a broad spectrum of the community. Working in small groups and committees, Foundation members assist in forming, developing and promoting a number of worthwhile objectives, such as scholarships, equipment purchases and support for faculty development projects.

SOUTHWESTERN OREGON UNIVERSITY CENTER

541-888-1518 or 800-962-2838 ext.1518
Tioga Hall • *www.ous.edu/ucsw*

For many residents of the South Coast, obtaining a Bachelor's degree or higher degree from one of Oregon's universities has been a costly process requiring a move to the university, but now students can do it without leaving home. Through a collaborative venture between the Oregon University System and Southwestern Oregon Community College, the University Center coordinates courses and programs from Oregon's universities. Residents of communities along the South Coast can take courses and complete a range of undergraduate and graduate degrees without leaving home. Course delivery methods include limited on-site instruction, interactive television courses for Education majors only, web-based or Internet courses, and other technologies.

Whether students plan to stay on the South Coast or to go away to a university, the University Center exists as an advocate to assist and support local students with advisement, information, and referral to appropriate programs and advisors at the various universities. For students entering Southwestern, a visit to the University Center can open up a world of options beyond the Associate's degree. With careful planning, beginning in the freshman year, students can build programs that lead to Bachelor's or even a Master's degrees. The University Center can also arrange for special programs for schools and businesses and for cohorts or groups of students.

On the south coast, earn your Bachelors degree in Business Administration in Coos Bay from Southern Oregon University or earn your initial teaching licensure Bachelor's degree Eastern Oregon University.

In addition, there are over 50 different degrees to choose from and there is no better time to earn your degree from any of the Oregon State Universities. Oregon Colleges and Universities represented at the University Center include:

Eastern Oregon University
Bachelor's Degrees

- Anthropology/Sociology
- Business Administration
- English (Literature/Film)
- Fire Services Administration
- Liberal Studies (select 2 minors below)

Minors: Anthropology/Sociology, Biology, Business, Chemistry, Economics, English (Literature/Film), Gender Studies, Geography, Gerontology, Health Studies, History, Interdisciplinary Writing, Native American Studies, Philosophy, Physical Education, Political Science, Psychology, Spanish

- Philosophy, Politics and Economics
- Physical Activity and Health
- Psychology
- Multidisciplinary Studies (with initial Teacher Licensure)

Graduate Degrees

- MS, Education, Continuing Licensure

Oregon State University
Bachelor's Degrees

- Environmental Science
- Fisheries and Wildlife
- General Agriculture
- Liberal Studies
- Natural Resources
- Political Science

Minors: Anthropology, Business/Entrepreneurship, Chemistry, Environmental Science, Fish & Wildlife, German, Natural Resources, Political Science, Psychology, Sociology, US History, Writing

Graduate Degrees

- EdM/MS Organizational and Human Resources Education*
- M.A.T. - Initial Teacher Licensure in EC/Elem ed*
- Master of Education
- MS, Science and Math Education

Free-Choice Learning or School-Based

- MS, Radiation, Health Physics
- MHP, Health Physics (no thesis)
- PhD in Counseling*
- EdD/PhD, Community College Leadership*

Graduate Certificates

- Cartography, Fisheries Management, Geographic Information Systems - GIScience (Undergrad & Grad), Remote Sensing, Sustainable Natural Resources, Water Conflict Management

Online General/Organic Chemistry Courses & Labs

Oregon Institute of Technology
Bachelor's - degree completion

- Applied Health Management
- Dental Hygiene
- Echocardiography
- Information Technology - online
  Option: Applications Development
- Operations Management - online
- Polysomnographic Technology
- Radiological Science
- Respiratory Care
- Vascular Technology

Minors: Business, Information Technology

Oregon Health and Science University
Bachelor's Degree

- RNBSN Program

Portland State University
Bachelor's Degrees

- Criminology
- Liberal Studies

Minors: Civil Leadership, Psychology, Sociology, Sustainable Urban Development, Women's Studies

- Social Science

Graduate Degrees

- MBA Online*
- MA/MS - Curriculum and Instruction

Certificates: Early Childhood Edcucation, Rural Communities Social Services, Volunteer Engagement/Leadership

Southern Oregon University
Bachelor's Degrees

- Business Administration

Majors: Management, Management of Aging Services, Managerial Accounting, Public Accounting

- Business Administration onsite in Coos Bay
- Criminology & Criminal Justice

Graduate Degrees

- Master in Education/Continuing Teaching License
- MBA - requires Saturday campus visits

Certificates: Accounting, Early Childhood Development, Management of Aging Services, Management of Human Resources, Non-Profit Management, ReadOregon, Special Education

Western Oregon University
Bachelor's Degrees

- Fire Services Administration
- Criminal Justice (minor in Homeland Security/ Community Preparedness)

Graduate Degrees

- M.A.T. - Secondary Education*
- MA, Criminal Justice

Certificate: Homeland Security/Community Preparedness

University of Oregon
Bachelor's Degree

- Marine Biology (onsite at OIMB)

Graduate Degrees

- Applied Information Management:

Areas of Emphasis: Curriculum Components: Information Management, Information Design, Business Management, Applied Research

- MS in Marine Biology (onsite at OIMB)

Even if you are not a currently admitted U of O student, you can take a course at the U of O through the Community Education program. Students can take almost any course offered by U of O.

*This program may require occasional visits to campus.

STUDY ABROAD PROGRAM

541-888-7379

www.socc.edu/studyabroad

Southwestern Oregon Community College is pleased to offer students the opportunity to study abroad. When you choose to experience life in a society with beliefs, customs, languages and traditions different from your own, you will change the way you see the world. Your broadened world view will benefit you not only academically, but also personally and professionally.

We currently offer several high quality study abroad programs. All study abroad programs at Southwestern Oregon Community College are open to students 18 years of age or older. One needn't have been a student previous to enrolling in one of our study abroad programs, but must produce evidence of sound study skills and have at least a 2.5 GPA from previous academic experiences.

Faculty and staff play a significant role in helping you prepare for your trip through meetings, books, online resources and other tools. While abroad, you will take courses that are geared around the culture of the country you are visiting, adding depth to an already rich cultural experience.

Whether you dream of studying marine ecology during a home stay in Costa Rica or immersing yourself in Italian culture from an apartment in Florence, you'll find a study abroad experience that fits your goals at SWOCC.

Program offered through SWOCC and the Oregon International Education Consortium include:

- **Four Weeks in Costa Rica:** Study Spanish during a two-week home stay and earn 4 transfer credits; then earn another 4 credits in two weeks of field biology at mountainous Ecolodge San Luis, at La Selva in the lowland tropical forest, and at Cabo Blanco on the Pacific coast.
- **Two Weeks in Mexico**: Four credits of immersion Spanish study in the charming highland capital city of Guanajuato.
- **Spring Quarter in London:** Study in the exciting and beautiful British capital, rich in art, music, theater and history. A 10-week program with tours, culture class, and several academic courses in history, literature and creative writing.
- **Fall Quarter in Florence**: Enjoy a European experience in the heart of a Renaissance city while pursuing your community college education.

TUITION AND FEES

	Per Credit Tuition	Per Course Fee	Per Credit Fee	Distance Ed Fee
U.S. Residents	$79	$26	$21	$30
International	$237	$26	$21	$30
Audit	$39.50	$26	$21	$30

All courses carry a $26 per course registration fee and a $21 per credit incidental fee. All distance educations courses carry a $30 per course fees. These fees allow students access to campus services such as computer labs, Southwestern's distance learning courses, lab courses, Student Recreation Center, and student activities without additional cost. Some courses are offered as self support and carry a fee amount that is required for course delivery and materials. All students are charged fees regardless of service utilization. The college reserves the right to change tuition and fees at any time. This does not affect the right of the college President to levy special charges at any time should conditions make this necessary. A late fee may be assessed for original registrations processed after the start of the term. Registrations received after the end of the term will be assessed a $250 late registration fee.

RESPONSIBILITY FOR PAYMENT

Tuition and fees are assessed when the students register. Students are responsible for payment arrangements at the time of registration. Account balances under $400 require payment in full or students may be withdrawn if payment is not received within five days of registration. Payments may be made by cash, check, money order, VISA, MasterCard or Discover Card. Please make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the college has received the appropriate authorization.

Students have the option to set up a payment plan with monthly payments. A non-refundable fee of $32 per term is charged for the payment plans. Students who are under 18 years of age, must have the payment plan be made in the parent's or guardian's name. For payment options, please visit the Student First Stop Center in Dellwood Hall or call (541) 888-7352.

EDUCATIONAL PAYMENT PLAN OPTIONS

Plan Type	Monthly Payments	Fee
Term	3	$32
Pay in full	At time of registration	$0

All delinquent debts will accrue interest at the rate of eighteen percent (18%) per annum in addition to a $30.00 per billing cycle (monthly) late fee. Accounts with balances after the term begins will be set up on a payment plan, which has a $32.00 per term contract preparation fee. If a student receives any form of financial aid during the loan payback period, the funds will first be applied to the balance to repay this loan. Students will pay all attorney's fees, collection costs, and any other charges necessary for the collection of any monies owed to Southwestern. Students are responsible for all financial obligations regardless of receiving a statement. There is a charge for returned checks per college procedure.

Students who do not meet their financial obligations may be subject to, but not limited to:

- Being administratively withdrawn from course(s) which shall include loss of any tuition and fees paid and the permanent loss of all credits and/or grades for the term in which the withdrawal occurs;
- Withholding a certificate, diploma, or degree;
- Prohibiting subsequent registrations until debt is paid.

Students who have a delinquent accounts receivable or who are in default on payment plans, Emergency Tuition Loans, Stafford and Perkins Loans, Title IV, or who have other college debts will be allowed to register once the debt is paid in full or acceptable arrangements are made at the Student First Stop Center. Delinquent accounts over 90 days old from the time of registration may be sent to collection agencies.

REFUNDS

Students who stop attending their courses during the term must formally withdraw by either dropping their courses through WebAdvisor or by submitting a drop form with the Student First Stop Center. Refunds are computed from the date of the formal withdrawal, not from the date you stopped attending.

REFUND DEADLINE

COURSE LENGTH	REFUND DEADLINE
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to the day of the course

For courses five weeks or longer, a 100-percent refund is given if the formal withdrawal is completed by the end of the last business day of the second week of classes.

For courses that are scheduled to meet more than one week and less than five weeks, a 100-percent refund will be given if the formal withdrawal is completed by the end of the second day of the first week the course is scheduled to meet.

For courses that are one week or less in duration, a 100-percent refund will be given if the formal withdrawal is completed by the end of the day before the first meeting. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund.

Courses preceded with an "R" symbol in the schedule have a refund period of five business days prior to the day of the course .

Students who feel that their circumstances are extraordinary and warrant exception from this process may appeal with documentation to the Student First Stop Center by completing a Request for Refund and Exception to Procedure form. Requests must be submitted within the current term.

The refund process begins the third week of the term in which the students are enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the College or the U.S. Department of Education are deducted. When the refund amount is less than $5, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5 should make payments at the time of registration and this will serve as notice of the amount due.

Student withdrawing from courses after the refund period are responsible to pay the balance due on any federal student loans, payment plans and accounts receivable.

ADMINISTRATIVE WITHDRAWAL OF STUDENTS

In order to assure that all available class seats are filled with students - both registered students and students from the waiting lists - Southwestern enforces an attendance policy.

Instructors may administratively withdraw students from classes if the students do not attend 100 percent of class meetings and associated labs during the first week of each term. Additionally, all instructors may administratively withdraw students from part-term classes (those which do not span the entire term) if the students do not attend the first class session. Students who are unable to attend the first class meeting must contact the instructor by phone, fax, e-mail or in person prior to the first class meeting if they wish to avoid an administrative withdrawal. Southwestern Oregon Community College is not responsible for liabilities associated with the administrative withdrawal of students.

Any student whose behavior disrupts the educational process of a course can be administratively withdrawn from that course. It is the procedure of Southwestern Oregon Community College that an individual will be subject to involuntary administrative withdrawal from campus and related instruction if it is determined, by clear and convincing evidence, that the individual is suffering from a physical, emotional and/or behavioral disorder and as a result of the disorder engages or threatens to engage in behavior which:

- Poses a danger of causing physical harm to self or others;
- Could cause property damage; or
- Could directly and substantially impede the educational process and/or the lawful activities of others.

The college reserves the right to request for good cause a physical, psychological or psychiatric examination of a student any time the examinations may be in the best interest of the college and/or the student. The college shall pay for the examinations.

CHANGE OF MAJOR OR SPECIALIZATION

To change a major or specialization, students must complete the Change of Major form and return it to the Educational Support Programs & Services (ESPS) office or, in Curry County, to the advisor. Changes to majors made within the second week of the term will apply to the current term. Changes made thereafter will apply to the following term. For graduation and class scheduling purposes students need to use the catalog year in which they declare their major.

ADD/DROPS

Students must have the instructors' signatures on the add/drop forms to add courses after the first Wednesday of the term. Students may withdraw from a course or from college through the end of the second week of the term or within the course's refund period without responsibility for a grade. Withdrawing after the refund period will result in "W" grades on transcripts. Students may withdraw until the Wednesday before finals week. Students are strongly encouraged to consult the instructor before withdrawing to ascertain their status in the course.

WAITLISTED COURSES

When students register for courses that are full, they are placed on a waitlist. Students in waitlisted courses will be notified by their Southwestern e-mail when seats are available and they have permission to register via WebAdvisor or at the Student First Stop Center. Students are given three (3) days to register. The waitlist ends the Thursday prior to the first week of classes. Afterwards with instructor consent, students may register in the waitlisted courses.

COURSE PREREQUISITES

A course that must be completed prior to another course is a prerequisite. Many courses have prerequisites that can only be waived with instructor consent. Instructors will sign the add/drop form or the Student Registration/Prerequisite Waiver/Overload form available at the Student First Stop Center. Students may be withdrawn from courses if they have not completed the prerequisites from the prior term. Students may request that the prerequisites be waived if they have the knowledge and skills to succeed in the courses. The form is located at the Student First Stop Center. Online students contact Educational Support Services and Programs (ESPS) at 541-888-7405 or 800-962-2838 ext. 7405 for assistance.

INSTRUCTOR CONSENT

Students planning to register for a course that requires instructor consent must have the instructors' signature on their registrations or add/drop form, or the instructor must approve the course through use of the college's computer system for the students to register via WebAdvisor.

AUDITING COURSES

Students who are interested in taking a class, but do not need the credit may choose to audit credit classes and pay only 50% of the regular tuition.* Students auditing classes participates fully in the class, but are not required to take tests and does not receive grades. To qualify for the audit discount, registration is required within the refund period. Fees and registration procedures are the same as when the students take the class for credit.

*Discount applies to tuition only. Students are responsible for all course fees. Some classes are not eligible for this discount because they have prerequisites or require admittance to a program (e.g. Nursing). Non-Southwestern web classes are not eligible. Some classes are fee-based rather than having tuition (e.g. web classes, OCCI and community education classes that are self supported) and are excluded from the discount. For more information, call the Student First Stop Center at 541-888-7352 or 541-469-5017.

PERSONS WITH DISABILITIES

Southwestern is committed to providing persons with disabilities access to Southwestern programs. Reasonable accommodations will be made for persons with disabilities when a request for accommodation is made at least 20 working days prior to the start of a course requiring registration or five working days prior to the start of other Southwestern activities. Call 541-888-7439, 541-888-7405 or 800-962-2838 ext. 7439 or 7405; or visit Educational Support Services and Programs (ESPS) in Stensland Hall on the Coos Bay Campus.

DISCRIMINATION/HARASSMENT/GRIEVANCE

Complaints of discrimination or harassment by administration, faculty members, staff, students or individuals seeking the services of the institution may be filed under the provisions of the College. File the discrimination complaint through the Affirmative Action Officer. A grievance procedure is provided to insure that due process exists for those persons (students, staff or general public) who allege that their rights at Southwestern Oregon Community College have been denied, abused or diminished. For more information, contact the Vice President of Administrative Services, Tioga 512, or call 541-888-7402 or 800-962-2838 ext. 7402.

STUDENT RIGHTS AND RESPONSIBILITIES

A Student Conduct Code and Rights and Responsibilities, along with a formal student grievance procedure, approved by the Southwestern Oregon Community College Board of Education, is available on the web at http//www.socc.edu/student_life/handbook/ccode.html For more information, contact the Dean of Students, Dellwood Hall, Room 16, or call 541-888-7366 or 800-962-2838 ext. 7366.

DRUG AND ALCOHOL ABUSE

Southwestern Oregon Community College is dedicated to the prevention of drug and alcohol abuse among all segments of the College community. For more information, contact the Educational Support Programs & Services (ESPS), Stensland Hall, 541-888-7405 or 800-962-2838 ext. 7405.

STUDENT RECORDS PROCEDURE

The Student First Stop Center maintains all official academic records of students including Applications for Admission, transcripts, registration forms, transfer credit and degree evaluations. The Financial Aid Office maintains all records of student aid and scholarship records.

The Family Education Rights and Privacy Act (FERPA or Buckley amendment) and Oregon Administrative Rules (OARs) protect the confidentiality of student records and student access to those records. Under the provisions of the FERPA and OARs, the educational institution must designate the information it will release without the written consent of the student as directory information, and protect the confidentiality of all other student records. By being FERPA compliant the College in turn maintains Gramm-Leach-Bliley (GLB) compliance.

It is the intent of Southwestern to designate the following data as directory information: Student's full name; the fact that the student is or has been enrolled in the College; local and permanent addresses and telephone number(s); e-mail address; date and place of birth; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; class level; major field of study; number of credit hours (not grades or GPA); degrees and awards received; the most recent educational institution attended by the student; job title(s) and dates of employment for student employees who have been or are paid from College administered funds.

Students may prohibit the release of any or all of this directory information by filling out the Restrict or Release form in the Student First Stop Center. Requests to withhold this information will remain in effect until the Student First Stop Center receives written instructions from the student to remove the hold.

Directory information and other personally identifiable information may be released to College officials who have a legitimate educational interest, or to comply with a judicial order or lawfully issued subpoena. The President of the College may release personally identifiable student information to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of persons and/or safety of property.

Students have the right, by pre-scheduled appointment, with the Student First Stop Center Coordinator/ Supervisor, to access their educational records as defined in OAR 582-41-410, as well as to challenge the correctness of those records, to request amendment of those records and, in case of dispute, to obtain a hearing (OAR 581-41-450). Students may not request a hearing under this policy to challenge a grade, only the accuracy of its recording. Students who wish to inspect their records must schedule an appointment with the Student First Stop Center Coordinator/ Supervisor. If students request a copy of any document in the records, a copy charge will be assessed. This does not include transcripts, which can be obtained from the Student First Stop Center. Students may forfeit the right to receive an official transcript if they have an outstanding accounts receivable with the College, or has been notified that their transcript may be withheld. For further information regarding student records, contact the Student First Stop Center.

FINANCIAL AID

Southwestern Oregon Community College offers a number of financial aid programs in the form of grants, loans, tuition scholarships, and employment. Students interested in financial aid are encouraged to appy online at www.fafsa.ed.gov or to contact the Financial Aid Office for information. Funds are limited and students should apply early.

TERM OF ENROLLMENT	PRIORITY DEADLINE FOR SUBMISSION OF REQUIRED PAPERWORK
Fall Term 2011	July 1, 2011*
Winter Term 2012	September 19, 2011*
Spring Term 2012	November 21, 2011*

*Dates subject to change.

- Paperwork submitted OR postmarked after the deadline dates will be processed as quickly as possible.
- Be aware that late paperwork may not be processed before the term begins.
- Plan on at least 12 to 18 weeks processing time from the time you turn in your last piece of paperwork. If you borrow a Stafford Loan, plan on four weeks additional time for the loan certification process.
- You will need to make payment arrangements with the Student First Stop Center if you have not received your official award letter by the payment deadline date.

Financial aid funds are disbursed only by Electronic Funds Transfer (EFT) or by mail after the student accounts have been credited. Disbursement begins Friday of the third week of each term. Further disbursements are processed by each Friday beginning the fourth week of the term. Students receiving financial aid are to have all add/drops, bookstore charges and required paperwork processed by the end of the last business day of the second week of the term in order to have an accurate disbursement. Students are responsible for paying all tuition and fees in excess of financial aid funding by the payment/withdrawal deadline date listed in the REFUNDS section.

To be awarded Federal student loans, or to begin working under Federal Work-Study, students need to have completed all the necessary paperwork and workshops.

Bookstore charges are available for all financial aid students who qualify starting the Monday before the term begins. For information contact the Financial Aid Office at 541-888-7337, 541-469-5017 or 541-247-2741. A list of scholarship information is available from the Student Support Services Office in Stensland Hall and at the Brookings Campus.

If students are placed on aid withheld status, a request/ appeal needs to be submitted to the Financial Aid Office, or alternative payment arrangements made with the Student First Stop Center by 4:00 p.m. on the last day of the second week of the term. Students who are on aid withheld status and have submitted a request/appeal should continue attending all courses pending a review by the Financial Aid Committee. The last day of the second week of the term will be considered the actual date of withdrawal should a request/appeal be denied and the students choose to withdraw. This will result in a 100- percent refund. Students are also liable for all bookstore charges, and a refund is available at the bookstore during the first week of the term.

Consumer information is available at the Student First Stop Center including policies and procedures, application processes, and disbursement information.

FINANCIAL AID ON THE WEB

www.fafsa.ed.gov

PIN information: www.pin.ed.gov

Southwestern's School Code: 003220

Step 1 – Request a PIN number at www.pin.ed.gov. Complete the FAFSA (or renewal FAFSA) on the web at www.fafsa.ed.gov.

Step 2 – Fill out the FAFSA and keep a completed copy for your records.

You'll need the following to fill out the form:

- Social security number
- Federal Income Tax and W-2 forms along with any other records of money earned
- Driver's license (if any)
- Parents' income tax return (if a dependent)
- Current bank statements
- Current mortgage and investment records (if any)
- Alien registration card (if not a U.S. citizen)

Step 3 – Review your Student Aid Report (SAR). The SAR is proof that your FAFSA was processed. Review it carefully. When you file electronically, you should receive your SAR in 2-3 weeks.

WHAT IF I DON'T RECEIVE MY SAR?

Call 800-433-3243 if you do not receive your SAR in 3-4 weeks. Provide your name, social security number and date of birth for verification.

WHY IS THERE AN ASTERISK AFTER MY EFC?

It means your SAR has been selected for verification, this happens to about one in three SARs. Your college will compare your SAR with other documents to verify your financial status. If you are verified (copies of taxes and W-2 forms may be needed), submit the requested documents to your college's financial aid office as soon as possible.

FAFSA TIPS:

- Fill out the FAFSA online as soon as possible after January 1 each year. Early submission maximizes chances of receiving aid.
- Answer all questions. If a question doesn't apply, enter "0".
- Fill out the FAFSA every year you are in college, even if you don't think you'll qualify for aid.
- Review your data every year. Your eligibility may change from year to year.
- If you completed the FAFSA last year, you qualify to complete the Renewal FAFSA (shorter version).
- Sign the application. When you apply electronically, you will sign the FAFSA using your PIN.
- Report ALL required sources of untaxed income (e.g., Social Security, worker's compensation or child support).

ATTENDING PART-TIME

Federal aid is available to students pursuing a degree while attending classes on a part-time basis. Apply as of Jan. 1 to determine eligibility for next year.

VETERANS EDUCATIONAL BENEFITS

Veterans Administration Mission Statement:
To assist our nations veterans and their eligible dependents in accessing their VA education benefits, while safeguarding the GI Bill resources available for those educational programs. Provide consistent service, share knowledge, promote individual growth and support opportunities to access higher education.

SUCCESSFUL ENROLLMENT AT SOUTHWESTERN:

The following steps are provided as a guide to ensure veterans have a smooth transition into the academic life here at Southwestern.

- Fill out an online application for veterans benefits: www.gibill.va.gov and bring a printed hardcopy to the veterans office along with a copy of your DD-214 (Member 4) and Disability letter (only for Chapter 31 benefits).
- Talk to Student First Stop Center located in Dellwood Hall for registration, application, and payment of the $30.00 processing fee. This fee is non-refundable; however it does cover the cost of placement testing.
- Talk to the Veteran's/Financial Aid staff, also located in Dellwood Hall, to receive all necessary applications and paperwork for processing your financial aid requests.
- Go to Educational Support Programs and Services, located in Stensland Hall, to take your placement tests and meet with a veterans counselor to schedule your classes.
- Once registered for classes, return to the Veterans/Financial Aid Office with a printed schedule so your registration can be verified in the Veterans education database.

SATISFACTORY ACADEMIC PROGRESS:

The Veterans Administration requires that all students maintain "Satisfactory Academic Progress", which is defined as maintaining a minimum 2.0 overall GPA. Students who fail to meet this criteria for two quarters you will go on "Aid Withheld Status" and failure to meet these requirements for three quarters will result in being placed on "Aid Suspension Status".

AID WITHHELD STATUS:

If on Aid Withheld status students, must come to the veterans office in person, after the fourth week of the term, to receive a Blue Book for documenting progress in current classes. Students must have instructor's sign and document their current grades before returning it to the veterans office. If students have a 'C' or better in all classes, the student may be retroactively certified to receive benefits.

AID SUSPENSION STATUS:

Students will only be retroactively certified to receive veterans education benefits after grades are released at the end of the term and have successfully passed all classes with an overall GPA of 2.0 or better. Upon successfully passing three or more continuous terms, students may request to return to the standard certification process. Blue books are not applicable if students are on aid suspension status.

DROPPED CLASS POLICY:

Veterans Administration has the following policies regarding dropped classes and educational benefits. Students are eligible to receive benefits up to the drop date if the class is dropped before the end of the fourth week.

Any reduction in credits below the amount certified after the fourth week will result in an overpayment retroactive back to the first day of the term.

AGENCY BILLING

The College charges a fee for agencies that ask the College to bill for tuition, fees, and/or Bookstore charges and to defer the receipt of payments. The fee is variable with a maximum charge of 10-percent of the total deferred charges. The agency fee is in accordance with Board Procedure 9.028(A) - Fee Schedule. For further information call the Business Office/Loan Services at 541-888-7440 or 800-962-2838 ext. 7440.

RECORDS DISCLOSURE

OAR 581-41-460 authorizes Southwestern Oregon Community College to ask you to provide your social security number. The College will use your number for reporting, research and record keeping. Your number will also be provided by the College to the Oregon Community College Unified Reporting System (OCCURS). All students are assigned a student identification number separate from their social security number. OCCURS is a group made up of all community colleges in Oregon, the State Department of Community Colleges and Workforce Development and the Oregon Community College Association. OCCURS gathers information about students and programs to meet State and Federal reporting requirements. It also helps colleges plan, research and develop programs. This information helps the colleges to support the progress of students and their success in the workplace and other education programs.

OCCURS or the College may provide your social security number to agencies or match it with records from the following systems:

- State and private universities, colleges and vocational schools, to find out how many community college students further their education and also to find out whether community college courses are a good basis for further education.
- The Oregon Employment Department, which gathers information, including employment and earnings, to help state and local agencies plan education and training services to help Oregon citizens get the best jobs available.
- The Oregon Department of Education, to provide reports to local, State and Federal governments. The information is used to learn about education, training and job market trends for planning, research and program improvement. Funding for community colleges is based on this information.
- The Oregon Department of Revenue and collection agencies only for purposes of processing debts and only if credit is extended to you by the College.
- WHERE APPLICABLE (i.e., at colleges which use the ASSET/Compass placement test): The American College Testing Service, if you take the placement test, for educational research purposes.
- The Internal Revenue Service, which is required to be reported for tax credit eligibility determination.

Your number will be used only for the purposes listed above. State and Federal law protects the privacy of your records.

OAR (Reglamento Administraivo de Oregon) 581.41.460 autoriza al colegio comunitario Southwestern Oregon Community College que solicite su numero social. El numero sera utilizado por el colegio para la preparacion de reportes, agregados, investigaciones, y para guardar suexpediente academico. Ademas, su numero le sera proporcionado por el colegio al Sistema de Reportaje Unificado de Colegios en Oregon (OCCURS), un grupo conformado por todos los colegios comunitarios en Oregon, el Deparamento de los Colegios Comunitarios y De sesarrollo de Trabajadores y a la Asociacion de Colegios Comunitarios de Oregon. OCCURS recaba informacion sobre los estudiantes y programas para cumplir con los requisitos de reportes federales y estatales. Tambien ayuda a la los colegios en su planificacion, investigacion, y para el desarollo de programas. Esta informacion ayuda a los colegios a mantener el progreso de los estudiantes y sus exitos en el lugar de trabajo y en otros programas de educacion.

OCCURS o el colegio se pueden proporcionar su numero social a las siguentes agencias o conseguirlo o igualarlo con los archivos de los siguentes sistemas: oLos colegios estatales, univeridades privadas, colegios, y colegios vocacionales, para averiguar cuantos estudiantes que asistieron a los colegios comunitarios continuaron con su educacion y para averiguar si los cursos son una buena base para la educacion adicional.

- El Departamento de Empleo de Oregon, que coleciona informacion para ayudar a las agencias estatales y locales en la planificacion de los servicios educacionales y servicios de entrenamiento para ayudar a la poblacion de Oregon a conseguir los mejores trabajos posibles.
- El Departamento de Educacion de Oregon, para proveer reportes al gobierno estatal y federal. Esta informacion se usa para aprender sobre la educacion, el entrenamiento, y la direccion que van tomando los trabajos para planification, investigacion, y mejoramiento de los programas. Los fondos que los colegios comunitarios reciben es basada en esta informacion.
- El Departamento de Fiscal de Oregon y las agencias de coleccion con el proposito de procesar deudas y solamente si se el extiende credito a la persona por el colegio.
- DONDE SEA APLICABLE (por ejemplo en los colegios que usan la prueba ASSET): El Servicio de Pruebas de Colegio Americanos, si usted toma la prueba ASSET Placement Test, para el proposito de investigacion.
- De ustedes el numero de seguro social es requeria y sere informe a la IRS (rentas internas) para determinacion de aceptablemente credito. Su numero se usara solo para los propositos enlistados arriba. Las leyes estatales y federales protejen su informacion privada. Si necesita mas ayuda, llama EPSE por telepono 541-888-7405; 800-962-2838 ext. 7405.

GRADUATION

Students earning an Associate's Degree or a Certificate of Completion from Southwestern Oregon Community College must submit an application for graduation. The application for degree or certificate is available in the lobby of Dellwood Hall or online at WebAdvisor. Official transcripts from accredited colleges and universities previously attended that apply toward a Southwestern degree or certificate must be on file with the Transcript Evaluator. All course work from other colleges will be included in the cumulative GPA regardless of applicability to current course work. The cumulative GPA, including transfer work, is used to determine eligibility for graduation honors. Final approval of the Application for a Degree or Certificate is given only after grades have been posted for the last term's work. Degrees or certificates are mailed to the students following this process and may take two to three months to receive.

Advisors are available to assist students in selecting course work that applies to the degree or certificate, but students have final responsibility for satisfying graduation requirements.

The graduation ceremony is held annually in June. The process above must be completed to be eligible to participate in the graduation ceremony.

A valedictorian will be chosen for the Commencement ceremony. To be considered, a student must meet the following criteria:

- Meet the requirements for graduation with an Associate's Degree
- Participate in Commencement
- Have the highest GPA for the students graduating with an Associates Degree
- Should more than one student meet the criteria, the following procedure will be used: students meet with the Executive Director of Enrollment Management who will choose one student to deliver the commencement message at the graduation ceremony. In the event a decision is not reached, a committee will be assembled by the Executive Director of Enrollment Management to hear a short speech prepared by each candidate. A majority vote will be considered final.

First graduating class from SWOCC, 1962.

CREDIT FOR COURSEWORK

The regular college year is divided into three quarters of approximately 11 weeks each. One credit is generally allowed for each discussion or laboratory period per week. The discussion period consists of 50 minutes of lecture or discussion; the laboratory period may consist of two or more clock hours.

Summer session usually include terms of eight weeks, with class periods proportionately extended.

For each period of lecture or discussion, students are expected to spend at least two hours on outside preparation.

An average course load of 15 credits per quarter will normally give a student sufficient hours of credit to graduate in two years. These hours should be chosen according to an organized curriculum.

No student may take more than 18 hours per quarter without approval. See the Student First Stop Center for an overload form prior to registration.

COURSE NUMBERING SYSTEM

COURSES NUMBERED 0100-0499 (not section numbers) do not carry grades or credit. Tuition is charged per clock hour.

COURSES NUMBERED 0500-1999 may be graded (letter grade) or ungraded (pass/fail) or audit only. These courses may be credit or noncredit. Courses numbered 0500-1999 may not be applied toward a Southwestern degree or certificate unless stated in specific AAS curriculums.

COURSES NUMBERED 2000-9999, without a career-technical alpha prefix (see list below) and that carry credit, may be used only as an elective for an AA S or Certificate (excluding those listed as Developmental Education Courses).

COURSES NUMBERED 2000-9999 may be graded or ungraded and may carry credit applicable to a Southwestern career-/technical degree or certificate. Career-technical certificate/degree programs provide up to two years of specialized education designed to prepare the student for career entry.

Exception: Please see Developmental Education Courses.

COURSES NUMBERED 100-299 are acceptable for a Southwestern degree or certificate and may or may not be eligible for transfer to four-year institutions. However, students should be aware the course or courses may be accepted as elective credit only or not at all if the credits do not fit in the student's major discipline or major. Transfer acceptability is at the discretion of the receiving institution.

Courses identified by the following course alpha prefixes do not normally transfer to a four-year institution. However, specific transfer articulation agreements may exist. The interested student should consult with the appropriate staff at the four-year institution. Up to 12 credits of Career-Technical courses numbered 100 and above may be used as elective credit toward the Associate of Arts Oregon Transfer degree.

The following identify professional-technical alpha prefixes currently used at Southwestern Oregon Community College.

AC	Accounting/Bookkeeping
AH	Allied Health
CIS	Computer Information Systems
CJ	Criminal Justice
CRT	Culinary Arts
DRFT	Drafting
ECE	Early Childhood Education
ED	Education
ELEC	Electronics
EMT	Emergency Medical Technician
FS	Fire Science
HDFS	Human Development and Family Studies
HIM	Health Information Management
MFG	Machine Manufacturing Technology
MLT	Medical Laboratory Technology
MT	Machine Tool Technology
NUR/NRS	Nursing
OA	Office Administration/Assistant
PHAR	Pharmacy Technician
WLD	Welding/Welding Fabrication/Metallurgy

DEVELOPMENTAL EDUCATION COURSES

The following are all Developmental Education classes and are not acceptable for any Southwestern degree or certificate:

All CE/CEU/PDU prefix courses
ENL0747
HD90, HD0520
MTH20, MTH70, MTH94, MTH95
RD0751, RD0752, RD0753
WR0525, WR90

COURSE NUMBER CHANGE

In the event a course number has been changed from a career-technical number to a transfer level number, the transfer level number will appear on the permanent record only for those who took the class after the change was approved.

TRANSFER CREDITS

Transferring from Southwestern: Transfer students are responsible for determining the requirements of the institution and program to which they plan to transfer.

Transferring to Southwestern: Southwestern Oregon Community College accepts college level credits earned in academic certificate and degree programs from colleges and universities accredited by one of the following regional Associations of Colleges and Schools -- Middle States, North Central, New England, Northwest, Southern or Western.

Official transcripts are processed after the student has been formally accepted to the college. Send official transcripts to the Student First Stop Center. Send placement test scores to Educational Support Programs and Services (ESPS).

Credit may be granted for military courses based upon The Guide to the Evaluation of Educational Experiences in the Armed Services and if the courses apply to the student's Southwestern major. Three (3) credit hours of PE185 credit may be granted toward an Associate's Degree at Southwestern for completion of military basic training.

ALTERNATIVE WAYS TO EARN COLLEGE CREDIT

Non-Traditional Credit credits can be applied toward a Southwestern degree. The college provides a number of ways a student may earn credit toward a degree or certificate in addition to classroom experience: APP (Advanced Placement Program), Challenge, CLEP (College Level Examination Program), Credit for Prior Learning, International Baccalaureate, and High School Dual Credit. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

ADVANCED PLACEMENT PROGRAM (APP). High school seniors who participate in the College Entrance Examination Board's Advanced Placement Program may seek advanced placement in a variety of disciplines. An entering freshman who has taken the APP tests should have the results sent to the Student First Stop Center. Advanced placement and/or college credit may be granted upon recommendation of the appropriate party. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

CHALLENGE. Students who believe that they have the knowledge and skills from life experience, industry training or professional certification, may request to challenge a course by petition or by an examination in lieu of class attendance. (Laboratory classes may be challenged with the approval of the Associate Dean/ faculty.) Successful challenge results in grade and credit on the Southwestern permanent record identified as credit for challenge. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter the challenge is assessed. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

A student may not drop or withdraw from a challenge. Financial aid recipients CANNOT use financial aid dollars to "challenge" classes.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP). Southwestern is an official CLEP testing center. Students enrolled at Southwestern may receive credit for certain college courses by submitting official scores from the College Level Entrance Examination Program (CLEP). Successful CLEP exam results in grade and credit on the Southwestern permanent record identified as CLEP. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

EQUIVALENT COURSES	**CREDITS**
BUSINESS	**QUARTER HOURS**
BA211, 212 and BA000 1 crd	9
BA230 and BA000 .5 crd	4.5
BA206	4.5
BA223 and BA000 1.5 crd	4.5
COMPUTERS	**QUARTER HOURS**
CIS120 and CS000 .5 crd	4.5
COMPOSITION	**QUARTER HOURS**
WR121, 122, 123	9
LITERATURE	**QUARTER HOURS**
ENG253, 254, 255	9
ANALYZING & INTERPRETING LIT.	
ENG000*	9
ENG104, 105, 106	9
HUMANATIES	**QUARTER HOURS**
HUM204, 205, 206	9
FOREIGN LANGUAGES	**QUARTER HOURS**
FR101, 102 and FR000 1 crd	9
FR103, 201, 202, 203 and FR 000 2 crd*	18
GER101, 102 and GER000 1 crd	9
GER103, 201, 202, 203 and GER 000 2 crd*	18
SPAN101, 102 and SPAN000 1 crd	9
SPAN103, 201, 202, 203 and SPAN 000 2 crd*	18
HISTORY AND SOCIAL SCIENCES	**QUARTER HOURS**
HIST101 3 crd and HST000 1.5 crd*	4.5
HIST102 3 crd and HST000 1.5 crd*	4.5
HST101, 102, 103	9
HST201 3 crd and HST000 1.5 crd*	4.5
HST202 3 crd and HST000 1.5 crd*	9
HST201, 202, 203	9
SOC000, HIST000, PSY000 3 crd each*	9
PS 201 and PS000 1.5 crd*	4.5
ECONOMICS	**QUARTER HOURS**
ECON201 and ECON .5 crd*	4.5
ECON202 and ECON .5 crd*	4.5
PSYCHOLOGY	**QUARTER HOURS**
PSY201 and PSY000 1.5 crd*	4.5
PSY201 and PSY000 1.5 crd*	4.5
SOCIOLOGY	**QUARTER HOURS**
SOC204 and SOC000 1.5 crd*	4.5
SCIENCE	**QUARTER HOURS**
BI000**	9
CHEM000**	9
GS000**	9
MATHEMATICS	**QUARTER HOURS**
MTH251 and MTH000 .5 crd*	4.5
MTH111 and MTH000 .5 crd*	4.5
MTH95, 105 and MTH000 1 crd*	9

*can be used for distribution requirements

**non lab can be used to fulfill distribution requirements

HIGH SCHOOL DUAL CREDIT – College Now is Southwestern Oregon Community College's Dual Credit program. In cooperation with certain high schools, Southwestern offers students the opportunity to earn both Southwestern lower-division transfer credit and career-technical credit through submission and acceptance of a registration form per college deadlines, and completion of course materials and standards as approved by Southwestern. A list of high schools and courses approved to earn Southwestern credit is available online at www.socc.edu/highschool. Each high school's counseling office will also have a list of courses approved at that school. The list varies among high schools.

Earned credit will be transcribed to a Southwestern permanent record. Earning Southwestern credit at a high schools does not automatically enroll a person in a Southwestern certificate or degree program. Southwestern admissions procedures and requirements must still be met. Credit transfer acceptability is at the discretion of the receiving institution.

Grades are not mailed. They are available via WebAdvisor.

GRADE POINT AVERAGE

A Excellent: 4 grade points
B Above Average: 3 grade points
C Average: 2 grade points
D Below Average: 1 grade point
F Failing: 0 grade points
R Satisfactory Effort: 0 grade points Student attends class regularly and did assigned work but did not meet course learning objectives. Credits apply for course load but do not apply toward completion of a program and are not used in computing grade point average for that term. Students must repeat the course within one year or the "R" changes to an "F." This grade applies only to the following developmental courses: MTH20, MTH25, MTH70, WR0525, WR60 and WR90. For more information on the "R" grade, refer to Financial Aid rules and the Academic Notification System.

M Multi-term course: Class begins in one term and ends in another. Grades are issued at a later date.

Z: Grades were not received from the instructor. Grades will be entered and available via WebAdvisor when once they are received.

Southwestern computes GPA using the 4-point system and by dividing the total grade points by the total quality credits.

Grades are assigned based on work completed at the end of the scheduled class time. Additional work or make-up after the ending date of the class is not justified unless an Incomplete was assigned.

Grades and/or records found to be fraudulent will be changed.

INCOMPLETES

I Incomplete: 0 points per credit hour – 'I' grade is given for work that could not be completed during the finals week for the term because of circumstances beyond the student's control. 'I' grades require the student's current earned letter grade to be attached to the 'I' grade and the date when the Incomplete contract is to expire. If the student does not fulfill her/his contract within the designated time, the grade will automatically revert to the given grade.
IB Incomplete 'B' earned: 3 grade points
IC Incomplete 'C' earned: 2 grade points
ID Incomplete 'D' earned: 1 grade point
IF Incomplete 'F' earned: 0 grade points
IU Incomplete Unsatisfactory earned: 0 grade points

PASS/FAIL OPTION

Certain courses offer the student an option to receive a grade of S (satisfactory) or U (unsatisfactory) instead of letter grade (A, B, C, D, or F). This option must be exercised at the time of registration. Check with the Student First Stop Center for last day to change grading status for nonstandard-length classes.

S Grade: For evaluation and transferability purposes, the S grade is equivalent to a grade of C or better.

AUDIT OPTION

Students electing to audit a class (no grade, no credit) must choose this option at the time of registration or no later than the end of the sixth week of instruction for standard term-length classes. Check with the Student First Stop Center for last day to change grading status for nonstandard-length classes. Auditing students pay in accordance with the tuition schedule and participate to a degree determined by them and the instructor. Audited courses are not eligible for financial aid.

COURSE REPEAT AND ABILITY TO BENEFIT POLICY

For academic purposes, the ability to benefit from instruction is defined as the ability to achieve the skill level or knowledge to apply the subject matter in an academic or practical situation. This is defined as at least an S or C grade.

A student may repeat a course once to improve a grade. A second repeat may only be attempted with the recommendation of a counselor, and a third repeat requires the approval of the Vice President of Instruction.

Financial aid will only fund a class for a maximum of two times. Refer to the Financial Aid Satisfactory Academic Progress Policy available online at www.socc.edu/serv_resrc/faweb2/sap.html.

All course attempts will remain on the transcript. Only the best grade will be reflected in the cumulative grade point average (GPA). Financial aid is required by Federal regulations to calculate the cumulative grade point average using the historical transcript of all actual grades earned.

Some courses may be taken more than once for credit (i.e., PE 185). In these cases, the grades of the repeated courses will reflect in the cumulative GPA.

STUDENT ACADEMIC STANDING ACADEMIC HONORS

To graduate with honors, students must meet the criteria for graduation and have a 3.75 cumulative GPA. Cumulative GPA includes all transfer credits from other colleges. All coursework from other colleges will be included in the cumulative GPA, regardless of applicability to current coursework. Southwestern offers a number of options to achieve honors. To be recognized, students must meet the following criteria:

ACADEMIC EXCELLENCE

Students who achieve a term grade point average of 4.0 for the quarter with a minimum of 12 credit hours will be listed on the Academic Excellence Roll for that quarter.

HONOR ROLL

Students who achieve a term grade point average of 3.5 to 3.99 inclusive with a minimum of 12 credit hours will be listed on the Honor Roll for that quarter.

DEAN'S LIST

Students who achieve a term grade point average of 3.0 and 3.49 with a minimum of 12 credit hours will be listed on the Dean's List for that quarter.

SOUTHWESTERN SCHOLAR

Appear on the honor roll or achieve academic excellence for the entire academic year (Fall, Winter, and Spring terms).

HONORS IN ENGLISH

Students who have completed 15 credits of transfer classes from Southwestern with a cumulative GPA of 3.25 or higher are eligible to enter the Honors in English program. This program encourages exceptional achievement in reading, literature and writing. Completion of the program will be recognized at graduation and on the transcript with the designation "Honors in English." See your English instructor for more information.

PHI THETA KAPPA

Phi Theta Kappa is the international honor society for two-year colleges. Alpha Kappa Phi is the Southwestern chapter of Phi Theta Kappa. To join Alpha Kappa Phi, a student must have accumulated a total of 12 credits at Southwestern toward an associate's degree and must have either a 3.5 cumulative GPA or higher or a qualifying quarter with a 3.5 term GPA or higher while taking six (6) or more credits per term. All members must also maintain at least a 3.0 cumulative GPA.

ACADEMIC NOTIFICATION SYSTEM

To help students be successful, the Academic Notification System has been developed to monitor the academic progress of students.

The Academic Notification System is a three-step process designed to alert students to potential lack of progress during their academic career.

Step 1 – Academic Notification: This status results when the student's term grade point average (GPA) is below satisfactory progress (2.0) or the student has received two or more 'U', 'R' or 'F' grades in one term.

Step 2 – Academic Probation: If the student has received Academic Notification Status and the term GPA is again below 2.0 or the student has received two or more 'U', 'R' or 'F' grades in one term, the student is placed on academic probation. The student will continue on probation until the cumulative GPA is 2.0 or higher, provided that satisfactory progress is maintained during this time.

Step 3 – Academic Suspension: If, during any term while on probation or previous suspension, the student does not make satisfactory progress, the student will be suspended. This status results when the term GPA and current cumulative GPA are below 2.0.

THE PURPOSE OF THE ACADEMIC NOTIFICATION SYSTEM

To assist each student with accomplishing his/her educational goal by:

- Alerting the student and the college of academic difficulties or deficiencies.
- Providing an opportunity for the college to be of assistance to the student in setting and achieving academic goals.
- Assisting the student in utilizing the facilities and personnel of the college.
- Creating an atmosphere in which the student may be successful in his/her pursuit of an education.

EDUCATIONAL SUPPORT PROGRAMS AND SERVICES (ESPS)

541-888-7405 • Stensland Hall
www.socc.edu/serv_resrc/esps

Counseling Services

Career planning and exploration, educational advising, individual counseling, transfer planning, Human Development classes (e.g., College Success, Transfer Success, Math Success, Career/Education Exploration, Career/Life Plan)

Academic Advising

Academic advising provides students with advisor assignment and changes for students, schedule planning, degree information, academic and financial aid petition assistance.

Testing Services

ESPS provides COMPASS and ASSET placement tests, ACT/SAT interpretation, GED testing, CLEP testing, test proctoring. COMPASS placement testing is available on a walk-in basis, Monday-Friday between 8:15 a.m. and 3:30 p.m. (Monday – Thursday in the summer)

Disability Services for Students (DSS)

The DSS office provides services to students with documented disabilities (physical or learning) to help them be successful in college. Services include note takers, reader assistance, interpreters for the hearing impaired, and additional accommodations as prescribed. If you're a student with a disability or you think you have one and need more information, call 541-888-7405 to make an appointment with the DSS Director.

Career and Transfer Center

Career assessment inventories, career exploration library, transfer information, reference guides, Career Information System, college catalog library, scholarship information, Internet access.

Internship and Cooperative Work Experience

Internships give students and opportunity to gain valuable work experience and earn college credit at the same time. A successful internship combines classroom theory and practical experience in the workplace. Internships can be for pay or volunteer. Contact the Internship Coordinator at 541-888-7272 or 541-888-7405 to make an appointment.

STUDENT SUPPORT SERVICES

541-888-7419 • Stensland Rm 104
www.socc.edu/sss

Student Support Services (SSS) is one of the federally funded TRIO programs for education. The goals of SSS are to help students graduate from Southwestern, to encourage students to transfer to a four-year college or university and to assist with the transfer process. To be eligible for SSS, students must apply to the program and meet at least one of the following criteria: neither parents has a four-year (bachelor's) degree, meet the federal low income requirements for TRIO programs, or have a documented disability (physical or learning). SSS services are free and include tutoring, counseling, advising, campus visits to Oregon's four-year schools, cultural enrichment activities and supplemental grant aid for qualified students.

ATHLETICS

541-888-7452 • Prosper Hall
www.socc.edu/athletics

Southwestern's intercollegiate athletic programs include volleyball, men's and women's cross country, men and women's basketball, baseball, softball, cheer/dance, golf, wrestling and men and women's track and field. The Laker's athletic teams compete in the Southern Region of the NWAACC (Northwest Athletic Association of Community Colleges). Southwestern is also a member of the National Junior College Athletic Association (NJCAA) exclusively for the sport of wrestling.

BOOKSTORE

541-888-7264 • Stensland Hall
www.socc.edu/bookstore

The Southwestern Bookstore has all the books and supplies you need to start classes. They also carry snacks, beverages, clothing, backpacks, study aids, greeting cards, computer software, Southwestern memorabilia and gifts. The Bookstore offers extended hours the first two weeks of fall, winter and spring terms.

COMPUTER LABS

Tioga Hall, 4th floor and 2nd floor
www.socc.edu/computerlabs

Southwestern has several instructional computer labs and one lab that is open for student use on a "drop in" basis. The open computer lab has PC-compatible hardware and a variety of software. Computer labs are also available at the Southwestern facilities in Gold Beach and Brookings.

DENNIS BEETHAM LEARNING HUB

Tioga Hall, 4th floor • 541-888-7437

The Learning Hub provides self-paced, interactive computer programs to help students develop skills for success in college-level classes. It also provides materials to supplement and enrich courses. The Learning Hub is located on the fourth floor of Tioga Hall.

FAMILY CENTER AND CHILD CARE

541-888-7419
www.socc.edu/serv_resrc/fam_center

The Educare Preschool serves children ages 2 ½ to 6 (if still in kindergarten), with the preschool portion ending at 1 p.m. and aftercare provided for children enrolled in the preschool. The Pre-Educare Infant/Toddler room serves children ages 7 weeks through 2 ½ years, but only if the parent has a referral from DHS or is in the Even Start Literacy Program (i.e., this is not a drop-in child care center). The Family Center operates as the lab school for the Southwestern Childhood Education and Family Studies Program. For application and rate information, contact the Family Center main office.

GROUP TUTORING

541-888-7234 • Randolph Rm 4
www.socc.edu/serv_resrc/tutoring/index.html

The purpose of this program is to provide all Southwestern students with the academic assistance they need to successfully complete their courses. The program is staffed by students who have successfully completed the courses in which they are tutoring. The tutors specialize in specific subjects. Most tutoring leaders attend the classes in which they are tutoring. Many take notes, which they make available to the students. Tutoring hours are determined at the beginning of each term. Most of the leaders hold three one-hour sessions per week.

LEARNING RESOURCE CENTER (TUTORING LAB)

541-888-7234 • Randolph Rm 4
www.socc.edu/serv_resrc/tutoring/index.html

This is a program designed to provide all students with the academic assistance they need to complete their courses. The service is offered free of charge to all Southwestern students. The center is staffed with highly qualified tutors who have successfully completed the courses they are tutoring. The tutors are available to students who may need additional help with their classes. The Learning Resource Center currently offers a drop-in program along with tutoring by appointment. Appointment-based tutoring is available for students whose class and work schedules do not allow them to receive help during scheduled business hours.

The Learning Resource Center is located in Randolph Hall, Room 4. Regular tutoring center hours are: Monday through Thursday, 8:00 a.m. to 9:00 p.m., Friday 8:00 a.m. to 4:00 p.m., and Sunday 1:00 p.m. to 5:00 p.m. For more information contact (541) 888-7301.

LIBRARY

Tioga Hall 2nd & 3rd Floors
www.socc.edu/library
Main Floor 541-888-7270
Periodicals 541-888-7268

Southwestern Oregon Community College library provides resources to students, staff and community members:

- COASTLINE
  (Coos County Library Network Online Catalog)
- Reference materials
- Book collections
- Computer databases
- Periodicals
- Maps
- Videos
- Other audio-visual materials
- Internet access
- CD-ROM
- Hard copy and online indexes

A COASTLINE card is needed to check out materials. Items not available on COASTLINE can be borrowed from other libraries through interlibrary loans.

MEDIA SERVICES

541-888-7266 • Randolph Rm 7
www.socc.edu/academics/complabs/media

Students may access Media Services equipment for use in class projects and demonstrations on a limited basis. Media Services also houses the Teleconferencing Center.

SOUTHWESTERN ROCK WALL

541-888-7714 • Recreation Center
Introduce yourself to the exciting sport of rock climbing in a safe, controlled environment. The indoor wall features thousands of hand holds and a variety of terrain to challenge you. The rock wall is located inside the Recreation Center and is open to students currently enrolled in rock wall climbing class and when a supervisor is present.

SOUTHWESTERN'S RECREATION CENTER

541-888-7714 • *www.socc.edu/reccenter*
The Southwestern Oregon Community College Recreation Center, completed in the Fall of 2006, is a recreational and entertainment masterpiece for both regular students and community patrons. Our facility offers a state-of-the-art Fitness Center with a wide range of Precor/Life Fitness cardio equipment, Life Fitness circuit weight machines, Hammer Strength weight machines, and modern free weight machines, barbells, and dumbbells. The Recreation Center is also home to a collegiate-sized basketball court, racquetball court, activity room, dance room, game room, day-use locker rooms, and more!

Students registered for a credit class can enjoy the facility for free. If you are not currently taking a credit class, you can still register to use the facility at the Rec Center Front Desk.

SOUTHWESTERN'S STUDENT FIRST STOP CENTER

541-888-7352 • *www.socc.edu/firststop*

The Student First Stop Center provides a variety of services to students: general campus information; student employment services; payment for tuition and fees; admissions and registration; transcripts; financial aid to help with the cost of college.

We urge students, parents and the community to self-serve by utilizing Southwestern's website and WebAdvisor. WebAdvisor will take care of your registration, payment and transcript needs. WebAdvisor also provides assistance in Financial Aid, schedule planning and many other needs.

The Student First Stop Center is available in person, by phone and by email if additional assistance is needed.

STUDENT GOVERNMENT, STUDENT CLUBS, AND CO-CURRICULAR ACTIVITIES

www.socc.edu/student_life/activities.html

The activities on campus at Southwestern provide an exciting and intriguing way for students to enhance themselves socially, culturally, and educationally. Among the many groups at Southwestern are the Associated Student Government (ASG). Students elect the ASG Class President each spring. ASG charters clubs and organizations on campus as well as organize campus activities.

There are several official clubs at Southwestern, with new clubs being created each year to meet the changing needs of students.

SOUTHWESTER (STUDENT NEWSPAPER)

541-888-7442 • *http://southwester.socc.edu*

The Southwester student newspaper publishes news, information and commentary on college and community life. Working in a comprehensive publishing lab, the newspaper's award-winning writers, photographers, and editors publish commentary, calendar events, and the latest news on politics, sports, arts and entertainment.

SOUTHWESTERN STUDENT HANDBOOK

www.socc.edu/student_life/handbook/

The Student Handbook is produced by Southwestern Oregon Community College and is a publication for students containing college policies and procedures.

Students are responsible for the information contained in the handbook and will be held accountable for adhering to the policies and procedures* outlined.

Students can also obtain copies, during New Student Orientation, from the Student First Stop Center in Dellwood Hall and from Educational Support Programs and Services (ESPS) in Stensland Hall.

*Note: policies and procedures listed are subject to change.

STUDENT HOUSING

541-888-7635 • Lighthouse Depot

http://www.socc.edu/housing

Student Housing Requirement and Eligibility

All out-of-district or out-of-state first-time freshmen students choosing to attend Southwestern are required to live in student housing their freshman year unless you have a dependent, are 21 years of age prior to the first day of class, are a veteran, or if student housing is filled. Students must turn 18 years old before December 15th of the current school year they are attending to be eligible to live in Student Housing. Students must be enrolled full-time.

APPLICATION PROCESS

A checklist below is provided to help you complete the process. To reserve a room you need to complete an application and sign a room and board agreement. Before signing, it is important to read carefully and understand all parts of the application and agreement. Room assignments are determined by the information on your application. Fill out and return the Student Housing Application and Room and Board Agreement 2011-2012 with your refundable $250 housing deposit to the Lighthouse Depot. The deposit is refundable according to the "Room and Board Rates and Deadlines" policy. There is no deadline for room reservations but room assignments are based on the date all materials are received, so it is to your advantage to submit everything as early as possible.

- Read the complete packet of housing information.
- Complete and sign the Student Housing Application and Room and Board Agreement.
- Mail or drop off the Student Housing Application and Room and Board Agreement, and $250 housing deposit to Southwestern.
- Fall 2011 Financial Aid paperwork deadline is March 1, 2011. Deadline for Fall 2011 submission of additional paperwork required of every Financial Aid Applicant is July 1, 2011
- Receive and official financial aid award letter.
- Make payment arrangements on any balance not covered by financial aid prior to arrival.
- If you are a student applying for a loan, please visit the Financial Aid web page at www.socc.edu to complete the loan steps.

ROOM AND BOARD RATES AND DEADLINES

No early check-ins will be allowed. Anyone who arrives early will result in a $100 fee.

		Summer 2011	Fall 2011	Winter 2012	Spring 2012
Housing Opens	New Returning	June 18 June 18	Sept. 23 Sept. 23	Jan. 8 Jan. 8	March 31 Open
Housing Closes		Aug. 13	Dec. 10	Open	June 16
Meal Service Begins		*See below	Sept. 23 Dinner	Jan. 2 Dinner	April 1 Dinner
Meal Service Ends		*See Below	Dec. 9 Lunch	March 23 Lunch	June 15 Lunch

No meal service during Thanksgiving, winter and spring breaks. Arrangements to stay in housing during breaks need to be made in writing through the Housing Office. Please check with the Housing Office for rates.

*Meal plan for summer is optional - see housing for cost.

SCHEDULE OF RATES PER TERM

PRIVATE ROOM RATE	Fall	Winter	Spring	Total
15 per week	$3,286	$2,417	$1,643	$7,346
Flex Plan	$3,286	$2,417	$1,643	$7,346
19 per week	$3,396	$2,527	$1,753	$7,676

DOUBLE ROOM RATE	Fall	Winter	Spring	Total
15 per week	$2,838	$2,057	$1,331	$6,226
Flex Plan	$2,838	$2,057	$1,331	$6,226
19 per week	$2,948	$2,267	$1,441	$6,556

- Summer Term Housing is room only. Meal plan optional. Single: $1,200; Double: $720
- Each term the Flex Plan offers an average of eight meals per week and scrip money for purchasing food and meals at the student's choice. Only Flex Plan participants may purchase additional scrip money in $110 increments at the cash price of $100. Unused scrip money only carries over from Fall to Winter and Winter to Spring terms as long as you continue on the Flex Plan.
  Unused meals do NOT carry from term to term. Upon completion of agreement unused scrip meals or money will not be refunded.
- Each term the Flex Plan offers 88 meals and $125 in scrip money.

For students expecting financial aid, you will need to have the following by the first day of classes, (1) received an official award letter listing your financial aid awards and (2) attend an entrance interview and submitted a complete loan application if you are a student applying for a loan. If the above financial aid paperwork is not completed prior to the first day of classes or your aid package is less than the cost of housing or tuition, you will not be able to move in to student housing until payment arrangements have been made at the Student First Stop Center in Dellwood Hall, 541-888-7352.

SCHEDULE OF MISCELLANEOUS DEPOSITS AND CHARGES

$250 Housing Deposit	$10 Damaged or lost ID card
$30 Social Fee (per term)	$50 Improper Checkout
$50 cleaning charge (minimum)	
$50 Damaged or lost key replacement	
$25 Personal Property Abandonment	

Unreported work orders causing excessive damage or waste will be charged back to the residents of apartments or rooms.

The Housing Deposit must be submitted with a signed Student Housing Application and Room and Board Agreement. Room assignments will only be made upon receipt of the above agreement and deposit. Deposit refunds typically require 15 days to process.

REFUND SCHEDULE

All room rate refunds are based upon the student being formally released from the agreement by the Housing Office. After the first official day of class, charges are determined on a weekly basis ending each Friday on the following schedule.**

Move-outs during the 2nd week: Prorated refund of room and board rate and loss of room reservation deposit.

Move-outs after 2nd week: Will be charged 100% of the quarter room rate and loss of room reservation deposit.

**Federal Financial Aid students are subject to a different policy. Refer to the Financial Aid-Return of Title IV Funds pamphlet available online.

ROOM RESERVATION AND CANCELLATION

For first time students applying for housing, the housing deposit is refundable (less $30 application fee) if cancelled in writing prior to the following dates: Fall term – second Friday in August; Winter term – last Friday before Thanksgiving; Spring term – last Friday in February. Any room reservation cancelled after these deadlines or during any term at any time (other than the scheduled cancellation period each term) will result in forfeiture of the $250 housing deposit. This does not apply to students on the housing waiting list where no deposit is required.

Returning and Current Students – Students canceling during the reservation period posted at the end of the fall and winter terms will forfeit $125.00 of the Housing Deposit. The remaining deposit balance will be applied to their student accounts or refunded (a form is provided). At the end of the spring term students' housing deposit will be applied to their student accounts or refunded unless they reserve a for a future term. Students failing to indicate they are not returning to housing or Southwestern during any reservation period will forfeit the $250.00 Housing Deposit. Students failing to indicate they are returning to housing during the reservation period could result in loss of their room.

SUPPLEMENTAL INSTRUCTION

Offers credit (developmental) classes, non-credit classes, tutoring, and Learning Hub programs designed to equip students with the academic skills needed to function at a college level. After taking placement tests, students enroll in courses appropriate for their needs.

Developmental courses listed in this catalog include reading and study skills, math, writing, and specialized courses such as Technical Skills. These courses are especially useful for students entering college from other careers for retraining or re-entry into college work.

WRITING CENTER

541-888-7299 • Randolph Hall Rm 6
www.socc.edu/serv_resrc/writing/index.html
Email: *onlinewritingtutor@socc.edu*

This is provided for students in all classes, not just in writing or literature classes. The Writing Center, located in Randolph Hall, Room 6, is open daily and staffed by trained writing tutors. It offers help with all aspects of writing, from developing and organizing ideas, to editing for grammar and punctuation. The center also sponsors workshops on specific writing tasks and problems and provides students access to computer exercises and word processing. It provides online tutor, available under it's homepage.

Southwestern students, as free citizens and members of a learning community enjoy particular rights. Along with these rights is the responsibility to conduct oneself in accordance with the standards of the College that are designed to advance student learning. Although not all of these rights can be found in any document, it is important to note those that are most fundamental.

A. FREEDOM OF ASSOCIATION

Students shall be free to organize and join associations to promote their common interests subject to the following considerations.

1. The membership, policies and actions of a student organization will be determined by vote of only those persons who are bona fide Southwestern students.
2. Affiliation with an extramural organization shall not of itself disqualify a student organization from institutional recognition.
3. Each organization shall be free to select its own Southwestern advisor. Advisors must be either contracted faculty or staff currently employed by Southwestern. Southwestern staff serves the College community when they accept the responsibility to advise and consult with student organizations to provide guidance to the group on College procedure and policy.
4. Student organizations shall be required to submit a statement of purpose, criteria for membership, rules of procedures, a current list of officers and a certified number of active members as a condition of institutional recognition.
5. Campus organizations, including those affiliated with an extramural organization, shall be open to all students without respect to race, color, sexual orientation, marital and/or parental status, religion, national origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state, or local law. Disability consultations are available through the Office of Disability Services.

B. FREEDOM OF INQUIRY AND EXPRESSION

Students shall be free to take exception with the information or views presented in any course without it affecting their grade as long as the disagreement is not disruptive to the instructional process. Students are responsible for learning the content of any course for which they have enrolled even if they disagree with the course content. Students and student organizations shall be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves. Actions by individuals or groups to prevent the appearance of speakers who have been invited to the campus, and actions to obstruct or restrain other members of the academic community and campus visitors by physical force are subject to sanction.

C. FREEDOM FROM UNLAWFUL HARASSMENT

Southwestern Oregon Community College is committed to providing a learning and working environment free of harassment.

D. FREEDOM FROM SEXUAL HARASSMENT/SEXUAL ASSAULT

Students are protected from sexual harassment/sexual assault by Southwestern Board of Education policies, and by state and federal statutes.

E. FREEDOM FROM UNLAWFUL DISCRIMINATION

Southwestern wishes to maintain a place of learning and work that is free of unlawful discrimination. The College prohibits discrimination based upon a person's race, color, sex, sexual orientation, marital and/or parental status, religion, native origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state or local law.

F. STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

Student representation on selected Southwestern councils and committees provides an opportunity for students to participate in institutional governance.

G. STUDENT PUBLICATIONS.

Student publications and student press provide for free and responsible discussion of topics. Editors and managers are protected from arbitrary suspension and removal due to editorial policy or content. Editors and managers can be removed as the result of a violation of the Southwestern Standards of Conduct.

CODE OF CONDUCT

1. Students have the responsibility to obey and follow College policy and procedures, the ASG bylaws, federal and state statutes, and city ordinances. The ASG constitution and bylaws and College policy and procedures shall provide means for student involvement.
2. Students are responsible for fulfilling the requirements of their courses.
3. Students are responsible for the effects of their decisions and behavior that become destructive to the educational goals and processes of Southwestern Oregon Community College.
4. Anyone who is required to register as a sex offender under ORS 181.592-181.607 (sexual offender registration) or has been ordered by any court, parole board or other public agency to not have contact with persons under the age of 18 must notify the Office of Administrative Services at Southwestern Oregon Community College (1988 Newmark, Coos Bay, OR 97420) in writing within one business day of registering for any class at the College.

The following activities may result in disciplinary action:

1. Academic Plagiarism: The intentional submission for evaluation to a College instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of material's true source.

2. Academic Cheating: The intentional submission for evaluation to a College instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner.
3. Animal Abuse: Intentionally, knowingly, or recklessly causing physical injury to an animal in violation of ORS 167.
4. Furnishing false information to the College with the intent to deceive.
5. Forgery, alterations, or misuse of College documents, records, or identification cards.
6. Detention, physical abuse, or conduct that threatens imminent physical abuse of any person in the College community.
7. Malicious destruction, damage, or misuse of College or personal property on the College campus. College property is defined as all real and/or tangible property owned or controlled by the College, including but not limited to buildings, grounds, equipment, motor vehicles, library or other instructional materials.
8. Theft or extensive damage to another's property at the College or College-related environment.
9. Participation in hazing.
10. Possession, use, or threatened use of firearms, ammunition, knives, explosives, dangerous chemicals, or any other objects as weapons on College property, except as expressly authorized by law or institutional regulations.
11. The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned, or occupied by the College at any time when classes or student activities are scheduled.
12. Sexual Harassment: Repeated and unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange or career advancement, or creates an intimidating, hostile, or offensive environment for one of the parties.
13. Substantial and material interference with the operation of the College.
14. Failure to comply with the terms of any penalties applied under this Student Conduct Code.
15. Disorderly Conduct: Disorderly conduct is defined as knowingly and intentionally engaging in violent, tumultuous, or threatening behavior which results in inconvenience, annoyance, or alarm, creates unreasonable noise, or disturbs any lawful assembly of persons.
16. Eluding or attempting to elude a College Public Safety officer who is pursuing official duty.

POSSIBLE SANCTIONS FOR VIOLATIONS OF SOUTHWESTERN POLICIES

The Dean of Students (deanofstudents@socc.edu) will be responsible for maintaining and disseminating a disciplinary procedure for imposing sanctions while ensuring a student's right to due process. The severity of the sanction(s) should reflect the severity of the violation and may be imposed singly or in any combination. Sanctions for violation(s) of the Student Code of Conduct (or any other violations of Board policies or College administrative rules and regulations) may include, but are not limited to, the following:

1. Written Reprimand: Written warning that a student's conduct does not meet College standards and that continuation of such misconduct may result in further disciplinary action.
2. Disciplinary Probation: Imposition of a probationary status, for which further violations may result in additional disciplinary action, including suspension. Disciplinary probation may be imposed for any length of time up to one calendar year. The terms of the probation and conditions for ending it will be specified in a letter to the student. Disciplinary probation may include referral for intervention, screening, and treatment in cases where use of alcohol or other controlled substances have impaired safety and judgment.
3. Personal Mental Health Referral: A sanction which may be invoked in circumstances where the student's behavior poses a potential threat to the campus community.
4. Bar Against Re-Enrollment: May be imposed on a student who has a disciplinary case pending or who fails to pay a debt to the College.
5. Restitution: Reimbursement for costs of damage to a person or property or for a misappropriation of property. Restitution may take the form of appropriate services to repair or otherwise compensate for damages. Restitution may be imposed in combination with any other penalty.
6. Withholding of an Official Transcript: May be imposed upon a student who fails to pay a debt to the College.
7. Suspension of Rights or Privileges: Imposes specific limitations on, or restrictions to, the status of a student's enrollment at the College.
8. Suspension of Eligibility for Extracurricular Activities: Prohibited from joining a recognized student organization and participating in its activities or attending its meetings and/or from participating in official athletic or other extracurricular activities for any length of time up to one calendar year.
9. Temporary Exclusion: An instructor or supervisory staff member may remove a student from class, a service area, or a College sponsored event when, in the judgment of the instructor or supervisor, the student is disrupting the educational or administrative processes of the College or poses a danger to other staff or students. Prior to removal, the instructor or supervisor must inform the student of the nature of the disruptive behavior and request that the student cease the behavior. If the student does not comply, the instructor or supervisor has the authority to ask the student to leave the service area or College sponsored event for the remainder of the class session, service day, or event. If a student is removed, the instructor or supervisor must notify the Dean of Students, deanofstudents@socc.edu, and fill out the appropriate paperwork.
10. Suspension: A student may be suspended for a defined period of time. During a period of suspension the student is prohibited from registering for one or more credit or non-credit classes sponsored by the College and may be barred from entering the

College campus except with the permission of the President, the Vice Presidents, or Dean of Students. The conditions of reenrollment shall be stated in the letter of suspension.

11. Summary Suspension: Summary suspension may be used to protect the College from potential disruption of instructional or other College activities, or to protect the safety of students, faculty, staff, or College property. Summary suspension, for the purpose of investigating the event or events in which the student or students were allegedly involved, shall be for no more than five (5) school days; however, it may be continued pending final disposition of the case if it is deemed necessary for the safety of students, faculty, staff, or College property or in cases where the student's presence is considered to be disruptive to the orderly functioning of the College. The President, Vice Presidents, Dean of Students, or their designees may summarily suspend a student within the stated guidelines. Such suspension shall remain in effect until the outcome of a formal hearing is determined. The formal hearing shall be held no more than ten (10) working days from the first day of suspension. This timeline may be modified with the agreement of both parties.

12. Readmission after Suspension: When a student is suspended, the conditions for reenrollment that must be met will be outlined in the letter the student receives at the time of suspension. In the case of a long-term suspension (more than one week), the student will be required to meet with the Dean of Students or designee prior to re-enrollment, and to request reenrollment in writing. The Dean of Students will be responsible for determining if the conditions for reenrollment have been met. The Dean of Students will provide the student, in writing, with his/her decision regarding the student's reentry into the College and the reasons for the decision.

13. Expulsion: A permanent separation from the College. A student may be expelled from the College only on approval of the decision by the College's Board of Directors. Note: The parents or guardian of any dependent student under age 18 years of age who is placed on disciplinary probation, suspended, or expelled shall be notified.

Faculty may assign a failing grade for paper/test or course as a disciplinary action where appropriate. Faculty may also require a student to leave the classroom at any time for violations of the Student Conduct Code.

In addition, when enforcing College regulations, city codes, and state and federal laws, College Public Safety officers may issue citations and/or make arrests.

SUBSTANCE ABUSE POLICY & PROCEDURES FOR VIOLATIONS

As part of its educational mission, Southwestern is committed to providing an environment which promotes academic, social, and personal development and recognizes that faculty and staff all contribute to learning. Southwestern holds the belief that the illegal use and abuse of alcohol, and the use of illegal drugs, pose a direct threat to its learning environment.

POLICY AS STATED IN THE CODE OF CONDUCT

The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned or occupied by the College at any time when classes or student activities are scheduled, except as provided for in Southwestern Oregon Community College Board Policy 5.012 Liquor On Campus is prohibited. Sanctions which may be imposed by the Dean of Students (or designee) on students for violations of the code will be in addition to any citations that may have incurred from public safety or local law enforcement. Specific sanctions include:

First Offense – Written reprimand and referral to counseling, educational assessment and/or community service.

Second Offense – Required alcohol assessment and disciplinary probation.

Third Offense – Suspension from College for a defined period of time. If a student is enrolled in certain educational programs (nursing, culinary arts, fire science, etc.) or participating in student activities such as athletics, student government, or other clubs, or living in campus student housing, additional sanctions may apply. Please see those policies that apply.

ADDITIONAL SANCTIONS

1. Athletic Department: please see current Redbook
2. Residence Life/Housing: please see current housing contract
3. Nursing Standards: please see current nursing handbook
4. OCCI: please see current handbook
5. Student Government (ASG): please see current bylaws
6. Federal Financial Aid Regulations pertaining to drug convictions: Eligibility regarding drug convictions - student is ineligible for financial aid if he/she has a drug conviction which is declared at the time student files the FAFSA. Ineligibility begins from date of conviction. Please note that this is a self-declaration when the student files the FAFSA. Please see the following web site for more information: http://www.socc.edu/serv_resrc/faweb2/facstafinfo.html

PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

Disciplinary proceedings regarding student conduct play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, the College has a duty and the corollary disciplinary powers to protect its educational purpose through the setting of standards of scholarship and conduct for the students who attend and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards will be observed to protect the student from the unfair imposition of serious penalties. The administration of discipline shall guarantee procedural fairness to an accused student.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him/her, that he/she be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provisions for appeal of a decision. Students have the right to initiate the grievance procedure when student rights, as defined in this document, have been denied.

INVESTIGATION OF STUDENT CONDUCT

1. Complaint

a. Any person including but not limited to students, staff, and faculty who has knowledge of student conduct that may be in violation of the Code may file a student conduct complaint with the Dean of Students.

b. All student conduct complaints must be received no later than 30 calendar days after the incident described in the complaint or the time when the person filing the student conduct complaint first had knowledge of the incident, whichever time period is greater.

2. Action on the Complaint

a. Based on information received in the complaint, the Dean of Students or designated representative may initiate further investigation of the complaint and/or impose appropriate penalties.

b. The Dean of Students acting on a complaint may initiate the Resolution Process when it is alleged that the College has acted in a manner that denies, abuses, or diminishes a student's rights and privileges.

STATUS OF STUDENT PENDING FINAL ACTION

Pending action on a complaint, the status of a student will not be altered, or his or her right to be present on the campus and to attend classes suspended, except for reasons relating to his or her physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or College property.

STUDENT COMPLAINT RESOLUTION PROCEDURES

Complaint resolution procedures include both informal and formal processes. Students are required to resolve complaints informally and use the formal complaint procedure only as a last resort. (Exceptions to this will be determined by the appropriate College official) Southwestern Oregon Community College provides procedures for students to use to address concerns or initiate complaints regarding grade disputes, another student's conduct which violates the College's Student Code of Conduct, allegations of discrimination or sexual harassment, or charges of faculty or staff misconduct.

STUDENT COMPLAINT RESOLUTION PROCEDURES

Each of the dispute types listed below shall be subject to a dispute resolution process. The same process is not necessarily appropriate for resolving all disputes. The dispute types listed below will be resolved through the following procedures:

1. Grade Appeals

Should a student feel that he/she was not graded fairly and has discussed the issue with the instructor and the Instructional Director, the student may appeal for a change in grade in accordance with the following appeal process:

a. The student shall complete a grade appeal form which shall include all the particulars of the situation surrounding the grade given, what grade change is requested and a statement that substantiates the perception of the student that the grade assigned is unfair.

b. The form shall be submitted to the appropriate Instructional Director who shall review the appeal with the instructor. The instructor shall respond to the statement of the student in written form.

c. If the Instructional Director's decision is to change the grade in agreement with the student's request, it will be so recorded and the appeal process will be considered complete.

d. If the Instructional Director's decision is to not change the grade and the student is not satisfied with the decision, the appeal process may be continued with the Vice President of Instruction.

All documentation surrounding the grade appeal shall be reviewed by a committee of three regular faculty members chaired by the Vice President of Instruction. The Vice President of Instruction shall select five faculty members from three separate disciplines who are willing to serve in this capacity. If five faculty members are not willing to serve in this capacity, the Vice President of Instruction shall appoint five faculty members. When an appeal is heard, the instructor involved shall be allowed to strike two of the names, and the three remaining faculty shall conduct the grade appeal. The Vice President shall facilitate the grade appeal review but shall not be a voting member. The committee shall be authorized to change a grade and the committee's decision shall be final. A permanent record of the grade shall be maintained in the registrar's office.

COMPLAINTS ALLEGING VIOLATIONS OF A COLLEGE POLICY OR PROCEDURE

Step 1: Initiate the informal process

The goal of the informal process is to establish communication between the student and the appropriate staff member for the purpose of providing a forum in which the student's questions or concerns can be addressed. It is hoped that this communication will result in a resolution agreeable to both the student and the staff member.

The student must meet with the appropriate instructor or staff member and discuss his/her concerns about the alleged policy or procedure violation. If resolution cannot be reached by talking to the appropriate staff member or when contact with the staff member would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor or an Instructional Director. Students can receive assistance in locating the appropriate supervisor or Instructional Director by contacting the office of the Dean of Students or the office of the Vice President of Instruction.

The student must discuss the concern with the faculty or staff member directly involved (or, when necessary, the immediate supervisor or Instructional Director) within 20 working days of the alleged policy or procedure violation or the student will lose the opportunity to make a formal complaint.

Step 2: File a Formal Complaint Form with the Dean of Students' Office If the attempt to resolve the situation informally is not successful, the student may file a formal written complaint. Southwestern Oregon Community College's Formal Complaint Form is available in the office of the Dean of Students. Forms should be returned to the office of the Dean of Students. The Dean will be responsible for ensuring that the complaint is forwarded to the appropriate College manager.

Charges of Student Misconduct made by Faculty, Student or Staff could include any violation of the

Standards of Student Conduct set forth above which comes to the attention of a faculty or staff member. Faculty, students and staff members are encouraged to deal with student misconduct on an informal basis whenever possible. However, where the misconduct rises to a level such that informal resolution is not possible, a student or staff member may initiate this dispute resolution procedure by filing the following material to the Dean of Students.

a. A written complaint setting forth the name of the student

b. A description of the alleged inappropriate conduct

c. A reference to the student conduct policy allegedly violated and, if informal dispute resolution was attempted, a statement of the steps utilized; or, if no informal dispute resolution was attempted, an explanation of the reason why such an attempt was not made.

d. Name and telephone number of the faculty, student or staff member initiating the complaint.

At an initial conference with the Assistant Director of Housing (Housing Violations) or Dean of Students (or designees), the student will be informed verbally and in writing of the charges and the maximum penalty which might result from consideration of the disciplinary matter. Failure of the student to attend the conference without good cause and prior notification or a verifiable emergency may constitute a waiver of the student's right to participate and appeal further.

The student must submit all of his/her information within seven (7) calendar days of the initial conference. After considering the evidence in the case and interviewing persons as appropriate, the Dean of Students may take one of the following actions:

a. Terminate the proceedings, exonerating the student

b. Dismiss the case after appropriate counseling and advice

c. Impose an appropriate sanction as described

The student will be notified in writing of the decision made by the Dean of Students. The student may appeal the decision of the Dean of Students by filing a written appeal with the Vice President of Instruction (or designee) within seven (7) calendar days of the Dean of Students' decision. The Vice President (or designee) shall render a decision on the appeal within seven (7) calendar days of its filing. The decision of the Vice President (or designee) shall be final and not subject to further appeal. In cases where expulsion is the recommended outcome, the Vice President of Instruction will make the final decision and no further appeals will be allowed.

CHARGES OF FACULTY OR STAFF MISCONDUCT

These complaints do not include grade appeals. They may include any perceived violation of law or College policy, procedures, or the Student Rights section of this document. Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules which are beyond the scope of this document. By law, certain procedures must be followed before discipline can be imposed. For this reason, complaints concerning the conduct of the faculty or staff member shall be made to the Vice President of Administrative Services or designee.

Student Complaints Alleging Violation of a College Rule, Policy, or Procedure

This type of complaint is to be employed if a student believes that the College, as a matter of practice, is violating its own rules, policies, or procedures. A student complaint concerning a College rule, policy, or procedure shall be made in writing and submitted to the Dean of Students. The complaint shall contain the following information:

a. The student's name

b. The nature of the complaint together with all documents, policies, procedures and related material which may be necessary for College review of the complaint.

Upon receipt of the complaint, the Dean of Students shall schedule a meeting with the student complainant. At that meeting, the Dean of Students shall attempt a resolution of the student complaint. In the event that the resolution proposed by the Dean of Students is not acceptable to the student, he or she may make a secondary appeal to the Vice President of Instruction. The secondary appeal shall consist of a meeting with the Vice President of Instruction, the Dean of Students and the student. At this meeting, the Vice President of Instruction will hear the student complaint, discuss the matter with the student and Dean of Students, review appropriate materials, and issue a written decision within 30 days of the meeting, and the decision shall be final.

ANCILLARY ROLE OF THE DEAN OF STUDENTS

In addition to the duties imposed upon the Dean of Students as set forth above, he or she shall also be primarily responsible for attempting informal resolutions and reconciliations at all steps in the dispute resolution process. The Dean of Students may, with the student's consent, intervene on the student's behalf at any stage of any dispute resolution proceedings. By the same token, the Dean of Students shall also be free to schedule meetings with the student complainant at any step during the dispute resolution process should he or she deem it useful. Failure of a student complainant to attend any meeting thus scheduled without good cause and prior notification, or a verifiable emergency, may be deemed a waiver of any right to proceed further at any stage of any dispute resolution process. Any timeline set forth in any dispute resolution procedure may be extended by the Dean of Students upon written application to do so.

NOTE: Students' privacy is protected under the federal Family Educational Rights and Privacy Act, 20 U.P.S.C. Section 1232g; 34 CFR Part 99 (2000) and related state laws. Southwestern has developed procedures in accordance with the law. I Legal References: ORS 166.065, 341.290 (2) (3) (17), 659.850, 659.865, OAR 166-450-0000 to 0125, 589-010-0100, 589-002-0200 (1) (e), 591-004-0100 to 0750, 591-004-0500

DISCRIMINATION/
SEXUAL HARASSMENT (1.001/1.001P)

Students with complaints of possible harassment or discrimination may seek immediate assistance from the College's Affirmative Action Officer in accordance with the College's Discrimination Complaint Policy/ Procedure (including sexual harassment discrimination [1.001/1.001P]). Copies of this procedure are available in the Human Resources Office.

CHARGES OF FACULTY OR STAFF MISCONDUCT (4.505/4.505P)

Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules that cannot be superseded by these procedures. By law, certain procedures must be followed before discipline can be imposed. Prior to submitting a formal complaint, students will be required to discuss their concerns with the faculty or staff member involved in an effort to reach an informal resolution. If not successful, or when contact with the staff member would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor or an Instructional Director. Students can receive assistance in locating the appropriate supervisor or department chair by contacting the office of the Dean of Students or the office of the Vice President of Instruction. The student must discuss the concern with the faculty or staff member directly involved (or, when necessary, the immediate supervisor or Instructional Director) within 20 working days of the incident precipitating the complaint, or the student will lose the opportunity to make a formal complaint. If the outcome of the informal process is not successful, students may file a formal complaint. Formal complaints may be made by completing the College's Formal Complaint Form. The student has ten (10) working days from the date of the last meeting with the appropriate staff member or his/her immediate supervisor or Instructional Director to file the complaint form with the Dean of Students' Office. Formal complaints regarding the misconduct of a faculty or staff member will be forwarded to the appropriate supervisor or his/her designee and shall be subject to resolution procedures as detailed in the College's Discipline and Dismissal policy and procedures (4.505/4.505P).

STUDENT RIGHT-TO-KNOW

In accordance with 34 CFR Part 668, you have the right to know certain information about Southwestern Oregon Community College including a variety of academic information, financial assistance information, institutional information, information on completion or graduation rates, institutional security policies and crime statistics, and athletic program participation rates and financial support data. As part of our compliance with this regulation Southwestern present the reference chart of the Southwestern web site at www.socc.edu/student_life/handbook/socc_student_right_to_know.pdf. Should you wish to comment on the presentation or content of the information provided, please contact the Dean of Students.

COLLEGE SMOKING POLICY

Administrative Policy 5.010 prohibits the use of tobacco of any kind, by any person, in the following areas: Any building, room or vehicle that is owned, rented or used by the college, the areas under the north and south overhang at the first floor levels of Tioga Hall, and all areas within ten (10) feet of any door into college buildings.

BUDGET COMMITTEE
Mike Gaudette
Mike Helfrich
Brett Kenney
Kathleen Mickelson
John Shank
Mike Sickels
Timm Slater

OFFICE OF THE PRESIDENT
Patty Scott, Ed.D., President
Karl Easttorp, Director of Student Recreation Center/ Community Relations
Megan Corriea, Recreation Center Supervisor/Softball Coach
Debra Nicholls, Executive Assistant to the President, Board Secretary

INSTRUCTION
Valerie Martinez, Vice President of Instruction
Chris Amaral, Putting Education to Work Project Director
Kathy Barber, Even Start Coordinator/Family Liaison
Daniel Birskovich, Family Center Coordinator/ECE Practicum Instructor
Susan Brady, Curry Advisor/Student Services Coordinator
Anna Chavez, Administrative Assistant VP of Instruction
Chris Coles, Director of Retired and Senior Volunteer Program (RSVP)
Mary Jane Fisher, CCLS Extended Services Director
Shawn Hanlin, Executive Director of Oregon Coast Culinary Institute
Karen Helland, Director of Commmunity & Workforce Development
Kristen Crusoe, Associate Dean of Learning
Margallee James, Career Pathways/Perkins Coordinator
Tony LaPlant, Putting Education to Work Training Coordinator
Lynne Lorenzen, Even Start Family Literacy Specialist
Karen Matson, Instructional Technology Specialist/TLC Coordinator
Bonnie Maxwell, Director of Corrections Education
Marion Bauer, Parent Cooperative Coordinator
Sean Park, CCLS Library Network Administrator
Pat Parker, Director of Transitional Education
Denese Morris, Title III Activity Director/TLC Coordinator
Laurie Potts, Director of Childhood Education
Janet Pretti, Dean of Curry Campus
Paul Reynolds, Director of Fire Science
Susan Walker, Director of Nursing
Diana Schab, Associate Dean of Learning
Sharon Smith, Library Services Director
Arlene Soto, Director SWOCC Business Development Center
Elen Riley, Statewide Online BNA Coordinator

STUDENT SERVICES
Tom Nicholls, Executive Director of Enrollment Management
John Berman, Pre-College Recruiter
Kathy Blake, Educational Talent Search Assistant Program Director
Margie Boak, Educational Talent Search Specialist
Sharilyn Brown, Director of Educational Talent Search/ Upward Bound
Jamie Cook, OCCI Recruiting, Advising and Retention Specialist
Grant Gill, Educational Talent Search Specialist
John Finney, Upward Bound Education Specialist
Howard Kubli, Educational Talent Search Specialist
Shawn Liggett, Student First Stop Coordinator/ Supervisor
Gerry Livingston, Educational Talent Search Specialist
Barry Miller, Educational Talent Search Specialist
Kari Robison, Admissions/Recruitment Coordinator
Leslie Ryan, Upward Bound Education Specialist
Avena Singh, Director Financial Aid
Karina Smith, Student Life and Events Coordinator
Neil Winberg, Talent Search Coordinator

CAREER COUNSELING
Tim Dailey, Associate Professor, Student Support Services and Disabilities Coordinator
Patrick Platt, College Work Study/Job Placement/ Internship Coordinator
Michelle Benoit, Professional Technical Transition Specialist

ADMINISTRATIVE SERVICES
Linda Kridelbaugh, Vice President of Administrative Services
Dede Clements, Bookstore Manager
Kyle Croy, Resident Director
Lisa Fletcher-Gordon, Compensation/Benefits Coordinator
Chris Foltz, Executive Chef SOCC Dining Services
Jeremy Jones, Residence Director
Ann McCadden, Compensation/Benefits Coordinator
Dave McKiney, Director of Facilities
Ron Olson, Business Office Director
Carol Richards, Administrative Assistant to the VP of Administrative Services
Julia Rose, Interim Resident Director
Leigh Stiles, Accounting Technician
Rachelle Summerville, Executive Director of Human Resources
Shannon Wheeler, Catering Director/Sous Chef SOCC Dining Services
Jeff Whitey, Housing Director

ATHLETICS
Mike Herbert, Athletic Director

FOUNDATION
Karen Pringle, Foundation Executive Director

INTEGRATED TECHNOLOGY SERVICES
Kat Flores, Executive Director ITS, Research and Planning
Dean Ball, Technology Support Supervisor
Robin Bunnell, Institutional Researcher
James Chilson, Programmer/Training Specialist
Pat Davidson, Web System Administrator
Cari Friesen, Senior Information Technology Specialist
Carl Gerisch, Systems Administrator
Rocky Lavoie, Assistant Director of Integrated TechnologyServices/Systems Administrator
John Taylor, Network Technician Specialist

EMERITUS ADMINISTRATION AND FACULTY

Pat Alvey
John Anderson
Carroll Auvil
Thomas Bennett
Hans Boettcher
Brenda Brecke
Jack Cabrera
Jill Christiana
Harvey Crim
Barbara Davey
Barbara Dodrill
Steve Erickson
Peggy Goergen
Shirley Gitchell
Dennis Hanhi
Catherine Hockmen
Thomas Humphrey
Ken Jensen
Kirk Jones
Beverly Kemper
Stephen Kridelbaugh
N. William Lemoine
Sharleen Lillebo
Jim Love
Hugh Malafry
Jacqueline McNeill
Robert Miller
Don Neuharth
Jean Noland
Ron Pullen
Jon Richards
John Rulifson
Melanie Schwartz
Robert Shepard
John Speasl
Mary Stricker
Sharon Tashjian
Jean von Schweinitz
Terry Weaver
Dorothy Anacleto
Phillip Anderson
Rodger Barber
John Berman
Bob Bower
Don Burdg
Dortha Chase
John Christiansen
Ray Daniels
Evan Davis
Nathan Douthit
Willi Furrer
Dorothy Gillett
Linda Grosso
Sarah Harrold
Charles Hower
John Hunter
Barbara Johnson
Raymond Kelley
Bonnie Koreiva
Kay Kronsteiner
Ronald Lilienthal
Bruce Locker
Phyllis Love
William McGuire
Sheldon Meyer
Carol Moore
Jan Newlander
John Noland
Clara Radcliffe
Christian Rosman
Darrell Saxton
Christine Scholey
Jim Shumake
Veneita Stender
Stephanie VanHorn
Carol Vernon
Sheila Ward
Bill Winfield

FULL TIME FACULTY

Christina Alexander, Professor, Anthropology, Sociology, Cultural Geography and Women's Studies
B.A. in Interdisciplinary Studies, 1993; M.A. in Interdisciplinary Studies, 1998, Marylhurst College

Smita Avasthi, Associate Professor, Public Services & Electronic Resources Librarian
B.A. in English, 1991, Lewis and Clark; M.A. in English, 1995, Ph.D. in English, 1999, University of Oregon; MLIS in Library Science, 2006, University of Washington

Ronald Bell, Professor, Counselor
B.S. in Theatre Arts, 1978; M.F.A. in Playwriting, 1980, UCLA; M.C. in Counseling Education, 1989, Arizona State University

Jerri Bennett-Stillmaker, Professor, Allied Health
B.S. in Nursing, 1979, Southern Oregon State College; M.S. in Nursing, 1987, University of Portland

Fred Brick, Professor, History/Political Science
B.A. in History/Education, 1986, College of St. Thomas; M.A. in History/Political Science, 1990, University of Minnesota

Jane Briggs, Professor, Adult Learning Skills Program
B.A. in Elementary Education, 1969, University of Oregon; M.A. in Education, 2000, Oregon State University

Daniel Brouse, Associate Professor, Biology
B.S. in Biochemistry/Biophysics, 1995 Oregon State University; Doctor of Chiropractic, 1998, Western State Chiropractic College

Carolyn Byrd, Assistant Professor, Student Support Services Counselor
B.A. in Social Sciences, 2000, Washington State University; M.S.W. in Social Work, 2002, Eastern Washington University

Anthony Collins, Assistant Professor, Transitional Education
B.A. in Linguistics, 1999, Western Washington University; M.Ed in Adult Education, 2000, Western Washington University

Tim Dailey, Professor, Student Support Services and Disabilities Coordinator
B.S. History/Social Sciences, 1978; Whitworth College; M.C. in Counseling, 1991, Arizona State University

Cheryl Davies, Associate Professor, Psychology
Bachelor of Commerce, 1989, McMaster University; M.S. in Psychology, 2001, Southern Oregon University

Michael Detwiler, Professor, English/German
B.A. in English and German, 1971, Ashland University; M.A. in English and German, 1974, University of Freiburg, Germany

George Elkins, Professor, Mathematics
B.S. in Secondary Education, 1985; M.A. in Teaching (Math), 1990, Western Oregon State College

Daniel Esposito, Assistant Professor, Health/PE and Baseball Coach
B.A. in English, 1998; M.S. in Physical Education, 2002 Pittsburg State University

Candice Favilla, Professor, Writing/Literature
B.A. in English, Writing/Literature, 1984; M.A. in English, Literature, 1986, California State University, Chico; Ph.D. in English, 1994, University of Denver

Robert Fields, Professor, Biology/General Science
B.S. in Biology, 1981; M.S. in Biology, 1984, University of Illinois; Ph.D. in Zoology, 1991, Washington State University

Darell Folck, Associate Professor, Baking and Pastry
AOS in Culinary Arts, 1996, California Culindary Academy, San Francisco, CA

James Fritz, Professor, Art
B.A. in Liberal Arts/Studio, 1983, St. John's University; M.F.A. in Sculpture/Metal Casting, 1989, Southern Illinois University

Nilda Garzelloni-Dovale, Associate Professor, Culinary Arts
B.A. in Hotel Restaurant Management, 1977, Michigan State University; Chef Training Program, 1981, LA Trade Technological College

Jeffrey Hayen, Professor, Engineering/Mathematics/Physics
B.S. in Mechanical Engineering, 1984; M.S. in Mechanical Engineering, 1986, San Diego State University; Ph.D. in Applied Mechanics and Physics, 1996, California Institute of Technology

Trevor Hoppe, Associate Professor, Health/PE
B.A. in Physical Education, 1992; M.A. in Physical Education, 1996, Humboldt State University

Sean Hutcherson, Associate Professor, Mathematics
B.S. in Mechanical Engineering, 1989, University of California, Santa Barbara; M.A. in Math and Science Education, 1994, University of California, Berkeley

Zita Ingham, Professor, English
B.A. in Bacteriology, 1974, University of California, Berkeley; M.A. in English-Teaching in a two-year college, 1984; Ph.D. in Rhetoric and Composition, 1991, University of Arizona

Bernadette Kapocias, Associate Professor, Speech
B.S. in Communications, 1993, Southern Oregon State College; M.A. in Communications, 1997, Washington State University

Kelly Leavitt, Assistant Professor, Health & Physical Education/Athletic Coach
B.S. in Athletic Training, 2004, Salisbury University; M.S. in Kinesiology, 2007, University of Hawaii

Carol McKillip, Professor, Mathematics, Environmental Sciences
B.A. in English, 1970; B.A. in Latin, 1971, San Jose State University; M.S. in Geology, 1992, University of Oregon

Terry Mendez, Instructor, EMT/Paramedic
A.A.S. in Fire Science, 1997, Southwestern Oregon Community College; A.A.S. in Emergency Medical Technology, 1999, Lane Community College

Renee Menkens, Assistant Professor, Nursing
A.S. in Nursing, 1978; B.S. in Nursing, 1983, Southern Oregon University; M.S. in Nursing Community Health Care Systems, 1986; P.M.C. in Nursing Education, 2005, Oregon Health Sciences University

Ronald Metzger, Professor, Earth Science
B.S. in Geology, 1985, St. Lawrence University; M.S. in Geology, 1988; Ph.D. in Geology, 1991, University of Iowa

Sharon Miller, Professor, Developmental Education
B.Ed. in Elementary Education, 1968; M.S. in Reading Diagnosis and Correction, 1969, University of Oregon

Eleanor Montagna, Professor, English
B.A. in Arts and Letters, 1967; M.A. in Romance Languages, 1975, University of Oregon; M.A. in English, 1994, Humboldt State University

Anny Mueller, Professor, Psychology
B.A. in Psychology, 1974, Montclair State College; M.A. in Clinical Psychology, 1976, Fairleigh Dickinson University

Dan Neal, Professor, Health/PE and Track Coach
B.S. in Health/PE, 1974, Southern Oregon State College; M.S. in Sports Coaching, 1994, United States Sports Academy

Joy Parker, Professor, English
B.A. in English, 1982; M.A. in Applied Linguistics/TESL, 1986, University of Oregon

Tina Powers, Visiting Instructor, Culinary Arts
Chef's Certificate, Diablo Valley College, 1983; A.A.S. in Food Arts & Management, 2002, Metropolitan Community College, Omaha, NE

Woojay Poynter, Assistant Professor, Baking/Pastry
B.S. in Computer Science, 1996, Michigan Technological University; M.A. in Economics, 2002, Unviersity of Oklahoma; A.O.S. in Culinary Arts & Management, 2005, Metropolitan Community College; B.S. in Culinology, 2009, Southwest Minnesota State University

Tom Roberts, Visiting Instructor, Culinary Arts
A.A. in Occupational Studies in Culinary Arts, 1985, Culinary Institute of America

Beverly Segner, Professor, Counselor
B.A. in Social Welfare, 1974; M.S.W. in Social Work, 1976, University of Southern California

Willa Shannon, Associate Professor, Mathematics
B.A. in Music/Education, 1967, Whitman College; M.S. in Systems Management, 1995, University of Southern California, Los Angeles

Linda Stagg-Brown, Instructor, Business/Marketing
B.S. in Business/Psychology, 1999, Eastern Oregon University; MBA in International Business Administration, National University, CA

Ann Sylvia, Professor, Chemistry, Life Sciences
B.S. in Entomology, 1980, University of California; B.S. in Chemistry, 1986, California State University; Ph.D. in Chemistry, 1991, University of California

Randy Torres, Visiting Instructor, Culinary Arts
Culinary Certificate, 1998; Advanced Culinary Certificate, 1999, Orange Coast Community College
Certified Executive Chef with the American Culinary Federation

Michael Turner, Professor, Music
B.M. in Music Theory, 1976, M.M. in Music Theory, 1981, North Texas State University

Eric Wade, Associate Professor, Welding and Manufacturing Technology
A.S. in Agricultural Science, 1991, Butte College; B.S. in Agricultural Science, 1994, California State University; Teaching Credential, 1995, California State University

Kathleen Walsh, Instructor, Nursing
B.S. in Nursing, 1977, University of South Florida; J.D. in Law , 1984, University of Arizona; M.S. in Nursing, 2008, University of Phoenix

Adam Whitlatch, Associate Professor, Health/PE
B.S. in Physical Education, 2000, Ohio University; B.S. in Recreation Studies, 2000, Ohio University; M.S. in Pedagogy/PE, 2001, University of Wisconsin, Lacrosse

Chris Williamson, Professor, Computer Information Systems
B.A. in Communications, 1975, Washington State University; M.S. in Computer Science, 1987, East Texas State University

Mark Wilson, Professor, English
B.A. in English, 1976, Northwest Nazarene College
M.A. in English, 1978, Washington State University

Marta Wozniak, Assistant Professor, Writing/Advisor
B.A. in English, 2001, Southern Oregon University; M.A. in English, 2001, Nicholas Copernicus University; M.A. in English, 2004, Arizona State University

Bill Yates, Professor, Computer Information Systems
B.S. in Biology, 1972, University of Oregon; M.Ed. in Computers in Education, 1984, St. Martin’s College; Ph.D. in Curriculum and Instruction, 1988, University of Oregon

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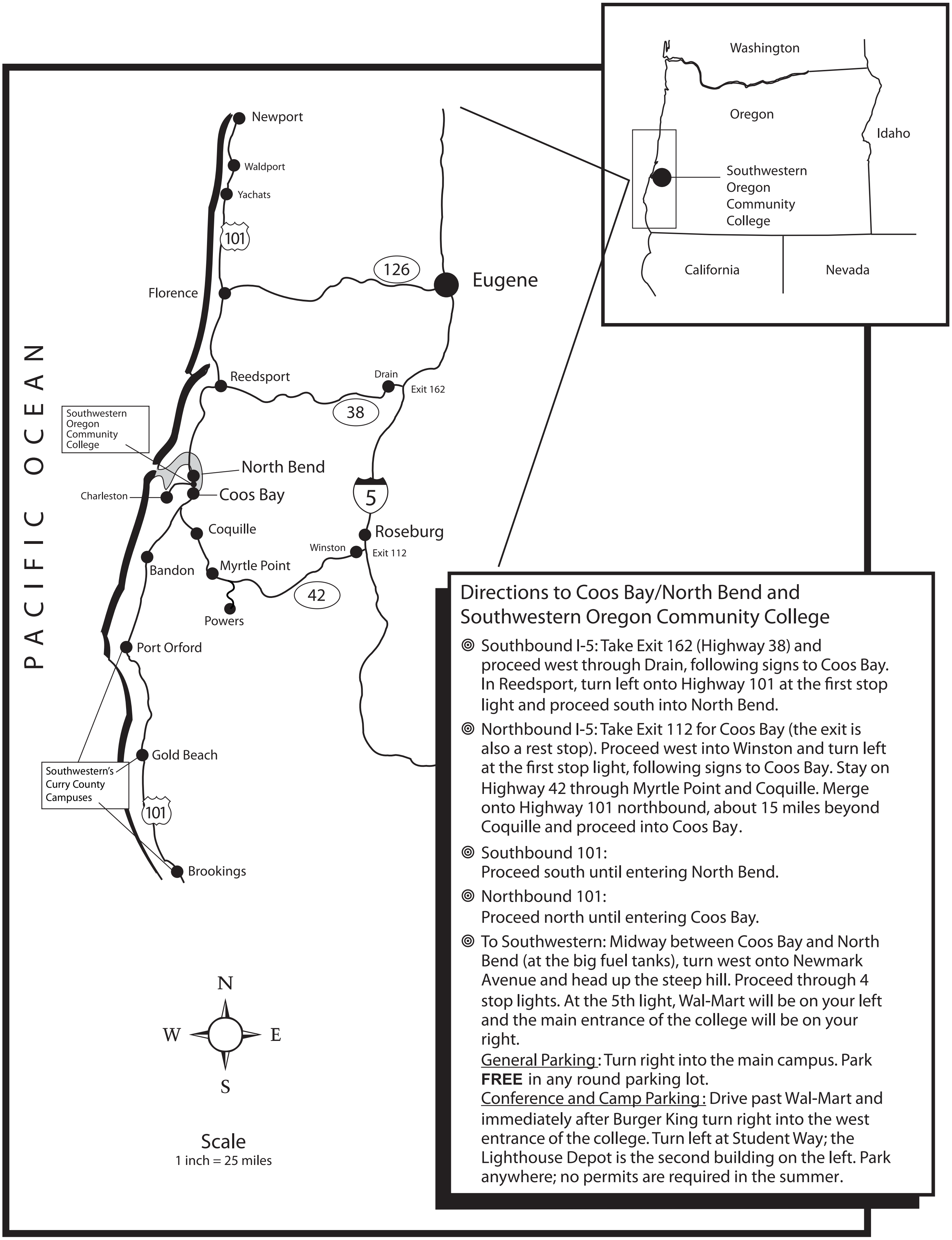
SOUTHWESTERN OREGON COMMUNITY COLLEGE CONTACT NUMBERS

1988 NEWMARK AVE., COOS BAY OR 97420 • WWW.SOCC.EDU

Southwestern Main Campus	(541) 888-2525 or (800) 962-2838
Administrative Services	(541) 888-7206
Admissions	(541) 888-7636
Athletic Department	(541) 888-7452
Community/Distance Education	(541) 888-7415
Educational Support Programs and Services (Counseling, Testing and Advising)	(541) 888-7405
Financial Aid Office	(541) 888-7337
Federal Work Study/General Student Employment	(541) 888-7337
Federal Student Aid	(800) 433-3243
Office of Instruction	(541) 888-7424
Oregon Student Assistance Commission	(800) 452-8807
Presidents Office	(541) 888-7400
International Student Program	(541) 888-7185
Student Loan Coordinator	(541) 888-7309
Student First Stop (Registration, Student Records, Transcripts, Cashier and Student Accounts Receivable)	(541) 888-7352
Student Housing	(541) 888-7635
Student Support Services	(541) 888-7419
Southwestern Curry Campus Brookings Center	(541) 813-1667
Southwestern Curry Campus Gold Beach Center	(541) 247-2741
Southwestern Curry Campus Port Orford Center	(541) 253-7553

EDUCATIONAL DEVELOPMENT PLAN

Name:			ID:		Degree/Certificate:		
First Year Fall	Credit	First Year Winter	Credit	First Year Spring	Credit	First Year Summer	Credit
Second Year Fall	Credit	Second Year Winter	Credit	Second Year Spring	Credit	Second Year Summer	Credit
Third Year Fall	Credit	Third Year Winter	Credit	Third Year Spring	Credit	Third Year Summer	Credit


Washington
Oregon
Idaho
Southwestern Oregon Community College
California
Nevada
Newport
Waldport
Yachats
101
Florence
126
Eugene
Reedsport
Drain
Exit 162
38
Southwestern Oregon Community College
North Bend
Coos Bay
Charleston
5
Roseburg
Coquille
Winston
Exit 112
Bandon
Myrtle Point
42
Powers
Port Orford
Gold Beach
Southwestern's Curry County Campuses
101
Brookings
PACIFIC OCEAN
N
W
E
S
Scale
1 inch = 25 miles

Directions to Coos Bay/North Bend and Southwestern Oregon Community College

- Southbound I-5: Take Exit 162 (Highway 38) and proceed west through Drain, following signs to Coos Bay. In Reedsport, turn left onto Highway 101 at the first stop light and proceed south into North Bend.
- Northbound I-5: Take Exit 112 for Coos Bay (the exit is also a rest stop). Proceed west into Winston and turn left at the first stop light, following signs to Coos Bay. Stay on Highway 42 through Myrtle Point and Coquille. Merge onto Highway 101 northbound, about 15 miles beyond Coquille and proceed into Coos Bay.
- Southbound 101:
  Proceed south until entering North Bend.
- Northbound 101:
  Proceed north until entering Coos Bay.
- To Southwestern: Midway between Coos Bay and North Bend (at the big fuel tanks), turn west onto Newmark Avenue and head up the steep hill. Proceed through 4 stop lights. At the 5th light, Wal-Mart will be on your left and the main entrance of the college will be on your right.
  General Parking: Turn right into the main campus. Park **FREE** in any round parking lot.
  Conference and Camp Parking: Drive past Wal-Mart and immediately after Burger King turn right into the west entrance of the college. Turn left at Student Way; the Lighthouse Depot is the second building on the left. Park anywhere; no permits are required in the summer.

50TH ANNIVERSARY LEGACY BRICKS

Southwestern Oregon Community College represents a legacy of innovation, community, lifelong learning, and, most importantly, an investment in our future. These community themes are engrained in Southwestern's 50 years of community service that will be commemorated with an anniversary celebration.

The celebration is highlighted with a Legacy Brick campaign offering past and present students, employees, and members of the community an indefinite legacy in stone. The Legacy Bricks will line the quad on the Coos Campus, honoring our past and paving the path to our future.

Legacy Bricks come in two sizes. The 4"x8" size is ideal to remember someone close to you or express a short personal message. An 8"x8" brick allows for a longer message and can even incorporate a logo, making it perfect for organizations throughout the college district. You can leave the legacy of your choice for only a minimum donation of $100 and $200, respectively.

You can reserve your Legacy Brick today online at www.socc.edu/foundation/pgs/alumni.

Proceeds for Legacy Bricks support Southwestern students and alumni through the Laker Club Alumni Association. Inaugurated in 2007, the Laker Club has over 820 members. The Club provides opportunities to promote, support, serve, reconnect and celebrate Southwestern students and the surrounding communities. Anyone who has taken at least one class can join and there are no membership fees or dues. Being a member of the Laker Club entitles members to free admission to Laker Club events. The Laker Club will also keep you informed of SWOCC news via email and give you an opportunity to connect with other Southwestern Alumnus.

If you are a graduate of Southwestern, or know someone who is, you can join the Laker Club online at www.socc.edu/foundation (click on the Lost and Found logo). You can also contact the Southwestern Foundation office at 541-888-7209 or lakerclub@socc.edu.

☐ 4X8 LEGACY BRICK - MINIMUM $100 DONATION

Please engrave my brick as follows: Subject to Laker Board approval any symbol is considered one space (letter, period, comma, dash) - 68 space max. All text is centered unless otherwise noted.

☐ 8X8 LEGACY BRICK - MINIMUM $200 DONATION

Please engrave my brick as follows: Subject to Laker Board approval any symbol is considered one space (letter, period, comma, dash) - 64 space max with logo. All text is centered unless otherwise noted.

Name:______________________________ Phone:______________________

Address:______________________________ City:____________________ State:_______

Email Address:______________________________ Amount Paid:____________________

Please return this form and your check payable to:

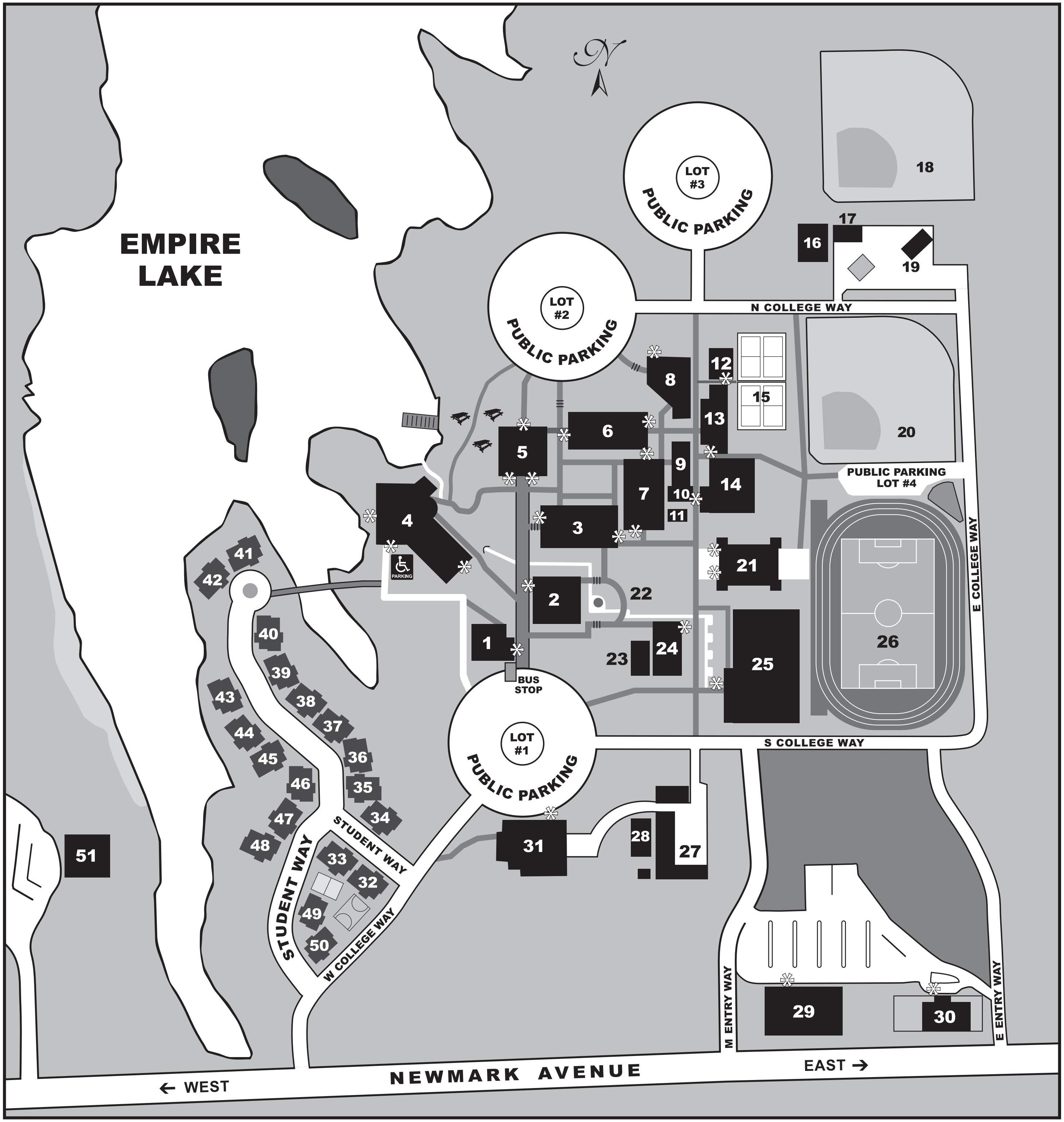
SWOCC Foundation: Legacy Brick Project

1988 Newmark Ave. Coos Bay, OR 97420

ROCKY THE RACCOON
SINCE 1961

LEGACY BRICK 4X8 - MINIMUM $100 DONATION

LEGACY BRICK 8X8
MINIMUM $200 DONATION


N
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LOT #2
PUBLIC PARKING
LOT #1
PUBLIC PARKING
PUBLIC PARKING LOT #4
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PARKING
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E ENTRY WAY
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NEWMARK AVENUE
EAST →
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SOUTHWESTERN
Oregon Community College

Directory

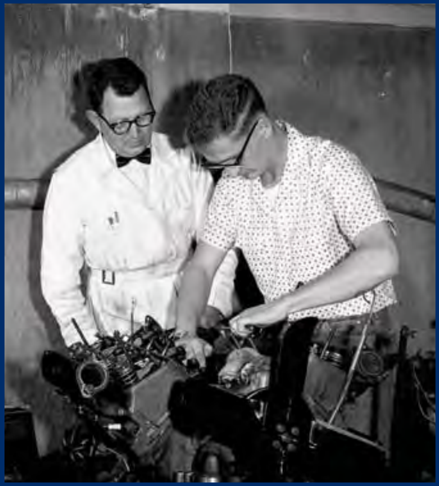
1. Stensland Hall
2. Dellwood Hall
3. Randolph Hall
4. Empire Hall / Lakeview Rooms / Hales Center for the Performing Arts
5. Tioga Hall
6. Sitkum Hall
7. Coaledo Hall
8. Eden Hall
9. Lampa Hall
10. B-2 Electronics Tech Lab
11. Greenhouse
12. Sunset Hall
13. Sumner Hall
14. Fairview Hall
15. Tennis Courts
16. Field House
17. Fire Science
18. Baseball Field
19. Fire Tower
20. Softball Field
21. Prosper Hall / Gym
22. Poet's Eye Outdoor Theater
23. B-3 Maintenance Warehouse
24. Umpqua Hall
25. Student Recreation Center
26. Track / Soccer Field
27. Plant Services / Maintenance
28. Greenhouse
29. Newmark Center
30. Family Center / Child Care
31. Oregon Coast Culinary Institute

STUDENT HOUSING:

32. North Head
33. Lighthouse Depot
34. Willamette River
35. Warrior Rock
36. Desdemona Sands
37. Point Adams
38. Tillamook Rock
39. Cape Meares
40. Yaquina Head
41. Heceta Head
42. Umpqua River
43. Cape Arago
44. Coquille River
45. Cape Blanco
46. St. George Reef
47. Battery Point
48. Trinidad Head
49. Willapa Bay
50. Gray's Harbor

51. Neighborhood Facility Building

✻ Denotes Disabled Accessible Entrances
III Denotes Stairs



Honoring Our Past, Lighting The Future

SOUTHWESTERN
Oregon Community College

1988 Newmark Avenue
Coos Bay, Oregon 97420

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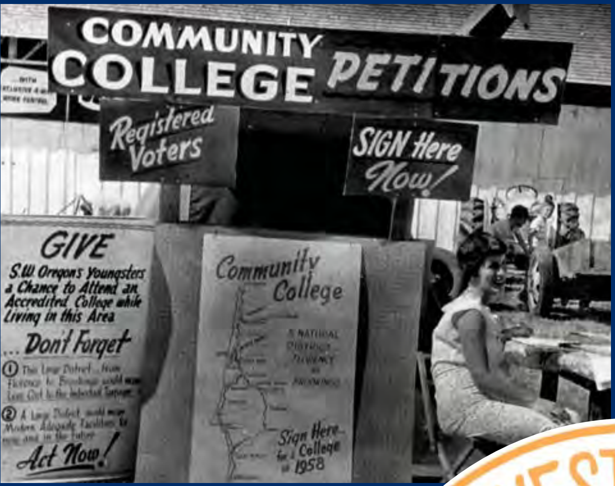
COMMUNITY COLLEGE PETITIONS
Registered Voters
SIGN Here Now!
GIVE S.W. Oregon's Youngsters a Chance to Attend an Accredited College while Living in this Area
... Don't Forget
Act Now!
Community College
Sign Here for a College in 1958

MCMLXI

50 Years!

HONORING OUR PAST, LIGHTING THE FUTURE
1961-2011

SOUTHWESTERN
Oregon Community College

CLASS CATALOG 2011-2012

ACADEMIC CALENDAR 2011-2012

Dates are subject to change. Please check quarterly schedule or online at *www.socc.edu*

TERM	SUMMER 2011	FALL 2011	WINTER 2012	SPRING 2012
Advising	Summer/Fall Term April 27 - May 11	Winter Term November 16 - November 23	Spring Term February 29 - March 7	Summer/Fall Term April 25 - May 9
Registration (Make payment arrangements with Student First Stop Center at time of Registration)	May 2 - June 22	May 2 - September 28	November 21 - January 11	March 5 - April 4
Bookstore charging begins	June 13	September 20	December 12	March 26
Move-In day for housing residents	June 18	September 23	January 7	March 31
New student orientation		September 24		
Student Service Office open 9 a.m. - Noon		September 24		
Classes begin	June 20	September 26	January 9	April 2
Waitlists completed, see Instructor.	June 16	September 22	January 5	March 29
Last day to register or add classes without instructor consent.	June 22	September 28	January 11	April 4
Financial Aid Students must complete all add/drops, including waitlist classes, for correct check disbursement (funds disbursed based on today's enrollment status)	June 30	October 7	January 20	April 13
Financial Aid Disbursement begins	July 7	October 14	January 27	April 20
Last day to change to audit	July 28	November 4	February 17	May 4
Last day to withdraw	August 3	November 30	March 14	June 6
Graduation applications due	August 4	November 4	February 3	May 4
Southwestern Foundation General Scholarship Applications available 2011-2012		December 5		
Student Awards Convocations 3:00 - 5:00 p.m.				June 6
Final exam week	August 8-11	December 5-8	March 19-22	June 11-14
Textbook buy-back	August 8-11	December 5-9	March 19-23	June 11-15
Check-out for housing residents	August 13	December 10	March 24	June 16
Commencement				June 15
Grades available in WebAdvisor	August 24	December 14	March 28	June 20
Term breaks	August 15 - September 25	December 12 - January 1	March 26-30	June 18-22
CAMPUS OFFICES CLOSED (Note: Offices closed on Fridays during the Summer, June 24 - September 2)	June 24 July 1, 4, 8, 15, 27, 29 August 5, 12, 19, 26	September 2, 5 November 11, 24, 25 Dec. 22 - Jan. 3	January 16 February 20	May 28

Online registration cut-off dates (other than Southwestern's) are set by the Oregon Community College Distance Learning (OCCDL) and are subject to change.
To verify registration dates, please visit the OCCDL web site: http://oregoncollegesonline.com/courses.html

Cover Photographs (l to r): Aerial view, phase III building of campus - 1967; Auto shop - ca. 1965; Nursing graduates - 1972; Petition signing for a college district at the Coos County Fair - 1958; Biology class - ca. 1965; SWOCC's founder, Henry F. Hansen; Skills Day, chocker setting competition - 1983.

WELCOME TO SOUTHWESTERN OREGON COMMUNITY COLLEGE

To all of our students and members of our communities:

Welcome to Southwestern! Thank you for choosing Southwestern Oregon Community College (SWOCC) as your destination for education and training. Our theme this year is "Honoring our Past, Lighting our Future." The college district is turning 50, having celebrated its charter on May 1, 1961. We will have many celebrations throughout the year to recognize the milestone.

We honor our past through the celebration of the memories and traditions of the last fifty years. SWOCC has strong roots in this region, leading back to the inspired pioneers who first brought secondary education to the South Coast and the courageous early students who dodged mud and construction to walk to classes. We are thankful for the five decades our students, employees and communities have supported our missions, visions and the services we provide. We are proud to call the South Coast our home.

During this next year, we will also be lighting our future, when we will embrace the ideas, people, and technology for the next 50 years. Excellent student instruction and support will continue to be our priority and the success of our students and our neighboring communities our measuring sticks. We will adapt and innovate while remaining good stewards of our resources.

What does your future hold? This catalog is a roadmap to your future. A journey through these pages may lead to a future certificate, degree, or a career pathway. Whether you are trying to advance in your current job or learning skills to start a new career, SWOCC has the instructors and staff to guide you to your destination.

We invite you to participate in the celebrations this year and continue your personal journeys with SWOCC!

Welcome to the Laker Family!

Patty M. Scott, Ed.D
President

HISTORY

Southwestern Oregon Community College is located within two miles of the Pacific Ocean in an area of scenic beauty and mild climate.

The 153-acre institution lies completely within the city of Coos Bay and is bordered on the north and east by the city of North Bend.

The college was formed in a tax district election in May 1961. It included Coos and western Douglas counties. On July 1, 1995, Curry County joined the college district. The district now encompasses 3,648 square miles with a population of more than 92,000. The college is the only public, post-secondary institution in the region.

Enrollment has grown from 266 students in 1961 to nearly 14,500 students annually. Staff has grown from 15 to more than 60 full-time faculty and from 11 to over 275 part-time instructors. Cultural and athletic events at the college attract 20,000 men, women, and children each year.

During the early years, Southwestern held classes in surplus U.S. Navy facilities and in Coos Bay and North Bend school district buildings. Today's main campus is located on the shore of Upper Empire Lake in a natural tract of coastal pine.

Permanent campus construction began in 1963. A majority of the campus was built between 1965 and 1969. A second phase of construction, which began in 1979, provided new and remodeled shops and laboratories and expanded facilities for several programs. The expansion included a student center with a cafeteria, student activity space, student government offices, and meeting rooms for school and community activities.

The college entered a new building phase in 1994 with the construction of a new student services and general classroom building. This was followed immediately by a comprehensive Student First Stop Center, a Family Center, student housing, a new baseball field, an indoor athletic practice facility and a state-of-the-art performing arts and conference center.

The residents of Curry County voted to annex themselves to the district in 1995; the college area nearly doubled in size, extending to the California border. A full range of college services is now offered in Curry County.

As a partner in the South Coast's economic development, Southwestern offers students and industrial partners education that meets their needs. Whether students enroll for a short course, a two-year transfer, or a two-year Associate degree, they are preparing for a rewarding future.

SOUTHWESTERN MISSION STATEMENT & ACCREDITATION

MISSION STATEMENT

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Adopted January 25, 2010.

CORE THEMES

- Access
- Learning and Achievement
- Innovation and Sustainability
- Community Engagement

Adopted April 26, 2010.

ACCREDITATION

Southwestern is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a nationally recognized regional accrediting agency by the U.S. Department of Education.

The Northwest Commission on Colleges and Universities has officially reaffirmed Southwestern Oregon Community College's accreditation following a full review in 2002, again during the Fifth Year Interim Visit in Spring of 2007, and most recently following the 2009 Focused Interim Visit. Copies of the college's accreditation, self-study reports, approvals, and certifications are available for review by contacting the Accreditation Liaison Officer or requesting to review copies available at the Library, located in Tioga Hall or online at *www.socc.edu/accreditation*. NWCCU Accreditation status is granted as an institution; any program accreditation or approvals are granted by other agencies.

OREGON COAST CULINARY INSTITUTE PROGRAM ACCREDITATION

Oregon Coast Culinary Institute at Southwestern Oregon Community College was granted a five-year accreditation by the American Culinary Federation, ACF in 2007.

OREGON COAST CULINARY INSTITUTE BAKING & PASTRY PROGRAM ACCREDITATION

In 2009, The OCCI Baking and Pastry Program was granted accreditation by the American Culinary Federation (ACF) for a five-year period. The five-year accreditation is the highest level available for initial accreditation by the ACF – the premier professional chefs' organization in North America, focusing its efforts on offering education, apprenticeship and industry certification. With the accreditation, OCCI's graduates will automatically gain the title of Certified Culinarian upon graduation, along with their associate's degrees.

NURSING PROGRAM ACCREDITATION

The Oregon State Board of Nursing (OSBN) is the state agency responsible for overseeing the standards for approval of Nursing Programs in Oregon. Southwestern is an approved program having submitted the required self-study in Fall 2006. The OSBN website provides the following information:

The Oregon State Board of Nursing monitors continuing compliance with the Standards for Approval. The standards address faculty approval, curriculum approval, and student standards and records as well as several other program specific approvals.

EMT PARAMEDIC PROGRAM ACCREDITATION

The State of Oregon Office of Workforce Development, in partnership with the State's Emergency Medical Services Office, reviews programs every five years for each college offering Emergency Medical Services (EMS) training. The program approval encompasses all aspects of a training program, including administrative support, curriculum, facilities, funding, instructor credentials, and program management.

Southwestern began offering the two-year Paramedic Degree in Fall 2008. The first on-site visit for program approval took place on May 28 and 29, 2009. The program was approved through 2012.

CHILDHOOD EDUCATION AND FAMILY STUDIES ACCREDITATION

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

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While every effort is made to ensure the accuracy of the information in this catalog, Southwestern Oregon Community College has the right to make changes at any time without prior notice. This catalog is not a contract between Southwestern Oregon Community College and current or prospective students. Some policies and procedures are subject to change. See quarterly schedule of courses for details.

EQUAL OPPORTUNITY

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512, phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

1. GENERAL ADMISSION INFORMATION

Southwestern has an open-door admission policy and welcomes students who wish to obtain a quality education. In general, students may enroll in classes if they meet any one of the following requirements and have the ability to benefit from instruction:

- Are 18 years of age or older.
- Have graduated from an accredited high school.
- Have completed a General Education Development (GED) certificate or an Adult High School Diploma.
- Were home schooled and have met state requirements for high school equivalency/completion.

Students in need of assistance with any part of this process are encouraged to see the Admissions Office Staff in Dellwood Hall, Room 4, or call 541-888-7636 or 800-962-2838, ext. 7636 to schedule an appointment.

Si usted necesita mas ayuda, por favor, llame a Educational Support Programs and Services (ESPS) al teléfono 541-888-7408 or 541-888-7407.

Students under the age of 18 who have not graduated from high school or earned a GED must visit www.socc.edu or meet with an advisor/counselor and have his or her parent(s), to fill out the “Underage Student Agreement” or “High School Partnership” form. Please contact the Educational Support Programs and Services (ESPS) office in Stensland Hall or call 541-888-7405.

Curry County residents have three locations to contact for assistance, the Brookings-Harbor Center, 420 Alder Street, 541-469-5017, the Gold Beach Center, 29392 Ellensburg Ave, PO Box 590, 541-247-2741 and the Port Orford Center, 541-253-7553.

2. COMPLETE AN APPLICATION FOR ADMISSION

FIRST-TIME STUDENTS

Students taking 12 credits or more in a term, receiving financial aid and/or pursuing a degree or certificate are required to submit an Application for Admission.

- Apply online at www.socc.edu/admissions and submit the application fee online, or
- Visit the Student First Stop Center in Dellwood Hall for an application and submit it with the application fee, in person or by mail.

Students taking less than 12 credits in a term or attending for personal interest only need to complete a Student Record form. The Student Record form is located in WebAdvisor at www.socc.edu. Once the required information is submitted, please allow three working days to receive your user ID and password by email.

INTERNATIONAL STUDENT ADMISSION

International students must meet federal immigration and college requirements before being admitted to Southwestern. International students who present Test of English as a Foreign Language (TOEFL) scores with a minimum score of 450 may be admitted to Southwestern. Other tests accepted are listed online at www.socc.edu/isp/pgs/admissions/index.shtml.

Students must complete the International Application for Admission form and submit it along with TOEFL scores and a financial statement to the Coordinator of International Student Programs before the I-20 and acceptance letter are issued. Students are also required to send any international transcripts to a third party evaluator for translation.

SOUTHWESTERN FACT

International Transcripts must be mailed to a third party evaluator. A fee is charged for this service. World Education Services Inc. - ask for a “Course by Course Report”. WES Inc., P.O. Box 26879, San Francisco, CA 94126, 800-414-0147, www.wes.org.

Or

Academic Evaluation Institute Inc. ask for a “Comprehensive Report.” ACEI Inc., P.O. Box 6908, Beverly Hills, CA 90212, 310-275-3530, www.acei1.com.

Southwestern provides a comprehensive array of services. Aside from the special orientation process designed specifically to familiarize our international students with the college and community, we offer TOEFL preparation on campus, personal and academic counseling, special tutoring services to help students progress in their courses, a mentor program that brings international students together with American conversation partners, and a bridge course (Writing 60: College Writing for International Students) designed to provide international students with writing practice in most disciplines. In addition, there is housing assistance, advice about immigration regulations, and activities and field trips which are periodically organized to acquaint our students with the recreational opportunities available in this scenic area. For additional information, www.socc.edu/isp/

For more information please contact the Coordinator of International Student Programs at 541-888-7185 or 800-962-2838, ext. 7185.

SPECIAL ADMISSIONS PROGRAMS

There are additional admission processes for restricted-entry courses, programs, and training opportunities which require a separate application:

- Baking and Pastry: 541-888-7700
- Culinary Arts: 541-888-7700
- Nursing, Nursing Assistant and Medical Aide: 541-888-7340
- Phlebotomy: 541-888-7443
- Emergency Medical Technician Paramedic: 541- 888-7432

Call the numbers indicated or the Admissions Office in Dellwood Hall, Room 4, 541-888-7636.

TRANSFER STUDENTS

Transfer students who plan to complete a degree and/or receive financial assistance must complete the application process and have official transcripts sent to Southwestern. Course credits transferred from other accredited colleges or universities are evaluated in terms of equivalency to Southwestern courses and/or applicability to Southwestern programs. All credits used to calculate the cumulative grade point average (GPA) are transferred; however, some of the credits may not apply to a student's Southwestern program.

SOUTHWESTERN FACT

Send all Official Grade Transcripts to Southwestern Oregon Community College, Attn: Transcript Evaluator, 1988 Newmark Avenue, Coos Bay, OR 97420.

3. DECLARE A MAJOR

Degree-seeking students must declare a major on the Application for Admission. To change a declared major, visit the Educational Support Programs and Services (ESPS) office and complete a Change of Major form. Advisors are unable to declare or change majors. Changes to majors made within the second week of the term will apply to the current term. Changes made after that will apply to the following term. Refer to the catalog from the year in which you declared your major.

STATUTE OF LIMITATIONS ON AA/OT, AS, AGS AND AAS DEGREES & CERTIFICATES

To earn an Associates Degree or Certificate of Completion, students must meet the requirements in the catalog year in which they declared their major at Southwestern. Students who are not enrolled in at least one course toward their degree for more than one year will lose the right to complete the degree under the original catalog requirements. Students must then meet the requirements in the catalog from the year they re-enroll at Southwestern.

The application of existing coursework will be evaluated on an individual basis by the Transcript Evaluator and the appropriate instructors. Modifications or exceptions may be made in certain circumstances by approval from the Academic Standards Committee. For example, if the student has been employed in the skill area and has thus been able to keep up with developments in the field or if the time lapse is marginally outside accepted limits. All exceptions will be made with the knowledge and consent of the appropriate instructors.

An edition of the catalog is valid for five academic years. For example, a catalog that takes effect in summer of 2010 is valid only through spring of 2015. Students should regularly consult an advisor in their major field. Failure to complete the requirements within that time line will require students to move to the current catalog year or to petition the Academic Standards Committee, using the Academic Standards Committee Petition form, for an exception to the policy. Students taking more than five years to complete their degree program must have coursework evaluated by the Transcript Evaluator and the program faculty before graduation. Students may have to retake courses or take additional coursework in order to graduate.

SOUTHWESTERN FACT

Students receiving Financial Aid are required to declare a valid major.

A declared major contains a list of required courses a student needs in order to graduate with a degree or certificate.

Your catalog year is the academic year you declared your major. A catalog is your guide book for success at any college. Always refer to your catalog when planning your following term's course schedule. Your catalog will assist you in keeping on track for graduation by helping you determine the courses you need and do not need.

Some programs may impose shorter time limits for accepting credits for degree or certificate requirements. Occasionally, the college may change courses and course numbers within a program. Southwestern has the right to terminate or reinstate programs. The college will assist students enrolled in these programs to complete the degree or certificate requirements.

4. APPLY FOR FINANCIAL AID

All students interested in receiving any type of financial assistance, including loans, must complete the FAFSA (Free Application for Federal Student Aid). The application is available on line at www.fafsa.ed.gov. Southwestern's school code is 003220.

Southwestern's Financial Aid office contacts students by mail/email for the next steps in the financial aid process. For further information visit us online at www.socc.edu/financialaid/, at the First Stop Center in Dellwood Hall, or call 541-888-7337.

SOUTHWESTERN FACT

A FAFSA is required every academic year. Starting January 1, the FAFSA and the renewal FAFSA are available online at www.fafsa.ed.gov.

All students seeking student loans must complete a FAFSA and must complete all the financial aid and loan steps.

Degree seeking students taking less than 12 credits in a term may still have financial assistance available to them. Complete the FAFSA and contact the Financial Aid office for more information.

5. ARRANGE FOR HOUSING

All full-time students have the privilege to live in Student Housing. Students who are from out-of-district or from out-of-state are required to live in housing during their freshman year. Living in student housing is the best way to ensure academic success, to collaborate with other students, faculty and staff and to get the full "college experience." Prospective residents must be 18 years of age before December 15 of the current academic year to live in housing. The room and board agreement and the housing application are available online at www.socc.edu/housing or visit the Housing office in the Lighthouse Depot, Room A-1.

Students who are required to live in student housing may request a waiver for exception from the Student Housing office. Pre-approved exemptions include having a dependent, being 21 years of age prior to the first day of class, being a veteran or transferring with 45 or more quarter credits. The college does not grant waivers for reasons other than those listed.

6. TAKE A PLACEMENT TEST

The purpose of a placement test is to determine students' entry level for reading, writing, and math. Tests are given in the Educational Support Programs and Services (ESPS) office located in Stensland Hall between 8:15 a.m. and 3:00 p.m., Monday through Friday, and take an average of two hours to complete. Students will receive a copy of their test results, and students' advisors will discuss the results with them as well as assist them in selecting classes based on their placement. Call ESPS located in Stensland Hall at 541-888-7371 for more information.

Applicants who have ACT/SAT scores are asked to submit them to the Admissions Office in Dellwood Hall, Room 4.

SOUTHWESTERN FACT

High scores may allow students to "test out" of some coursework. If students have prior college work or have taken a placement test at another college, they should check with ESPS located in Stensland Hall.

DETERMINING MANDATORY READING

A reading skills class is required for all full time (12 credit) or degree seeking students whose reading test scores are between 30-38 on the ASSET Placement test or 36-68 on the COMPASS Placement test. These students are required to attend reading skills classes until their test scores are 39 or higher on the ASSET or 69 or higher on the COMPASS. Students may take other courses needed to complete their programs or degrees while enrolled in reading skills classes. Students with disabilities will not be excluded from this policy based on disability alone.

7. MEET WITH AN ADVISOR

Degree-seeking students must see their advisor for the following term before they may register. Students will discuss their educational goals with their advisors and receive assistance planning their class schedules. Students should visit Educational Support Programs and Services (ESPS) in Stensland Hall if they need an advisor assigned. Students who are unsure of their educational goals may receive help from counselors to determine a college major and career goal.

Visit WebAdvisor at www.socc.edu to find a listing of Southwestern classes. Students should register using WebAdvisor online at www.socc.edu but may also register in person at the Student First Stop Center.

SOUTHWESTERN FACT

Degree seeking students must meet with their advisors to be approved to register for the following term.

For further assistance in determining your educational goals, visit ESPS to use the Oregon Career Information System (CIS). CIS is a free online aptitude test. An aptitude test is a resource that suggests career fields based on students' interests.

8. REGISTER FOR CLASSES

Register at WebAdvisor online at www.socc.edu. Students may also receive assistance at the Student First Stop Center in Dellwood Hall.

WHAT WEBADVISOR CAN DO FOR YOU AT SOUTHWESTERN!

- **ACCESS:**
  - Get a user ID
  - How to use/receive a password
  - Learn your Southwestern student ID
  - Use your Southwestern e-mail address
- **REGISTRATION:**
  - Search for classes
  - Register for classes
  - Check your preferred list
  - Add/drop classes
  - Manage your waitlist
- **FINANCIAL:**
  - Check your account summary
  - Make a payment
  - Check your financial aid status
  - Apply for a student loan
- **ACADEMIC NEEDS:**
  - E-mail your advisor
  - Print an unofficial transcript
  - Order an official transcript
  - View your GPA and grades
  - Print an enrollment verification
- **DIFFICULTIES WITH WEBADVISOR?**
  - Visit the Southwestern Student First Stop Center in Dellwood Hall; Email firststop@socc.edu; or Call (541) 888-7352.

9. PAY FOR CLASSES

Current tuition and fees are listed online at www.socc.edu, in this catalog and in Southwestern's Schedule of Classes. All courses carry a per credit tuition charge, per credit fee, and a per course fee.

Payment in full or a payment plan is required at the time of registration. Financial Aid students should verify their funding with the Student First Stop Center.

SOUTHWESTERN FACT

Tuition for out-of-state students and Oregon resident students is the same.

UNDERSTANDING YOUR RESPONSIBILITY FOR PAYMENT

Southwestern accepts cash, checks, money orders, VISA, MasterCard, and Discover.

Refer to Southwestern's web site, Southwestern's Schedule of Classes, or the catalog for the refund and withdrawal periods. Refer to the Financial Aid sections if you will be receiving any type of Financial Aid assistance.

SOUTHWESTERN FACT

All students seeking a student loan must complete a FASFA and complete the Financial Aid process.

10. PURCHASE YOUR TEXTBOOKS

The Southwestern Bookstore is the one-stop shop for students. It carries everything from new and used textbooks, computer accessories, and software, to art supplies and office supplies. A variety of snacks, clothes, Southwestern memorabilia, and gifts are also available.

If the Bookstore does not have what a student needs, they will order it right away!

The Bookstore is located in Stensland Hall. Business hours are Monday-Friday, 8:30 a.m. to 4:30 p.m. on the web at www.socc.edu/bookstore.

The Bookstore offers online purchasing at www.socc.bkstr.com.

SOUTHWESTERN FACT

Book buy-back is held during finals week of each term. Refer to the academic calendar for exact dates.

11. ATTEND ORIENTATION TO COLLEGE

New Student Orientation is held each year during the week before fall term begins and attendance is highly recommended. Visit Educational Support Programs and Services (ESPS) in Stensland Hall for more information.

Registration line 1982.

PHILOSOPHY OF GENERAL EDUCATION

Southwestern holds that general education should accomplish two major objectives. The first objective is to provide students with knowledge that will help them attain their full potential as informed and responsible members of society. General education courses offer knowledge that enables students to communicate effectively, to explain relationships among societies, to articulate what it is to be human, to develop artistic expression, to analyze the natural world, and to make informed decisions about physical and mental health.

The second objective of general education is to equip students with the mental skills they must possess if they are to learn independently. Mental skills such as listening, speaking, writing, computing, analyzing, synthesizing, and deliberating logically will enable students to learn on their own throughout their lives.

Southwestern intends that students who complete general education classes shall possess the knowledge and the mental skills essential if they are to develop their potential as individuals and as citizens. General education requirements are aimed at conveying to students the knowledge that each person is valuable and that communities of people are valuable. They are designed to prepare students to promote their own personal well being and that of society.

A core of general education instruction permeates each of the college's five degrees (AAS, AGS, AA/OT, AS, AS/OT-Business), offering students many opportunities to acquire the knowledge and mental skills they must possess to become lifelong learners and responsible citizens.

GENERAL STUDENT LEARNING OUTCOMES

Students graduating from Southwestern with a two-year degree are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:

Communication: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.

Computation: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

Creative, Critical & Analytical Thinking: Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

Community/Global Consciousness & Responsibility: Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.

Discipline Content: Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their program, students must begin with the courses within their skill level as determined by the placement test score.

Certain programs are restricted entry programs, please see program page for further instruction.

ADVANCED STANDING

Course work from accredited colleges and universities will be accepted in accordance with college policies.

ASSOCIATE OF ARTS-OREGON TRANSFER DEGREE (AA/OT)

The AA/OT degree is designed for students planning to transfer into a baccalaureate degree program in the Oregon University System (University of Oregon, Oregon State University, Eastern Oregon University, Western Oregon University, Southern Oregon University, Portland State University, or Oregon Institute of Technology). All of these universities accept the AA/OT as a "block transfer," enabling a student to enter as a junior with all of the transfer school's lower division general education requirements met. The AA/OT offers students the flexibility to choose courses that interest them while fulfilling requirements at their transfer schools.

Several Oregon private institutions and a limited number of out-of-state institutions also accept the AA/OT . These include Concordia University, Pacific University, Warner Pacific College, George Fox University and Marylhurst University in the Portland area, as well as Western Baptist College, BYU - Hawaii, Hawaii Pacific University, Boise State University, Seattle Pacific University, and Washington State University.

It is important to note that the AA/OT may not be the best degree option for all majors. Students should consult advisors in their major areas for educational planning related to required courses in their majors.

ASSOCIATE OF SCIENCE – OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

The AS/OT-Bus degree is designed for business majors planning to transfer to a baccalaureate degree program at four-year institutions in the Oregon University System (OUS). It does not guarantee admission to the Business school/program of any OUS institution. A student who holds the AS/OT-Bus degree transferring to any institution in the Oregon University System will have met the lower-division general education requirements for that institution's baccalaureate degree programs. Students will also have junior standing for admission and registration purposes.

ASSOCIATE OF SCIENCE (AS)

The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their major requirements. NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are strongly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

This flexible degree option enables a student to complete an associate's degree that is tailored to the general education requirements of the transfer school. Students must exercise caution in using the AGS option, as the degree does not guarantee transferability of courses completed. Educational planning for the AGS should be done with the help of an advisor.

OREGON TRANSFER MODULE (OTM)

The Oregon Transfer Module (OTM) is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Courses are selected from an approved list of 100- and 200 level general education requirements, determined by each Oregon community college, Oregon University System institution, or participating Oregon independent college or university. It is designed to improve student access to a college degree by enhancing opportunities for the transfer of credits earned at one community college or Oregon University System (OUS) campus to another public college or university.

Any student completing the requirements for an Oregon Transfer Module that conforms to the guidelines will have met the requirements for the OTM at any Oregon community college or institution in the Oregon University System. At the time of transfer, the receiving institution may specify additional course work for a major or for a degree, and for any additional institution specific General Education requirements not included in the OTM.

DIRECT TRANSFER

Transfer without a degree is an option for Southwestern students. A student may select a major and transfer school, then take only the specific courses required for that major and/or college. Students in certain majors may need to transfer after one year to take advantage of critical major courses offered in the sophomore year. When a student opts for direct transfer, Southwestern courses are evaluated and accepted on a course-by-course basis by the transfer institution.

Direct transfer students must meet the transfer schools' "freshman" or "transfer admission" requirements. Catalogs from transfer institutions contain information about credit hour and grade point average requirements and transfer application procedures.

TRANSFER DEGREE REQUIREMENTS

SUCCESSFUL TRANSFER

Success in the transfer process is largely the result of careful planning. It is each student's responsibility to learn the program requirements of any prospective transfer school, and to keep up to date on changes in those requirements. Therefore, students should periodically contact the Educational Support Programs and Services (ESPS) Office and/or the transfer institution for updates. Prudent use of available resources and advising can help ensure smooth transition to a four-year institution.

Students can benefit from following these tips for successful transfer:

- Plan Ahead: Enroll in HD100: College Success and Survival and/or contact an advisor during your first term at Southwestern to develop an education plan. If you need help with choosing a major or career, enroll in HD140 Career/Education Exploration or HD208 Career/Life Plan. Consider taking HD215 Transfer Success.
- Maintain Contact: Establish early contact with admissions representatives and major advisors at Southwestern and transfer institutions. Keep in touch with them in order to keep up to date on major and transfer requirements.
- Know the Rules: Pay attention to GPA and transfer credit policies, application deadlines and both general education and major course requirements of transfer institutions.
- Confirm Transferability of Courses: Not all 100-200 level courses transfer to all four-year schools. Transfer colleges have the "last say" on transferability.
- Utilize Transfer Resources: This catalog, the Educational Support Programs and Services (ESPS) Office, quarterly Transfer Days and Southwestern faculty advisors are key sources of information and guidance.
- Ask for Help: Make sure you have current and complete information; ask for what you need to complete the transfer process successfully.

TRANSFER HOTLINE

If a student has a problem transferring classes to a college or university, the student should first try to resolve the problem through contact with the transfer institution. Southwestern advisors may be of assistance in such cases. However, if a problem cannot be resolved, the student may call the Transfer Problem Hotline at the Oregon Department of Education for help. The hotline number is 503-378-8609, ext 367.

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45-46	Childhood Education and Family Studies	AS	Eastern Oregon University Portland State University
47-48	Childhood Education and Family Studies	AAS	Southern Oregon University
64-65	Criminal Justice	AS	Southern Oregon University
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81-82	Marine Biology	AS	University of Oregon
88	Natural Science	AS	
96-97	Physical Education	AS	Eastern Oregon University
16-17	Oregon Transfer Module	OTM	Oregon Community Colleges Oregon University System

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

The AA/OT is a program of study that community college students can follow to fulfill all their lower division general education requirements for a bachelor's degree at an Oregon University System (OUS) institution. It is an agreement between the Oregon State System of Higher Education and Oregon's community colleges to provide transfer of community college coursework to an OUS institution.

Completion of the AA/OT Degree can lead to junior standing, for registration purposes, for any student admitted to a university in the OUS (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University). The AA/OT does not necessarily meet specific institutional, departmental, or major requirements with regard to courses or grade point average. Students may transfer between 108 and 128 community college credits to four-year OUS institutions. Students should plan carefully with the four-year institution to which they plan to transfer in order to meet individual institutional requirements. Students considering transfer to private and out-of-state institutions will find the AA/OT to be excellent preparation for upper division study.

Upon enrolling at Southwestern, students need to be ready for college-level mathematics, writing and science in order to complete the AA/OT in two years. If students lack the necessary skills, Southwestern offers excellent preparatory courses and tutorial assistance to help them get on track quickly.

FOUNDATIONAL REQUIREMENTS LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

INFORMATION LITERACY

- Formulate a problem statement.
- Determine the nature and extent of the information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, legal, and social issues surrounding the use of information.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

MATHEMATICS

- Use mathematics to solve problems.
- 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.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed and power.

DISCIPLINE STUDIES LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, MATH, COMPUTER 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.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CULTURAL LITERACY

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours and 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 AA/OT is awarded. Complete 30 of the last 45 credits at Southwestern before the AA/OT degree is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the AA/OT Degree (see page 14). The list is available on the following pages and in the Admissions, Student First Stop Center, the Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. *Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree.*

Courses that are developmental in nature (designed to prepare students for college transfer courses) are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term.

SOUTHWESTERN

ASSOCIATE OF ARTS/OREGON TRANSFER DEGREE (AA/OT)

FOUNDATIONAL REQUIREMENTS

WRITING (3 COURSES)

WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better)

Note: Information Literacy is included through embedding the appropriate content and analytical activity in courses that count toward the writing Foundational Requirement.

MATHEMATICS (1 COURSE)

MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)

SPEECH/ ORAL COMMUNICATION (1 COURSE)

SP100, SP111, SP112, SP217, SP218 or SP219

(Must complete with a grade of 'C' or better)

HEALTH, WELLNESS AND FITNESS (3 CREDITS)

PE185 (3 courses) or One (3 credit course) HE250 or PE231

(Must complete with a grade of 'C' or better)

DISCIPLINE STUDIES REQUIREMENTS

Note: All courses must be completed with a grade of 'C' or better.

Cultural Literacy: Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. Courses indicated with a * meet Cultural Literacy requirement.

ARTS AND LETTERS

Three (3) courses chosen from two or more disciplines.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107*, 108*,109*, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204*, 205*, 206*

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205*, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217*, 218, 219, 220*

SPAN201, 202, 203

WR214, 214T, 241, 242, 243

SOCIAL SCIENCES

Four (4) courses chosen from two or more disciplines.

ANTH101, 102, 103*, 221*, 222*, 223*, 230*, 231*, 232*

CJ101

ECON201, 202

ED169, 258*

GEOG105*

HDFS140*, 222, 229, 247

HST101, 102, 103, 104*, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231*, 237, 239, 240

SOC105, 204, 205, 206, 208*, 210*, 213*, 221, 243

WS101*

SCIENCE/MATH/ COMPUTER SCIENCE

Four (4) courses from at least two discplines including at least three (3) laboratory courses in biological and/or physical science.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

ELECTIVES

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses.

Note: All courses must be completed with a grade of 'C' or better.

Please see page 104 for a list of career-technical alpha prefixes offered.

A maximum of nine (9) credits of PE185 may be applied to the AA/OT degree.

Three (3) credit hours of PE185 may be granted toward the AA/OT degree for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 215, 208, HE112, LIB127, OA121, RD101, 102, 103.

A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

PROGRAM NOTES

1. Community colleges may not add requirements at the local level. The total credits should not exceed the number required to meet these course requirements within the college's credit structure.

2. Writing courses must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all of the content recommended by the Oregon Writing and English Advisory Committee (OWEAC), including a research component.

3. Although they are important in terms of preparation, courses that are developmental in nature are designed to prepare students for college-level work and are not counted in the 90 quarter hours required for the AA/OT.

4. The "Foundational Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of competency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

5. Computer Science courses used in the Science/ Math/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (Oregon Council of Computer Chairs). Math courses listed in the Science/ Math/Computer Science area must meet the outcomes and criteria for Mathematics.

6. All Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area.

7. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement. American Sign Language (ASL) is considered a foreign language.

8. WR115 may be included in the AA/OT degree as an elective providing that the WR115 course at the community college has been approved by the Department of Community Colleges and Workforce Development as meeting statewide learning outcomes for the course.

9. The principal advantage of the AA/OT is that it fulfills the lower-division (freshman / sophomore) General Education requirements for baccalaureate degrees at all OUS institutions. It does not necessarily meet all of the degree requirements that an OUS institution might have beyond the requirements for majors. The AA/OT guarantees that all General Education credits that a student earned will be accepted as the General Education requirements at the receiving institution.

10. In some cases, students may also be able to use AA/OT General Education courses to meet certain lower-division requirements in their intended majors. However, caution is required since the AA/OT degree was not intended for this purpose. Students who have a major in mind and also want to maximize the amount of AA/OT coursework that will count toward it, should work closely with an academic adviser and make use of the ATLAS system when designing their AA/OT degrees. For students intending to become teachers, specific recommendations on structuring their AA/OT degrees are given at: How to become an Oregon Teacher. General transfer information is available at: http://www.ous.edu/stucoun/prospstu/transfer.php

11. Because the amount of coursework required for an AA/OT degree corresponds to two academic years, degree recipients are considered juniors for purposes of registration at an Oregon University System institution. Students should keep in mind, however, that the AA/OT does not guarantee that two additional years will suffice to earn a baccalaureate degree, that is because the AA/OT does not give students junior-standing in their majors. Neither does it guarantee entrance into a competitive major. Students may need to take additional introductory work to prepare for certain majors and should check with an advisor regarding availability at their local community colleges. In addition, it's not uncommon for students to change their majors and find that they must go back and take introductory work in the new area.

12. Students and academic advisers should recognize that although the AA/OT provides an excellent structure for many students—particularly those who are unsure of their primary academic focus—it is not ideal for everyone. In particular, it does not articulate well with certain majors such as engineering, biological and physical sciences, and the fine and performing arts. Students contemplating these majors cannot easily accommodate their highly-specific prerequisite coursework into the AA/OT framework. In general, an AA/OT recipient who is pursuing any course of study that is credit-heavy at the major lower- division level may have to take additional lower-division coursework, specific to the major, after transfer. Students contemplating such majors should consult closely with an advisor.

OREGON TRANSFER MODULE (OTM)

The OTM allows for institutional recognition of the completion of one-year (full-time equivalent) of General Education coursework. Once awarded, the OTM is recognized by all of the public institutions of post-secondary education in the state.

The OTM may lead to an AA/OT degree or an AS/OT-BUS degree from a community college or to a baccalaureate degree from a university. The OTM is neither a certificate nor a degree. After completing the module, students are still obligated to take additional, institution-specific, General Education coursework if they pursue an AA/OT, an AS/OT-BUS, or a baccalaureate degree.

Any student completing an OTM who conforms to the guidelines below will have met the requirements for the OTM at any Oregon community college or institution in the Oregon University System.[1] Upon transfer, the receiving institution may specify additional course work that is required for a major, for degree requirements, or to make up the difference between the OTM and the institution's total General Education requirements.[2]

The OTM includes coursework chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these are courses approved for the AA/OT degree; in the case of universities and four-year colleges, they are courses approved for the General Education portion of a baccalaureate degree.

FOUNDATIONAL SKILLS LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

MATHEMATICS

- Use mathematics to solve problems.
- 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.

INTRODUCTION TO DISCIPLINES LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, MATH, COMPUTER 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.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

REQUIREMENTS

Complete a minimum of 45 credit hours and 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 OTM is awarded. Complete 15 of the last 30 credits at Southwestern before the OTM degree is awarded.

Complete elective courses to reach a total of 45 credits. The courses must be numbered 100 or above. Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PROGRAM NOTES

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.
2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.
3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (http://cs.bmcc.cc.or.us/occc/).
4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

FOUNDATIONAL SKILLS REQUIREMENTS

WRITING (2 COURSES)

Two (2) courses of college-level composition. WR121, and WR122. (Must complete with a grade of 'C' or better)

MATHEMATICS (1 COURSE)

One (1) course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite. MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better)

SPEECH/ORAL COMMUNICATION (1 COURSE)

One (1) course of fundamentals of speech or communication. SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better)

INTRODUCTION TO DISCIPLINES REQUIREMENTS

Note: All courses must be completed with a grade of 'C' or better.

ARTS AND LETTERS

Three (3) courses.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR123, 214, 214T, 241, 242, 243

SOCIAL SCIENCES

Three (3) courses.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

SCIENCE/MATH/ COMPUTER SCIENCE

Three (3) courses (including at least one course in biological or physical sciences with laboratories).

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

Note: When choosing a courses in science and mathematics, students and advisors should check the specific requirement at receiving school.

ELECTIVES

Students may take any college-level course that would bring total credits to 45 quarter hours. Courses must be from the Introdcution to Disciplines areas (Arts & Letters, Social Science, or Science/Math/ Computer Science).

Note: All courses must be completed with a grade of 'C' or better.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, 215, HE112, LIB127, OA121, RD101, 102, 103.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

PROGRAM NOTES

5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.

6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.

ASSOCIATE OF SCIENCE/OREGON TRANSFER DEGREE IN BUSINESS (AS/OT-BUS)

Any student who holds the AS/OT-Bus degree who conforms to the following guidelines and who transfers to any institution in the Oregon University System, (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University) will have met the lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Use mathematics to solve problems.
- Recognize when mathematics is applicable to a scenario, apply appropriate mathematics in its solution, accurately interpret, and communicate the results.

COMPUTER APPLICATIONS

- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel, and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community, and the world.
- Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models, and further questions confidently, creatively, and joyfully.

BUSINESS SCHOOL/PROGRAM ADMISSION

Admission to the business school/program of any Oregon University System (OUS) institution is not guaranteed upon completion of the AS/OT-Bus degree. It is strongly recommended that students contact the specific OUS campus' business school/program early in the first year of their AS/OT-Bus program to be advised about additional requirements and procedures for admission consideration to the OUS institution and the business school/program.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the Associate of Science/Oregon Transfer Degree in Business is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the Associate of Science/Oregon Transfer Degree in Business (see page 19). The list is available on the following pages and in Admissions, the Student First Stop Center, Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. *Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of 9 credits of PE185 may be applied to the AS/OT-BUS degree.*

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE/OREGON TRANSFER DEGREE IN BUSINESS (AS/OT-BUS)

GENERAL EDUCATION

Note: Each course in this section must be completed with a grade of 'C' or better. These requirements represent minimal skill competencies. As such, they may be open to demonstration of proficiency.

WRITING

A minimum of eight (8) credits of college-transfer writing courses. Designated courses are: WR121, WR122, WR227

SPEECH/ ORAL COMMUNICATION

A minimum of three (3) credits of a fundamentals of speech or communication course.

MATHEMATICS

A minimum of twelve (12) credits, MTH111 or above, four credits of which must be statistics.

COMPUTER APPLICATIONS

Profeciency in word processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable course.
Designated course CIS120.

DISTRIBUTION REQUIREMENTS

Note: In Arts and Letters, the second year of a foreign language may be included, but not the first year. ASL is considered a foreign language. Each course must be a at least three (3) credits.

ARTS AND LETTERS

A minimum of twelve (12) credits, chosen from at least two disciplines.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR123, 214, 214T, 241, 242, 243

SOCIAL SCIENCES

A minimum of twelve (12) credits, with a minimum of eight credits of "Principles of Economics" (to include microeconomics and macroeconomics) at the 200 level.

Note: The courses in economics must be completed with a grade of 'C' or better.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

SCIENCE

A minimum of twelve (12) credits of laboratory courses in the biological or physical sciences.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

BUSINESS-SPECIFIC REQUIRED COURSES

Note: Each course in this section must be completed with a grade of 'C' or better.

BA101, 211, 212, 213, 230*

**Or other advisor-approved Business-Specific Electives.*

ELECTIVES AND/OR UNIVERSITY-SPECIFIC PREREQUISITES

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical). Eight to nine (8-9) credits, depending on choice of transfer institution.

Note: See Program Notes for specific courses by Oregon University page 39.

Please see page 104 for a list of career-technical alpha prefixes offered.

A maximum of nine (9) credits of PE185 may be applied to the AS/OT-BUS degree. Three (3) credit hours of PE185 may be granted toward the AS/OT-BUS for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

ASSOCIATE OF SCIENCE DEGREE

The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their discipline requirements.

NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are highly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

HEALTH, WELLNESS AND FITNESS

- Evaluate and assess current and future physical fitness needs.
- Create and perform an effective physical conditioning program for lifetime wellness.
- Understand how muscular strength and endurance, muscular flexibility, cardiorespiratory fitness, and body composition affect lifetime wellness.

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

  ("Arts and Letters" refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

SCIENCE, COMPUTER SCIENCE, MATH

- Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community, and the world.
- Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models, and further questions confidently, and creatively.

The following curricula are governed by a formal transfer agreement with a four-year university and must be followed specifically to satisfy Associate of Science Degree requirements: Childhood Education and Family Studies Emphasis, Criminal Justice Administration Emphasis, Athletic Training Emphasis, Physical Education Emphasis, Engineering Emphasis, Mathematics Emphasis, and Natural Science Emphasis.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the AS is awarded.

Complete elective courses to reach a total of 90 credits. The courses must be numbered 100 or above. Career-technical courses may only be applied to the AS degree in the following curricula which are governed by formal transfer agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog transfer pages). Career-technical courses offered at community colleges in Oregon are identified by specific alpha prefixes, see page 104.

Childhood Education & Family Studies Emphasis

Criminal Justice Emphasis

Athletic Training Emphasis

Physical Education Emphasis

Engineering Emphasis

Mathematics Emphasis

Natural Science Emphasis

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

GENERAL EDUCATION REQUIREMENTS	DISTRIBUTION REQUIREMENTS *Courses must be at least three (3) credits each complete six (6) credits each from the following Related Area of Instruction Requirements.*			ELECTIVES
	ARTS AND LETTERS	**SOCIAL SCIENCES**	**SCIENCE/MATH/ COMPUTER SCIENCE**	
WRITING Nine (9) credit hours at a level equivalent to WR121, WR122 and WR123 or WR227. (Must complete with a grade of 'C' or better) **SPEECH/ ORAL COMMUNICATION** One course taken from SP100, SP111, SP112, SP217, SP218 or SP219 (Must complete with a grade of 'C' or better) **MATHEMATICS** Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211. (Must complete with a grade of 'C' or better) **HEALTH, WELLNESS AND FITNESS** PE185 (3 courses) or One (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better)	Six (6) credit hours. *Note: A second year foreign language may be included, but not first year.* ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292 ASL201, 202, 203 ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206 GER201, 202, 203 HUM204, 205, 206 J 203, 205, 215, 217 MUP105 MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263 PHL101, 102, 103 SP100, 111, 112, 217, 218, 219, 220 SPAN201, 202, 203 WR214, 214T, 241, 242, 243	Six (6) credit hours. ANTH101, 102, 103, 221, 222, 223, 230, 231, 232 CJ101 ECON201, 202 ED169, 258 GEOG105 HDFS140, 222, 229, 247 HST101, 102, 103, 104, 201, 202, 203, 240 PS201, 202, 203 PSY100, 201, 202, 203, 228, 231, 237, 239, 240 SOC105, 204, 205, 206, 208, 210, 213, 221, 243 WS101	Six (6) credit hours. **LABORATORY COURSES:** BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234 CHEM 221, 222, 223 G201, 202, 203 GS104, 105, 106, 107, 108 PH201, 202, 203; 211, 212, 213 **OTHER APPROVED COURSES:** BI140, 149 BOT201 CHEM110 CS160, 161, 162, 261 ENGR111, 112, 201, 202, 203, 211, 212, 213 G146, 207, 220, 221, 246, 291 MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	Students may take any college-level course that would bring total credits to 90 quarter hours. Career and Technical Education courses may only be applied to the AS degree in the designated emphasis areas which are governed by agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog program page). Career technical courses offered at community college are identified by a specific alpha prefixes, see page 104. *Note: A maximum of nine (9) credits of PE185 may be applied to the AS degree.* *Three (3) credit hours of PE185 may be granted toward an Associate Science degree for completion of military basic training. A copy of the military transcript or DD-214 is required.* *Courses numbered 199/299 will qualify as elective credit only.* *Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.*

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

The purpose of the degree in general studies is to provide students an opportunity to pursue a broad general education during the two years at a community college. It is intended as a flexible program for the student who is not pursuing a specified curriculum in the lower division transfer or career-technical area. The general studies degree may, in addition to including the number of hours in the divisional areas as listed below, include courses in lower division collegiate transfer and career-technical education. Because of the flexibility and broad approach of this degree, a student may find that it may not fulfill all of the requirements of full junior standing when transferred to a four-year institution.

GENERAL EDUCATION OUTCOMES

Upon successful completion of this program the student will be able to:

WRITING

- Read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences.
- Use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.
- Focus, organize, and logically develop the ideas in their written work.

SPEECH/ORAL COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

MATHEMATICS

- Perform calculations and algebraic manipulations at a college mathematics level.
- Apply mathematics to successfully formulate and solve real-world problems.
- Understand and correctly use mathematical notation and terminology.

HEALTH AND PHYSICAL EDUCATION

- Evaluate and assess physical fitness needs.
- Create an effective physical conditioning program.
- Evaluate how well a physical training program works and how to make adjustments to improve it.
- Understand strength, flexibility, speed and power.

COMPUTER LITERACY

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

DISTRIBUTION REQUIREMENTS OUTCOMES

Upon successful completion of this program the student will be able to:

ARTS AND LETTERS

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

(“Arts and Letters” refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.)

SOCIAL SCIENCES

- Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.
- Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

MATHEMATICS/SCIENCE/COMPUTER SCIENCE

- Use scientific modes of inquiry, individually and corroboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
- Comprehend scientific and technical information to generate new ideas, solutions, models and further questions confidently, and creatively.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (‘C’) average or better. Complete 30 of the last 45 credits at Southwestern before the AGS degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF GENERAL STUDIES DEGREE (AGS)

GENERAL EDUCATION REQUIREMENTS

WRITING

Six (6) credit hours at a level equivalent to WR121 and WR122 or WR214 or WR214T.

SPEECH/ ORAL COMMUNICATION

Three (3) credit hours at a level equivalent to SP100 or higher.

MATHEMATICS

Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211.

HEALTH AND PHYSICAL EDUCATION

PE185 (3 courses) or One (3 credit course) HE250 or PE231

COMPUTER LITERACY

Four (4) credit hours CIS120 or demonstrated proficiency.

DISTRIBUTION REQUIREMENTS

ARTS AND LETTERS

Nine (9) credit hours in arts and letters from approved list.

Note: A second year foreign language may be included, but not first year.

ART115, 116, 117, 131, 132,133, 191, 192, 204, 205, 206, 225, 244, 250, 251, 252, 253, 254, 255, 281, 282, 283, 284, 285, 286, 291, 292

ASL201, 202, 203

ENG104, 105, 106, 107, 108,109, 201, 202, 203, 204, 205, 206

GER201, 202, 203

HUM204, 205, 206

J 203, 205, 215, 217

MUP105

MUS101, 102, 103, 111, 112, 113, 201, 202, 203, 205, 206, 211, 212, 213, 261, 262, 263

PHL101, 102, 103

SP100, 111, 112, 217, 218, 219, 220

SPAN201, 202, 203

WR214, 214T, 241, 242, 243

SOCIAL SCIENCES

Nine (9) credit hours from approved list.

ANTH101, 102, 103, 221, 222, 223, 230, 231, 232

CJ101

ECON201, 202

ED169, 258

GEOG105

HDFS140, 222, 229, 247

HST101, 102, 103, 104, 201, 202, 203, 240

PS201, 202, 203

PSY100, 201, 202, 203, 228, 231, 237, 239, 240

SOC105, 204, 205, 206, 208, 210, 213, 221, 243

WS101

MATHEMATICS/ SCIENCE/COMPUTER SCIENCE

Twelve (12) credit hours in science or mathematics or computer science. Minimum three courses, 12 credits from approved list with a minimum of eight (8) credits of laboratory courses in the biological or physical sciences.

LABORATORY COURSES:

BI101, 102, 103; 142; 201, 202, 203; 231, 232, 233, 234

CHEM 221, 222, 223

G201, 202, 203

GS104, 105, 106, 107, 108

PH201, 202, 203; 211, 212, 213

OTHER APPROVED COURSES:

BI140, 149

BOT201

CHEM110

CS160, 161, 162, 261

ENGR111, 112, 201, 202, 203, 211, 212, 213

G146, 207, 220, 221, 246, 291

MTH105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265

ELECTIVES

Students may take any college-level course that would bring total credits to 90 quarter hours.

Note: A maximum of nine (9) credits of PE185 may be applied to the AGS degree.

Three (3) credit hours of PE185 may be granted toward an Associate degree for completion of military basic training. A copy of the military transcript or DD-214 is required.

Courses numbered 199/299 will qualify as elective credit only.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, HE112, LIB127, OA121, RD101, 102, 103.

Under federal financial aid guidelines a maximum number of 45 credits is allowed for basic, developmental, or supportive courses.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) CAREER-TECHNICAL PROGRAMS

Associate of Applied Science (AAS) is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study toward a baccalaureate degree.

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this program the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

COMPUTER LITERACY

- Identify different types of computers, the components of a personal computer (including internal components such as microprocessors) and how these components work together.
- Perform functions common to all Microsoft Windows applications with an emphasis on the common functionality between the two Microsoft Office applications, Microsoft Word and Excel, including: start and exit either the Word or Excel application, modify the display of toolbars and other on-screen elements, use online help, and perform file management, editing, formatting and printing functions common to Word, Excel, and most Windows applications.
- Identify common terminology associated with computer networks and the Internet.
- Identify components and benefits of networked computers, the difference between different types of networks (LAN and WAN).
- Describe how computer networks fit into other communications networks (like the telephone network).

GRADUATION REQUIREMENTS

Complete a minimum of 90 credits of specified courses (see individual curriculum for listing) with a minimum Grade Point Average (GPA) of 2.0. However, the student must achieve at least a ‘C’ grade for each course in the major. The program areas may designate other courses in which the student must achieve a ‘C’ or better. Complete 30 of the last 45 credits at Southwestern before the AAS is awarded.

Complete the graduation application process one term prior to the term of completion (e.g., spring term graduates must apply during winter term).

Industrial mechanics, 1972.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS) CAREER-TECHNICAL PROGRAMS

RELATED INSTRUCTION (GENERAL EDUCATION)

Courses must be selected from the approved list of Related Instruction (General Education) courses.

HEALTH AND WELLNESS	WRITING	ORAL COMMUNICATION/ SPEECH	MATHEMATICS (COMPUTATION)	HUMAN RELATIONS	COMPUTER LITERACY
Three one credit PE185 courses or one (3 credit course) HE250 or PE231 (Must complete with a grade of 'C' or better) *Note: Three (3) credit hours of PE185 may be granted toward an Associate degree for completion of military basic training. A copy of the military transcript or DD-214 is required.* *A maximum of 6 credits of PE185 may be applied to the AAS degree.*	Three (3) credit hours at a level equivalent to WR115 or higher. (Must complete with a grade of 'C' or better) WR115, 121, 122, 123, 214, 214T	Three (3) credit hours at a level equivalent to SP100 or higher. (Must complete with a grade of 'C' or better) SP100, 111, 112, 217, 218, 219	Three to four (3-4) credit hours at a level equivalent to MTH70 or higher. (Must complete with a grade of 'C' or better) MTH70, 80, 85, 94, 95, 97, 105, 111, 112, 212, 213, 231, 232, 241, 242, 243, 251, 252, 253, 254, 255, 256, 260, 265	Three (3) credit hours or as specified in the AAS degree program. (Must complete with a grade of 'C' or better) BA285 PSY201, 203, 100	Four (4) credit hours (Must complete with a grade of 'C' or better) CIS120 or demonstrated proficiency.

COMPLETE THE ABOVE REQUIREMENTS PLUS ELECTIVES

The balance of the requirements may not be a prerequisite course to the degree/program requirements and may not include remedial or developmental courses. Prerequisites are designated in each program.

SUPPORTIVE COURSES

Note: The college has determined that the following supportive courses may be necessary to assist students to successfully complete their program. They will count as electives only. CIS125W, HD0529, 100, 112, 140, 147, 152, 154, 204, 208, 215, HE112, LIB127, OA121, RD101, 102, 103

Note: A maximum number of 45 credits is allowed for basic, developmental, or supportive courses under federal financial aid guidelines.

CAREER PATHWAY CERTIFICATES OF COMPLETION

WHAT IS A CAREER PATHWAYS CERTIFICATE OF COMPLETION?

A Career Pathway's Certificate of Completion is an Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate or Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits). The Career Pathway Certificate provides a state-sanctioned credential for a course of study that: 1) acknowledges a specific skill proficiency to help students qualify for a job or enhanced employment opportunities; 2) is centered on the needs of students by providing educational options; 3) and provides the flexibility to achieve specific competencies within a longer term career path. These certificates lead to an Associate of Applied Science degree - or even beyond. For more information see www.socc.edu/pathways.

HOW DO STUDENTS ENROLL IN PATHWAYS?

All courses included in Pathways are college courses. Students register for courses through the usual Southwestern registration process.
See www.socc.edu and click on WebAdvisor or see Southwestern's Schedule of Classes.

WHEN ARE COURSES OFFERED?

Courses included in Career Pathway Certificates of Completion are offered at a variety of times including daytime, evenings, and online. See the Southwestern's Schedule of Classes or WebAdvisor.

HOW DO STUDENTS LEARN MORE?

Students can find more information about certificates on the Southwestern web site at www.socc.edu/pathways or by visiting the Student First Stop Center in Coos Bay or calling 541-888-7352; at the Curry Campus calling 541-469-5017.

DO STUDENTS TAKE A PLACEMENT TEST?

Students who will be full-time, who will be pursuing a degree or certificate program or receiving financial aid, must complete a placement test prior to registration. The placement test determines the students' entry levels for reading, writing and math. If students have prior college work, have taken a placement test at another college, or have recent ACT or SAT scores, check with ESPS in Stensland Hall on the main campus in Coos Bay at 541-888-7405.

Placement tests are given in Stensland Hall between the hours of 8:15 a.m. and 3:00 p.m., Monday through Friday, and take approximately two hours to complete. At the end of the testing session, the student will receive a copy of the test results. Either the student's advisor or a counselor will discuss the results and assist the student in selecting classes based on the student's placement scores.

Note: High scores may allow the student to 'test out' of some course work. Placement tests are also scheduled by appointment through the local Southwestern sites in Brookings, Gold Beach and Port Orford.

HOW DO STUDENTS PAY FOR COLLEGE CREDIT WHILE IN HIGH SCHOOL?

Check with the guidance counselor at your high school for specific options, which may include College Now, Dual Credit, Expanded Options, personal payment and other opportunities.

ARE EMPLOYERS WILLING TO ASSIST EMPLOYEES IN ATTAINING THE COURSES NECESSARY FOR THE CERTIFICATE?

Some employers are willing to provide flexible schedules, partial tuition, and other support. For example, hospitals and other healthcare businesses are funding professional development at higher levels now than in previous years. Larger retail chains are willing to assist employees who show management potential. See the individual employer for more information.

IS FINANCIAL AID AVAILABLE FOR STUDENTS STUDYING TOWARD A CERTIFICATE?

Financial aid may be available. If you have any questions, email fao@socc.edu or call 541-888-7337.

HOW MUCH DOES IT COST TO EARN A CERTIFICATE?

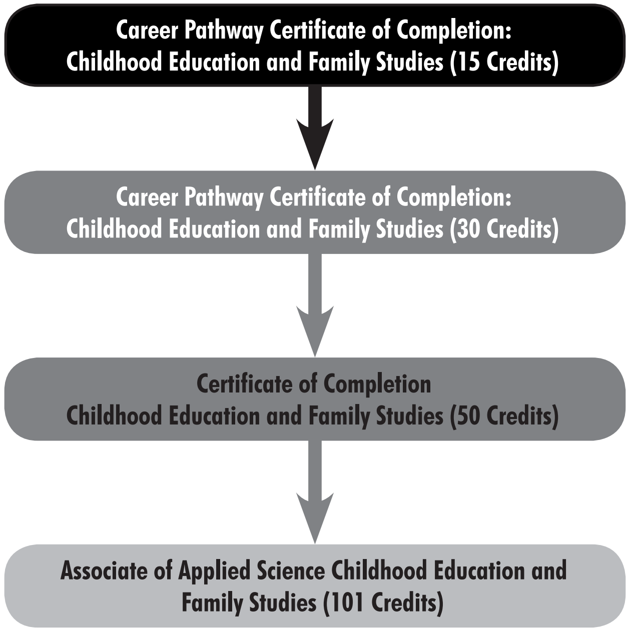
The cost varies depending upon how many courses are in the certificate. The cost of tuition and fees can be found in the Southwestern's Schedule of Classes, in this catalog or at www.socc.edu.

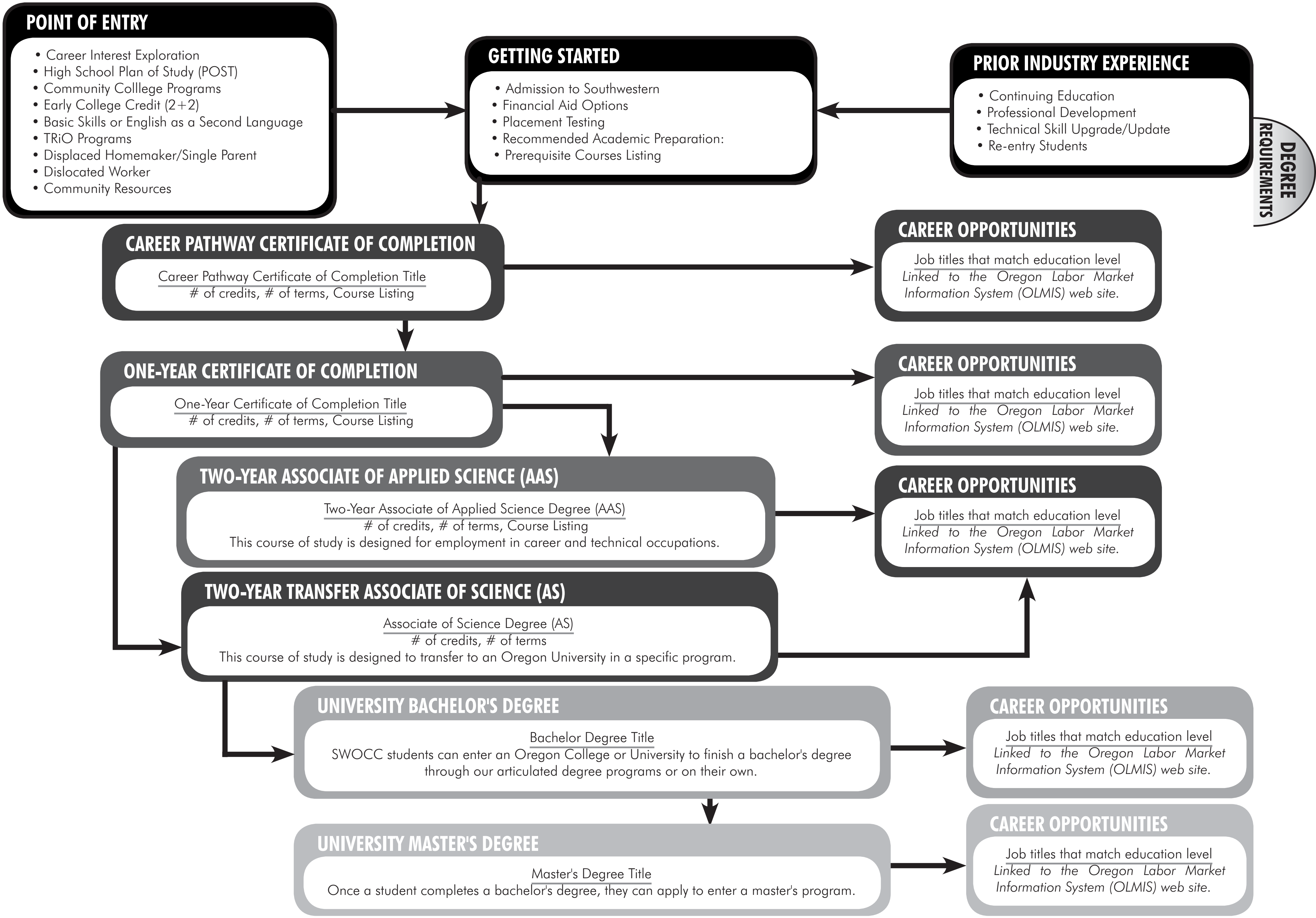
For more information contact ESPS at
800-962-2838 or 541-888-7405;
E-mail advisingquestions@socc.edu;
In Curry County call 541-469-5017.

WHAT IS A CAREER PATHWAYS ROADMAP?

A Career Pathways Roadmap is a graphic display of the path from the first certificate of completion to the two-year degree and beyond with career opportunities. Below is a sample of the roadmap graphic that has been used in this catalog.

On the following page is a sample of a complete Career Pathways Roadmap, these can be accessed online at www.socc.edu.


Career Pathway Certificate of Completion: Childhood Education and Family Studies (15 Credits)
Career Pathway Certificate of Completion: Childhood Education and Family Studies (30 Credits)
Certificate of Completion Childhood Education and Family Studies (50 Credits)
Associate of Applied Science Childhood Education and Family Studies (101 Credits)



POINT OF ENTRY

- Career Interest Exploration
- High School Plan of Study (POST)
- Community Colllege Programs
- Early College Credit (2+2)
- Basic Skills or English as a Second Language
- TRiO Programs
- Displaced Homemaker/Single Parent
- Dislocated Worker
- Community Resources

GETTING STARTED

- Admission to Southwestern
- Financial Aid Options
- Placement Testing
- Recommended Academic Preparation:
- Prerequisite Courses Listing

PRIOR INDUSTRY EXPERIENCE

- Continuing Education
- Professional Development
- Technical Skill Upgrade/Update
- Re-entry Students

CAREER PATHWAY CERTIFICATE OF COMPLETION

Career Pathway Certificate of Completion Title
# of credits, # of terms, Course Listing

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

ONE-YEAR CERTIFICATE OF COMPLETION

One-Year Certificate of Completion Title
# of credits, # of terms, Course Listing

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

TWO-YEAR ASSOCIATE OF APPLIED SCIENCE (AAS)

Two-Year Associate of Applied Science Degree (AAS)
# of credits, # of terms, Course Listing
This course of study is designed for employment in career and technical occupations.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

TWO-YEAR TRANSFER ASSOCIATE OF SCIENCE (AS)

Associate of Science Degree (AS)
# of credits, # of terms
This course of study is designed to transfer to an Oregon University in a specific program.

UNIVERSITY BACHELOR'S DEGREE

Bachelor Degree Title
SWOCC students can enter an Oregon College or University to finish a bachelor's degree through our articulated degree programs or on their own.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

UNIVERSITY MASTER'S DEGREE

Master's Degree Title
Once a student completes a bachelor's degree, they can apply to enter a master's program.

CAREER OPPORTUNITIES

Job titles that match education level
Linked to the Oregon Labor Market Information System (OLMIS) web site.

CERTIFICATES OF COMPLETION

A Certificate of Completion is awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered One-Year Certificates of Completion and are eligible for federal financial aid. Programs that are fewer than 45 credits are considered Less Than One-Year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid.

RELATED INSTRUCTION (GENERAL EDUCATION) OUTCOMES

Upon successful completion of this certificate the student will be able to:

COMMUNICATION

- Engage in ethical communication processes that allow people to accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage personal and community relationships.

COMPUTATION

- Analyze and evaluate real-world problems in a logical manner.
- Model, analyze, and solve real-world problems in a mathematical context.
- Utilize technology for analyzing and evaluating real-world problems.

HUMAN RELATIONS

- Demonstrate proficiencies in reading, writing, listening, presentation, and analytical skills.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate computer skills: word processing, presentation software, and Internet research techniques.
- Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions.
- Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life.
- Recognize and respect diversity as a vital component of effective human relation skills.

GRADUATION REQUIREMENTS

The One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete fifteen (15) of the last 30 credits at Southwestern before the Certificate of Completion is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

The Less Than One-Year Certificate of Completion will be awarded to students who satisfy the following requirements:

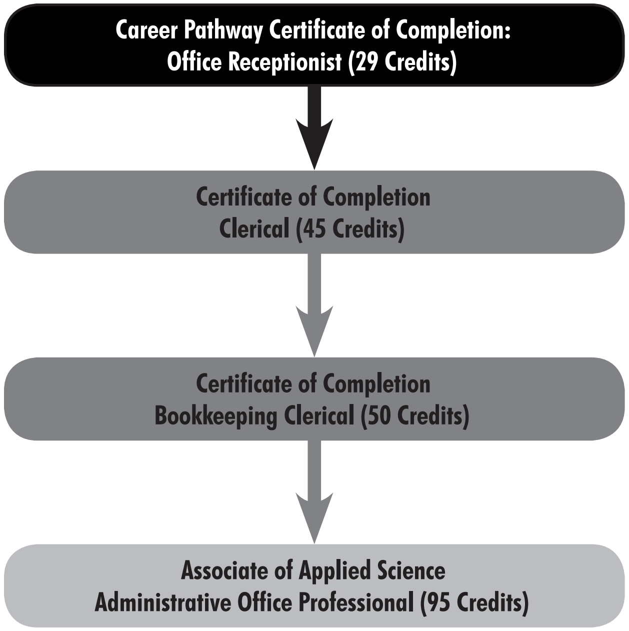
Complete the credit hours indicated with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete nine (9) of the last 24 credits at Southwestern before the Certificate of Completion is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PAGE	PROGRAM	DEGREE/CERTIFICATION	ADMISSION CATEGORY
31-32	**Administrative Office Professional**	Associate of Applied Science	Open
34	*Bookkeeping Clerical*	Certificate of Completion	Open
33	*Clerical*	Certificate of Completion	Open
35	*Office Receptionist*	Career Pathway Certificate of Completion	Open
36-37	**Athletic Training Emphasis**	Associate of Science	Open
18-19 38-39	**Associate of Science/Oregon Transfer in Business**	Associate of Science/Oregon Transfer in Business	Open
40-41	**Business Management/Entrepreneurship**	Associate of Applied Science	Open
42	*Accounting*	Certificate of Completion	Open
44	*Marketing*	Career Pathway Certificate of Completion	Open
43	*Supervision*	Career Pathway Certificate of Completion	Open
45-46	**Childhood Education and Family Studies Emphasis**	Associate of Science	Open
47-48	**Childhood Education and Family Studies**	Associate of Applied Science	Open
49	*Childhood Education and Family Studies (50 Credits)*	Certificate of Completion	Open
50	*Childhood Education and Family Studies (30 Credits)*	Career Pathway Certificate of Completion	Open
51	*Childhood Education and Family Studies (18 Credits)*	Career Pathway Certificate of Completion	Open
52	*Infant and Toddler Development*	Career Pathway Certificate of Completion	Open
53-55	**Computer Information Systems**	Associate of Applied Science	Open
56	*Computer Information Systems*	Certificate of Completion	Open
57	*CCENT Certification Preparation*	Career Pathway Certificate of Completion	Open
58	*CCNA Certification Preparation*	Career Pathway Certificate of Completion	Open
59	*Network Management*	Career Pathway Certificate of Completion	Open
60	*Software Support*	Career Pathway Certificate of Completion	Open
61	*Web Site Fundamentals*	Career Pathway Certificate of Completion	Open
62-63	**Health Informatics**	Associate of Applied Science	Open
64-65	**Criminal Justice Emphasis**	Associate of Science	Open
66-67	**Culinary Arts**	Associate of Applied Science	Restricted
68-69	**Baking and Pastry Arts**	Associate of Applied Science	Restricted
70-71	**EMT - Paramedic**	Associate of Applied Science	Restricted
72-73	**Engineering Emphasis**	Associate of Science	Open

PAGE	PROGRAM	DEGREE/CERTIFICATION	ADMISSION CATEGORY
74-75	Fire Science Technology	Associate of Applied Science	Open
76	*Fire Science Technology: Level II*	Certificate of Completion	Open
77	*Fire Science Technology: Level I*	Career Pathway Certificate of Completion	Open
78	Green Technician	Certificate of Completion	Restricted
79-80	Mathematics Emphasis	Associate of Science	Open
81-82	Marine Biology Emphasis	Associate of Science	Open
83-84	Medical Assistant	Associate of Applied Science	Open
85	*Medical Clerical*	Certificate of Completion	Open
86	*Medical Aide*	Career Pathway Certificate of Completion	Open
87	*Healthcare Career Core*	Career Pathway Certificate of Completion	Open
88	Natural Science Emphasis	Associate of Science	Open
89-91	Nursing	Associate of Applied Science	Restricted
92	Paraeducator / Educational Assistant	Certificate of Completion	Open
93	Pharmacy Technician	Certificate of Completion	Open
94	Phlebotomy Technician	Certificate of Completion	Restricted
95	Personal Trainer / Aging Adult	Certificate of Completion	Open
95	Personal Trainer / Group Excercise Leader	Certificate of Completion	Open
96-97	Physical Education Emphasis	Associate of Science	Open
98	Retail Management	Certificate of Completion	Open
99	Rural Health Aide	Certificate of Completion	Open
100-101	Welding and Fabrication	Associate of Applied Science	Open
102	*Welding and Fabrication*	Certificate of Completion	Open
103	*Welding Assistant*	Career Pathway Certificate of Completion	Open

ASSOCIATE OF APPLIED SCIENCE ADMINISTRATIVE OFFICE PROFESSIONAL


Career Pathway Certificate of Completion:
Office Receptionist (29 Credits)
Certificate of Completion
Clerical (45 Credits)
Certificate of Completion
Bookkeeping Clerical (50 Credits)
Associate of Applied Science
Administrative Office Professional (95 Credits)

Administrative Office Professional jobs are in high demand and exist in every type of business, industry, or non-profit organization. Increasing office automation and organizational restructuring will continue to make secretaries and administrative assistants more productive in coming years. In addition to the need to have current technology skills, many secretarial and administrative duties are of a personal, interactive nature and, therefore, are not easily automated. Responsibilities such as planning conferences, working with clients, and instructing staff require tact and communication skills.

This degree prepares the student for entry into administrative office positions leading to careers such as an administrative professional, medical/legal professional, or careers in other office specialties. Students will develop abilities that create opportunities for promotion, job transition, and positions of greater responsibility in the workplace.

The program provides a strong foundation of office and technology skills as well as course work in business communications, business theory, interpersonal relations, and business law. Program emphasis is placed on preparing the student to perform complex tasks including the integration of workplace skills that emphasize communication, teamwork, project management, and problem-solving.

Students may choose to enter the program by completing the Certificate of Completion Clerical or the Certificate of Completion Bookkeeping or by the Administrative Office Professional: Career Pathway Certificate of Completion: Office Receptionist The course work for these certificates will apply toward completion of the AAS Administrative Office Professional degree.

Secretarial class learning dictation, 1967.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply human relations, organizational development, and critical thinking skills to solve problems in an office setting.
- Compose, proofread, and produce a wide range of business documents using appropriate software and equipment.
- Follow professional business procedures and standards.
- Store, retrieve, distribute, and manage information to support office and management personnel.
- Integrate computer, computation, communication, and critical thinking skills to accomplish complex office tasks and solve problems.
- Apply knowledge of the internal organization and management of an office.
- Work both independently and as part of a team.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Administrative Office Professional degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply winter).

ASSOCIATE OF APPLIED SCIENCE ADMINISTRATIVE OFFICE PROFESSIONAL

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 17 CREDITS	**BA101 (4)** Introduction to Business	**AC2766 (4)** Accounting I	**CIS125S (3)** Spreadsheet Applications	**BA285 (3)** Human Relations in Organizations	**OA240 (3)** Filing Records and Management
SPRING = 15 CREDITS	**WR121 (3)** English Composition[2]	**CIS135W (3)** Advanced Word Processing	**BA217 (3)** Accounting Process	**BA206 (3)** Management Fundamentals	**OA116 (3)** Office Procedures

47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 17 CREDITS	**PE231 (3)** Wellness for Life[3]	**BA230 (4)** Business Law	**AC2767 (4)** Accounting II	**OA2591 (3)** Proofreading and Editing	**SP111 (3)** Fundamentals of Public Speaking[4]
WINTER = 16 CREDITS	**BA205 (4)** Solving Communication Problems with Technology	**CIS125DB (3)** Database Applications	**CIS245 (3)** Project Management	**CIS125DM (3)** Digital Media Applications	**BA288 (3)** Customer Service
SPRING = 15 CREDITS	**BA280 (4)** Field Experience	**CIS235 (3)** Integrated Computer Projects	**BA284 (1)** Job Readiness	**BA224 (3)** Human Resource Management	**OA292 (4)** Capstone Project

48 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

95 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*

[2] *WR115 may be substituted for WR121.*

[3] *HE250 or three credits of PE185 may be substituted for PE231.*

[4] *SP100, 218, or 219 may be substituted for SP111.*

CERTIFICATE OF COMPLETION CLERICAL

The Administrative Office Professional: Certificate of Completion Clerical prepares students to fulfill a wide variety of entry-level office support positions in any industry. The coursework combines computer skills, filing, word processing, office procedures, and basic bookkeeping. Students will also gain specialized skills in payroll processing, accounts payable/receivable, or desktop publishing.

Credits earned in this program can be applied to the Associate of Applied Science Administrative Office Professional.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Use computers and office equipment proficiently.
- Organize and protect information resources to meet business needs.
- Perform routine bookkeeping tasks for a small sole proprietorship, partnership, or corporation, including payroll.
- Diplomatically, tactfully, and respectfully interact with diverse populations.
- Describe, explain, and apply concepts of customer service to office work.
- Research technical issues using library, Internet, and specialized reference works.
- Demonstrate effective time management techniques.
- Model professional and ethical behaviors.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 17 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**BA285 (3)** Human Relations in Organizations	**BA205 (4)** Solving Coomunication Problems with Technology
SPRING = 13 CREDITS	**BA280 (3)** Field Experience	**BA284 (1)** Job Readiness	**(3)** Specific Elective[2]	**OA116 (3)** Office Procedures	**WR121 (3)** English Composition[3]

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] MTH55 may be substituted for MTH20.

[2] Administrative Office Professional Specific Electives, choose from: BA156, BA223, BA277, CIS140, WR214T, CIS125WE, or a one-year sequence in a foreign language.

[3] WR115 may be substituted for WR121.

CERTIFICATE OF COMPLETION BOOKKEEPING CLERICAL

Do you need to bring your skills up to date? The Certificate of Completion Bookkeeping Clerical is a one-year certificate to prepare students for entry into general clerical and bookkeeping positions. This occupation is one of the largest growth occupations in the economy. The large size of this occupation ensures plentiful job openings, including many opportunities for temporary and part-time work.

Graduates of the program are qualified for entry into positions such as: general bookkeeper, accounts receivable, accounts payable, payroll clerk, file clerk, civil service employee, and many general and combination office positions requiring some knowledge of bookkeeping.

The Certificate of Completion Bookkeeping Clerical can be a starting point for completion of the Associate of Applied Science Administrative Office Professional degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Use appropriate computer software applications to record, present, and summarize financial activities.
- Organize and store information at current workplace standards.
- Perform routine bookkeeping tasks for a variety of business entities.
- Maintain basic payroll record keeping.
- Diplomatically, tactfully, and respectfully interact with diverse populations.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69	
FALL = 18 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications	**WR121 (3)** English Composition[2]
WINTER = 16 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**BA285 (3)** Human Relations in Organizations	**CIS125S (3)** Spreadsheet Applications	
SPRING = 16 CREDITS	**BA280 (3)** Field Experience	**AC2767 (4)** Accounting II	**BA217 (3)** Accounting Process	**OA116 (3)** Office Procedures	**BA177 (3)** Payroll Records and Accounting	

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*

[2] *WR115 may be substituted for WR121.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: OFFICE RECEPTIONIST

The Administrative Office Professional: Career Pathway Certificate of Completion: Office Receptionist prepares students for immediate employment as a receptionist, customer service, or information clerk position in a variety of industries. Credits earned in this program can be applied to the Certificate of Completion Clerical and the Associate of Applied Science Administrative Office Professional.

Employment of receptionists and information clerks is expected to increase by 15 percent from 2008 to 2018, which is faster than the average for all occupations. Employment growth will result from growth in industries such as offices of physicians and in other health practitioners, legal services, personal care services, construction, and management and technical consulting.

Credits earned in this program can be applied to the Associate of Applied Science Administrative Office Professional, the Certificate of Completion Clerical, and the Certificate of Completion Bookkeeping Clerical.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide customer service according to specific instructions.
- Use computer and phone systems to schedule, e-mail, and organize according to specific instructions.
- Enter data accurately (requires basic math, keyboarding, and copying skills).
- Accurately produce, edit, and proofread business documents.
- Follow professional business procedures and standards.
- Store, locate, and retrieve information to support office personnel.

GRADUATION REQUIREMENTS

Students must complete a minimum of 29 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Clerical: Career Pathway Certificate of Completion: Receptionist is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**OA121 (3)** Keyboarding I	**WR90 (3)** Paragraph Fundamentals	**MTH20 (4)** Basic Mathematics[1]	Reading Score of ASSET39 COMPASS69
FALL = 15 CREDITS	**OA220 (1)** Electronic Calculators	**OA124 (3)** Keyboard Skillbuilding	**CIS120 (4)** Concepts of Computing	**MTH70 (4)** Elementary Algebra (or higher)	**CIS125W (3)** Word Processing Applications
WINTER = 14 CREDITS	**OA240 (3)** Filing Records and Management	**AC2766 (4)** Accounting I	**BA288 (3)** Customer Service	**WR121 (3)** English Composition[2]	**BA284 (1)** Job Readiness

29 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted for MTH20.*

[2] *WR115 may be substituted for WR121.*

ASSOCIATE OF SCIENCE ATHLETIC TRAINING EMPHASIS

The Associate of Science degree, with emphasis in athletic training will prepare students to enroll in Athletic Training Education Programs (ATEP) that are accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and it meets the requirements for the Associate of Arts Oregon Transfer (AA/OT) degree. This program also fulfills all of the undergraduate Athletic Training prerequisites for and has articulation agreements with Washington State University (WSU) and Eastern Washington University (EWU).

An emphasis is placed on hands-on experience, gained through practicum in athletic and clinical settings.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

This degree for transfer students works as designed if the student completes the AS Athletic Training Emphasis and the Associate of Arts Oregon Transfer (AA/OT) degrees and graduates. The AS Athletic Training Emphasis degree at Southwestern also meets all requirements for the AA/OT, so no additional courses outside of the AS Athletic Training Emphasis need to be taken in order for a student to meet both degree requirements. Both degrees are required to ensure the seamless transition of students to the four-year graduating institutions for athletic training. When applying for graduation at Southwestern, two separate applications must be submitted - one for the AS Athletic Training Emphasis and one for the Associate of Art Oregon Transfer (AA/OT).

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE ATHLETIC TRAINING EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH95 (4)** Intermediate Algebra I (or placement test score)	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69	
FALL = 17 CREDITS	**CHEM221 (5)** General Chemistry	**PE131 (3)** Introduction to Health and PE	**PSY201 (3)** General Psychology	**SP218 (3)** Interpersonal Communication[1]	**WR121 (3)** English Composition
WINTER = 18 CREDITS	**CHEM222 (5)** General Chemistry	**MTH111 (4)** College Algebra	**PSY202 (3)** General Psychology	**(3)** Social Science Course[2]	**WR122 (3)** English Composition
SPRING = 18 CREDITS	**CHEM223 (5)** General Chemistry	**MTH112 (4)** Elementary Functions	**PSY203 (3)** General Psychology	**PE261 (3)** Techniques of Athletic Taping and Bracing	**WR123 (3)** English Composition
53 CREDITS = FIRST YEAR TOTAL					
FALL = 15 CREDITS	**BI231 (4)** Anatomy and Physiology I	**PE231 (3)** Wellness for Life	**PH201 (5)** General Physics	**(3)** Arts and Letters Course[2]	
WINTER = 16 CREDITS	**BI232 (4)** Anatomy and Physiology II	**HE252 (3)** First Aid & CPR for Professional Rescuer	**PE280P (3)** Practicum	**(3)** Arts and Letters Course[2]	**(3)** Social Science Course[2]
SPRING = 17 CREDITS	**BI233 (4)** Anatomy and Physiology III	**FN225 (4)** Nutrition	**PET264 (3)** Concepts of Individual Fitness Programming	**(3)** Arts and Letters Course[2]	**(3)** Arts and Letters Course[2]
48 CREDITS = SECOND YEAR TOTAL					
101 CREDITS = TOTAL RECOMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] Students may choose SP219 Small Group Discussion to meet the requirement.

[2] Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy Requirement.

ASSOCIATE OF SCIENCE/OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

The Associate of Science/Oregon Transfer degree in Business is a degree that is intended to prepare students for transfer into a Baccalaureate business program at an OUS institution. Students who receive this degree will have met all lower-division general education requirements of that institution's Baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes. Admission to the business school/program of any OUS institution is not guaranteed upon completion of the AS/OT-BUS degree.

It is strongly recommended that students review the list of university-specific prerequisites and recommendations and contact the specific OUS institution business school/program early in the first year of their AS/OT-Bus program at Southwestern to be advised about additional requirements and procedures for admission consideration to the OUS institution and the business school/program.

GRADUATION REQUIREMENTS

Complete a minimum of 90 credit hours of specified courses with a minimum Grade Point Average (GPA) of 2.0 ('C') average or better. Complete 30 of the last 45 credits at Southwestern before the Associate of Science/Oregon Transfer Degree in Business is awarded.

Successfully complete the following: Courses (except for elective credits) must be selected from the list of approved courses for the Associate of Science/Oregon Transfer Degree in Business (see page 19). The list is available on the following pages and in Admissions, the Student First Stop Center, Educational Support Programs and Services (ESPS) or from the program advisor.

Students may take any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of college designated Career and Technical Education (career-technical) courses. Note: Please see page 104 for a list of career-technical alpha prefixes offered at Southwestern. A maximum of 9 credits of PE185 may be applied to the AS/OT-BUS degree.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Key punch machine.

ASSOCIATE OF SCIENCE/OREGON TRANSFER IN BUSINESS (AS/OT-BUS)

FALL = 15 CREDITS	**BA101 (4)*** Introduction to Business	**BA211 (4)*** Principles of Accounting I	**(4)*** Mathematics Course[1]	**WR121 (3)*** English Composition	
WINTER = 18 CREDITS	**CIS120 (4)*** Concepts of Computing	**BA212 (4)*** Principles of Accounting II	**(4)*** Mathematics Course[1]	**WR122 (3)*** English Composition	**(3)*** Speech/ Oral Communication[2]
SPRING = 14 CREDITS	**(3)** Arts and Letters Requirement[3]	**BA213 (4)*** Principles of Accounting III	**(4)*** Mathematics Course[1]	**WR227 (3)*** Report Writing	

47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**ECON201 (4)*** Microeconomics	**(4)** Lab Science Requirement[3]	**BA230 (4)*** Business Law	**(3)** Arts and Letters Requirement[3]	
WINTER = 18 CREDITS	**ECON202 (4)*** Macroeconomics	**(4)** Lab Science Requirement[3]	**(4)** Social Sciences Requirement[3]	**(3)** Arts and Letters Requirement[3]	**(3)** Arts and Letters Requirement[3]
SPRING = 14-15 CREDITS	**(4)** Social Sciences Requirement[3]	**(4)** Lab Science Requirement[3]	**(3-4)** Elective or University-Specific Requirement[4]	**(3)** Arts and Letters Requirement[3]	

43-47 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90-94 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] Mathematics Course: A minimum of 12 credits, MTH111 or higher, four of which must be statistics, please see advisor for specifc course recomendations.

[2] AS/OT-Bus General Requirements: see page 19.

[3] AS/OT-Bus Distribution Requirements: see pages 19.

[4] AS/OT-Bus Electives and/or University-Specific Requirements: (This list of prerequisites and recommendations is subject to change without notice) 8-9 credits, depending on choice of transfer institution.

UNIVERSITY - SPECIFIC PREREQUISITES AND RECOMENDATIONS

Eastern Oregon University: WR227 Technical Report Writing; The Business Law course for the AS/OT-Bus is required.

Oregon Institute of Technology: The Business Law course for the AS/OT-Bus is required. Recommendations: PSY 201 Psychology, BUS 215 Principles of Management (BAS 206), MIS 275 Introduction to Relational Databases, BUS 223 Principles of Marketing, MIS 225 Business on the Internet, MIS course in Introduction to Information Systems

Oregon State University: BA276 Intro to Statistical Inference, BA302 Business Process Management, BA260 Intro to Entrepreneurship, MTH241 Calculus for Biological/ Management/Social Sciences, MTH245 Math for Biological/ Management/Socials Sciences, The Business Law course for the AS/OT-Bus is required.

Portland State University: CS106 Computing Fundamentals II; BA205 Business Communications Using Technology; STAT244 Introduction to Probability and Statistics II; GPA: 2.90 overall if applying to the SBA Summer Term and 3.0 overall if applying to SBA Fall Term.

Southern Oregon University: BA226 Business Law, BA282 Applied Business Statistics. GPA: 2.0 overall and 2.5 in all business courses.

University of Oregon: DSC240 Managing Business Information: Business Applications Software; MTH241, MTH242 Calculus for Business and Social Science I, II; MTH243, Multicultural requirement; GPA: 2.90 overall and 2.75 in pre-business core; Student must apply for admission to the Business School/Program.

Western Oregon University: The Business Law course for the AS/OT-Bus is required.

ASSOCIATE OF APPLIED SCIENCE BUSINESS MANAGEMENT/ENTREPRENEURSHIP

Career Pathway Certificate of Completion:
Supervision (19 Credits)

Career Pathway Certificate of Completion:
Marketing (27 Credits)

Certificate of Completion
Accounting (45 Credits)

Associate of Applied Science
Business Management/Entrepreneurship (95 Credits)

Prepare yourself for your future in business. This two-year degree exposes students to all aspects of operating a small business with a focus on entrepreneurship. The program would also prepare students for positions such as management trainee, first-line supervisor, buyers and purchasing agents, sales managers, and higher levels of management for either profit or nonprofit organizations. Focus is placed on entrepreneurship for those interested in starting/operating a business or applying this managerial approach in a medium to large organization.

Employment in this field is expected to remain steady. Prospects are very good for those who want to own and manage a business, especially if they have determination, talent and a unique service or product.

Many students will decide to begin this program by first earning a Business Management/Entrepreneurship: Career Pathway Certificate of Completion: in Supervision or Marketing or with a Business Management/Entrepreneurship: Certificate of Completion Accounting. These Career Pathway Certificates of Completion and the Certificate of Completion degree can typically be completed in one year.

Students who intend to transfer to a four-year institution with the goal of completing a bachelor's degree in business should consider completing the AS/OT-Business degree and consult with business program faculty.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate appropriate and effective communication skills including both verbal and written.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate proficiency in microcomputer applications within the management and operating needs of the small business environment.
- Analyze financial statements, recognize potential problem areas, and suggest appropriate actions to alleviate or eliminate problems.
- Develop an effective business plan.
- Identify entrepreneural potential.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Business Management/Entrepreneurship is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE BUSINESS MANAGEMENT/ENTREPRENEURSHIP

FALL = 14 CREDITS	**BA101 (4)** Introduction to Business	**BA150 (3)** Introduction to Entrepreneurship	**CIS120 (4)** Concepts of Computing	**WR115 (3)** Introduction to Expository Writing (or higher)	
WINTER = 17 CREDITS	**BA285 (3)** Human Relations in Organizations	**AC2764 (4)** Small Business Accounting[1]	**CIS125S (3)** Spreadsheet Applications	**MTH94 (4)** Intermediate Algebra I (or higher)	**(3)** Specific Elective[2]
SPRING = 16 CREDITS	**BA156 (3)** Essentials of Economics[3]	**BA213 (4)** Principles of Accounting III	**BA206 (3)** Management Fundamentals	**BA223 (3)** Principles of Marketing	**(3)** Specific Elective[2]

47 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 16 CREDITS	**BA230 (4)** Business Law	**BA239 (3)** Advertising	**BA238 (3)** Sales	**BA250 (3)** Small Business Management	**PE231 (3)** Wellness for Life[4]
WINTER = 16 CREDITS	**BA222 (3)** Finance	**CIS245 (3)** Project Management	**BA205 (4)** Solving Business Problems with Technology	**SP218 (3)** Small Group Discussion[5]	**(3)** Specific Elective[2]
SPRING = 16 CREDITS	**BA292 (4)** Capstone Project	**BA277 (3)** Business Ethics	**BA224 (3)** Human Resource Management	**BA280 (3)** Cooperative Work Experience	**(3)** Specific Elective[2]

48 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

95 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *BA211 and BA212 may be substituted for AC2764.*

[2] *Business Management/Entreprenuership Specific Electives: Any CS/CIS course not required for the degree including CIS184; OA116; Any BA/AC courses not required for degree; WR214; CRT2015.*

[3] *Four credits of ECON201 or ECON202 may be substituted for BA156.*

[4] *Students may choose PE231 Wellness for Life, HE250 or (3) credits of PE185 to meet the Physical Education/Health requirement.*

[7] *SP111, SP112, SP218 may be substituted for SP219.*

CERTIFICATE OF COMPLETION ACCOUNTING

The Certificate of Compltion Accounting is designed for students who wish to enter the field as a bookkeeper or accounting clerk. This program prepares students to accomplish a wide variety of tasks within the broad area of accounting, including administrative accounting, small business accounting, and entry-level governmental accounting. In addition, this certificate provides students with the necessary foundation for preparing for the American Institute of Professional Bookkeepers (AIPB) certification exam. The courses required for this certificate are applicable toward an Associate of Applied Science Business Management/ Entrepreneurship.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Identify, analyze, record, and summarize routine economic events using generally accepted accounting principles.
- Prepare commonly-used federal and state payroll and tax documents and reports.
- Demonstrate knowledge of relevant timelines for completion and submission of these documents and reports.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Accounting is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 15 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**BA211 (4)** Principles of Accounting I[1]	**CIS120 (4)** Concepts of Computing	**(3)** Specific Elective[2]	
WINTER = 14 CREDITS	**BA285 (3)** Human Relations in Organizations	**BA212 (4)** Principles of Accounting II	**CIS125S (3)** Spreadsheet Applications	**BA101 (4)** Introduction to Business	
SPRING = 16 CREDITS	**BA177 (3)** Payroll Records and Accounting	**BA213 (4)** Principles of Accounting III	**BA217 (3)** Accounting Process	**WR115 (3)** Introduction to Expository Writing (or higher)	**BA280 (3)** Cooperative Work Experience

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *AC2766 and AC2767 may be substituted for BA211.*

[2] *Business Management/Entreprenuership Specific Electives: Any CS/CIS course not required for the degree including CIS184; OA116; Any BA/AC courses not required for degree; WR214; CRT2015.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: SUPERVISION

The Small Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Supervision prepares the individual for careers in supervision and management. Its objective is to assist students in learning the newest supervisory and management skills and to help businesses save money on training costs.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Understand the role of a leader.
- Identify and implement strategies for managing employee relations.

GRADUATION REQUIREMENTS

Students must complete a minimum of 19 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Small Business Management/ Entrepreneurship: Career Pathway Certificate of Completion: Supervision is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

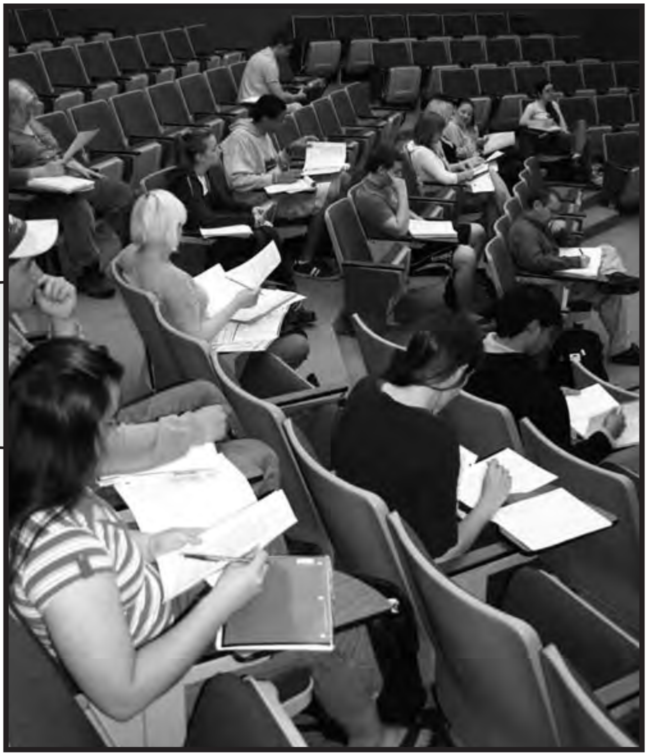
FALL = 7 CREDITS	**BA101 (4)** Introduction to Business	**WR115 (3)** Introduction to Expository Writing (or higher)
WINTER = 6 CREDITS	**BA285 (3)** Human Relations in Organizations	**SP218 (3)** Small Group Discussion[1]
SPRING = 6 CREDITS	**BA224 (3)** Human Resource Management	**BA206 (3)** Management Fundamentals

19 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *SP111, SP112, SP218 may be substituted for SP219.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: MARKETING



Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Marketing is for those who wish to update skills or increase advancement potential.

The courses are designed to provide students with a strong basic understanding of fundamentals and current practices in the field of marketing. Businesses will find this short-term certificate especially helpful in quickly training present and new employees in basic subject matter pertinent to the marketing function.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion.
- Develop/implement a marketing plan to achieve the goals of a business.

GRADUATION REQUIREMENTS

Students must complete a minimum of 27 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Business Management/Entrepreneurship: Career Pathway Certificate of Completion: Marketing is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 13 CREDITS	**CIS120 (4)** Concepts of Computing	**CIS195 (3)** Web Development I[1]	**BA238 (3)** Sales	**BA239 (3)** Advertising
WINTER = 8 CREDITS	**BA205 (4)** Solving Communication Problems with Technology	**BA101 (4)** Introduction to Business		
SPRING = 6 CREDITS	**BA223 (3)** Principles of Marketing	**WR115 (3)** Introduction to Expository Writing (or higher)		

27 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS125WE Web Editor Applications may be substituted to meet this requirement.*

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

The Associate of Science degree, with an emphasis in Childhood Education and Family Studies, leads to a Baccalaureate degree in Human Development, Early Childhood Education, Social Science or a teaching certification. Students may petition for adjustments in the Southwestern Associate of Science degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in Education, Early Childhood Education, Family Studies, Human or Child Development. An advising agreement is in place with Eastern Oregon University for students working towards teacher certification. Eastern's newest distance education degree of Liberal Studies with an Early Childhood Education emphasis articulates to our AS Degree. The AS degree is also articulated with Portland State University through their external degree program.

All coursework specific to Childhood Education and Family Studies degrees and certificates is offered online through Southwestern's e-SOCC online platform. The degrees are fully online.

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies (page 47) are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

For further program information, please contact the Childhood Education Director at ece@socc.edu. Information online at http://www.socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	**MTH95 (4)** Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	

PROGRAM REQUIREMENTS

FALL = 16 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**WR121 (3)** English Composition	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**(4)** Lab Science Course[2]
WINTER = 16 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**WR122 (3)** English Composition	**HDFS247 (3)** Preschool Child Development	**ECE209 (3)** Theory and Practicum I[1]	**(4)** Lab Science Course[2]
SPRING = 18 CREDITS	**CIS120 (4)** Concepts of Computing	**WR123 (3)** English Composition[3]	**HDFS229 (4)** Development in Middle Childhood	**ECE102 (3)** Theory and Practicum II[1]	**(4)** Lab Science Course[2]
50 CREDITS = FIRST YEAR TOTAL					
FALL = 16 CREDITS	**ED169 (3)** Overview of Students with Special Needs	**(3)** Physical Education Course(s)[4]	**MTH111 (4)** College Algebra[5]	**(3)** Speech Course[6]	**(3)** Arts and Letters Course[7]
WINTER = 15 CREDITS	**ED280 (3)** Cooperative Work Experience	**(3)** Arts and Letters Course[7]	**(3)** Arts and Letters Course[7]	**HDFS222 (3)** Family Relations	**(3)** Specific Elective[8]
SPRING = 15 CREDITS	**HDFS140 (3)** Contemporary American Families	**(3)** Specific Elective[8]	**(3)** Specific Elective[8]	**HDFS285 (3)** Professional Issues in Early Childhood Ed.	**ED258 (3)** Multicultural Education[9]
46 CREDITS = SECOND YEAR TOTAL					
94 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] ECE/ED151, ECE209, and ECE102 must be taken in sequence. A criminal history check is required for ECE209.

[2] Refer to Associate of Science Degree Requirements, page 21.

[3] Students may choose WR227 Report Writing to meet the requirement.

[4] Students may choose PE231 or HE250.

[5] Refer to Associate of Science Degree Requirements, page 21. Students may substitute MTH212, 213, or 243 for the math course. Students who plan to obtain a degree in Elementary Education through the OUS system should take MTH211, 212, 213. Students are encouraged to take any required math prerequisites during their first year.

[6] Choose a course from: SP100, 111, 112, 217, 218 or SP219.

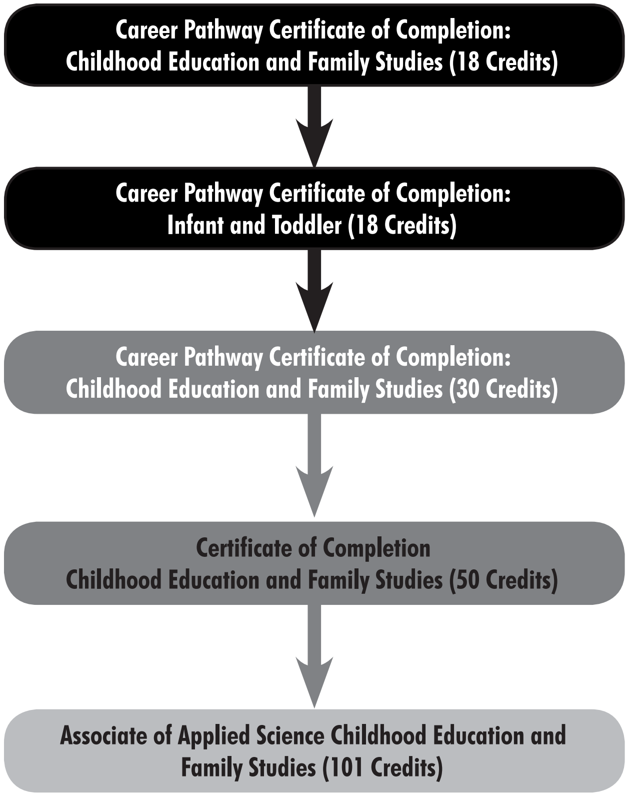
[7] Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy Requirement. Students who have not completed two years of high school foreign language are encouraged to take approved language courses.

[8] Specific Electives: ECE240, FN225, MTH211, MTH212, MTH213, PSY201, PSY202, PSY203, ED/ECE199/299. Students who wish to complete the requirements for the Certificate of Completion in Childhood Education and Family Studies should take ECE240 and FN225.

[9] ED258 must be taken summer term. ED/ECE 199/299 curriculum courses may also be taken in the summer.

- Students seeking teaching licensure are advised to plan their academic program jointly with their Southwestern Advisor and an advisor from the Southwestern University Center to be best prepared for transfer requirements. This degree meets the requirements for both the AS and AA/OT requirements.

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES


Career Pathway Certificate of Completion: Childhood Education and Family Studies (18 Credits)
Career Pathway Certificate of Completion: Infant and Toddler (18 Credits)
Career Pathway Certificate of Completion: Childhood Education and Family Studies (30 Credits)
Certificate of Completion Childhood Education and Family Studies (50 Credits)
Associate of Applied Science Childhood Education and Family Studies (101 Credits)

The Associate of Applied Science in Childhood Education and Family Studies prepares students to work in a variety of educational and child care settings, including preschool, day care, private kindergarten and as a para-professional in the public schools. This degree offers students the opportunity to gain enhanced practical experience through practicum and student teaching courses. This degree program is closely articulated with Southern Oregon University's Early Childhood Development program. Students who transfer to Southern Oregon University, and are accepted into the program, should be able to complete requirements for the baccalaureate degree with two additional years of course work. This degree is offered as an online degree through Southwestern Oregon Community College and is also articulated with the distance education department at Portland State University leading to a Bachelors of Social Science with an Early Childhood certificate; with careful course work choices, all lower division requirements will be met at transfer.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Devise ways to build partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. (NAEYC Associate Degree Program Standard 3)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)
- Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. (NAEYC Associate Degree Program Standard 4)
- Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter. (NAEYC Associate Degree Program Standard 5)
- Be prepared for transfer to Portland State University External Degree Programs to pursue articulated transfer to Bachelor of Social Science with a Certificate in Early Childhood Education.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS*9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Childhood Education and Family Studies degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69

PROGRAM REQUIREMENTS

FALL = 18 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**MTH70 (4)** Elementary Algebra[2]	**CIS120 (4)** Concepts of Computing	**PE185 (1)** Physical Education[3]
WINTER = 16 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	**MTH94 (4)** Intermediate Algebra I[2]	**WR121 (3)** English Composition	
SPRING = 16 CREDITS	**HDFS140 (3)** Contemporary American Families	**ECE102 (3)** Theory and Practicum II[1]	**HDFS229 (3)** Development in Middle Childhood	**FN225 (4)** Nutrition	**SP100 (3)** Basic Speech Communication[4]	

50 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 3 CREDITS	**ED258 (3)** Multicultural Education[5]					
FALL = 16 CREDITS	**ECE152 (3)** Creative Activities	**ECE163 (3)** Preschool Practicum	**ED169 (3)** Overview of Students with Special Needs	**BA285 (3)** Human Relations in Organizations	**(3)** Elective[6]	**PE185 (1)** Physical Education[3]
WINTER = 16 CREDITS	**ECE261 (6)** Student Teaching I, ECE	**HDFS222 (3)** Family Relations	**ECE240 (3)** Lessons and Curriculum Planning	**(3)** Elective[6]	**PE185 (1)** Physical Education[3]	
SPRING = 16 CREDITS	**ECE262 (6)** Student Teaching II, ECE	**HDFS285 (3)** Professional Issues in ECE	**ECE170 (2)** Health and Safety in Early Childhood[7]	**(2)** Specific Elective[8]	**(3)** Elective[6]	

51 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

101 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] ECE/ED151, ECE209, and ECE102 must be taken in sequence. A criminal history check is required for ECE209.

[2] Students planning to transfer to the Oregon University System will be required to have a minimum of MTH105. Only Portland State University will accept MTH211 for transfer.

[3] Students may choose from HE250 or PE231 may be substituted for three (3) credits of PE185.

[4] Choose from: SP111, SP112, SP217, SP218, SP219 or SP220 may be substituted for SP100.

[5] Must be taken summer term.

[6] For students planning to transfer to the Oregon University System, it is recommended to consult with a Childhood Education and Family Studies advisor when choosing electives. It is also recommended that transfer students fulfill science and math requirements with electives. Developmental and remedial courses and CIS101 will not fulfill elective requirements. Students choosing to earn the Infant and Toddler Development Certificate should take ECE161 and ECE162

[7] HDFS9284 is a required co-requisite to this course.

[8] Specific Elective: Choose from Southwestern Courses ED/ECE 199, 220 or 299.

CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES

The Certificate of Completion Childhood Education and Family Studies is a one-year certificate that prepares students for entry level positions as child care workers, preschool attendants, preschool teacher assistants, and day care assistants. This certificate fulfills the requirements for the first year of the AAS in Childhood Education and Family Studies degree. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Understand and practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program (Standard 1)
- Understand the importance of building partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of ‘C’ or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Childhood Education and Family Studies is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69			
FALL = 20 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**MTH70 (4)** Elementary Algebra[2]	**CIS120 (4)** Concepts of Computing	**ED169 (3)** Overview of Students with Special Needs[3]
WINTER = 12 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	**ECE240 (3)** Lessons and Curriculum Planning		
SPRING = 15 CREDITS	**HDFS140 (3)** Contemporary American Families	**ECE102 (3)** Theory and Practicum II[1]	**HDFS229 (3)** Development in Middle Childhood	**SP100 (3)** Basic Speech Communication[4]	**WR121 (3)** English Composition	**ED258 (3)** Multicultural Education[3]

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *ECE/ED151, ECE209 and ECE102 must be taken in sequence. A criminal history check is required for ECE209.*

[2] *Students planning to transfer to the Oregon University System will be required to have a minimum of MTH105. Only Portland State University will accept MTH211 for transfer.*

[3] *Must be taken summer term.*

[4] *SP111, SP112, SP217, SP218, SP219 or SP220 may be substituted for SP100.*

CAREER PATHWAY CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES (30 CREDITS)

The Childhood Education and Family Studies: Career Pathway Certificates of Completion (30 credits) is intended to provide students with the skills needed to begin a career in Childhood Education and Family Studies. This certificate can also assist the student in earning a Child Development Associate Certificate (CDA). Students enroll in this program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession. The credits earned can be laddered into a Certificate of Completion Childhood Education and Family Studies, an Associate of Applied Science Childhood Education and Family Studies or Associate of Science with an emphasis in Childhood Education and Family Studies which will transfer to a university. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 30 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Childhood Education and Family Studies (30) is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

FALL = 12 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**HDFS225 (3)** Prenatal, Infant and Toddler Development	**ED169 (3)** Overview of Students with Special Needs[2]
WINTER = 9 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	**HDFS247 (3)** Preschool Child Development	
SPRING = 6 CREDITS	**ECE240 (3)** Lessons and Curriculum Planning	**ECE102 (3)** Theory and Practicum II[1]		
SUMMER = 3 CREDITS	**ED258 (3)** Multicultural Education			

30 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTE

[1] ECE/ED151, ECE209 and ECE102 must be taken in sequence.
A criminal history check is required for ECE209.

[2] May be taken summer term.

CAREER PATHWAY CERTIFICATE OF COMPLETION CHILDHOOD EDUCATION AND FAMILY STUDIES (18 CREDITS)

The Childhood Education and Family Studies: Career Pathway Certificates of Completion (18 credits) is intended to provide students with the skills needed to begin a career in Childhood Education and Family Studies. This certificate can also assist the student in earning a Child Development Associate Certificate (CDA). Students enroll in this program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession. The credits earned can be laddered into a Certificate of Completion Childhood Education and Family Studies, an Associate of Applied Science Childhood Education and Family Studies or Associate of Science with an emphasis in Childhood Education and Family Studies which will transfer to a university. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have a beginning understanding of, and ability to, practice within an early childhood classroom including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Childhood and Family Studies (18) is awarded.

Prior learning credits can be requested for ECE150, ECE209 and ECE102 for a preschool CDA (Child Development Associate) credential.

FALL = 9 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**ECE/ED151 (3)** Guidance and Classroom Management[1]	**ED169 (3)** Overview of Students with Special Needs[2]
WINTER = 6 CREDITS	**ECE154 (3)** Children's Literature and Literacy	**ECE209 (3)** Theory and Practicum I[1]	
SPRING = 3 CREDITS	**ECE102 (3)** Theory and Practicum II[1]		

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] ECE/ED151, ECE209 and ECE102 must be taken in sequence.
A criminal history check is required for ECE209.

[2] May be taken summer term.

CAREER PATHWAY CERTIFICATE OF COMPLETION INFANT AND TODDLER DEVELOPMENT

The Career Pathway Certificate of Completion: Infant Toddler Development offers students a well rounded understanding of the physical, cognitive and social development of infants and toddlers, and how to put that knowledge into appropriate practice, by offering a combination of lecture and practicum courses. The practicum experience is embedded in a foundation of basic early childhood education, child and early literacy development and family relations courses. Coursework includes a focus on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Have an understanding of, and ability to, practice within an infant toddler classroom including culturally relevant activities, to meet each child's individual developmental needs and to be able to create a healthy, respectful, supportive and challenging learning environment. (NAEYC Standard 1)
- Have an understanding of, and ability to, create and participate in respectful, reciprocal relationships with family members of infants and toddlers. (NAEYC Standard 2)
- Have an understanding of and skills to participate in effective observation and assessment of infants and toddlers. (NAEYC Standard 3)
- Be able to integrate knowledge of family relations, child development and developmentally appropriate practices to offer an effective infant toddler teaching and learning environment. (NAEYC Standard 4)

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

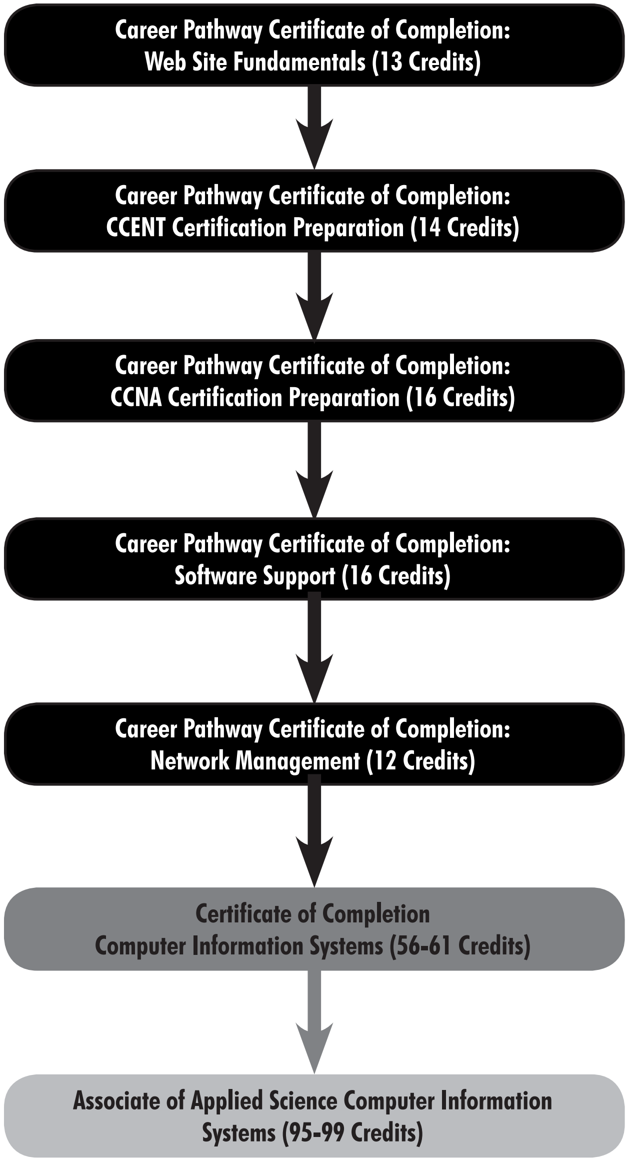
Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Infant and Toddler Development is awarded.

This certificate meets all training requirements for an Infant and Toddler CDA (Child Development Associate) Credential.

FALL = 6 CREDITS	**ECE150 (3)** Introduction and Observation in ECE	**HDFS225 (3)** Prenatal, Infant, and Toddler Development	
WINTER = 9 CREDITS	**ECE161 (3)** Infant and Toddler Practicum I	**ECE154 (3)** Children's Literature and Literacy	**HDFS222 (3)** Family Relations
SPRING = 3 CREDITS	**ECE162 (3)** Infant and Toddler Practicum II		

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

ASSOCIATE OF APPLIED SCIENCE COMPUTER INFORMATION SYSTEMS


Career Pathway Certificate of Completion: Web Site Fundamentals (13 Credits)
Career Pathway Certificate of Completion: CCENT Certification Preparation (14 Credits)
Career Pathway Certificate of Completion: CCNA Certification Preparation (16 Credits)
Career Pathway Certificate of Completion: Software Support (16 Credits)
Career Pathway Certificate of Completion: Network Management (12 Credits)
Certificate of Completion Computer Information Systems (56-61 Credits)
Associate of Applied Science Computer Information Systems (95-99 Credits)

The Associate of Applied Science Computer Information Systems degree offers a program that allows students to design a customized curriculum consisting of a broad foundation of courses focused on technical support in a networked environment and one or more technical specialties. This specialized degree prepares students for a wide variety of employment opportunities in the computer information services industry. The program offers students the opportunity to gain a combination of knowledge and practical hands-on experience to suppoprt both an organization's information technology infrastructure and the people who use it.

The Computer Systems and Information Technology Core degree, in combination with specific electives prepares students for a wide variety of technical career opportunities. Al students seeking the AAS Computer Information Systems degree must complete the courses comprising the Computer Systems and Information Technology Core. Courses making up the Computer Systems and Informaiton Technology Core consist of 84 of the 96 to 100 credits needed to complete the degree. Core courses include:

- *CIS179 Introduction to Computer Networks*
- *CS160 Computer Science Orientation*
- *CIS140 Introduction to Operating Systems*
- *CIS6260 Computer Technician Theory I*
- *CIS125DB Database Applications*
- *CIS6243 Network Academy I*
- *CIS184 Workstation Security*
- *CIS225 End User Support*
- *CS195 Web Development I*
- *CIS6244 Network Academy II*
- *CIS240U Advanced Operating Systems - Unix*
- *CIS279 Network Management I*
- *CIS245 Project Management*
- *CIS288 Network Management II*
- *CIS188 Wireless Networks*
- *CIS297 Capstone Project*
- *CIS280 Field Experience*
- *CIS284 Network Security*
- *WR115 Introduction to Expository Writing*
- *BA285 Human Relations in Organizations*
- *MTH105 Introduction to Contemporary Mathematics*
- *PE131 Wellness for Life*
- *SP219 Small Group Discussion*
- *BA205 Solving Communication Problems with Technology*

Note: Some CS/CIS courses may be offered only online.

Students may choose specific electives to makeup the remaining 18 to 24 course credits needed to complete the degree. Certificate programs can be taken as part of a two-year AAS degree or as stand-alone certifications.

The Computer Information Systems Program additionally provides a broad variety of professional continuing education classes and certificates for professionals already working in the field and provides technology service classes for students studying in other disciplines.

Students completing the AAS Computer Information Systems will be prepared to seek entry level employment in occupations such as network administrator, systems administrator, web developer/administrator, and software applications specialist/trainer.

Students in this program are expected to work with a department advisor in planning term-by-term class schedules leading towards fulfillment of all program requirements. Students planning to earn a bachelor’s degree are responsible for researching the departmental requirements of the school to which

ASSOCIATE OF APPLIED SCIENCE COMPUTER INFORMATION SYSTEMS

they plan to transfer. Students planning to transfer may want to consider the Associate of Arts Oregon Transfer (AA/OT) and AGS degree options.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Install, configure, use, and maintain commonly used business software.
- Install, configure, maintain, and troubleshoot workstation hardware, operating systems and network environments.
- Apply project life cycle concepts to assist in finding solutions to business needs.
- Research, interpret, and communicate technical information in written, graphic, diagrammatic, electronic, and oral forms.
- Demonstrate the ability to work independently or in a group environment with sensitivity to the needs of customers and coworkers.
- Demonstrate the skills and knowledge to install, configure, and maintain end-user computer systems.
- Demonstrate the skills and knowledge to install, configure and maintain network servers.
- Demonstrate the ability to plan and implement both wired and wireless networks sufficient for home or small business use.

GRADUATION REQUIREMENTS

Students must complete a minimum of 95 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All general education courses and courses in the major must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Computer Information Systems degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

SPECIALTY CERTIFICATES

Note: Some specialty certificates coursework may not be offered every year. See CIS/CS Advisor.

The **Certificate of Completion Computer Information Systems** prepares the student to work in a variety of specialized employment situations. This one year certificate is intended for students who want to become work ready, but do not necessarily seek a two year Associate of Applied Sciences degree. This certification can also serve a first year of an AAS in CIS.

The **Computer Information Systems: Career Pathway Certificate of Completion: CCENT Certification Preparation** introduces the student to the knowledge and skills necessary to successfully pass the Cisco Certified Entry Network Technician (CCENT) certification examination. The CCENT certification validates the skills required for entry-level network support positions.

The **Computer Information Systems: Career Pathway Certificate of Completion: CCNA Certification Prepration** introduces the student to the knowledge and skills necessary to successfully pass the Cisco Certified Network Associate (CCNA) certification examination. The CCNA certification validates the ability to install, configure, operate, and troubleshoot medium-size routed and switched networks.

The **Computer Information Systems: Career Pathway Certificate of Completion: Network Management** prepares the student to fill a number of roles in an information technology work environment, including system or network administrator. Students completing this certificate will be able to manage network infrastructure, servers, and users.

The **Computer Information Systems: Career Pathway Certificate of Completion: Software Support** prepares the student to effectively and efficiently use typical office software applications as well as operating system utilities. Additionally, students completing the certificate will be able to provide training and support for business computer users.

The **Computer Information Systems: Career Pathway Certificate of Completion: Web Site Fundamentals** prepares the student to design, create, and maintain interactive web sites. Students completing this certificate are prepared for entry level opportunities in the industry.

ASSOCIATE OF APPLIED SCIENCE COMPUTER INFORMATION SYSTEMS

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69		
FALL = 17 CREDITS	**CIS179 (3)** Introduction to Networks	**CS160 (4)** Computer Science Orientation	**CIS140 (4)** Introduction to Operating Systems	**WR115 (3)** Introduction to Expository Writing (or higher)	**SP219 (3)** Small Group Discussion[2]
WINTER = 16-17 CREDITS	**CIS6260 (3)** Computer Technician Theory I (A+)	**CIS125DB (3)** Database Applications	**CIS6243 (4)** Network Academy I	**BA285 (3)** Human Relations in Organizations	**(3) - (4)** Specific Elective[3]
SPRING = 15 CREDITS	**CIS184 (3)** Workstation Security	**CIS225 (4)** End User Support	**MTH105 (4)** Intro to Contemporary Mathematics (or higher)	**CIS6244 (4)** Network Academy II	

48-49 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 16-17 CREDITS	**CIS240U (3)** Advanced Operating Systems - Unix	**CIS188 (3)** Wireless Networking	**CS195 (3)** Web Development I	**CIS279 (4)** Network Management I	**(3) - (4)** Specific Elective[3]
WINTER = 17-18 CREDITS	**CIS245 (3)** Project Management	**BA205 (4)** Solving Communication Problems with Technology	**CIS288 (4)** Network Management II	**PE231 (3)** Wellness for Life[4]	**(3) - (4)** Specific Elective[3]
SPRING = 14-15 CREDITS	**CIS297 (3)** Capstone Project	**CIS280 (4)** Field Experience	**CIS284 (4)** Network Security	**(3) - (4)** Specific Elective[3]	

47-50 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

95-99 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] CIS120 or demonstrated proficiency in Computer Literacy.

[2] SP100, 111, 112, 217, 218 or 220 may be substituted for SP219.

[3] Specific Electives: Select from the following specialties. For more information on specialties, see associated page number: CCENT Certification Preparation, 57; CCNA Certification Preparation, 58; Network Management, 59; Software Support, 60; Web Site Fundamentals, 61. Additional Specific Electives and CS/CIS course except CIS101; any BA or AC course not required within the degree; ART115, 116, 117, 225; DRFT110, 111, 111; MFG4101; ELEC101; J203, 205, 215; WR214, 214T, 227; other see CS/CIS Advisor.

[4] HE250 or three credits of PE185 may be substituted to meet this requirement.

***Some CS/CIS courses may be offered only online.*

CERTIFICATE OF COMPLETION COMPUTER INFORMATION SYSTEMS

The Certificate of Completion Computer Information Systems is a student designed one year certificate that includes the first year of the Computer Information Systems and Information Technology core courses. This certificate is intended for students focused on becoming career ready in one year. The core courses give the student a well rounded basic understanding of technical support of computer information systems in a networked environment. Students completing this certification will be prepared to seek entry level employment in occupations such as network support specialist or technical support specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate a basic knowledge of computer information systems.
- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems on an entry level.

GRADUATION REQUIREMENTS

Students must complete a minimum of 48 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All general education courses and courses in the major must be passed with a grade of 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Software Application Specialist is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	**WR90 (3)** Paragraph Fundamentals	Reading Score of ASSET39 COMPASS69		
FALL = 17 CREDITS	**CIS179 (3)** Introduction to Networks	**CS160 (4)** Computer Science Orientation	**CIS140 (4)** Introduction to Operating Systems	**WR115 (3)** Introduction to Expository Writing (or higher)	**SP219 (3)** Small Group Discussion
WINTER = 16-17 CREDITS	**CIS6260 (3)** Computer Technician Theory I (A+)	**CIS125DB (3)** Database Applications	**CIS6243 (4)** Network Academy I	**BA285 (3)** Human Relations in Organizations	**(3) - (4)** Specific Elective[2]
SPRING = 15 CREDITS	**CIS184 (3)** Workstation Security	**CIS225 (4)** End User Support	**MTH95 (4)** Intermediate Algebra (or higher)	**CIS6244 (4)** Network Academy II	

48-49 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

[2] *Specific Electives: Select from the following specialties. For more information on specialties, see associated page number: CCENT Certification Preparation, 57; CCNA Certification Preparation, 58; Network Management, 59; Software Support, 60; Web Site Fundamentals, 61. Additional Specific Electives and CS/CIS course except CIS101; any BA or AC course not required within the degree; ART115, 116, 117, 225; DRFT110, 111, 111; MFG4101; ELEC101; J203, 205, 215; WR214, 214T, 227; other see CS/CIS Advisor.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: CCENT CERTIFICATION PREPARATION

The Computer Information Systems: Career Pathway Certificate of Completion: CCENT Certification Preparation prepares the student for entry-level work in data communications and networking. At the completion of this certification, the student will be prepared to successfully take the Cisco Certified Entry Network Technician (CCENT) examination. This certificate can be included as part of an AAS in Computer Information Systems with a networking specialization or as a stand-alone certification for professional development and career advancement. Students completing this certification will be prepared to seek entry level employment in occupations such as network technician.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems.

GRADUATION REQUIREMENTS

Students must complete a minimum of 14 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Eight (8) of the last 12 credits must be earned at Southwestern before the CCNA Certification Preparation I certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 3 CREDITS	**CIS179 (3)** Introduction to Networks	
WINTER = 7 CREDITS	**CIS6243 (4)** Network Academy Fundamentals I	**CIS6260 (3)** Computer Technician Theory I (A+)
SPRING = 4 CREDITS	**CIS6244 (4)** Network Academy Fundamentals II	

14 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: CCNA CERTIFICATION PREPARATION

The Computer Information Systems: Career Pathway Certificate of Completion: CCNA Certification Preparation prepares the student for a professional industry examination in networking, the Cisco Certified Network Associate certification. This is next step in the networking career path following the CCENT Certification Prep Certificate. This certificate can be included as part of an AAS in Computer Information Systems with a networking specialization or as a stand-alone certification for professional development and career advancement. Students completing this certification will be prepared to seek entry level employment in occupations such as network analyst/ technician.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate the ability to design reliable and secure computer networks.
- Apply technical skills to implement and maintain computer and network systems solutions and troubleshoot computer and network problems.

GRADUATION REQUIREMENTS

Students must complete a minimum of 16 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Eight (8) of the last 12 credits must be earned at Southwestern before the CCNA Certification Prep certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
WINTER = 4 CREDITS	**CIS6243 (4)** Network Academy Fundamentals I	
SPRING = 4 CREDITS	**CIS6244 (4)** Network Academy Fundamentals II	
FALL = 4 CREDITS	**CIS6245 (4)** Network Academy Fundamentals III	
WINTER = 4 CREDITS	**CIS6246 (4)** Network Academy Fundamentals IV	

16 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: NETWORK MANAGEMENT

The Computer Information Systems: Career Pathway Certificate of Completion: Network Management is intended to prepare the student for an entry-level job in networking management. Students completing this certification will be prepared to seek entry level employment in occupations such as network administrator and system administrator.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate the skills and knowledge to install, configure, and maintain end-user computer systems.
- Demonstrate the skills and knowledge to install, configure, and maintain network servers.
- Demonstrate the ability to plan and implement both wired and wireless networks sufficient for home or small business use.

GRADUATION REQUIREMENTS

Students must complete a minimum of 12 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Six (6) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Network Administration is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 4 CREDITS	**CIS279 (4)** Network Management I	
WINTER = 4 CREDITS	**CIS288 (4)** Network Management II	
SPRING = 4 CREDITS	**CIS284 (4)** Network Security	

12 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

**Some CS/CIS courses may be offered only online.

CAREER PATHWAY CERTIFICATE OF COMPLETION: SOFTWARE SUPPORT

The Computer Information Systems: Career Pathway Certificate of Completion: Software Support is intended to prepare the student for the industry examination in software applications. This 16 credit certification is an intensive program emphasizing the hands-on use of common business applicaitons. Students completing this certificate will have gained the knowledge and ability to successfully pass instdustry standard certification examinations. As a stand-alone certification, this can be used for professional development toward job advancement. As part of the AAS degree this certificate enhances the ability of the student to work efficiently in an office environment and provide support for colleagues. Students completing this certification will be prepared to seek entry level employment in occupations such as software applications specialists and software training and support specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate skills in the use of common business application software.

GRADUATION REQUIREMENTS

Students must complete a minimum of 16 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Software Support Certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 3 CREDITS	**CIS125W (3)** Word Processing Applications	
WINTER = 6 CREDITS	**CIS125DB (3)** Database Applications	**CIS125S (3)** Spreadsheet Applications
SPRING = 7 CREDITS	**CIS235 (4)** Intergrated Computer Projects	**CIS135W (3)** Desktop Publishing

16 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

***Some CS/CIS courses may be offered only online.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: WEB SITE FUNDAMENTALS

The Computer Information Systems: Career Pathway Certificate of Completion: Web Site Fundamentals is intended to prepare students for basic web site development with an emphasis in HTML construction. The program will assist in achieving the very basic skills necessary to begin a career in web design. The skills learned in these courses can also be used by individuals working for companies or for themselves who need to develop web pages as part of their work. Students completing this certification will be prepared to seek entry level employment in occupations such as web site designer, web developer, and webmaster.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Produce professional standards-based web sites implementing entry-level web design and production techniques.

GRADUATION REQUIREMENTS

Students must complete a minimum of 13 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the major must be passed with a grade of 'C' or better. Six (6) of the last 9 credits must be earned at Southwestern before the Web Production Specialist Certificate is awarded.

PREREQUISITES	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69
FALL = 6 CREDITS	**CIS125WE (3)** Web Editor Applications[2]	**CIS195 (3)** Web Development I
WINTER = 3 CREDITS	**CIS125DM (3)** Digital Media Applications	
SPRING = 4 CREDITS	**CIS133WS (4)** Computer Language I - Web Scripting[3]	

13 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] CIS120 or demonstrated proficiency in Computer Literacy.

[2] J203, 205 or 215 may be substituted for CIS125WE.

[3] BA223 may be substituted for CIS133WS.

***Some CS/CIS courses may be offered only online.*

ASSOCIATE OF APPLIED SCIENCE CIS HEALTH INFORMATICS

Health Informatics is the rapidly developing scientific field that utilizes computer technology in the advancement of health care, and is one of the key components to creating an improved, higher-quality health care system. Individuals who earn this degree will be able to fill a variety of entry-level positions within any health care organization related to the use of technology in the management and delivery of health care services. Health Informatics combines computer technologies, information science, clinical practice, and business management, and helps coordinate the computer information systems used in hospitals and medical clinics. Health Informatics is the link between management, computer information technologies and medicine. It is the study of health data collection, storage and communication; data processing into health information suitable for administrative and clinical decision making; and computer and telecommunications technology applied to support these processes.

The Health Informatics Applied Associate of Science Degree is designed for persons interested in working in the health care industry to address the many and varied technology needs within the industry.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Evaluate, develop, implement, deploy, and maintain a health care information system.
- Design, develop, and manipulate effective databases and select appropriate supporting technological tools.
- Demonstrate the ability to work independently or in a group with sensitivity to the needs of clients and coworkers.
- Demonstrate the skills and knowledge to install, configure, and maintain hardware, software, and network requirements for a health care environment.
- Apply basic accounting and management strategies to manage, lead, and evaluate projects.

GRADUATION REQUIREMENTS

Students must complete a minimum of 99 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a ‘C’ or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in CIS Health Informatics degree is awarded.

Data processing center, 1972.

ASSOCIATE OF APPLIED SCIENCE CIS HEALTH INFORMATICS

PREREQUISITES	**WR90 (3)** Paragraph Fundamentals	**CIS120 (4)** Concepts of Computing[1]	Reading Score of ASSET39 COMPASS69		
FALL = 18 CREDITS	**CIS140 (4)** Introduction to Operating Systems	**CS160 (4)** Computer Science Orientation	**AH111 (3)** Medical Terminology I	**PSY201 (3)** General Psycholgy[2]	**MTH111 (4)** College Algebra
WINTER = 18 CREDITS	**CIS125DB (3)** Database Applications	**CS161 (4)** Introduction to Computer Science I	**AH112 (3)** Medical Terminology II	**CIS240U (3)** Advanced Operating Systems	**HIM110 (5)** Health Information Management
SPRING = 17 CREDITS	**WR121 (3)** English Composition	**CS162 (4)** Introduction to Computer Science II	**CS275 (4)** Database Management	**(3)** Specific Elective[3]	**HIM182 (3)** Health Care Delivery Systems
53 CREDITS = FIRST YEAR TOTAL REQUIREMENTS					
FALL = 12 CREDITS	**CIS244 (3)** Systems Analysis	**CIS179 (3)** Introduction to Networks	**HIM283 (3)** Health Information Systems	**(3)** Specific Elective[3]	
WINTER = 17 CREDITS	**CIS245 (3)** Project Management	**BA205 (4)** Solving Communication Problems with Technology	**HIM285 (3)** Healthcare Financing and Compliance	**CS276 (4)** Advanced SQL	**(3)** Specific Elective[3]
SPRING = 17 CREDITS	**SP219 (3)** Small Group Discussion[4]	**PE231 (3)** Welness for Life[5]	**CIS225 (4)** End User Support	**CIS280 (4)** Field Experience	**(3)** Specific Elective[3]
46 CREDITS = SECOND YEAR TOTAL REQUIREMENTS					
99 CREDITS = TOTAL PROGRAM REQUIREMENTS					

PROGRAM NOTES

[1] *CIS120 or demonstrated proficiency in Computer Literacy.*

[2] *PSY201 meets the AAS Human Relations Requirement.*

[3] *AAS CIS Health Informatics Specific Electives: Select four (4) courses from CIS278, 279, 188, WR122, 214 or 227, OA2591, BI231, 232, 233, BA211, BA224.*

[4] *SP100,SP111, SP112, SP217, SP218, or SP220 may be substituted for SP219.*

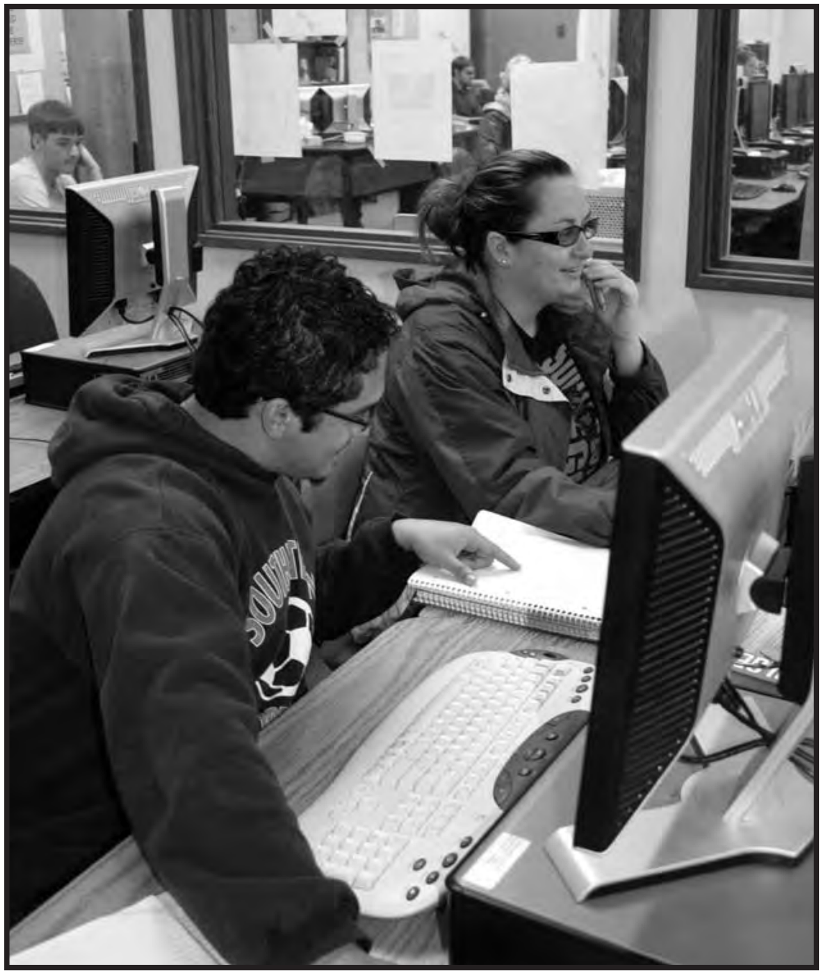
[5] *HE250 or three credits of PE185 may be substituted to meet this requirement.*

***Some CS/CIS/HIM courses may be offered only online.*

***CS/CIS coursework meets the AAS Computer Literacy requirement.*

ASSOCIATE OF SCIENCE CRIMINAL JUSTICE EMPHASIS

The Associate of Science degree, with an emphasis in Criminal Justice, is designed for students who plan to transfer and complete a baccalaureate degree in Criminal Justice (or related field) at specific four-year institutions. It may also be earned as a stand-alone degree for current criminal justice employees or for students who plan to apply for work after the completion of the two-year degree. This degree will satisfy most of the lower-division requirements of transfer institutions and is articulated with Southern Oregon University's Criminology and Criminal Justice program.



GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE CRIMINAL JUSTICE EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH95 (4)** Intermediate Algebra I (or placement test score)	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 17 CREDITS	**CJ100 (4)** Introduction to Criminal Justice	**SP111 (3)** Fundamentals of Public Speaking[1]	**SOC204 (3)** General Sociology[2]	**WR121 (3)** English Composition	**(4)** Math/Science/Computer Science Course[3]
WINTER = 17 CREDITS	**CJ110 (4)** Introduction to Law Enforcement	**CJ101/SOC105 (4)** Introduction to Criminology	**SOC205 (3)** General Sociology[2]	**WR122 (3)** English Composition	**(4)** Math/Science/Computer Science Course[3]
SPRING = 17 CREDITS	**CJ220 (4)** Introduction to Substantive Law	**MTH111 (4)** College Algebra (or higher)	**SOC206 (3)** General Sociology[2]	**WR123 (3)** English Composition[4]	**(4)** Math/Science/Computer Science Course[3]

51 CREDITS = FIRST YEAR TOTAL

FALL = 15 CREDITS	**CJ222 (4)** Constitution and Criminal Procedure	**PE185 (1)** Physical Education[5]	**PS201 (3)** American Government	**MTH243/BA232 (4)** Introduction to Probability and Statistics	**(3)** Arts and Letters Course[6]
WINTER = 15 CREDITS	**CJ130 (4)** Introduction to Corrections	**PE185 (1)** Physical Education[5]	**CIS120 (4)** Concepts of Computing	**(3)** Specific Elective[7]	**(3)** Arts and Letters Course[6]
SPRING = 13 CREDITS	**CJ247 (3)** Criminal Justice Ethics	**PE185 (1)** Physical Education[5]	**(3)** Specific Elective[3]	**(3)** Specific Elective[7]	**(3)** Arts and Letters Course[6]

43 CREDITS = SECOND YEAR TOTAL

94 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] SP218 or 219 may be substituted for SP111.

[2] PSY201, 202 and 203 may be substituted for SOC204, 205 and 206.

[3] Refer to Associate of Science Degree Requirements, page 21. At least two of the courses must have labs.

[4] WR227 may be substituted for WR123.

[5] HE250 or PE231 may be substituted for three credits of PE185.

[6] Refer to Associate of Science Degree Requirements, page 21.

[7] Specific Electives may be selected from the following courses: CJ131, 140, 201, 203, 210, 213, 214, 215, 218, 225, 229, 230, 232, 243, 280, PSY203, 239, 243, .

ASSOCIATE OF APPLIED SCIENCE CULINARY ARTS

The Associate of Applied Science in Culinary Arts program offers chef training (basic and advanced) as well as restaurant management skills. After studying the fundamentals of classical and contemporary cuisine and restaurant procedures, students will develop advanced skills in Garde Manger and a la carte cooking. Students will have the opportunity to choose between a local or distant externship during their final term in the program. The graduate will have the necessary training to work in a variety of culinary establishments such as Sous Chef, Garde Manger, Kitchen Supervisor, and Restaurant Manager.

Oregon Coast Culinary Institute (OCCI) at Southwestern was granted a five-year accreditation by the American Culinary Federation, ACF in 2007. The five-year accreditation is the highest level available for initial accreditation by the ACF – the premier professional chefs' organization in North America, focusing its efforts on offering education, apprenticeship and industry certification. With the accreditation, OCCI's graduates will automatically gain the title of Certified Culinarian upon graduation, along with their associate's degrees.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate understanding of safe and effective kitchen equipment use and maintenance.
- Demonstrate expert-level operation of professional kitchen tools and equipment.
- Demonstrate knife skills, knife sharpening techniques, handling a steel, and cutting techniques.
- Understand the basic principles for using seasoning and flavoring to create good tasting food.
- Serv Safe Certification.
- Demonstrate food preparation for the following cooking methods - saute, broil, grill, braise, deep and stir fry, and poach.
- Understand basic principles of baking through formulas and measurement, mixing and gluten development and the baking process.
- Prepare a variety of pastry products.
- Become familiar with regional and international cuisine. Develop an appreciation for native products, herbs, and foods.
- Understand the basic principles of emulsification and all aspects of the elements of cold food pantry.
- Utilize concept of menu planning, cost control, purchasing, receiving, quality standards, profit, and staffing costs.
- Describe and apply the principles of nutrition to maximize nutrient retention in food preparation.
- Demonstrate supervisory skills and abilities utilizing critical thinking skills.

ENTRY REQUIREMENTS

This is a restricted program. For application and fee information, contact the Director of Student Recruiting at (541) 888-7195.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Culinary Arts degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE CULINARY ARTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)[1]	Reading Score of ASSET39 COMPASS69		
FALL = 22 CREDITS	**CRT2000 (5)** Introduction to Professional Cooking	**CRT2001 (6)** Basic Food Preparation	**CRT2002 (1)** Introduction to Food and Beverage Industry	**CRT2015 (3)** Sanitation and Safety for Managers	**SP218 (3)** Interpersonal Communication	**MTH81 (4)** Applied Math for Culinary Arts
WINTER = 21 CREDITS	**CRT2003 (6)** Baking and Pastry for Culinary Arts Majors	**CRT2005 (1)** Menu Planning and Design	**CRT2007 (1)** Inventory Control and Purchasing	**CRT2050 (6)** Regional and International Cuisine	**CRT2016 (3)** Culinary Nutrition	**CIS120 (4)** Concepts of Computing
SPRING = 19 CREDITS	**CRT2012 (6)** A La Carte I	**CRT2013 (6)** A La Carte II	**CRT2017 (3)** Restaurant Management and Supervision	**CRT2018 (1)** Culinary Arts Career Planning	**WR115 (3)** Introduction to Expository Writing[2]	

62 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 16 CREDITS	**CRT2004 (2)** Introduction to Vineyards and Beverages	**CRT2006 (2)** Restaurant Layout and Design	**CRT2060 (8)** Garde Manger	**HE250 (3)** Personal Health[3]	**CRT2038 (1)** Applied Visual Principles
FALL = 12 CREDITS	**CRT2280 (12)** Work Experience: Culinary Externship				

28 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTE

[1] *May substitute MTH55 for requirement.*

[2] *May be substituted with a higher level writing course. Course must be completed with a grade of 'C' or better.*

[3] *PE231 or three credits of PE185 may be substituted for HE250, course(s) must be completed with a grade of 'C' or better.*

ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

The Associate of Applied Science in Baking and Pastry Arts provides a broad foundation of baking and pastry theory and practical training necessary for success in the food service industry. Students will learn the art of creating tasty baked goods, pastries, and confections, from traditional bread baking to beauticul showpieces. Students will also learn to use sugar, syrups, icings and chocolate. Prepares students for a career as a professional baker or pastry chef in a bakery, restaurant, hotel or resort.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Prepare yeast raised products to include breads, yeast leavened pastries to include laminated doughs, breakfast pastries and leavened cakes.
- Prepare a variety of cakes, fillings and icings to include chemical and mechanical leavening techniques.
- Prepare a variety of egg and dairy based products to include meringue, sponge, soufflés, mousses, custards, and creams.
- Prepare a variety of fried baked goods to include fritters and doughnuts.
- Prepare a variety of pastry products to include pies, tarts, pate a choux, crepes, puff pastry, and fillo dough.
- Identify, select and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.
- List and explain the application of mixes and other convenience products pertaining to the baking process.
- Utilize concept of cost control, purchasing, receiving, quality standards, profit and staffing costs.
- Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.
- Demonstrate supervisory skills and abilities utilizing critical thinking skills.
- Serv Safe Certification.

ENTRY REQUIREMENTS

This is a restricted program. For application and fee information, contact the Director of Student Recruiting at (541) 888-7195.

GRADUATION REQUIREMENTS

Students must complete a minimum of 91 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Baking and Pastry Arts degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

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ASSOCIATE OF APPLIED SCIENCE BAKING AND PASTRY ARTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)[1]	Reading Score of ASSET39 COMPASS69		
FALL = 23 CREDITS	**CRT2031(6)** Baking and Pastry Fundamentals I	**CRT2032 (7)** Baking and Pastry Fundamentals II	**CRT2015 (3)** Sanitation and Safety for Managers	**SP218 (3)** Interpersonal Communication	**MTH81 (4)** Applied Math for Culinary Arts	
WINTER = 19 CREDITS	**CRT2027 (1)** Basic Sugar	**CRT2033 (4)** Classic and Contemporary Cakes	**CRT2040 (6)** Culinary Arts for Baking and Pastry Majors	**CRT2028 (1)** Basic Chocolate	**CIS120 (4)** Concepts of Computing	**CRT2016 (3)** Culinary Nutrition
SPRING =22 CREDITS	**CRT2007 (1)** Inventory Control and Purchasing	**WR115 (3)** Introduction to Expository Writing[2]	**CRT2045 (7)** Retail Baking	**CRT2017 (3)** Restaurant Management and Supervision	**CRT2030 (3)** Bakery Design	**SPRING COURSES CONTINUED ON NEXT LINE**
SPRING CONTINUED	**CRT2024 (3)** Frozen Desserts	**CRT2026 (1)** Dessert Menu Development	**CRT2018 (1)** Culinary Arts Career Planning			
64 CREDITS = FIRST YEAR TOTAL REQUIREMENTS						
SUMMER = 15 CREDITS	**CRT2034 (2)** Advanced Sugar and Chocolate	**CRT2042 (3)** Wedding Cakes	**CRT2037 (6)** Plated Desserts	**HE250 (3)** Personal Health[3]	**CRT2038 (1)** Applied Visual Principles	
FALL = 12 CREDITS	**CRT2280 (12)** Work Experience: Culinary Externship					
27 CREDITS = SECOND YEAR TOTAL REQUIREMENTS						
91 CREDITS = TOTAL PROGRAM REQUIREMENTS						

PROGRAM NOTE

[1] May substitute MTH55 for requirement.

[2] May be substituted with a higher level writing course. Course must be completed with a grade of 'C' or better.

[3] PE231 or three credits of PE185 may be substituted for HE250, course(s) must be completed with a grade of 'C' or better.

ASSOCIATE OF APPLIED SCIENCE EMERGENCY MEDICAL TECHNOLOGY (EMT) - PARAMEDIC

The Associate of Applied Science Emergency Medical Technology – Paramedic is designed for students seeking a career as a paramedic. The program meets or exceeds the required skills and knowledge necessary for national and state licensure testing. The program contains certification requirements at the EMT Basic and paramedic levels.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Assess patients and apply treatment protocols in simulated emergency medical situations.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Perform all basic and advance support skills in a safe and timely manner.

ENTRY REQUIREMENTS

For application and fee information, contact the Director at 541-888-1554. Due to continually changing laws and regulations students may be required to add, modify or delete courses an/or hours for the curriculum to meet current standards. See your advisor for current requirements.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Emergency Medical Technology - Paramedic degree is awarded. The completion of the following certificates will be required in order to qualify for graduation: ACLS, PHTLS, AMLS, EPC or PEPP. Contact the director for more information on these certificates.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE EMERGENCY MEDICAL TECHNOLOGY (EMT) - PARAMEDIC

PREREQUISITES	**CHEM110 (4)** Foundations of General, Organic & Biochemistry[2]	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69
FALL = 16 CREDITS	**BI231 (4)** Anatomy and Physiology I	**EMT175 (3)** Intro. to Emergency Medical Services	**AH111 (3)** Medical Terminology I	**WR121 (3)** English Composition	**PSY201 (3)** General Psychology[3]
WINTER = 17 CREDITS	**BI232 (4)** Anatomy and Physiology II	**EMT170 (2)** Emergency Response Communication/Doc.	**EMT171 (2)** Emergency Response Patient Transport	**EMT151 (5)** EMT - Basic, Part A	**MTH70 (4)** Elementary Algebra (or higher)
SPRING = 19 CREDITS	**BI233 (4)** Anatomy and Physiology III	**CJ203 (3)** Crisis Intervention	**EMT169 (3)** EMT Rescue	**EMT152 (5)** EMT - Basic, Part B	**CIS120 (4)** Concepts of Computing

52 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**EMT296 (12)** EMT - Paramedic, Part I	**SP218 (3)** Interpersonal Communication[4]	
WINTER = 17 CREDITS	**EMT297 (14)** EMT - Paramedic, Part II	**BA285 (3)** Human Relations in Organizations	
SPRING = 17 CREDITS	**EMT298 (8)** EMT - Paramedic, Part III	**EMT280F (6)** CWE - Internship	**HE250 (3)** Personal Health[5]

49 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

101 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *CHEM223 may be substituted.*

[3] *PSY202, 203 or 237 may be substitued for PSY201.*

[4] *SP219 may be substituted for SP218.*

[5] *PE231 or HE250 only for students in this program. PE185 courses will not meet this requirement.*

ASSOCIATE OF SCIENCE ENGINEERING EMPHASIS

The Associate of Science with an emphasis in engineering is designed for students who intend to transfer and earn a Bachelor's degree from a four-year college or university, majoring in one of the mainstream disciplines of chemical, civil, computer, electrical, or mechanical engineering. The curriculum has been specifically designed to meet most of the lower-division requirements for mechanical, electrical, and civil engineering degree programs at Oregon State University and Portland State University. With minor modifications, the curriculum can be adapted to satisfy most of the lower-division requirements for Computer and Chemical Engineering degree programs. Specific requirements vary depending upon the institution and the discipline, making it very important to work with an advisor and the most current curriculum revisions.

The Associate of Science degree is theoretically oriented, preparing students to use scientific methods for problem solving in practical engineering situations. There are other degrees and certificate programs at Southwestern oriented for students who want to enter the workforce immediately and/or want to verify that engineering is a suitable career selection.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term)

ASSOCIATE OF SCIENCE ENGINEERING EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH112 (4)** Elementary Functions	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 15 CREDITS	**ENGR111 (3)** Engineering Orientation	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	
WINTER = 18 CREDITS	**ENGR112 (3)** Engineering Computation	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	**(3)** Arts and Letters or Social Sciences Course[1]
SPRING = 18 CREDITS	**ENGR245 (3)** Engineering Graphics and Design	**MTH252 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**WR227 (3)** Report Writing	**(3)** Arts and Letters or Social Sciences Course[1]

51 CREDITS = FIRST YEAR TOTAL

FALL = 18 CREDITS	**CHEM221 (5)** General Chemistry	**ENGR201 (3)** Electrical Fundamentals I	**ENGR211 (3)** Statics	**MTH254 (4)** Vector Calculus I	**(3)** Arts and Letters or Social Sciences Course[1]
WINTER = 18 CREDITS	**CHEM222 (5)** General Chemistry	**SP111 (3)** Fundamentals of Public Speaking	**ENGR212 (3)** Dynamics	**MTH255 (4)** Vector Calculus II	**(3)** Arts and Letters or Social Sciences Course[1]
SPRING = 14-16 CREDITS	**(3) - (5)** Engineering Specifc Elective[2]	**(3)** Health/Fitness Course[3]	**(4)** Mathematics Specific Elective [4]	**MTH256 (4)** Differential Equations	

50-52 CREDITS = SECOND YEAR TOTAL

101-103 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] Arts and Letters/Social Sciences courses selected from each of the following areas: Arts and Letters - two courses from: ENG104, 105, 106, 107, 108, 109, 201, 202, 203, 204, 205, 206; PHL101 or 102 (not both).

Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, 202; PS201, 202; SOC204, 205; Western Culture, one course from: HST101, 102, 103, 201, 202, 203.

[2] Engineering Specific Elective: One course selected from the following list (after consultation with and advisor): CHEM223; ENGR202, 213.

[3] One health/fitness course selected from HE250, PE231 or three credits of PE185.

[4] Mathematics Specific Elective: One course selected from the following list (after consultation with an advisor): MTH243, 260, 265.

- Students planning to transfer to Oregon State University (OSU) should also consider taking one biological science course from the following list (a general Baccalaureate course requirement at OSU): BI101, 201, 234.

- The following courses are also appropriate for various engineering degree programs and will generally transfer to most four-year colleges and universities: CS160, 161, 162; MTH231, 232.

ASSOCIATE OF APPLIED SCIENCE FIRE SCIENCE TECHNOLOGY

Career Pathway Certificate of Completion: Fire Science Technology Level I (18.5 Credits)

↓

Certificate of Completion Fire Science Technology Level II (50 Credits)

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Associate of Applied Science Fire Science Technology (94 Credits)

The Associate of Applied Science in Fire Science Technology program includes the necessary general education and specialized fire and emergency medical services courses to prepare students for careers at entry-level positions within the fire service. This curriculum was developed in cooperation with the College Fire Science Advisory Committee and the Oregon Department of Public Safety Standards and Training (DPSST). Due to continually changing laws and regulations mandated by Oregon's Occupational Safety and Health Administration (OR-OSHA), DPSST and the National Fire Protection Association (NFPA), students may be required to add, modify or delete courses and/or hours to the curriculum to meet current standards. See your advisor for current requirements.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 94 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Fire Science Technology degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE FIRE SCIENCE TECHNOLOGY

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 16.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**(3)** Health/Physical Education Course[2]	**WR115 (3)** Introduction to Expository Writing[3]	**MTH70 (4)** Elementary Algebra (or higher)	
WINTER = 17 CREDITS	**FS5245 (3)** NFPA Firefighter I Part B	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**CIS120 (4)** Concepts of Computing	**(4)** Elective[4]	
SPRING = 14.5 CREDITS	**FS5282 (3)** Fire Codes and Related Ordinances	**FS9380 (2.5)** S-215 Fire Ops/ Urban Interface	**EMT169 (3)** EMT Rescue	**(3)** Human Relations Course[5]	**SP218 (3)** Interpersonal Communication[6]	

48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**FS5676 (3)** Fire and Emergency Service Administration	**FS5259 (3)** Fire Organization and Command	**FS5280 (1)** Cooperative Work Experience	**FS9060 (1)** Emergency Response to Terrorism	**(3)** Fire Science Specific Elective[7]	**(4)** Elective[4]
WINTER = 15 CREDITS	**FS5675 (3)** Fire Protection Systems and Extinguishers	**EMT151 (5)** EMT - Basic, Part A	**FS5280 (1)** Cooperative Work Experience	**FS5289 (3)** Legal Aspects of the Fire Service	**(3)** Fire Science Specific Elective[7]	
SPRING = 16 CREDITS	**FS5672 (4)** Princ. Fire & Emergency Services Safety & Survival	**EMT152 (5)** EMT - Basic, Part B	**FS5280 (1)** Cooperative Work Experience	**FS996B (3)** Fundamentals of Fire Prevention	**(3)** Fire Science Specific Elective[7]	

46 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

94 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *PE231, HE250 or 3 credits of PE185 will fulfill this requirement, PE185PSC is recommended.*

[3] *WR214T may be substituted for WR115.*

[4] *Developmental and remedial courses, CS101 and WR121 will not fulfill elective requirement.*

[5] *BA285, PSY201 or PSY203 may be taken to fulfill this requirement.*

[6] *SP219 may be substituted for SP218.*

[7] *Fire Science Specific Electives: FS9380, HE260/9360 or contact the Fire Science Coordinator.*

CERTIFICATE OF COMPLETION FIRE SCIENCE TECHNOLOGY: LEVEL II

The Certificate of Completion Fire Science Technology: Level II prepares the student to meet the minimum requirements to compete for some paid fire fighting positions.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Fire Science Technology: Level II is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics[1]	
FALL = 15.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**WR115 (3)** Introduction to Expository Writing[2]	**MTH70 (4)** Elementary Algebra (or higher)	**PE185 (2)** Physical Education[3]
WINTER = 18 CREDITS	**FS5245 (3)** NFPA Firefighter I Part B	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**CIS120 (4)** Concepts of Computing	**EMT151 (5)** EMT - Basic, Part A
SPRING = 16.5 CREDITS	**FS5282 (3)** Fire Codes and Related Ordinances	**FS9380 (2.5)** S-215 Fire Ops/ Urban Interface	**HE260 (3)** First Responder[4]	**BA285 (3)** Human Relations in Organizations	**EMT152 (5)** EMT - Basic, Part B

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *TWR214T may be substituted for WR115.*

[3] *Students are advised to take weight training, super circuit or public safety conditioning, PE185PSC is recommended.*

[4] *HE260 counts as a Fire Science Elective.*

CAREER PATHWAY CERTIFICATE OF COMPLETION: FIRE SCIENCE TECHNOLOGY LEVEL I

The Fire Science Technology: Career Pathway Certificate of Completion: Fire Science Technology Level I prepares the student to become a volunteer firefighter. This certificate is for High School students 16 years or older or volunteer firefighters.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate safe and effective operation of given fire suppression tools and appliances in given training scenarios.
- Demonstrate decision-making skills during simulated emergency scenarios.
- Understand the need to further develop professional fire fighting/EMS skills.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18.5 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Fire Science Technology: Career Pathway Certificate of Completion: Fire Science Technology Level I is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 7.5 CREDITS	**FS5244 (3.5)** NFPA Firefighter I Part A	**FS5254 (3)** Introduction to Fire Protection	**PE185 (1)** Physical Education[1]
WINTER = 7 CREDITS	**FS5276 (3)** S-130/190 Wild Land Fire Management II	**FS9175 (3)** Firefighter Safety	**PE185 (1)** Physical Education[1]
SPRING = 4 CREDITS	**HE260 (3)** First Responder[2]	**PE185 (1)** Physical Education[1]	

18.5 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *Students are advised to take weight training, super circuit or public safety conditioning, PE185PSC is recommended.*

[2] *HE260 counts as a Fire Science Elective.*

CERTIFICATE OF COMPLETION GREEN TECHNICIAN

The Certificate of Completion Green Technician prepares students to offer a broad-based technician program infused with sustainable topics and considerations. The primary goal of the program is to introduce students to knowledge and technical skills that will be transferable to a wide range of industries and employment opportunities.

The entire certificate is offered through online courses with supplemental labs offered and accessible through Southwestern Oregon Community College. This is a restricted entry program. For more information about this program, including how and when enrollment will be accepted, please contact the Associate Dean for Student Learning, at 541-888-7312.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Utilize multi-skill, systems thinking to problem solving.
- Apply generally accepted concepts of sustainability, green technologies, process improvements, and elimination of waste.
- Investigate, for employment, various emerging careers in green technology.
- Demonstrate the applied reading and workplace math skills needed on-the-job.
- Think critically.
- Apply concepts and practices to work effectively in teams.
- Apply entry-level electrical, mechanical, and heating/cooling systems skills within the employment environment.
- Adjust to rapidly changing technology.

GRADUATION REQUIREMENTS

Students must complete a minimum of 45 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in the program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Green Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	**MTH20 (4)** Basic Mathematics (or placement test score)			
FALL = 14 CREDITS	**GT101 (3)** Introduction to Industrial Sustainability	**GT102 (2)** Green Industrial Safety	**GT103 (3)** Mechanical Systems	**GT104 (2)** Electrical Systems Troubleshooting I	**GT105 (4)** Workplace Math / Applied Math	
WINTER = 15 CREDITS	**GT106 (2)** Introduction to Green Technologies	**GT107 (3)** Electrical Systems Troubleshooting II	**GT108 (2)** Building Sytems	**GT109 (3)** HVACR Systems Operations	**GT110 (2)** Workplace Communications	**WR115 (3)** Introduction to Expository Writing (or higher)
SPRING = 16 CREDITS	**GT111 (2)** Preventive Maintenance and Energy Conservation	**GT112 (3)** Control Systems	**GT113 (2)** Fluid Power	**GT114 (3)** Local Applications for Alternative Energy	**GT115 (3)** Human Relations / Customer Service Bus.	**(3)** Elective

45 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

ASSOCIATE OF SCIENCE MATHEMATICS EMPHASIS

The Associate of Science degree with an emphasis in mathematics has a broad range of mathematical courses that are complemented by internship courses that students use as a preview for career paths. Students who have an Associate of Science degree may wish to transfer into advanced programs of mathematics, or they may continue in General Studies baccalaureate degree programs which they can tailor to their specific interests. Interest in mathematics should involve a broad search to match personal interest to career potential.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE MATHEMATICS EMPHASIS

PROGRAM REQUIREMENTS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH112 (4)** Elementary Functions	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 15-16 CREDITS	**(4)** Biological Science Course[1]	**MTH251 (4)** Calculus I (Differential Calculus)	**(4) - (5)** Natural/Applied Science Course[2]	**WR121 (3)** English Composition	
WINTER = 17-18 CREDITS	**(3)** Computer Language Course[4]	**MTH252 (4)** Calculus II (Integral Calculus)	**(4) - (5)** Natural/Applied Science Course[2]	**WR122 (3)** English Composition	**(3)** Arts and Letters/Social Sciences Course[3]
SPRING = 18-19 CREDITS	**MTH265 (4)** Probability and Statistics with Calculus	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**(4) - (5)** Natural/Applied Science Course[2]	**WR123 (3)** English Composition[5]	**(3)** Arts and Letters/Social Sciences Course[3]
50-53 CREDITS = FIRST YEAR TOTAL					
FALL = 14-16 CREDITS	**MTH254 (4)** Vector Calculus I	**MTH231 (4)** Elements of Discrete Mathematics I	**(3)** Arts and Letters/Social Sciences Course[3]	**(3) - (5)** Mathematics/Science Course[6]	
WINTER = 14-16 CREDITS	**MTH255 (4)** Vector Calculus II	**MTH232 (4)** Elements of Discrete Mathematics II	**(3)** Arts and Letters/Social Sciences Course[3]	**(3) - (5)** Mathematics/Science Course[6]	
SPRING = 13-15 CREDITS	**MTH256 (4)** Differential Equations	**SP111 (3)** Fundamentals of Public Speaking	**(3)** Health/Fitness Course[7]	**(3) - (5)** Mathematics/Science Course[6]	
41-47 CREDITS = SECOND YEAR TOTAL					
91-100 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] Biological sciences course selected from BI101, 201, or 234.

[2] Natural Applied Sciences Courses selected from: BI201, 202, 203, 231, 232, 233; CS160, 161, 162; ENGR201, 202, 203, 211, 212, 213; G201, 202, 203; PH211, 213, 213.

[3] Arts and Letters/Social Sciences courses selected from each of the following areas: Arts and Letters - two courses from: ENG104, 105, 106, 107, 108, 109, 201, 202, 203, 204, 205, 206; PHL101 or 102 (not both).

Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, 202; PS201, 202; SOC204, 205; Western Culture, one course from: HST101, 102, 103, 201, 202, 203.

[4] One computer language course selected from CIS133VB, CS160, 161, 162; ENGR112.

[5] WR227 may be substituted for WR123.

[6] Three additional mathematics/science courses selected from either the list provided in Note or the following list: BI234; G146, 207, 220; GS107, 108; MTH260.

[7] One health/fitness course from HE250, PE231 or three credits PE185.

ASSOCIATE OF SCIENCE MARINE BIOLOGY EMPHASIS

The Associate of Science Marine Biology Emphasis is designed for students who intend to transfer to the University of Oregon (UO) and complete their degee at Oregon Institute of Marine Biology (OIMB), majoring in marine biology. The background offered by this major, however, is entirely appropriate for preparation for upper division emphasis in other professional fields like medical, dental or veterinary school.

This Associate of Science Marine Biology Emphasis curriculum has been specifically designed to meet the majority of the lower-division requirements for the UO’s Marine Biology, or UO's Biology with Marine Biology Emphasis degree program. It’s very important to begin work with your UO faculty advisor, who will keep you apprised of all degree requirements and the most current curriculum revisions.

A Marine Biology major will receive the same solid background in modern Biology (including cell biology, molecular biology, evolutionary biology, physiology and ecology) as a UO general Biology major, but will also experience several terms of the hands-on field-based learning for which marine laboratories, including OIMB, are renowned. Both the Southwestern Oregon Community College (SWOCC) campus and the UO/OIMB campus have student housing and dining halls to accommodate the students.

Career options for Marine Biology graduates include jobs in state and federal government, advanced training for research and teaching in the marine sciences, and most other careers available to broadly trained biologists.

SWOCC students enrolled in the Associate of Science Marine Biology Emphasis spend time in classes on the SWOCC campus, as well as a class or two at the OIMB. To be accepted into the UO Marine Biology program, the four-year degree will require courses at SWOCC, and UO, and at least three terms at OIMB in Charleston. At SWOCC, students take introductory biology courses and fulfill chemistry, mathematics, physics, and general education requirements. Upper division biology courses are taken at OIMB and the UO, Eugene.

Dissecting crawfish, 1967.

On completion of the General Biology sequences (BI201, 202, 203 at SWOCC; or BI211, 212, and 213 at UO; and BI214 UO) students may apply to become a UO/OIMB marine biology major. A written statement of purpose and academic standing (i.e., overall GPA and GPA in the Sciences) will be used to determine entry into the program major. The statement of purpose contains questions that focus on the student’s purpose for choosing the major, including career goals and plans. See UO/OIMB website for details relating to application to the program. http://www.uoregon.edu/~oimb/

DUAL ADMISSION/DUAL ENROLLMENT

SWOCC and the UO have a dual admission and dual enrollment agreement. Dual enrollment students are admitted and enrolled at SWOCC and admitted to UO before they complete their program of studies at SWOCC. To apply for dual admission and dual enrollment privileges, complete the form found at this website: http://admissions.uoregon.edu/apply/pdf/SOCCDualAdmissionApp.pdf

Dual enrollment is limited. Fulfilling minimum requirements does not guarantee admission to the Dual Enrollment and Dual Admission Program.

GRADUATIONREQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE MARINE BIOLOGY EMPHASIS

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH112 (4)** Elementary Functions	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**BI201 (4)** Introductory Biology	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	**BI199 (1)** Marine Habitats of the Oregon Coast
WINTER = 17 CREDITS	**BI202 (4)** Introductory Biology	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	
SPRING = 17 CREDITS	**BI203 (4)** Introductory Biology	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**BI142 (4)** Habitats: Marine Biology	

50 CREDITS = FIRST YEAR TOTAL

FALL = 14-16 CREDITS	**CHEM221 (5)** General Chemistry	**(3)** Arts and Letters[2]	**(3)** Social Sciences[3]	**(3) - (5)** Elective[6]
WINTER = 14-16 CREDITS	**CHEM222 (5)** General Chemistry	**(3)** Arts and Letters[2]	**(3)** Social Sciences[3]	**(3) - (5)** Elective[6]
SPRING = 14 CREDITS	**CHEM223 (5)** General Chemistry	**(3)** Speech/Oral Communication Course[4]	**(3)** Health/Fitness Course[5]	**WR123 (3)** English Composition[1]

42-46 CREDITS = SECOND YEAR TOTAL

92-96 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] WR227 may be substituted for WR123.

[2] Select six (6) credit hours of Arts and Letters from Distribution Requirement courses listed on page 21.

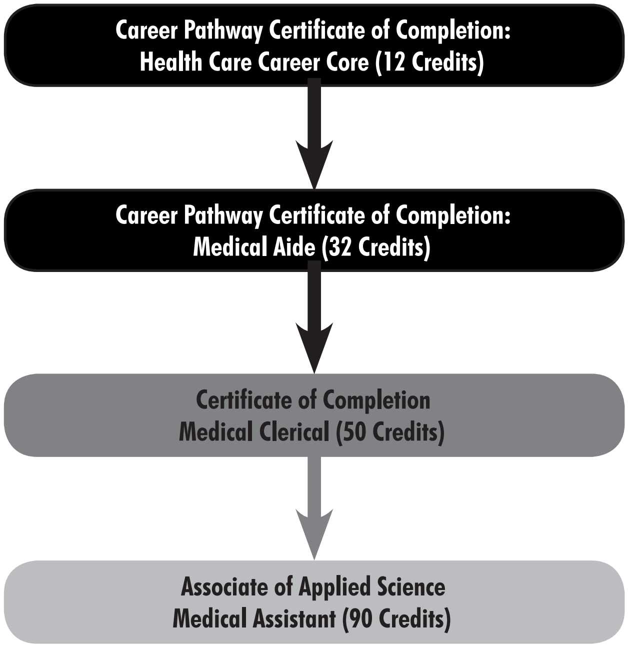
[3] Select six (6) credit hours of Social Sciences from Distribution Requirement courses listed on page 21.

[4] One course taken from SP100, SP111, SP112, SP217, SP218 or SP219.

[5] One 3-credit course HE250 or PE2331 or 3 one-credit courses from PE185.

[6] Students may take any college-level course that would bring total credits to 90 quarter hours. Career Technical courses may only be applied to the AS degree in the designated emphasis areas which are governed by agreements with four-year universities and are part of a current, formal transfer agreement with a four-year institution (see specific catalog program page). Career technical courses offered at community college are identified by a specific alpha prefixes, see page 104.

ASSOCIATE OF APPLIED SCIENCE MEDICAL ASSISTANT


Career Pathway Certificate of Completion:
Health Care Career Core (12 Credits)
Career Pathway Certificate of Completion:
Medical Aide (32 Credits)
Certificate of Completion
Medical Clerical (50 Credits)
Associate of Applied Science
Medical Assistant (90 Credits)

The Associate of Applied Science in Medical Assistant prepares students in the first year of the curriculum to perform initial clerical duties in hospitals, medical clinics, and other medical facilities. The second year adds skills in medical terminology, management, and clinical skills with emphasis on the role of the medical assistant in the medical care delivery team.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.
- Demonstrate proficiency in medical office administrative practices.
- Demonstrate comprehensive knowledge of clinical practice.

GRADUATION REQUIREMENTS

Students must complete a minimum of 92 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Medical Assistant degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Classroom, 1964.

ASSOCIATE OF APPLIED SCIENCE MEDICAL ASSISTANT

PROGRAM REQUIREMENTS

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	
SPRING = 16 CREDITS	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH70 (4)** Elementary Algebra (or higher)	**AH150 (3)** Medical Office Coding	**OA116 (3)** Office Procedures	**AH151 (3)** Reimbursement Management	

48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

SUMMER = 2 CREDITS	**AH2280 (2)** Cooperative Work Experience			
FALL = 12 CREDITS	**OA2591 (3)** Proofreading and Editing	**PHAR5472 (3)** Pharmacology	**SP218 (3)** Interpersonal Communication[1]	**(3)** Elective[2]
WINTER = 14 CREDITS	**OA240 (3)** Filing and Records Management	**AH131 (4)** Clinical Procedures I	**AC2766 (4)** Accounting I[3]	**PE231 (3)** Wellness for Life[4]
SPRING = 14 CREDITS	**BA177 (3)** Payroll Records and Accounting	**AH132 (4)** Clinical Procedures II	**AH2280 (4)** Cooperative Work Experience[5]	**(3)** Elective[2]

42 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *SP100, SP111, SP112, SP217, or SP219 may be substituted for SP218.*

[2] *Developmental and remedial courses and OA121 and CIS101 will not fulfill the elective requirements.*

[3] *BA211 may be substituted for AC2766.*

[4] *HE250 or three credits of PE185 may be substituted for PE231.*

[5] *Must complete AH131 and AH132 with a grade of 'C' or better before participating in Cooperative Work Experience.*

CERTIFICATE OF COMPLETION MEDICAL CLERICAL

The Medical Assistant: Certificate of Completion in Medical Clerical prepares students to perform initial clerical duties in hospitals, medical clinics, and other medical facilities. The graduate will be prepared to schedule and receive patients, obtain patient data, maintain medical records, and assume general medical office responsibilities.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics.
- Demonstrate proficiency in medical office administrative practices.
- Demonstrate proficiency in word processing.

GRADUATION REQUIREMENTS

Students must complete a minimum of 50 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Medical Clerical is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)	
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	
SPRING = 16 CREDITS	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH70 (4)** Elementary Algebra (or higher)	**AH150 (3)** Medical Office Coding	**OA116 (3)** Office Procedures	**AH151 (3)** Reimbursement Management	

48 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

Summer = 2 CREDITS	**AH2280 (2)** Cooperative Work Experience

2 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

50 CREDITS = TOTAL PROGRAM REQUIREMENTS

CAREER PATHWAY CERTIFICATE OF COMPLETION: MEDICAL AIDE

The Medical Assistant: Career Pathway Certificate of Completion: Medical Aide prepares students to work in a medical office or as an aide in a healthcare setting. Medical clerical workers or aides will process and transmit information to physicians, patients, and office personnel and outside organizations. These activities require a good command of the English language, medical terminology, and a basic understanding of the structure and functions of the human body. Medical clerical workers or aides must be tactful in their dealings with many different people, and therefore should possess excellent interpersonal skills. Discretion, judgment, organizational ability, and initiative are important, as well as versatility and adaptability. Conscientiousness, a sense of responsibility, and respect for the confidential nature of medical information are also required. Sample jobs/titles include: Home Health Aide, Caregiver, Personal Care Attendant, Residence Assistant, Office Clerk/Receptionist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Apply prefix, suffix, and root word meanings related to human body systems, to the pathology, diagnostic procedures and treatments associated with these systems.
- Describe normal structure and function of all human body systems.
- Demonstrate effective communication skills (listening and speaking) that can be applied in future employment settings.

GRADUATION REQUIREMENTS

Students must complete a minimum of 32 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Medical Assistant: Career Pathway Certificate of Completion: Medical Aide is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**OA121 (3)** Keyboarding I	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society			
FALL = 16 CREDITS	**OA124 (3)** Keyboard Skillbuilding	**AH111 (3)** Medical Terminology I	**CIS120 (4)** Concepts of Computing	**AH121 (3)** Body Structures and Functions I	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 16 CREDITS	**BA285 (3)** Human Relations in Organizations	**AH112 (3)** Medical Terminology II	**HIM110 (5)** Health Information Systems	**AH122 (3)** Body Structures and Functions II	**AH152 (2)** Medical Law and Ethics	

32 CREDITS = TOTAL PROGRAM REQUIREMENTS

CAREER PATHWAY CERTIFICATE OF COMPLETION: HEALTHCARE CAREER CORE

The Medical Assistant: Career Pathway Certificate of Completion: Healthcare Career Core was designed based on the 2001 Institute of Medicine report "Crossing the Quality Chasm: A New Health System for the 21st Century" recommended that all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics. These five core competencies are taught within an interdisciplinary student centered environment.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide patient-centered care-identify, respect, and care about patients' differences, values, preferences, and expressed needs; coordinate care, listen to, clearly inform, communicate with, and educate patients; share decision-making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles.
- Work in interdisciplinary teams: cooperate, collaborate, communicate, integrate care in teams to ensure that care is continuous and reliable.
- Employ evidence-based practice-integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.
- Apply quality improvement-identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes of care with the objective of improving quality.
- Utlize informatics-communicate, manage knowledge, mitigate error, and support decision-making using information technology.

GRADUATION REQUIREMENTS

Students must complete a minimum of 12 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Medical Assistant: Career Pathway Certificate of Completion: Healthcare Career Core is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	Reading Score of ASSET39 COMPASS69	**CIS101 (2)** Computers in Society	
FALL = 7 CREDITS	**CIS120 (4)** Concepts of Computing	**AH100 (1)** Intro to Healthcare Careers	**AH101 (2)** Intro to Professionalism in Healthcare
WINTER = 5 CREDITS	**HIM110 (5)** Health Information Systems		

12 CREDITS = TOTAL PROGRAM REQUIREMENTS

ASSOCIATE OF SCIENCE NATURAL SCIENCE EMPHASIS

The Associate of Science degree with an emphasis in natural science focuses on biology, chemistry, geology, physics, or mathematics. This curriculum offers sufficient flexibility for majors in any of these fields and is especially suited to pre-medical or pre-dental majors. Students who intend to transfer to earn a Baccalaureate degree in engineering, computer science, or environmental science should refer to those specific programs.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PROGRAM REQUIREMENTS

FALL = 16 CREDITS	**(4)** Biological Science Course[1]	**MTH251 (4)** Calculus I (Differential Calculus)	**PH211 (5)** General Physics with Calculus	**WR121 (3)** English Composition	
WINTER = 18-19 CREDITS	**(3)** Arts and Letters/ Social Sciences[2]	**MTH252 (4)** Calculus II (Integral Calculus)	**PH212 (5)** General Physics with Calculus	**WR122 (3)** English Composition	**(3) - (4)** Computer Language Course[3]
SPRING = 19 CREDITS	**(3)** Arts and Letters/ Social Sciences[2]	**MTH253 (4)** Calculus III (Infinite Sequence & Series)	**PH213 (5)** General Physics with Calculus	**WR123 (3)** English Composition[4]	**MTH265 (4)** Probability and Statistics with Calculus
53-54 CREDITS = FIRST YEAR TOTAL					
FALL = 14-18 CREDITS	**CHEM221 (5)** General Chemistry	**(3)** Arts and Letters/ Social Sciences[2]	**(3) - (5)** Mathematics/Science Course[5]	**(3) - (5)** Mathematics/Science Course[5]	
WINTER = 14-18 CREDITS	**CHEM222 (5)** General Chemistry	**(3)** Arts and Letters/ Social Sciences[2]	**(3) - (5)** Mathematics/Science Course[5]	**(3) - (5)** Mathematics/Science Course[5]	
SPRING = 14-16 CREDITS	**CHEM223 (5)** General Chemistry	**SP111 (3)** Fundamentals of Public Speaking	**(3)** Health/Fitness Course[6]	**(3) - (5)** Mathematics/Science Course[5]	
42-52 CREDITS = SECOND YEAR TOTAL					
95-106 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS					

PROGRAM NOTES

[1] Select from BI101, BI201, or BI234.

[2] Arts and Letters/Social Sciences courses must be selected from each of the following areas: Arts and Letters - two courses from: ENG104, ENG105, ENG106, ENG107, ENG108, ENG109, ENG201, ENG202, ENG203, ENG204, ENG205, or ENG206; PHL101 or PHL102 (not both). Social Sciences - Processes and Institutions, one course from: ANTH103; ECON201, ECON202; PS201, PS202; SOC204, SOC205; Western Culture, one course from: HST101, HST102, HST103, HST201, HST202, HST203.

[3] One computer language course must be selected from CIS133VB, CS160, CS161, CS162; ENGR112.

[4] WR227 may be substituted for WR123.

[5] Mathematics/Science courses must be selected from: BI201, BI202, BI203; BI231, BI232, BI233; BI234; CS160, CS161, CS162; ENGR201, ENGR202, ENGR203; ENGR211, ENGR212, ENGR213; G201, G202, G203; G146, G207, G220; GS107, GS108; MTH231, MTH232, MTH254, MTH255, MTH256, MTH260.

[6] One Health/Fitness course must be selected from HE250, PE231 or three credits of PE185.

ASSOCIATE OF APPLIED SCIENCE NURSING

The Associate of Applied Science in Nursing is intended for students seeking a career as a Registered Nurse. The program prepares students to practice professional nursing in a variety of settings. Upon completion of the program, students will be awarded an Associate of Applied Science degree and are eligible to sit for the national licensure examination (NCLEX-RN) leading to a licensure as a Registered Nurse.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Act personally and professionally based on a set of shared core nursing values.
- Develop insight through reflection, self-analysis, and self-care.
- Engage in ongoing intentional learning.
- Demonstrate leadership in nursing and health care.
- Collaborate as part of a health care team.
- Practice within, utilize, and contribute to the broader health care system.
- Practice relationship-centered care.
- Communicate effectively.
- Make sound clinical judgments.
- Locate, evaluate and use the best available evidence in making practice decisions.

ENTRY REQUIREMENTS

This is a restricted entry program. Students are required to submit an application to the college and a separate application to the nursing program. A total of 50 prerequisites must be completed prior to beginning the nursing program. Thirty (30) of the 50 credits must be completed by the end of fall term preceding admission and must include at least one term of Anatomy and Physiology. Selection of applicants is based on a point system described in the application/information packet.

Acceptance to the program allows for co-admission to the Oregon Health & Science University (OHSU) nursing program. Students are eligible to complete a bachelor's degree in Nursing from OHSU either full time in three quarters or part-time.

For more information, contact the Program Secretary, Sumner Hall, Room 4 at 541-888-7443. Information may also be obtained online at *www.socc.edu/academics/pgs/degrees/aas-degree/associate-of-applied-science-nursing.shtml*.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Nursing degree is awarded.

Student must complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE IN NURSING

PREREQUISITE YEAR REQUIREMENTS

SUMMER = 15 CREDITS	**CHEM110 (4)** Foundations of General, Organic & Biochemistry[1]	**FN225 (4)** Nutrition	**CIS120 (4)** Concepts of Computing[2]	**(3)** Any 200 level Social Science Course
FALL = 15 CREDITS	**BI231 (4)** Human Anatomy and Physiology I[3]	**MTH95 (4)** Intermediate Algebra II	**WR121 (3)** English Composition	**BI234 (4)** Microbiology

THIRTY (30) CREDITS MUST BE COMPLETED BY THE END OF FALL TERM PRECEDING ADMISSION AND MUST INCLUDE ONE TERM OF ANATOMY AND PHYSIOLOGY

WINTER = 10 CREDITS	**BI232 (4)** Human Anatomy and Physiology II	**PHL102 (3)** Ethics[4]	**WR122 (3)** English Composition
SPRING = 10 CREDITS	**BI233 (4)** Human Anatomy and Physiology III	**PSY237 (3)** Life Span Development	**SP218 (3)** Interpersonal Communication[5]

50 CREDITS = PREREQUISITE YEAR TOTAL REQUIREMENTS

PROGRAM NOTES

[1] *Students applying for the Nursing program must have completed either a Chemistry sequence or CHEM110 within the last seven years.*

[2] *CIS120 Concepts in Computing or documented proficiency.*

[3] *Students must be enrolled in or have completed BI231 prior to submitting an application in fall term.*

[4] *PHL205 Bioethics may be substituted for PHL102.*

[5] *SP219 may be substituted for SP218.*

Nursing graduates 1972.

ASSOCIATE OF APPLIED SCIENCE IN NURSING

FALL = 15 CREDITS	**NRS110 (9)** Foundations of Nursing: Health Promotion	**ANTH221 (3)** Cultural Anthropology[6]	**BI149 (3)** Introduction to Human Genetics	
WINTER = 15 CREDITS	**NRS111 (6)** Foundations of Nursing: Chronic Illness I	**NRS230 (3)** Clinical Pharmacology I	**NRS232 (3)** Pathophysiology Processes	**WR123 (3)** English Composition[7,8]
SPRING = 15 CREDITS	**NRS112 (6)** Foundations of Nursing: Acute Care I	**NRS231 (3)** Clinical Pharmacology II	**NRS233 (3)** Pathophysiology Processes II	**PHL103 (3)** Introduction to Logic and Critical Thinking[8]

45 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**NRS222 (9)** Foundations of Nursing: Acute Care II	**(6)** Humanities/Soc. Sciences or Natural Sciences[9]	
WINTER = 15 CREDITS	**NRS221 (9)** Foundations of Nursing: Chronic Illness II	**(6)** Humanities/Soc. Sciences or Natural Sciences[9]	
SPRING = 15 CREDITS	**NRS224 (9)** Scope of Practice/ Integrated Practicum	**(3)** Elective[11]	**HE250 (3)** Personal Health[10]

45 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

90 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[6] *ANTH222 or ANTH223 may be substituted for ANTH221.*

[7] *WR227 Report Writing may be substituted for WR123.*

[8] *WR123 and PHL103 may be taken in Winter or Spring term.*

[9] *Humanities/Social or Natural Science Courses: A minimum of 11 credits of Humanities/Social Science or Natural Science courses must be selected from outside of the student's area of concentration. College level courses may be selected from the following: ANTH, ART, ASL (200 level), BI, BOT201, CHEM, CJ100, CJ101, CJ201, CJ220, CJ243, CS133VB, CS133WS, CS160, CS161, CS162, CS233VB, CS261, ECON202, ED169, ED258, ENG, G (200 level), GEOG105, GER (200 level), GS, HD208, HDFS222, HDFS225, HDFS229, HDFS247, HST, HUM, J, MUS, MUP105, PH, PHL, PS (200 level), PSY (200 level), SOC (200 level), SP, SPAN (200 level), TA, WR (200 level), and WS.*

[10] *PE231 or three credits of PE185 may be substituted for HE250.*

[11] *Developmental and remedial courses will not fulfill elective requirement.*

CERTIFICATE OF COMPLETION PARAEDUCATOR/EDUCATIONAL ASSISTANT

The Certificate of Completion Paraeducator/ Educational Assistant is a one-year certificate that prepares students to work in public or private elementary and secondary schools. Paraeducators/educational assistants serve in positions for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services. Emphasis is placed on competency-based skill development in child growth and development, classroom management, technology, individuals with disabilities, working with families, and basic instructional techniques.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate appropriate strategies and techniques to provide instructional support to students of diverse populations.
- Demonstrate attitudes and behaviors that are appropriate in meeting the needs of diverse populations.
- Apply best practices in classroom management to optimize the potential for student learning.
- Apply technology to support teaching, learning and communication.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Students should meet with an advisor to evaluate professional experience and previous course work prior to beginning this course of study. All students are required to obtain a valid First Aid and CPR card.

GRADUATION REQUIREMENTS

Students must complete a minimum of 47 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Para Educator/Educational Assistant is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	
FALL = 16 CREDITS	**ED101 (3)** Introd. and Observation and Experience[2]	**ED258 (3)** Multicultural Education	**ED113 (3)** Instructional Strategies in Language and Reading[2]	**MTH70 (4)** Elementary Algebra (or higher)	**ED169 (3)** Overview of Students with Special Needs
WINTER = 16 CREDITS	**ED114 (3)** Instructional Strategies in Math and Science[2]	**WR121 (3)** English Composition	**BA285 (3)** Human Relations in Organizations	**ED133 (3)** Instructional Media and Materials[2]	**CIS120 (4)** Concepts of Computing
SPRING = 15 CREDITS	**ED130 (3)** Comprehensive Classroom Mngmnt[2]	**ED131 (3)** Instructional Strategies[2]	**ED266 (3)** Current Issues in Special Education[2]	**ED270 (3)** Practicum[3]	**HDFS229 (3)** Development in Middle Childhood

47 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] MTH55 may be substituted for MTH20.

[2] This course is offered through Chemeketa Community College as part of a collaborative agreement between Southwestern and Chemeketa. ECE150 may be substituted for ED101.

[3] A criminal history check is required prior to enrollment in ED270. This course is offered through Chemeketa Community College's distance education.

CERTIFICATE OF COMPLETION PHARMACY TECHNICIAN

The Certificate of Completion Pharmacy Technician program prepares individuals for employment in hospital and retail pharmacies. Pharmacy Technician is a category of support personnel and denotes a skilled worker who has been trained to assist the pharmacist in preparing and dispensing medications. This category of support personnel is spelled out in Oregon Administrative Rules 855-41-205 under the auspices of the Oregon State Board of Pharmacy.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a pharmacy environment either in a hospital or retail setting.
- Assist the pharmacist in the preparation and dispensing of medications.
- Be aware of the duties and limitations of a pharmacy technician as per Oregon Administrative rules 855-41-205.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check. Any student who is unable, for any reason, to complete the practice parts of this curriculum will not be able to continue in the program. Drug testing will be done prior to clinical practice. Graduates may choose to take a national certification examination at the successful conclusion of the program.

This program is currently offered entirely through distance education. All PHAR classes are offered only online. Other courses in the program are offered in the traditional classroom setting as well.

GRADUATION REQUIREMENTS

Students must complete a minimum of 51 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Pharmacy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 17 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**PHAR5470 (4)** Introduction to Pharmacy: Practice and Law	**MTH70 (4)** Elementary Algebra (or higher)	**WR121 (3)** English Composition	
WINTER = 18 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**PHAR5472 (3)** Pharmacology I	**PHAR5474 (2)** Pharmacy Calculations	**PHAR5475 (4)** Pharmacy Technician Procedures I	**BA285(3)** Human Relations in Organizations
SPRING = 16 CREDITS	**SP100 (3)** Basic Speech Communication[2]	**PHAR5477 (3)** Pharmacy Records Management	**PHAR5473 (3)** Pharmacology II	**PHAR5478 (3)** Pharmacy Technician Practicum	**PHAR5476 (4)** Pharmacy Technician Procedures II	

51 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

[2] *SP100 or higher to fulfill requirement.*

***All students in this program are advised to check individual course descriptions for prerequisites.*

PHLEBOTOMY TECHNICIAN

CERTIFICATE OF COMPLETION PHLEBOTOMY TECHNICIAN

The Certificate of Completion Phlebotomy Technician prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples for patients using a variety of intrusive procedures. The program includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture procedures and applicable standards and regulations.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a medical office environment.
- Draw blood from a patient using a variety of skin puncture procedures.
- Understand the physiology of blood and the vascular network of the human body.

ENTRY REQUIREMENTS

This is a restricted entry program and students must submit a separate application along with their college admission application. Applications are now being accepted for the 2012-2013 cohort. For more information, contact the Program Secretary, Sumner Hall, Room 4 at 541-888-7443 or contact Susan Walker, Director of Nursing & Phlebotomy at 541-888-7298 for further application requirements.

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 53 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Phlebotomy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH70 (4)** Elementary Algebra (or placement test score)	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 14 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**MLT2005 (2)** Basic Phlebotomy	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH80 (3)** Technical Mathematics (or higher)	
WINTER = 16 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**MLT2010 (2)** Advanced Phlebotomy	**MLT2015 (3)** Phlebotomy: Clinical I	**AH152 (2)** Medical Law and Ethics	**BA285(3)** Human Relations in Organizations
SPRING = 15 CREDITS	**SP100 (3)** Basic Speech Communication[1]	**PSY237 (3)** Life Span Development	**CIS120 (4)** Concepts of Computing	**MLT2020 (2)** Phlebotomy: Clinical II	**HE250 (3)** Personal Health[2]	
SUMMER = 8 CREDITS	**MLT2280 (8)** Cooperative Work Experience					

53 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *SP218 or SP219 may be substituted for SP100.*

[2] *PE231 or three credits of PE185 may be substituted for HE250.*

***All students in this program are advised to check individual course descriptions for prerequisites.*

CERTIFICATE OF COMPLETION PERSONAL TRAINER/AGING ADULT

The Certificate of Completion Personal Trainer/Aging Adult Specialty prepares the student to become a Personal Trainer with an emphasis in working with the older adult.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide a physical fitness plan for older adults, as well as younger clients.
- Develop skills in assessing the fitness level of their clients and provide them with sound activities to enhance their physical, social, environmental, emotional, and overall health.

GRADUATION REQUIREMENTS

Students must complete a minimum of 15 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Personal Trainer/Aging Adult is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 15 CREDITS	**HE252 (3)** Standard First Aid & CPR for Professional Rescuer	**PE131 (3)** Introduction to Health and PE	**SOC230 (3)** Gerontology	**PET264 (3)** Concepts of Individual Fitness Programming	**PE280P (3)** Practicum

15 CREDITS = TOTAL PROGRAM REQUIREMENTS

CERTIFICATE OF COMPLETION PERSONAL TRAINER/GROUP EXERCISE LEADER

The Certificate of Completion Personal Trainer/Group Exercise Leader prepares the student to become a Personal Trainer, Aerobics Instructor, and Group Exercise Specialist.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Provide a physical fitness plan for older adults as well as younger clients.
- Develop skills in assessing the fitness level of their clients and provide them with sound activities to enhance their physical, social, environmental, emotional, and overall health.

GRADUATION REQUIREMENTS

Students must complete a minimum of 14 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Certificate of Completion Personal Trainer/Group Exercise Leader is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 14 CREDITS	**HE252 (3)** Standard First Aid & CPR for Professional Rescuer	**PE131 (3)** Introduction to Health and PE	**PET267 (2)** Group Fitness Concepts	**PET264 (3)** Concepts of Individual Fitness Programming	**PE280P (3)** Practicum

14 CREDITS = TOTAL PROGRAM REQUIREMENTS

ASSOCIATE OF SCIENCE PHYSICAL EDUCATION EMPHASIS

The Associate of Science degree, with an emphasis in physical education, is articulated with Eastern Oregon University's Department of Health and Physical Education leading to a baccalaureate in Physical Education. This program has two goals: to prepare students for entry into the health and fitness industry upon completion of the Associate of Science, and to serve as a foundation for further study in the academic discipline, leading to a bachelor's degree and beyond.

The Associate of Science degree with an emphasis in physical education at Southwestern also meets all requirements for the AA/OT, so no additional courses outside of the degree need to be taken in order for a student to meet both degree requirements. When applying for graduation at Southwestern two separate degree applications must be submitted for the Associate of Science and the Associate of Art Oregon Transfer.

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF SCIENCE PHYSICAL EDUCATION EMPHASIS

PREREQUISITES	**MTH95 (4)** Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 13 CREDITS	**PE131 (3)** Introduction to Health and PE	**SP100 (3)** Basic Speech Communications	**WR121 (3)** English Composition	**CHEM 110 (4)** Foundations of General, Organic & Biochemistry[1]	
WINTER = 16 CREDITS	**SOC208 (3)** Sociology of Sport	**MTH111 (4)** College Algebra (or higher)	**WR122 (3)** English Composition	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]
SPRING = 15 CREDITS	**PE210 (3)** Theory of Coaching	**(3)** Arts and Letters Course[2]	**WR123 (3)** English Composition	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]

44 CREDITS = FIRST YEAR TOTAL

FALL = 16 CREDITS	**BI231 (4)** Anatomy and Physiology I	**PE231 (3)** Wellness for Life	**(3)** Arts and Letters Course[2]	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]
WINTER = 16 CREDITS	**BI232 (4)** Anatomy and Physiology II	**HE250 (3)** Personal Health	**(3)** Arts and Letters Course[2]	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]
SPRING = 16 CREDITS	**BI233 (4)** Anatomy and Physiology III	**HE252 (3)** First Aid & CPR for Professional Rescuer	**(3)** Social Sciences[2]	**(3)** Specific Elective[3]	**(3)** Specific Elective[3]

48 CREDITS = SECOND YEAR TOTAL

92 CREDITS = TOTAL RECOMMENDED PROGRAM CREDITS

PROGRAM NOTES

[1] BI101 or BI201 may be substituted for CHEM110. CHEM110 will be required for students applying to receive an AA/OT.

[2] Refer to Associate of Science Degree Requirements, page 21. One course must be taken to meet the Cultural Literacy requirement for students applying to receive the AA/OT.

[3] Specific Electives may be selected from: PE131 Introduction to Health and Physical Education, PE261 Techniques of Athletic Taping and Bracing, PE262 Development of Adult Fitness Programs, PET264 Concepts of Individual Fitness, PET267 Group Fitness Concepts, PE280P Practicum: Physical Education/Allied Health, MTH211/212/213 Fundamentals of Elementary Mathematics I/II/III.

CERTIFICATE OF COMPLETION RETAIL MANAGEMENT

The Retail Management Certificate of Completion is a one-year certificate recommended for students who would like to work in retail sales or students who are currently working in retail sales and are interested in advancing in their careers. Upon completion of this certificate, students will demonstrate skills necessary to successfully work in the field of retail sales and be in a position to advance to higher levels of responsibility including supervisory management. Career opportunities include retail clerks, management trainees, sales associates and other similar retail positions.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Demonstrate effective communication skills including both verbal and written.
- Operate as a team member and/or leader using effective communication strategies.
- Demonstrate computer skills: word processing, electronic spreadsheet, database management, general accounting applications, presentation software and Internet research techniques.
- Describe the marketing methods including the analysis and inter-relationship of the marketing mix: product, price, place and promotion.

GRADUATION REQUIREMENTS

Students must complete a minimum of 33 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Retail Management degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**MTH20 (4)** Basic Mathematics[1]	**WR121 (3)** English Composition	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69
FALL = 11 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**BA285(3)** Human Relations in Organizations	**CIS120 (4)** Concepts of Computing	
WINTER = 10 CREDITS	**BA211 (4)** Principles of Accounting I	**BA249 (3)** Retailing	**SP111 (3)** Fundamentals of Public Speaking	
SPRING = 12 CREDITS	**BA224 (3)** Human Resource Management	**BA206 (3)** Management Fundamentals	**WR214T (3)** Business English	**BA223 (3)** Principles of Marketing

33 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted.*

CERTIFICATE OF COMPLETION RURAL HEALTH AIDE

The Rural Health Aide Certificate of Completion program is designed to prepare students for the unique workplace requirements of rural hospitals that often serve as health care centers, combining long term care with hospital care. These graduates will be cross-trained as basic nursing assistants (eligible for CNA certification as outlined by the Oregon State Board of Nursing) and as hospital unit clerks. They will be prepared to care for clients in a variety of medical settings as well as be prepared to transcribe physician's orders, assemble charts, and perform medical clerical/medical records tasks. Some of the certificate course work can apply to nursing program requirements.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in rural health care environments.
- Follow treatment plans prescribed by physicians, nurses, and other health professionals.
- Read, file, and transcribe basic medical charts.
- Communicate as needed to function as a professional in the medical field.
- Transcribe physician's orders.
- Understand the basic anatomy and functions of the human body.
- Assemble charts, and perform medical clerical/ medical records tasks.

GRADUATION REQUIREMENTS

Students must complete a minimum of 48 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Rural Health Aide certificate is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	**MTH20 (4)** Basic Mathematics[1]	**WR0525 (5)** Sentence Fundamentals	Reading Score of ASSET39 COMPASS69	
FALL = 17 CREDITS	**NUR546 (8)** Basic Nursing Assistant[2]	**OA116 (3)** Office Procedures	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I[4]	
WINTER = 15 CREDITS	**CIS125W (3)** Word Processing Applications	**(3)** Specific Elective[3]	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II[4]	**SP100 (3)** Basic Speech Communication[3]
SPRING = 16 CREDITS	**MTH70 (4)** Elementary Algebra (or higher)	**HE280 (3)** Field Experience	**WR90 (3)** Paragraph Fundamentals (or higher)	**OA124(3)** Keyboard Skillbuilding[5]	**(3)** Specific Elective[3]

48 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] *MTH55 may be substituted*

[2] *Students who hold a current Oregon Nursing Assistant Certificate may substitute this course with specific electives. This course has a separate application process.*

[3] *SP218 or SP219 may be substituted for SP100.*

[4] *Students may substitute BI231/BI232/BI233 or AH121122. Students who have completed one year of (advanced placement) high school chemistry with a lab within the past five years with a grade of 'C' or better or CHEM121/CHEM122 may substitute BI231/BI232/BI233 for AH121/122.*

[5] *Specific Electives: ANTH103, BI234, OA240, OA2597, OA5533, PHAR5472, PHAR5474, PSY201, PSY202, or PSY203.*

[6] *Prerequisite is OA121 Keyboarding with a 'C' or better or a typing speed of 30 wpm.*

ASSOCIATE OF APPLIED SCIENCE WELDING AND FABRICATION

Career Pathway Certificate of Completion:
Welding Assistant (18 Credits)

Certificate of Completion
Welding and Fabrication (51 Credits)

Associate of Applied Science
Welding and Fabrication (94 Credits)

The Associate of Applied Science in Welding and Fabrication provides the training for entry-level employment and offers the technical knowledge necessary for career advancement. Coupled with experience, the program prepares students for manufacturing employment opportunities in industry, private enterprise, supervision, and/or advanced welding technologies. These opportunities include welding, fabrication, inspection, fitting in heavy machinery or structural steel, light industrial fabrication, estimating, and technical sales.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Read and Interpret blueprints and American Welding Society standard welding symbols.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

The Associate of Applied Science Welding and Fabrication and the Certificate of Completion Welding and Fabrication are both American Welding Society (AWS) entry level welding certified programs. Successfully completing the AWS portion of each welding course also qualifies the completer for a Certificate of Completion from the AWS as an Entry Level Welder – a nationally recognized certificate.

GRADUATION REQUIREMENTS

Students must complete a minimum of 94 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses indicated with a * in this program must be completed with a 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Applied Science Welding and Fabrication degree is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

ASSOCIATE OF APPLIED SCIENCE WELDING AND FABRICATION

PREREQUISITES	**CIS101 (2)** Computers in Society	**WR90 (3)** Paragraph Fundamentals (or placement test score)	Reading Score of ASSET39 COMPASS69

FALL = 17 CREDITS	**MFG100 (2)*** Safety for Fabrication	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II	**DRFT105 (3)*** Blueprint Reading	**MTH55 (3)*** Introduction to Technical Math (or higher)
WINTER = 16 CREDITS	**WLD4126 (3)*** Flux Cored Arc Welding	**MFG4101 (3)** Electrical/Electronic Principles	**WLD4125 (3)*** Gas Metal Arc Welding	**MTH80 (3)*** Technical Mathematics I	**CIS120 (4)** Concepts of Computing	
SPRING = 16 CREDITS	**WR115 (3)*** Introduction to Expository Writing[2]	**WLD4100 (3)*** Gas Tungsten Arc Welding	**WLD4150 (3)*** Pipe Fitting and Fabrication	**MTH85 (3)*** Technical Mathematics II	**WLD4155 (4)*** Fitting and Fabrication	

49 CREDITS = FIRST YEAR TOTAL REQUIREMENTS

FALL = 15 CREDITS	**DRFT100 (3)** Computer Assisted Drafting (or DRFT110)	**MT101 (3)** Machine Tool Process I	**WLD4050 (3)*** Welding and Joining Processes I	**PE231 (3)** Wellness for Life[1]	**BA285 (3)** Human Relations in Organizations
WINTER = 15 CREDITS	**WLD4165 (3)*** Welding Lab A	**MT102 (3)** Machine Tool Processes II	**MFG4102 (3)** Mechanical Principles	**MFG4180 (3)*** Field Experience or **WLD9225 (3)***	**(3)** Elective[3]
SPRING = 15 CREDITS	**MFG4103 (3)** Hydraulic/Pneumatic Principles	**WLD4047 (3)*** Advanced Welding Workshop	**WLD4166 (3)*** Welding Lab B	**WLD4170 (3)*** Welder and Manufacturing	**(3)** Speech Course[4]

45 CREDITS = SECOND YEAR TOTAL REQUIREMENTS

94 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1] HE250 or three credits of PE185 may be substituted for PE231.

[2] WR214 or WR214T may be substituted for WR115

[3] Developmental and remedial courses will not fulfill elective requirement.

[4] Student may choose from SP100, SP111, SP112, SP217, SP218 or SP219.

CERTIFICATE OF COMPLETION WELDING AND FABRICATION

The Certificate of Completion Welding and Fabrication prepares students for entry-level jobs in metal working fields. Required courses are applicable toward the Associate of Applied Science Welding and Fabrication degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Read and Interpret blueprints and American Welding Society standard welding symbols.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

The Associate of Applied Science Welding and Fabrication and the Certificate of Completion Welding and Fabrication are both American Welding Society (AWS) entry level welding certified programs. Successfully completing the AWS portion of each welding course also qualifies the completer for a Certificate of Completion from the AWS as an Entry Level Welder – a nationally recognized certificate.

GRADUATION REQUIREMENTS

Students must complete a minimum of 51 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program indicated with a * must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Welding and Fabrication is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 17 CREDITS	**MFG100 (2)*** Safety for Fabrication	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II	**DRFT105 (3)*** Blueprint Reading	**MTH55 (3)*** Introduction to Technical Math (or higher)
WINTER = 18 CREDITS	**WLD4126 (3)*** Flux Cored Arc Welding	**MFG4101 (3)** Electrical/Electronic Principles	**WLD4125 (3)*** Gas Metal Arc Welding	**MTH80 (3)*** Technical Mathematics I	**WLD4165 (3)*** Welding Lab A	**MFG4180 (3)*** Field Experience or **WLD9225 (3)***
SPRING = 16 CREDITS	**WR90 (3)*** Paragraph Fundamentals (or higher)	**WLD4100 (3)*** Gas Tungsten Arc Welding	**WLD4150 (3)*** Pipe Fitting and Fabrication	**WLD4166 (3)*** Welding Lab B	**WLD4155 (4)*** Fitting and Fabrication	

51 CREDITS = TOTAL PROGRAM REQUIREMENTS

CAREER PATHWAY CERTIFICATE OF COMPLETION: WELDING ASSISTANT

The Welding and Fabrication: Career Pathway Certificate of Completion: Welding Assistant prepares students for entry-level jobs in a welding operation as a welder's assistant. Required courses are applicable toward the Associate of Applied Science degree in Welding and Fabrication.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Assist with set up and operation of manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Perform rudimentary layout and fabrication skills to help produce welded metal parts.
- Read and interpret simple blueprints and some American Welding Society standard welding symbols.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Because a variety of working conditions exist in the welding field, a person generally should be in good physical condition and able to stand, stoop, kneel and bend without difficulty and be able to lift and carry at least 50 pounds. Good eyesight, especially depth perception, is necessary for a welder.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Welding and Fabrication: Career Pathway Certificate of Completion: Welding Assistant is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

FALL = 6 CREDITS	**WLD4010 (3)*** Welding Process I	**WLD4061 (3)*** Shielded Metal Arc Welding I	**WLD4062 (3)*** Shielded Metal Arc Welding II
WINTER = 12 CREDITS	**WLD4165 (3)*** Welding Lab A	**WLD4125 (3)*** Gas Metal Arc Welding	**WLD4126 (3)*** Flux Cored Arc Welding

18 CREDITS = TOTAL PROGRAM REQUIREMENTS

COURSE DESCRIPTIONS

COURSE/CREDIT TYPES

Lower Division Transfer courses are those that will transfer to four-year schools in the Oregon University System and apply towards a Bachelor's degree. Generally, transfer courses will have a departmental prefix and a three-digit number 100 through 299.

Developmental courses are designed to help a student gain skill and knowledge before taking college-level courses. These courses will generally have a departmental prefix and a two- or four-digit number.

Career Technical courses will vary, but will have a departmental prefix and a two, three, or four-digit number. Because course numbers vary, students planning to transfer to four-year institutions should follow the course selections shown under the Associate of Arts Oregon Transfer (AA/OT) requirements, and consult with their advisor.

Note: Instructor consent will override course prerequisites.

Non-credit courses are generally offered for community interest, personal enrichment, and professional development. The content is generally not applicable toward a certificate, diploma, or degree, and courses are not always transcripted.

Continuing Education Units (CEU) are a nationally recognized unit granted for educational experiences to upgrade a person's skills in a particular profession or occupation. Courses developed to meet these needs are often approved through a professional licensing agency or a state or regional board. The units are not convertible to college credit.

Professional Development Units (PDU) activities may include a program, course, workshop, seminar, or other pre-approved learning experience. For a course to be eligible for PDU credit and for the activity to be transcripted by the college, it must meet specific criteria.

Foreign Language Requirement effective for everyone graduating from high school in 1997 (and thereafter), all Oregon University System institutions require two years of high school second language for admission. This admission requirement can also be satisfied by two quarters (or semesters) of a college-level second language or demonstrated proficiency in a second language. For additional information, contact an advisor or counselor.

ABE	Academic Skills
AC*	Accounting/Bookkeeping
AH*	Allied Health
ANTH	Anthropology
ART	Art
	Astronomy (see GS)
ASL	American Sign Language
BA	Business Administration
BI	Biology
BOT	Botany
	Childhood Education (see ECE)
CHEM	Chemistry
	Composition (see WR)
CIS*/CS	Computer Information Systems
CJ*	Criminal Justice
CRT*	Culinary Arts
DRFT*	Drafting
ECE*	Early Childhood Education
ECON	Economics
ED*	Education
ELEC*	Electronic
EMT*	Emergency Medical Technician
ENG	Literature
ENGR	Engineering
ENV	Environmental Technology
ESL	English as a Second Language
FN	Nutrition
FS*	Fire Science
G	Geology
GEOG	Geography
GER	German
GS	General Science
GT*	Green Technologies
HD	Human Development
HDFS*	Human Development & Family Studies
HE	Health & First Aid/Health Occupations
HIM*	Health Information Management
HST	History
HUM	Humanities
ITP	Sign Language
J	Journalism
LIB	Library
MFG*	Manufacturing Technology
MLT*	Medical Laboratory Technology
MT*	Machine Tool Technology
MTH	Mathematics
MUP	Music Performance
MUS	Music
NRS*	Nursing
NUR*	Nursing
OA*	Office Administration
PE	Physical Education
PET*	Physical Education Technical
PH	Physics
PHAR*	Pharmacy Technician
PHL	Philosophy
PS	Political Science
PSY	Psychology
RD	Reading
	Science (See GS)
SOC	Sociology
SP	Speech
SPAN	Spanish
TA	Theatre
WLD*	Welding Technology
WR	Writing
WS	Women's Studies

* Identifies career-technical alpha prefixes currently used at Southwestern.

ACCOUNTING/BOOKKEEPING

AC2331/2332 Federal and State Income Tax I, II
4 credits/term (4 lec hrs/wk)
Students determine and report federal and state personal income taxes. Designed to assist established or potential income tax preparers. Approved by Oregon Department of Commerce for hours of instruction required to take preparers' and consultants' exam.

AC2764 Small Business Accounting
4 credits (4 lec hr/wk)
This course covers the most important aspects of small business accounting, as well as ways to develop the skills and capabilities that current and future employers need. Students will set up a typical accounting system for a small business, enter data, track cash and liabilities, and prepare financial statements. This is an introductory course intended for students with no prior accounting experience. Prerequisite: MTH94 or higher with a 'C' or better.

AC2766 Accounting I
4 credits (3 lec, 2 lab hr/wk)
This course prepares a record-keeper for employment and gives the accounting student the basic understanding of the accounting field. It provides an introduction to the accounting cycle for a service enterprise. The course covers mass processing of transactions using special journals. Computerized accounting software and spreadsheets are used in this course.

AC2767 Accounting II
4 credits (3 lec, 2 lab hr/wk)
Accounting II continues the concepts of Accounting I and introduces accounting for a retail firm, trade accounts and notes, inventories, the treatment of long-term assets and depreciation, corporations and partnerships, liabilities and investments, and payroll accounting. Computerized accounting software and spreadsheets are used in this course. Topics in accounts receivable and payable management are included. Prerequisite: AC2766 or equivalent with a 'C' or better.

AC2772 Intermediate Accounting I
3 credits (3 lec hrs/wk)
This course offers a comprehensive study of accounting theory and concepts. Emphasis is on how these concepts apply to financial accounting. Attention will also be focused on use of accounting information for management purposes. Prerequisite: BA213 with a 'C' or better.

AC2773 Intermediate Accounting II
3 credits (3 lec hr/wk)
This course covers accounting concepts, theories, and practices involving particular areas of the balance sheet, as well as reporting of income and changes in financial position. Prerequisite: AC2772 with a 'C' or better.

ALLIED HEALTH

AH100 Introduction to Healthcare Careers
1 credit (2 lec/lab hrs/wk)
This course is designed to give students an opportunity to research career path options and learn about a variety of careers in healthcare. Students will learn the educational requirements and physical and professional demands of the various careers through research and from the perspective of practicing professionals.

AH101 Introduction to Professionalism in Healthcare
2 credit (2 lec hrs/wk)
This course provides an introduction to the professional core competencies required in most careers in healthcare including patient safety, confidentiality, communication, relationship, teamwork, critical thinking, and ethics. This course will be taught online with two face to face seminars in which students will apply their learning in small group discussions and case study scenarios.

AH111 Medical Terminology I
3 credits (3 lec hrs/wk)
This course provides the student with the basic knowledge of building medical terms with root words, suffixes, and prefixes. Also provides medical terminology related to the body as a whole; the skeletal, muscular, cardiovascular, lymphatic and immune, respiratory, and digestive systems. Must be taken in sequence.

AH112 Medical Terminology II
3 credits (3 lec hrs/wk)
Medical Terminology II is a continuation of Medical Terminology I; to include terminology and abbreviations related to the urinary, nervous integuementary, endocrine, and reproductive systems as well as special senses, diagnostic procedures, and pharmacology. Each system outline will include functions and components, suffixes, prefixes, anatomic reference points, and terminology (diagnostic, symptomatic, and operative) pertinent to that system. Must be taken in sequence. Prerequisite: AH111 with a 'C' or better.

AH121 Body Structure and Functions I
3 credits (3 lec hrs/wk)
This course is an introduction to human anatomy and physiology. It is designed for medical office students, pharmacy technicians, and other students who desire a broad review of body systems. Normal structure and functions of the human body systems, characteristics of the cell as the basis of life and organization of tissues and organs will be covered.

AH122 Body Structure and Functions II
3 credits (3 lec hrs/wk)
This course is an introduction to human anatomy and physiology. It is designed for medical office students, pharmacy technicians, and other students who desire a broad review of body systems. Normal structure and functions of the human body systems, characteristics of the cell as the basis of life and organization of tissues and organs will be covered. Prerequisite: AH121 with a 'C' or better.

AH131 Clinical Procedures I
4 credits (3 lec, 2 lec/lab hrs/wk)
This course is to provide clinical orientation, initial instruction, and basic skills for a medical/clerical assistant. It will provide in-depth simulation of office nurses' duties. This will prepare the medical office assistant to substitute for the physician's nurse, without major changes in office routine for the safety, security, and comfort of the patient, physician, and the medical assistant. Must be taken in sequence. Prerequisites: AH111 and AH121 and AH121 with a 'C' or better. Concurrent: HE0525.

AH132 Clinical Procedures II
4 credits (3 lec, 2 lec/lab hrs/wk)
This course provides theoretical knowledge, skills, and practical experience which enables the student to attain and maintain safe, intelligent, and quality patient care under supervision of licensed personnel. Emphasis on medical and surgical asepsis in preparation for office surgery is stressed. Primarily for students already employed in the health care field. Prerequisite: AH131 with a 'C' or better.

AH141 Medical Transcription I
3 credits (2 lec, 2lec/lab hrs/wk)
This course introduces students to simpler forms of medical transcription from hospital dictation. Utilization of terminology with emphasis on accuracy. Prerequisite: AH111 with a 'C' or better.

AH142 Medical Transcription II
3 credits (2 lec, 2 lec/lab hrs/wk)
This course introduces students to the use of specialized/complex medical dictation by actual physicians for the purpose of developing transcription skills. Prerequisite: AH141 with a 'C' or better.

AH150 Medical Office Coding
3 credits (3 lec hrs/wk)
Medical Office Coding provides the student with a basic knowledge of the fundamental coding systems used between the medical community and insurance carriers, private, and government. Includes coding health-related conditions and diseases, descriptive terms and abbreviations for reporting medical services and procedures performed by physicians, and other coding systems. Prerequisite: AH111 with a 'C' or better.

AH151 Reimbursement Management
3 credits (3 lec hrs/wk)
This course teaches students medical insurance terminology and provides familiarity with various types of insurance programs. Content covers insurance claim processing with an introduction to forms, assignment and coordination of benefits, credit, and collection procedures with federal and Oregon laws, credit applications, basic billing cycles, and an introduction to coding. Prerequisite: AH111 with a 'C' or better.

AH152 Medical Law and Ethics
2 credits (2 lec hrs/wk)
Medical Law and Ethics is a survey of the manner in which the law and codes of ethics affect the practice of health occupations paraprofessionals. An introduction to the concepts of litigation, consent, introduction to law, ethics and bioethics, genetic engineering, sterilization, abortion, and death and dying.

AH2280 Cooperative Work Experience
1-8 credits (3-24 lab hrs/wk)
This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel the field of study. Prerequisite: Instructor consent.

AMERICAN SIGN LANGUAGE

ASL101 First Year American Sign Language I
4 credits (4 lec hrs/wk)
Introduces the natural signed language of American Deaf people. Includes instruction in proper sign formation, ASL grammar and vocabulary, expressive and receptive skills. Emphasis on history of ASL, the Deaf community in North America, and Deaf education. Must be taken in sequence.

ASL102/103 First Year American Sign Language II & III
4 credits (4 lec hrs/wk)
Continues instruction in the natural signed language of American Deaf people. Includes instruction in proper sign formation, ASL grammar and vocabulary, expressive and receptive skills. Emphasis on history of ASL, the Deaf community in North America, and Deaf education. Must be taken in sequence.

ASL201 Second Year American Sign Language I
4 credits (4 lec hrs/wk)
Continues instruction in culturally-appropriate use of American Sign Language to communicate in the Deaf community. Introduces advanced vocabulary and grammatical aspects of ASL including temporal aspect and locative and semantic classifiers. Prerequisite: ASL103 with a 'C' or better.

ASL202 Second Year American Sign Language II
4 credits (4 lec hrs/wk)
Continues instruction in American Sign Language. Includes interactive events and everyday use of the language. Introduces new vocabulary; descriptive, locative and instrument classifiers; and description and identification of objects. Prerequisite: ASL201 with a 'C' or better.

ASL203 Second Year American Sign Language III
4 credits (4 lec hrs/wk)
Continues instruction in American Sign Language. Introduces new vocabulary, durative temporal aspect and element classifiers. Further practice of everyday use of the language. Prerequisite: ASL202 with a grade of 'C' or better.

ANTHROPOLOGY

ANTH101 General Anthropology
3 credits (3 lec hrs/wk)
This course studies human evolution and traces human development through archaeological remains; introduces the human position in the animal kingdom, the principles and mechanisms of biological and human evolution and variation, fossil primates, and the development of human culture through the Paleolithic.

ANTH102 General Anthropology
3 credits (3 lec hrs/wk)
Explores archaeology from earliest antecedents to modern synthesis. Examines the transition of human societies from hunting and gathering to farming and the beginning of urban life through prehistoric and historic archaeology; examines techniques of fieldwork, analysis and dating; development of cultural stages and civilizations in Pre-Columbian North and Meso-America.

ANTH103 General Anthropology
3 credits (3 lec hrs/wk)
Focuses on the concept of worldwide culture elaborated through function, organization, diversity, and change. Economic, religious, political, and linguistic diversity are examined.

ANTH145 Field Studies in Anthropology
1-3 credits (variable hrs)
Field study of significant anthropological sites including techniques of inquiry and analysis applied at selected field sites. Introductory lecture covering key issues and techniques required for a field study, followed by an on-site visit. Concurrent: Any Anthropology or Sociology course.

ANTH198/298 Independent Study of Anthropology
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ANTH221/222/223 Introduction to Cultural Anthropology
3 credits/term (3 lec hrs/wk)
Discusses the meaning of culture, its significance for human beings, its diverse forms and degrees of elaboration among different groups of people, its processes of growth and expansion.

ANTH230 Native North Americans: Oregon
3 credits (3 lec hrs/wk)
A survey of prehistoric and historic cultures in Oregon including contemporary Native American issues. This course introduces various tribes of Native Americans in Oregon. Cultural areas, survival strategies, migrations, trade, and cultural change are explored through the findings of archaeology, linguistics, ethnology, historical documents, and present-day tribal members.

ANTH231 Native North Americans: Pacific Northwest
3 credits (3 lec hrs/wk)
Examines Native American cultures in the Pacific Northwest from prehistoric to modern times. Archaeological findings, historical accounts, and recent developments are discussed, including the origins and development of art forms and fishing technology.

ANTH232 Native North Americans
3 credits (3 lec hrs/wk)
A broad overview of the earliest inhabitants of North America, including the traditional lifestyles, languages and customs of selected Native American cultures of the continent. Emphasis on Native American peoples and cultures, diversity of cultural adaptation, European contact and Native American history (ancient and contemporary).

ART

ART101 Art Appreciation
3 credits (3 lec hrs/wk)
An introduction to the visual arts and the creative process as they relate to historical, cultural, and personal issues. A course designed to enhance the appreciation of art.

ART115/116/117 Basic Design
3 credits/term (3 lec, 3 TBS lab hrs/wk)
Employs exercises developed to motivate individual creativity and experimentation in a variety of media. Must be taken in sequence.

ART115 - Introduces principles and concepts of shape, line, texture, design, structure, unity and proportion in black and white.

ART116 - Introduces more complex principles of design, color, and composition. Includes color properties, combination, relatedness, proportions, and interaction. Also offered as ART116A, B, C in one-credit modules. Prerequisite: ART115 with a 'C' or better.

ART117 - Focus on three-dimensional concepts, including mass, spaces, and texture. Investigation of unity, variety, and balance and the physical and psychological effects of those concepts. Greater experimentation and creativity is expected. Prerequisite: ART116 with a 'C' or better.

ART131 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
Introductory course to drawing techniques and media, Beginning Drawing I explores the rendering of form and space on a two dimensional surface. Training in basic skills of observation, perception, representation, and hand-eye coordination is gained. Effective use of compositional space, understanding of visual form, and development of skills in rendering complex formal relationships in light and shadow are developed. Surface textures, characteristics, and qualities are examined through interpreting still life compositions. ART131A, B, C as one-credit modules is also offered.

ART132 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
An introductory course in the study of the forms and proportions of the human body. Clothed and nude figure models pose for the class and students learn to draw the surface anatomy and dynamic movement and composition of the human figure. Second course of 3-course drawing sequence. Prerequisite: ART131 with a 'C' or better.

ART133 Introduction to Drawing
3 credits (2 lec, 4 lab hrs/wk)
An introductory course exploring a range of drawing challenges such as drawing from nature, linear perspective, non-objective drawing, alternative drawing media, and developing a personal drawing style. Drawing in black and white and color and creative problem solving on an advanced level will be addressed. Traditional and non-traditional use of the media will be encouraged. Third course in the 3-course drawing sequence. Prerequisites: ART132 with a 'C' or better.

ART181A, B, C Introduction to Painting A, B, C
1 credit/term (1 lec, 2 lab hrs/wk)
A continuation to explore visual representation on a two-dimensional surface. Oil or acrylic paints for space division, color, and surface treatment will be used. Both lecture and studio activity are involved weekly.

ART184A, B, C Watercolor Basics I, II, III
1 credit/term (1 lec, 2 lab hrs/wk)
Introduces principles and concepts of watercolor at a beginning level. ART184B - The study of color, composition, and value control are emphasized. Prerequisite: ART184A. ART184C - Special attention given to experimental techniques, and history, and use of egg as a binder. Prerequisite: ART184B.

ART185A, B, C Watercolor Basics IV, V, VI
1 credit/term (1 lec, 2 lab hrs/wk)
A continuation of the active participation of each student in painting experience aimed at developing visually coordinated skills in watercolor. The study of color theory, color schemes, composition, and value control is emphasized. Prerequisite: ART184C.

ART191/192 Beginning Sculpture
3 credits/term (2 lec, 4 lab hrs/wk)
Demonstrates techniques, processes, and materials in sculpture.

ART191 - Explores a variety of media and sculptural concepts, emphasizing the discipline and processing of handling the tools and additive materials of clay and wire, subtractive qualities of stone and clay.

ART192 - Further develop aesthetic awareness and perceptions about three-dimensional form. Concentration on figure study of human form.

ART198/298 Independent Study in Art
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ART204/205/206 History of Western Art: Introduction to Art History
3 credits/term (3 lec hrs/wk)
The History of Western Art is a survey of the traditions, movements, and developments in art and architecture of the western world.

ART204 - Introduces the study of art history and the elements of art, then surveys the history of Western Art from prehistory through Early Christian Art.

ART205 - Survey of the history of art from the Early Middle Ages through the Baroque.

ART206 - Survey of Western Art from Neoclassicism to the present.

ART225 Computer Art I
3 credits/term (6 lec/lab hrs/wk)
Basics of design elements, drawing, composition, and color are used in presentations that use the computer as the creative medium. Includes planning, design sketches, functional and aesthetic tests, leading to a portfolio of work that showcases the artist/designer. Concurrent: CIS0593

ART244 Bronze Casting
3 credits (6 lec/lab hrs/wk)
All aspects of the bronze casting process will be covered including mold making, wax pattern production, investment/ ceramic shell processes, bronze casting, welding and metal chasing, bronze patina, and final installation of the finished sculpture.

ART250/251/252 Beginning Ceramics I, II, III
3 credits/term (2 lec, 4 lab hrs/wk)
Introduces materials, methods, and techniques of pottery design and construction. Exercises encourage the development of skills with ceramic materials, stoneware, and raku firing techniques.

ART250 - Includes hand building methods and beginning wheel work.

ART251 - Includes wheel throwing and glaze application.

ART252 - Includes continuation of wheel projects, decorating techniques, stoneware and raku firing process, skill development, and personal style.

ART253/254/255 Intermediate Ceramics
3 credits/term (2 lec, 4 lab hrs/wk)
Demonstrates construction techniques and methods used to design, shape, and form pottery. Includes wheel throwing, pottery decoration, glaze calculation, and firing.

ART253 - Students develop greater creativity, skill building, and use of ceramic equipment. Prerequisites: ART250, ART251, and ART252 or portfolio examples.

ART254 - Students provide studio demonstrations developed to encourage creativity, skill building, and use of ceramic equipment. Prerequisite: ART253.

ART255 - Prepares students for self-directed artistic expression and creativity. Skill and use of ceramic equipment are developed to a point of independence. Prerequisite: ART254.

ART280 Field Experience
1-3 credits/term(3-9 lab hrs/wk)
Students can take up to nine credits maximum. Practical, on-site experience in art education, graphics or art-related areas under the joint supervision of an advisor and a sponsoring professional. (Museum and gallery experience, retail art supply experience, professional studio artist, art educator apprenticeship) Prerequisite: Instructor consent.

ART281/282/283 Painting (Beginning)
3 credits/term (2 lec, 4 lab hrs/wk)
Offers visual observation and composition of selected subjects using oil or acrylic media. Second and third quarter continues technique and color control on a two-dimensional surface.

ART284/285/286 Painting (Intermediate)
3 credits/term (2 lec, 4 lab hrs/wk)
Offers visual observation and composition of selected subjects using oil or acrylic media. Emphasis will be given to individual needs and interests in painting. Prerequisites: ART281/282/283.

ART291/292/293 Sculpture
3 credits/term (2 lec, 4 lab hrs/wk)
Explores three-dimensional shapes and forms in greater depth and intensity from previous year.

ART291 - Students assess personal strengths and weaknesses to establish a plan for building skills. They become mentors to new sculpture students, thereby strengthening the critical eye. Prerequisites: ART191, 192 or 193 with a 'C' or better.

ART292 - Intermediate human figure study.

ART293 - Students achieve full independence in studio processes. They have a greater role in communicating their design understanding beyond the studio to improve the visual aesthetics of a larger community.

BIOLOGY

BI101/102/103 General Biology
4 credits/term (3 lec, 3 lab hrs/wk)
This three-term sequence course satisfies the science requirement for non-biological science, pre-professional students. Surveys biological principles applied to plants and animals from cellular level to ecological level of organization. General Biology attempts to convey to the student an appreciation of the most important aspects of life on earth.

BI140 Practical Ecology
3 credits (3 lec hrs/wk)
An introduction to the basic concepts of ecology, using examples from the ecology of the local area, with a consideration of impacts made by different types of land use, particularly involving urban landscaping.

BI142 Habitats: Marine Biology
4 credits (3 lec, 3 lab hrs/wk)
Examines the marine environment and the ecology, physiology, and morphology of marine plants and animals, emphasizing Oregon. Laboratory focuses on environmental testing and identification. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI149 Introduction to Human Genetics
3 credits (3 lec hrs/wk)
Covers the basic concepts of genetics as they have developed since the nineteenth century. Discusses current techniques that are being developed and applied to problems of inheritance patterns, genetic disorders, and genetic therapy. Behavior and population genetics are included. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI198/298 Independent Study in Biology
3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

BI199 Marine Habitats of the Oregon Coast
1 credits/term (2 lec/lab hrs/wk)
This course provides an introduction to marine habitats, the Oregon Institute of Marine Biology, and the field of study for marine biology majors or other interested students. The class is designed for marine biology, biology or environmental studies/science freshman or sophomores, or others thinking of spending a term at OIMB. Low tide field trips to study animals and plants in their habitats. An introduction to courses and research conducted at OIMB is provided. Prerequisites: WR0525 and MTH70 with a 'C' or better.

BI201/202/203 Introductory Biology
4 credits/term (3 lec, 3 lab hrs/wk)
For biological science majors in programs which will require students to complete a series in introductory biology. Comprehensive study of the life sciences, including analytical techniques used in order to perform proper inquiries. Prerequisite: High school chemistry or one college-level chemistry course within last five years.

BI201 - Includes a review of inorganic, organic, and biochemistry as well as cellular biology and genetics.

BI202 - Includes evolution, a survey of the diversity of organisms, and plant function.

BI203 - Includes the anatomy, physiology, and behavior of the members of the animal kingdom (with emphasis on the vertebrates) and how all organisms interact (ecology).

BI231 Human Anatomy and Physiology I
4 credits (3 lec, 3 lab hrs/wk)
The curriculum for the first term of Human Anatomy and Physiology will include the study of body organization, tissues, and a study of the integumentary, skeletal and muscular systems. The course will include the study of molecules, cells, tissues, organs, and organ systems in humans. Some pathological conditions will be covered. Prerequisite: One course from BI101, BI201, CHEM110, or CHEM223 with a 'C' or better in the last five years.

BI232 Human Anatomy and Physiology II
4 credits (3 lec, 3 lab hrs/wk)
The curriculum of the second term of Human Anatomy and Physiology will include the study of the nervous system, including nervous tissue; the spinal cord and spinal nerves; the brain and cranial nerves; sensory, and motor, and integrative nervous systems; the special senses, and the autonomic nervous system; the endocrine system, with emphasis on hormone activity, the major hormones of each gland, hormones involved in growth and the stress response; the cardiovascular system, including blood, the heart, blood vessels, and hemodynamics.
Prerequisite: BI231 with a 'C' or better.

BI233 Human Anatomy and Physiology III
4 credits (3 lec, 3 lab hrs/wk)
The curriculum of the third term of Human Anatomy and Physiology will include the study of the structure and function of the respiratory system; digestive system; metabolism; urinary system; fluid, electrolyte, and acid base balance; the reproductive system; and human development and inheritance. Prerequisite: BI232 with a 'C' or better.

BI234 Microbiology
4 credits (3 lec, 3 lab hrs/wk)
Microbiology principles applied to health related fields. Includes characteristics, physiology, and growth requirements of microorganisms, sterilization principles, infection, and immunity. Pathogenic microbes, infections, and host resistance will be a major consideration. Prerequisite: One course from BI101, BI201, CHEM110 or CHEM223 with a 'C' or better in the last five years.

BI280 Field Experience
1-6 credits (3-18 lab hrs/wk)
Practical work site exposure to applied science, which provides students an opportunity to explore potential career paths in science while gaining practical experience in applying classroom science theory. Prerequisite: Instructor consent. Concurrent: BA0771.

BOTANY

BOT201 General Botany
4 credits (3 lec, 3 lab hrs/wk)
Course covers structure, physiology, and genetics of seed plants; how plants reproduce, differentiate, and grow. Survey of the plant kingdom. Plant identification through use of keys and morphology.

BUSINESS ADMINISTRATION

BA2280 Cooperative Work Experience
1-8 credits (3-24 lab hrs/wk)
This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel the field of study. Prerequisite: Instructor consent.

BA101 Introduction to Business
4 credits (4 lec hrs/wk)
This course surveys American business organization, operation, and management. This course develops an awareness of the nature of business in the capital system. Introduction is made to the fields of ownership, organization, personnel, accounting, financing, marketing, management, production, insurance, real estate, foreign trade, and government regulations.

BA150 Introduction to Entrepreneurship

3 credits (3 lec hrs/wk)
Entrepreneurship is an exciting opportunity for students to learn about potential business ownership, becoming the creator of jobs in the community. The Introduction to Entrepreneurship course will focus on the leadership skills and entrepreneurial traits needed to to be successful.

BA156 Essentials of Economics
3 credits (3 lec hrs/wk)
This course introduces the subject of economics in a practical business- oriented sense. The course relies on current events and practical applications. The content includes supply and demand, fiscal and monetary policies, and international trade. Prerequisite: MTH94 with a 'C' or better.

BA177 Payroll Records and Accounting
3 credits (3 lec 1 lab hrs/wk)
Provides practice in all payroll operations, the recording of accounting entries involving payroll and the preparation of payroll tax returns required of businesses. Prerequisite: AC2766 or BA211 with a 'C' or better.

BA198/298 Independent Study in Business
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

BA205 Solving Communication Problems with Technology
3 credits (3 lec hrs/wk, 1 lab hrs/wk)
Focuses on using current technology to create, revise, and design business documents: letters, memos, e-mail, reports, minutes, simple instructions, and resumes. Students will use library and Internet resources to collect information. In addition, students will deliver oral presentations using presentation tools. Prerequisite: WR121 or WR115 with a 'C' or better.

BA206 Management Fundamentals
3 credits (3 lec hrs/wk)
The course explores the duties of managers and the techniques they use to improve organizational performance. The course focuses on four key responsibilities of management: planning, organizing, leading, and control.

BA211 Principles of Accounting I
4 credits (4 lec hrs/wk)
Discusses the theory, principles and procedures for organizing, interpreting and reporting the financial transactions of business or industry. Describes and discusses the problems of properly recording and measuring income and expense. Specialized areas such as: merchandise inventory, special journals, cash and receivables are discussed. Prerequisite: MTH70 with a 'C' or better, or appropriate score on placement test.

BA212 Principles of Accounting II
4 credits (4 lec hrs/wk)
Discusses the theory and principles of recording financial records, including accounting systems, management control, depreciation, merchandise inventory, evaluation, partnership and corporate accounting, capital stock, investments, statement of cash flow, and dividends. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA213 Principles of Accounting III (Managerial Accounting)
4 credits (4 lec hrs/wk)
This course will cover cost accounting for manufacturing plants, income taxes and their effect on business decisions and analysis of financial statements. Prerequisite: BA212 or AC2764 with a 'C' or better.

BA215 Cost Accounting
3 credits (3 lec hrs/wk)
This course develops techniques for determining product costs under job order, process and standard costing, and introduces cost analysis for decision making. Prerequisite: BA212 with a 'C' or better.

BA217 Accounting Process
3 credits (3 lec, 1 lab hr/wk)
Review and apply basic accounting systems in practical applications. These will range from working with journals and ledgers, to the application of accounting systems on a microcomputer and analyzing financial statements. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA220 Tax Accounting (Personal Income Tax)
3 credits (3 lec hrs/wk)
A beginning course in federal income tax preparation. Business taxes as they relate to a single proprietor will be briefly discussed. Prerequisite: AC2766 or BA211 with a 'C' or better.

BA222 Finance
3 credits (3 lec hrs/wk)
This course covers the core financial aspects of business entrepreneurship in sole proprietorships, partnerships, limited liability companies, and private corporations. It includes key financial topics such as financial statements, break-even analysis, cash-flow analysis, working capital management, time value of money, and capital budgeting. Prerequisite: BA212 or AC2764 and MTH94 with a 'C' or better.

BA223 Principles of Marketing
3 credits (3 lec hrs/wk)
Develops skills in understanding and developing strategies in the marketing environment. Covers principles and techniques of market research, consumer behavior, product development, pricing, distribution and promotion. Establishes basis for creating a marketing plan.

BA224 Human Resource Management
3 credits (3 lec hrs/wk)
The student will be introduced to personnel functions as they relate to the management of the human resources of an organization. Areas of concentration will include employee selection, training, and compensation.

BA230 Business Law
4 credits (4 lec hrs/wk)
This course introduces the student to the legal environment of business. Students will explore/understand the specific legal issues in conducting business. Topics include: the Legal Environment as well as Tort, Contract, Sales, Agency, Real/ Personal Property, Partnership, and Corporation Law.

BA232/MTH243 Business Statistics
4 credits (4 lec hrs/wk)
Introduces elementary statistics techniques to aid decision-making in the business environment. Emphasis is on statistical inference, probability, sampling, estimation, and hypothesis testing. Prerequisite: MTH95 with a 'C' or better.

BA238 Sales
3 credits (3 lec hrs/wk)
This course involves the role of sales as an integral part of the total marketing function. The application of selling to the behavioral science will be included with special emphasis on sales psychology, sales techniques and the fundamental principles of sales communication. Prerequisite: BA223 with a 'C' or better.

BA239 Advertising
3 credits (3 lec hrs/wk)
A detailed examination of the purpose, preparation, placement, and analysis of the various types of advertisements and relative merits of media such as television,internet, radio and the newspaper. Involves practice in the planning and analysis of complete advertising campaigns and their coordination with other marketing strategies. Prerequisite: BA223 with a 'C' or better.

BA240 Fund Accounting (Governmental)
3 credits (3 lec hrs/wk)
This course presents accounting for governmental and non-profit organizations. It includes budgetary and expenditure control as well as considerations, reporting and operations of genreal, special revenue and capital projects. Prerequisite: AC2767 or BA211 with a 'C' or better.

BA249 Retailing
3 credits (3 lec hrs/wk)
A study of retail strategy, structure and management. The course stresses the role of the supervisor in the daily operation of retail work.

BA250 Small Business Management/ Entrepreneurship
3 credits (3 lec hrs/wk)
This course covers the basic principles of business entrepreneurship, including planning, organizing, innovation, staffing, and controlling, stressing those elements needed for financial achievement and personal reward. Prerequisite: BA223 with a 'C' or better.

BA277 Business Ethics
3 credits (3 lec hrs/wk)
This course is designed to make the student aware of the ethical issues currently facing business and to provide a background against which the student may evaluate and/or compare his or her own ethical views/stands.

BA280 Field Experience
1-8 credits (3-24 lab hrs/wk)
Practical on-site experience that will allow students to test knowledge learned in the classroom and explore the variety of workplaces in which to apply that knowledge. Prerequisite: Instructor consent.

BA284 Job Readiness
1 credits (1 lec hrs/wk)
Prepares the student for the work experience portion of cooperative education and the student's on-campus program through feedback sessions and instruction in job-related areas. Prerequisite: WR121 or WR115 with a 'C' or better.

BA285 Human Relations in Organizations
3 credits (3 lec hrs/wk)
This course explores interactions in organizations by examining human perceptions, communications, small group dynamics and leadership. Includes the dynamics of change, cultural diversity, substance abuse, work stress, ethics and social responsibility, career development, and the challenges of globalization.

BA288 Customer Service
3 credits (3 lec hrs/wk)
This course provides a thorough introduction to customer service skills. Introduces concepts of basic customer service. Covers how to develop and establish a customer service vision. Examines how to understand customer expectations before, during and after service delivery.

BA292 Entrepreneurship Capston

4 credits (3 lec, 3 lab hrs/wk)
Students will demonstrate their ability to approach a business problem using an entrepreneurial skill set by participating in a dynamic business simulation. Students will draw on their broadened awareness of various entrepreneurial areas such as marketing plan development, advertising, sales promotion, key business communication technology, as well as fundamental financial and management concepts and principles. Prerequisites: BA101, 205, 206, 222, 227, 239 and CIS245 with a 'C' or better.

CHEMISTRY

CHEM110 Foundations of General, Organic & Biochemistry
4 credits (4 lec,hrs/wk)
Chem 110 is a survey of chemistry from atomic structure through biochemistry. Chem 110 is primarily for students in pre-nursing, some allied health fields, or for students who need a brief introduction to chemistry. The course does not have an associated lab. Prerequisite: MTH70 with a 'C' or better.

CHEM198/298 Independent Study in Chemistry
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CHEM221/222/223 General Chemistry
5 credits/term (4 lec, 3 lab hrs/wk)
First-year chemistry for science, engineering, and health pre-professional students. Classroom and laboratory work are quantitative and require good math skills. Must be taken in sequence.

CHEM221 - Covers atomic structure, chemical bonding, molecular geometry, reactions, and stoichiometry. Prerequisite: MTH95 with a 'C' or better.

CHEM222 - Covers gases, liquids, solutions, equilibrium theory, kinetics, and redox. Prerequisite: CHEM221 and MTH111 with a 'C' or better.

CHEM223 - Covers thermodynamics, acid-base chemistry, electrochemistry, nuclear reactions, and transition metal chemistry. Prerequisite: CHEM222.

COMPUTER INFORMATION SYSTEMS

CIS2280 Cooperative Work Experience

1-4 credits (3-12 lab hrs/wk)
This course provides the student with an opportunity to gain on-the-job experience in coordinator approved business situations that closely parallel with field of study. Prerequisite: Instructor consent.

CIS6243 Network Academy Fundamentals I

4 credits (3 lec, 3 lab hrs/wk)
This course introduces students to the networking field. It focuses on network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, and network standards. This course is first in a series of 4 courses which prepare students for Cisco CCNA Certification exam. Concurrent: CIS0593.

CIS6244 Network Academy Fundamentals II

4 credits (3 lec, 3 lab hrs/wk)
This course focuses on initial router configuration, TCP/IP, and access control lists (ACLS). Students will develop skills on how to configure a router, manage Cisco IOS software, configure routing protocols, and create access lists controlling access to the router. This course is second in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite:CIS6243. Concurrent: CIS0593.

CIS6245 Network Academy Fundamentals III

4 credits (3 lec, 3 lab hrs/wk)
This course focuses on advanced IP addressing techniques, Variable Length Subnet Masking (VLSM), intermediate routing protocols, (RIP V2, single-area OSPF, EIGRP), command-line interface configuration of switches, Ethernet switching, Virtual LANs (VLANs), Spanning Tree Protocol (STP), and VLAN Trunking Protocol (VTP). This course is third in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite: CIS6244. Concurrent: CIS0593.

CIS6246 Network Academy Fundamentals IV

4 credits (3 lec, 3 lab hrs/wk)
This course focuses on advanced IP addressing techniques, Network Address Translation (NAT), Port Address Translation (PAT), and DHCP, WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking. In addition, the student will prepare for taking the CCNA exam. This course is fourth in a series of four courses which prepare students for Cisco CCNA Certification exam. Prerequisite:CIS6245. Concurrent: CIS0593.

CIS6260 Computer Technician Theory I (A+Certification Preparation)

3 credits (6 lec/lab hrs/wk)
This is the first part of a two-part Computer Technician Theory course which prepares an individual to work successfully in the field of computer repair, maintenance, and support. Topics will include hardware installation, maintenance, and troubleshooting; software installation, maintenance, and troubleshooting; basic networking; and customer support. Prerequisite:CS101. Concurrent: CIS0593.

CIS6261 Computer Technician Theory II (Server+ Certification Preparation)

3 credits (6 lec/lab hrs/wk)
This is the second part of a two-part Computer Technician Theory course, which prepares an individual to work successfully in the field of computer repair, maintenance, and support. Topics will include hardware installation, maintenance and troubleshooting; software installation, maintenance, and troubleshooting; basic networking; and customer support. Prerequisites: CIS6260 and CS240U. Concurrent: CIS0593.

CIS101 Computers in Society

2 credits (2 lec hrs/wk)
This is the first course in computer literacy and is intended for the novice user. Students will become familiar with current computer terminology. Students will learn end-user skills in file management using PC operating system, word processing and Internet searching software. Concurrent: CIS0593.

CIS120 Concepts of Computing

4 credits (4 lec hrs/wk)
Course provides information on computer basics, including hardware and software components, networking, applications and operating systems software, and social issues related to computing, technology, and the Internet. Course also provides instruction on common software applications including spreadsheet, database and presentations. Prerequisite:CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125DB Database Applications

3 credits (2 lec, 2 lec/lab hrs/wk)
Course introduces beginning and intermediate concepts, terminology, and application of database management system (DBMS) technology. Common features of DBMS software, their application to business uses, and issues involved in effective relational database design are covered. Course uses one or more commercially available DBMS software packages. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125DM Digital Media Applications

3 credits (2 lec, 2 lec/lab hrs/wk)
Concepts-centered course encompasses beginning and intermediate concepts of multimedia applications, punctuated by hands-on projects. Utilizing current digital tools, course covers developing high-quality bit-mapped images, vector images, animation, sound, and video. Concepts include managing media, importing and exporting between applications, converting file types, controlling file sizes, and legal and ethical issues. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CS125G Computer Game Development

4 credits (4 lec, hrs/wk)

Surveys the field of computer game development including study of the history and business of computer gaming and computer game categories, platforms, and technologies. Covers an overview of the game development process, and introduces game graphics. Provides complete game development life cycle using high-level game development framework to design/develop computer games. Prerequisite: CIS101 or higher. Concurrent: CS0593

CIS125GIS/GEOG265 Introduction to Geographic Information Systems

3 credits (2 lec, 3 lab hrs/wk)

Course introduces students to principles and practices of GIS, while providing experience using a contemporary GIS software package. Course develops both a theoretical understanding of GIS and experience in accessing GIS data sets. Students are exposed to raster and vector GIS. This course not offered every year. Prerequisite: CIS120 with a 'C' or better.

CIS125P Presentation Applications: Microsoft PowerPoint

1 credit (1 lec hr/wk)

This course introduces intermediate to advanced features of presentation software for the efficient development of effective presentations. Using work processing skills and presentation theories, students will enhance their skills to develop professional looking and effective presentations complete with outline, speaker notes, and audience handouts. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125S Spreadsheet Applications

3 credits (2 lec, 2 lec/lab hrs/wk)

This course introduces beginning and intermediate concepts, terminology, and application of spreadsheet technology. The common features of spreadsheet software, its application to business uses, problem solving techniques, and issues involved in choosing and installing spreadsheet software are covered. Course uses one or more commercially available spreadsheet software packages. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125W Word Processing Applications: Microsoft

3 credits (3 lec, hrs/wk)

This course introduces use of microcomputers for word processing applications at a professional level. Concepts, terminology, and application of word processing technology are covered. Students are introduced to common features of word processing software, business uses, elements of style, and issues involved in choosing and installing word processing software. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS125WE Web Editor Applications

3 credits (2 lec, 2 lec/lab hrs/wk)

This course introduces beginning and intermediate skills to effectively use one or more contemporary web editors. It addresses the major concepts associated with web site assessment, design, development, publishing, and maintenance. Emphasis is placed on developing user friendly and maintainable sites. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS133VB Computer Language I - Visual Basic

4 credits (3 lec, 2 lec/lab hrs/wk)

Introduces the Visual Basic programming language to learn fundamental programming techniques. Emphasizes structured and object oriented design and writing of programs to solve business and/or mathematical problems. Students will learn problem solving, procedural programming, develop a graphical user interface, and work with events and objects. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CIS133WS Computer Language I - Web Scripting

4 credits (3 lec, 2 lec/lab hrs/wk)

This programming course introduces basic concepts of client-side and server-side scripting languages, emphasizing concepts of good web site design and construction with the use of scripting languages. Programming focus is on modern event-driven, client-server software concepts using HTML/XHTMLO and JavaScript, and PHP. Prior HTML/XHTML knowledge is required for success. Prerequisite: CIS125H or CIS195 with a 'C' or better. Concurrent: CIS0593.

CIS135W Advanced Word Processing: Desktop Publishing

3 credits (3 lec hrs/wk)

Use of microcomputer word processing software for desktop publishing. Using word processing skills and design/layout theories, students will learn how to develop professional-looking and effective publications.Prerequisite: CIS125W with a 'C' or better. Concurrent: CIS0593.

CIS140 Introduction to Operating Systems

4 credits (4 lec hrs/wk)

This course introduces the student to the theory and operation of microcomputer operating systems. It will include disk and file handling techniques, common utilities, security issues, minor hardware installation and maintenance, and the use of networks. It will use one or more commercially available operating systems, including Windows XP. Prerequisite: CIS101 with a 'C' or better. Concurrent: CIS0593.

CS160 Computer Science Orientation
4 credits (3 lec, 2 lec/lab hrs/wk)
This course introduces students to the computer science field and profession. Students will be introduced to computer science, programming and careers, as well as societal and ethical issues surrounding the use of computers. Students will have the opportunity to participate in team problem solving. Concurrent: CIS0593. Prerequisite: MTH70 or higher with a 'C' or better.

CS161 Introduction to Computer Science I
4 credits (3 lec, 2 lec/lab hrs/wk)
This course offers a history and overview of fundamental computer science concepts using an object-oriented programming language. Topics include object oriented programming, software engineering, algorithm development, data representation, introduction to user interface design, and sources of error. Prerequisite: CS160 and MTH111 with a 'C' or better. Concurrent: CIS0593.

CS162 Introduction to Computer Science II
4 credits (3 lec, 2 lec/lab hrs/wk)
This course covers software engineering principles and modern programming methods. Topics include event-driven programming for graphical user interfaces, recursion, stream, and exception handling. This course also introduces analysis of algorithms, sorting, and searching. Prerequisite: CS161 with a 'C' or better. Concurrent: CIS0593.

CIS179 Introduction to Computer Networks
3 credits (3 lec hrs/wk)
An introduction to computer networks from an end-user perspective. Provides experience using a local area network operating system and the Internet to examine the networked environment, models, protocols, and standards, LAN topologies, and emerging technologies. Prerequisite: CIS101 with a 'C' or better or instructor consent. Concurrent: CIS0593.

CIS184 Workstation Security
3 credits (3 lec hrs/wk)
This course introduces students to computer workstation and network security. It includes an overview of workplace security issues emphasizing the importance and need for secure computers and networks. Students learn to use various tools techniques to improve computer and network security. Prerequisite: CIS120 or CS160 with a 'C' or better. Concurrent: CIS0593.

CIS188 Wireless Networking
3 credits (6 lec/lab hrs/wk)
Fundamentals of Wireless LANs is an introductory course focusing on the design, planning, implementation, operation and troubleshooting of wireless networks. It covers a comprehensive overview of technologies, security and design best practices with particular emphasis on hands-on skills in wireless LAN setup and troubleshooting. Resilient WLAN design, installation and configuration, and WLAN security. This course prepares students to achieve the Cisco Wireless LAN Support Specialist designation. Prerequisite: CIS6243 or CIS179 with a 'C' or better.

CIS195 Web Development I
3 credits (2 lec, 2 lec/lab hrs/wk)
This course introduces the basic elements of beginning web page creation using a text editor and HTML/XHTML. The course will focus on web terminology, basic HTML/XHTML coding to include hyper links anchors, tables, forms and frames, design principles, and accessibility issues. We will also begin to explore the availability of tools for web page creation, site management, validation, and accessibility checks. Prerequisites: CIS120 with a 'C' or better. Concurrent: CIS0593.

CS198/298 Independent Study
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CIS225 End User Support
4 credits (3 lec, 3 lab hrs/wk)
Course introduces professional and interpersonal skills needed by technicians who support and manage hardware and software information systems. Includes analyzing, troubleshooting and solving basic hardware and software problems, developing customer service skills and an ethics awareness, help desk operation, technical documentation and training. Prerequisites: CIS120 and CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS233VB Computer Language II - Visual Basic
4 credits (3 lec, 2 lec/lab hrs/wk)
This course continues the study of programming of Visual Basic. Presents intermediate and advanced ideas of numerical computation, object-oriented programming, and problem analysis using the Visual Basic Language. Students will create Visual Basic applications using a variety of techniques and complexity. Prerequisite: CIS133VB with a 'C' or better. Concurrent: CIS0593.

CIS233WS Computer Language II - Server-Side Web Scripting
4 credits (3 lec, 2 lec/lab hrs/wk)
The course is designed to provide students with an introduction to programming web-based applications using a contemporary server-based programming language. Students will learn how to design, code, and implement interactive web pages with dynamically generated content. Course assumes students have a working knowledge of HTML and client-side scripting. Prerequisite: CIS133WS with a 'C' or better. Concurrent: CIS0593.

CIS235 Integrated Computer Projects
4 credits (4 lec hrs/wk)
Integrated Computer Projects Apply previous computer and business knowledge to create individual and group projects using software found in today's workplace. Use integrated software (i.e. MS Office) to learn skills such as linking and embedding, e-mail, Internet, FAX and scanners. Prerequisite: CIS125W and CIS120 or CIS125S with a 'C' or better. Concurrent: CIS0593.

CIS240U Advanced Operating Systems (UNIX Operating System)

3 credits (3 lec hrs/wk)

Course continues study of operating systems, focusing on hands-on system administration of Linux/Unix. Topics include: installation, configuration, XP Windows configuration, user/group account management, disk formatting and partitioning, local file systems, system startup/shutdown, run levels, backup and restore, printers and printing, ports and devices, basic local area networking, and memory management. Prerequisite: CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS244 System Analysis

3 credits (3 lec hrs/wk)

This course will introduce methods and modeling tools used in the system development process. Emphasis is on structured analysis of computer information systems. Assignments will include the use of project management software, CASE tools, and graphics tools applied to problems similar to those found in systems in business and industry. Prerequisite: CIS120 or CIS125DB with a 'C' or better. Concurrent: CIS0593

CIS245 Project Management

3 credits (3 lec hrs/wk)

This course addresses project management concepts and tools. Using software and related resources students will acquire knowledge, practical skills, and dispositions that make them effective project participants at both team and management levels. Prerequisite: Minimum 45 CS/CIS credits. Concurrent: CIS0593.

CS275 Database Management

4 credits (3 lec hrs/wk, 2 lab hrs/wk)

This course is designed to be broader than teaching specific database products. It will address database development, a concept which includes data modeling, database design, and database implementation. It will identify the entity-relationship and object data modeling techniques, and the importance of normalizing data models. Techniques of implementing these models into a relational database scheme will be presented. Prerequisite: CIS125DB and CS161 or CIS133WS with a 'C' or better. Concurrent: CIS0593.

CS276 Advanced SQL

4 credits (3 lec hrs/wk, 2 lab hrs/wk)

Focuses on design, development and implementation of SQL programming for all types of relational database applications including client/server and Internet databases. Learn to write complicated interactive and embedded SQL statement and learn the implications of multi-user database applications. Prerequisite: CS275 and CS162 or CIS233WS with a 'C' or better. Concurrent: CIS0593.

CIS278 Data Communications

3 credits (3 lec hrs/wk)

Course introduces fundamental concepts in data communication including terminology, communicating concepts, comparison of voice and data communication, medium access, elementary data link protocols, topologies, servers, and LAN operating system standards. Course discusses dynamic technology of transmitting, accessing, and controlling data, communications and networking strategies, and data communications applications. Prerequisite: CIS6260 or CIS6243 or CIS140 with a 'C' or better. Concurrent: CIS0593.

CIS279 Network Management I (Network Hardware)

4 credits (3 lec, 3 lab hrs/wk)

Course introduces concepts of network management and applications, discussing implementation, administration, configuration, and troubleshooting in a networked environment. LAN hands-on experience and lab exercises are provided. Hands-on provided in current network operating system. Course Prepares the student for the Microsoft Server 70-642 Network Infastructure Configuration certification. Prerequisite: CIS179 and CIS6244 with a 'C' or better. Concurrent: CIS0593.

CIS280 Field Experience

1-10 credits (3-30 lab hrs/wk)

Practical on-site experience that will allow students to test knowledge learned in the classroom and explore the variety of workplaces in which to apply that knowledge. Prerequisite: Instructor consent.

CIS284 Network Security

4 credits (3 lec, 3 lab hrs/wk)

Course introduces and assists the student to master the practical Network and Computer Security Concepts. Introduction to secuirty, threats, vulnerabilities, authenitication, cryptography and security policies. Preapres student for the Comptia Security+ certification. Prerequisite: CIS184 and CIS288 with a 'C' or better. Concurrent: CIS0593.

CIS288 Network Management II

4 credits (3 lec, 3 lab hrs/wk)

Student will use current popular server version for installing and configuring Active Directory. Installation, configuration and management of Active Directory Domain and Domain Name Service (DNS) services will be explored in depth. The student will learn the installation, configuration and management with active directory domain services, domain name servers, group policy, Certificate Services Server, and Troubleshooting ADS (Active Directory Services) as well as purpose and creation of specific Security Planning and Policies. This course prepares the student for the Microsoft Certification 70-640 Windows Server 2008 - Active Directory Configuration Prerequisite: CIS279 with a 'C' or better. Concurrent: CIS0593.

CS297 IT Professional Capstone

4 credits (3 lec, 3 lab hrs/wk)

This course addresses knowledge, skills and dispositions useful to IT professionals. Students will explore and acquire job exploration skills, effective interview skills, and search skills to optimize job market opportunities. An integrated approach is used to combine project design components relative to job goals and capstone activities to assist in entering the job market with an array of job and technical analysis and design skills. Prerequisite: CIS245 with a 'C' or better. Concurrent: CIS0593.

CRIMINAL JUSTICE

CJ100 Introduction of Criminal Justice

4 credits (4 lec hrs/wk)

An introductory overview of the U.S. Criminal Justice System through an examination of its structure, functions, processes, historical origins and development. Examines law enforcement, the courts, and corrections as distinct components and within the larger context of law and social philosophy. Includes an introduction to the concepts and primary theories of criminology, the U.S. Constitution, substantive and procedural criminal law, justice administration, juvenile justice, ethics, and issues of gender and cultural diversity. Explores educational and career opportunities.

CJ101/SOC105 Introduction to Criminology

4 credits (4 lec hrs/wk)

An interdisciplinary and introductory overview of the study of crime, criminal behavior, and the application of theory to crime prevention and offender treatment. Examines the uses and limitations of empirical research methods to the study of crime. Reviews the principal political, economic, social, cultural, psychological, biological, and ideological theories of criminal behavior. Identifies the major categories of crime and discusses the relevance of crime classification. Explores the influence of criminological theory on public policy.

CJ110 Introduction to Law Enforcement

4 credits (4 lec/hrs wk)

An introductory survey of law enforcement in the United States. Examines law enforcement activity at the Federal, State, and local levels, and in the private sector. Reviews the historical origins and development of police agencies. Analyzes the role of police from the historical evolution of police systems to an analysis of the work of police officers. Discusses the concepts of officer discretion, police sub-culture, authority, force, legitimacy, professionalization, corruption, and ethics as they apply to the institutional role of police in society. Includes an overview of jurisdiction, procedural law, police organizational models, patrol procedures, officer selection, training, supervision, and administration.

CJ130 Introduction to Corrections

4 credits (4 lec hrs/wk)

An introductory survey of corrections in the United States. Exposes students to the major philosophies of social control and to the development of punishment, segregation, and rehabilitation as responses to crime and deviancy. Reviews the historical origins of incarceration as well as community-based supervision. Examines the characteristics and roles of correctional facilities at the Federal, State, and local level. Discusses the range of alternative community-based sanctions including probation, parole, and post-prison supervision. Analyzes corrections within the context of crime, recidivism, public perceptions, governmental policy, and financial costs. Includes an overview of the impact of sentencing, offender classification, inmate management, treatment programs, the use of technology, and relevant case law.

CJ140 Criminalistics
3 credits (3 lec hrs/wk)
An introductory survey of the application of science to criminal investigation. Exposes students to the investigative methods, scientific principles and techniques used to identify, collect, preserve, and analyze physical evidence. Explores the function of criminal investigators, evidence collection specialists, lab technicians, and forensic scientists. Examines the role of law in forensic science. Includes an overview of the services offered by State and Federal crime laboratories.

CJ198/298 Independent Study in Criminal Justice Administration
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

CJ201/SOC221 Juvenile Delinquency
3 credits (3 lec hrs/wk)
An interdisciplinary overview of the study of juvenile delinquency. Examines the uses and limitations of empirical research methods to the study of delinquency. Analyzes statistical trends and characteristics of juvenile delinquency. Reviews the principal social, psychological, and biological theories of delinquency. Examines the application of theory to crime prevention and treatment programs.

CJ203 Crisis Intervention
3 credits (3 lec hrs/wk)
An examination of crisis intervention techniques for the public safety and emergency response professional, covering initial intervention, communication strategies, assessment, and referral. Includes situation-specific approaches and explores the impact of intervention on the public safety and emergency response worker.

CJ210 Criminal Investigation
3 credits (3 lec hrs/wk)
An overview of the history, theory and principles of criminal investigation. Compares the initial and follow-up investigatory phases and surveys the roles of various law enforcement and support personnel at the crime scene. Examines the role of inductive and deductive reasoning as well as the application of substantive law on the investigative process. Emphasizes general investigatory processes and procedural limitations; crime scene management and documentation; methods for the identification, preservation, and collection of physical evidence; interview and interrogation techniques; scene reconstruction, and report writing.

CJ213 Interview and Interrogation Skills
3 credits (3 lec hrs/wk)
A study of the dynamics of psychological persuasion as they are applied through the course of interviews and criminal interrogations. Examines the deliberate, refined processes and techniques of psychological persuasion with an emphasis on the practical and legal limitations.

CJ214 Crime Scene Investigation (Contemporary Applications)
3 credits (2 lec, 2 lec/lab hrs/wk)
An examination of specialized investigative issues specific to a variety of contemporary crime scenes and criminal events. Surveys the specialized investigative approaches unique to homicides and assaults, arson, crimes against children, hate crime, and environmental crime.

CJ215 Criminal Justice Administration
3 credits (3 lec hrs/wk)
An overview of law enforcement administration to include operational and personnel management, first-line supervision, and organizational leadership. Explores the historical development of administrative theory and practice as it relates to police operations. Examines policy and procedure formulation, planning and budgeting, personnel recruitment and selection, labor issues, and liability.

CJ220 Introduction to Substantive Law
4 credits (4 lec hrs/wk)
A study of substantive criminal law. Examines the development and nature of common, constitutional, statutory, and case law in America. Surveys the classification, definition, and essential elements of key crimes as well as defenses to criminal liability. Includes an overview of parties to crimes, inchoate offenses, the distinctions between criminal and civil law, and the philosophy of law as a social force. Exposes students to legal research methods and the study of case law.

CJ222 Constitution and Criminal Procedure
4 credits (4 lec hrs/wk)
A study of U.S. constitutional, statutory, and case law as it relates to procedural aspects of criminal law. Examines the rights of persons and the obligations of criminal justice practitioners with an emphasis on the role of the courts and constitutional case interpretation. Explores legal procedure and due process considerations related to the investigation of crime, processing of accused persons, and maintenance of order in American society, including provisions related to detention, arrest, search and seizure, interviews, admissions, use of force, right to counsel, and post conviction remedies.

CJ230 Juvenile Justice System
3 credits (3 lec hrs/wk)
A survey of the U.S. Juvenile Justice System through an examination of its structure, functions, processes, historical origins and development. Emphasizes the philosophical basis for a separate juvenile justice system. Examines the functional role of law enforcement, the courts, and corrections within that system.

CJ232 Corrections Counseling and Casework

3 credits (3 lec hrs/wk)

A survey of correctional philosophy and approaches to behavior modification through specific interviewing and counseling techniques, interpersonal communication skills, client assessment, and programmatic treatment. Explains the role of both criminological and counseling theory to correctional supervision. Describes the role of various corrections employees in the rehabilitative process.

CJ243/PSY243 Drugs and Behavior

3 credits (3 lec hrs/wk)

This course is a basic introduction to the principles of drug action on the mind and body and the relationship of substance abuse to crime and criminal justice administration. Drug metabolism and psychopharmacological research findings on legal and illicit drugs are addressed including drug effects, theories of abuse, legislation, enforcement strategies, policy options and treatment, and prevention strategies. Treatment issues and prevention models are related to diverse cultures, lifestyles, gender, age, and the needs of people with disabilities.

CJ247 Criminal Justice Ethics

3 credits (3 lec hrs/wk)

A study of ethics as it applies to law enforcement, the courts, corrections, and criminal justice research and policy. Examines professional ethical codes. Explores ethical dilemmas and rational decision making and introduces students to the perspectives of Virtue Ethics, Formalism, and Utilitarianism. Prerequisite: CJ100, CJ110, CJ130 and CJ222 with a 'C' or better.

CJ280 Field Experience

1-6 credits (3-18 lab hrs/wk)

This course offers career exploration and workplace experience in a variety of supervised settings applicable to the development of the student as a professional in the criminal justice field. Prerequisite: Instructor consent.

CJ5401 ROTA Module I: (Legal Concepts I)

3 credits (3 lec hrs/wk)

Legal Concepts I is the first module of the Reserve Officer Training Academy. The course offers a basic overview of the Criminal Justice System in Oregon to reserve police officers and focuses on the Oregon Criminal Code and laws police officers enforce while carrying out their responsibilities. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5402 ROTA Module II: (Legal Concepts II)

3 credits (3 lec hrs/wk)

Legal Concepts II is the second module of the Reserve Officer Training Academy. The course exposes reserve officers to the Oregon Motor Vehicle Code, the Juvenile Justice System, procedural matters and considerations of liability in the administration of the law, and related matters. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5403 ROTA Module III: (Human Behavior)

3 credits (3 lec hrs/wk)

Human Behavior is the third module of the Reserve Officer Training Academy. The course focuses on a variety of topics related to the variety of incidents and people encountered in policing. Topics addressed include professionalism, domestic conflict management, cultural dynamics, communication strategies, traumatic incident awareness and dealing with mentally ill persons. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5404 ROTA Module IV: (Patrol Procedures)

3 credits (3 lec hrs/wk)

Patrol Procedures is the fourth module of the Reserve Officer Training Academy. The course focuses on procedures and practices used in carrying out law enforcement responsibilities. Topics covered include patrol and traffic enforcement procedures, DUII enforcement, hazardous materials awareness, and contemporary issues in community policing. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5405 ROTA Module V: (Investigations)

3 credits (3 lec hrs/wk)

Investigation is the fifth module of the Reserve Officer Training Academy. The module focuses primarily on aspects of preliminary investigations of crimes and introduces students to death investigations. Students are also exposed to accident investigation, investigative concepts related to controlled substances, and report writing, among other topics. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5406 ROTA Module VI: (Skills Proficiency I)

3 credits (10 lec, 55 lec/lab hrs/total)

Skills Proficiency I is the sixth module of the Reserve Officer Training Academy. The module focuses primarily on skills needed by police officers to carry out their responsibilities related to defensive tactics and high-risk vehicle stops, and on topics related to personal health. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ5407 ROTA Module VII: (Skills Proficiency II)
3 credits (10 lec, 55 lec/lab hrs/total)
Skills Proficiency II is the seventh module of the Reserve Officer Training Academy. The module focuses primarily on skills needed by police officers to carry out their responsibilities related to care, use, and limitations of firearms and in relation to emergency vehicle operations. Course content is based on Oregon Department of Public Safety Standards and Training performance objectives. Prerequisite: Agency sponsorship.

CJ9355 Private Security Services Provider Training
(Unarmed Private Security Officer)
2 credits (2 lec hrs/wk)
This course covers required training for unarmed private security providers to become certified in Oregon by the Oregon Board on Public Safety Standards and Training. Prerequisite: Agency sponsorship.

CJ9375 Search and Rescue Training
2.5 credits (3 lec hrs/wk, 4 TBA hrs)
This course is to prepare students to meet requirements to become Search and Rescue volunteers. It provides the training to perform search and rescue activities, including use of navigational tools, survival skills, mountaineering skills, and search methods. Prerequisite: Agency sponsorship.

CJ9390 Career Development: Criminal Justice Administration
0 credit (up to 324 hrs/total/term)
A variety of in-service training activities conducted within criminal justice agencies in the college district. Current issues and problems are addressed along with methods of alleviating them. Prerequisite: Agency sponsorship.

CULINARY

CRT2000 Introduction to Professional Cooking
5 credits (2 lec, 6 lec/lab hrs/wk)
This course will focus on the fundamental principles of modern cooking. Students will learn about mise en place, what happens to food when it is heated, about how food is cooked with dry cooking methods, and about rules of seasoning and flavoring. The foundation of the professional kitchen is introduced through the basics of knife skills, stock, sauce and soup preparation. Theories which explain the chemistry of cooking will be emphasized so students can successfully practice them in the kitchen. Emphasis will be placed on the vocabulary of cooking, procedures, ingredients, menu terms, food quality standards and equipment use. Prerequisite: Instructor consent.

CRT2001 Basic Food Preparation
6 credits (2 lec, 8 lec/lab hrs/wk)
The student will also focus on learning pre-preparation techniques important to professional kitchen operations - Mise En Place. Students will build on the principles learned in CRT2000 and move forward with moist cooking methods, the study of vegetables, starches and legumes. Also, students will be introduced to eggs, egg cookery and all breakfast fare. Coffee and tea will be discussed as well as the world of fruit salads, salad dressings and sandwiches are also introduced. Students will also be introduced to pre-preparation for set meal service and extended meal service. Prerequisite: Instructor consent.

CRT2002 Introduction to the Food and Beverage Industry
1 credit (1 lec hr/wk)
This course offers students an overview of the food service industry; its history, its structure, organization, size, economic impact, trade journals and resources with a broad review of the various food service segments and the challenges thereof. Guest speakers representing various segments of the industry will provide an introduction to career opportunities and a view of real-world activities. Students will also be introduced and instructed in the "front of house" environment including table service and proper service practices. Prerequisite: Instructor consent.

CRT2003 Baking and Pastry for Culinary Arts Majors
6 credits (2 lec, 8 lec/lab hrs/wk)
This course will cover fundamentals of baking and pastry (including terminology, ingredients, technology, equipment, recipe conversion, measurements, storage, and sanitation). Students will gain experience in using various mixing methods. Techniques in yeast and quick bread, pastry, pie, cookie, and dessert making and presentation will be covered. The yeast breads that are covered are lean and rich yeast doughs. Also included are laminated doughs, meringues, cakes and icing, creams and custards. Prerequisite: CRT2000 with a 'C' or better.

CRT2004 Introduction to Vineyards and Beverages
2 credits (2 lec hrs/wk)
This course will present an introduction from a culinary perspective to wine and spirits produced by European and American vineyards. Students will study wine production, labeling, and laws of the beverage industry. Emphasis is on developing a knowledge base suitable for assisting customers in choosing the “correct” wine for classical and contemporary cuisine. Students will also be exposed to beer making, liqueurs and spirits. Students will take the Alcohol Servers Permit examination for Oregon. Prerequisite: Instructor consent.

CRT2005 Menu Planning and Design

1 credit (1 lec hr/wk)

This course will cover the basic principles of planning and design necessary to create a variety of menus for various food service operations. Layout, costing, and promotional approaches will be covered. Students will be required to design and create their own restaurant concept menu. Prerequisite: Instructor consent.

CRT2006 Restaurant Layout and Design

2 credits (2 lec hrs/wk)

Course will offer students an opportunity to design their own restaurant from the ground floor up based on their previous Menu Design Project. Emphasis will be on kitchen layout, dining room design, menu planning, staff allocation, exterior design, and obtaining business permits, insurance and financing. Students develop a concept proposal for presentation. Prerequisite: CRT2005 and CRT 2007 with a 'C' or better.

CRT2007 Inventory Control and Purchasing

1 credit (1 lec hr/wk)

This course will present basic principles of purchasing food, beverage, equipment, contract services, and supplies. Students will learn the necessary skills for product identification, supplier selection, ordering, receiving, storing, and issuing processes as they apply to purchasing and inventory controls in the food service industry.

CRT2012 A La Carte I

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is the first part of a two part course. A la Carte focuses on the composition structure and basic quality factors of meats, game, poultry, finfish, and shellfish. USDA requirements and guidelines are introduced. IMPS and NAMPS classifications are discussed and some butchering is practiced. Three to four course daily menus are built around the aforementioned proteins, applying previously introduced moist and dry cooking methods. The students will gain competence in A la Minute methods for preparing these menus. Plate presentation approaches in the classical and contemporary styles will be included. Simulation of a restaurant environment, in terms of timing of courses, is created. A La Carte I focuses on poultry, beef, game and veal. Prerequisite: CRT2000 with a 'C' or better.

CRT2013 A La Carte II

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is the second part of a two part course. A La Carte focuses on the composition, structure and basic quality factors of meats, game, poultry, finfish and shellfish. USDA requirements and guidelines are introduced. IMPS and NAMPS classifications are discussed and some butchering is practiced. Three to four course daily menus are built around the aforementioned proteins, applying previously introduced moist and dry cooking methods. The students will gain competence in A La Minute methods for preparing these menus. Plate presentation approaches in the classical and contemporary styles will be included. Simulation of a restaurant environment, in terms of timing of courses, is created. A La Carte II focuses on Pork, Lamb, Finfish and Shellfish. Prerequisite: CRT2012 with a 'C' or better.

CRT2015 Sanitation and Safety for Managers

3 credits (3 lec hrs/wk)

This course develops an understanding of the basic principles of sanitation and safety and enables students to apply them in the food service operations. It reinforces personal hygiene habits and food handling practices that protect the health of the consumer. This course is based on the Educational Foundation of the National Restaurant Association's ServSafe training and certification coursework and includes the ServSafe certification examination and standard First Aid training, which meets the standard requirements of OSHA, yet exceeds with CPR (Cardiopulmonary Resuscitation). Safety in the workplace is also covered. Prerequisite: Instructor consent.

CRT2016 Culinary Nutrition

3 credits (3 lec hrs/wk)

This course will cover the study of nutrition as it applies to food preparation, menu analysis, and recipe alternatives for the culinary arts. Students will learn how food affects the human body and will prepare nutritional menus within the context of kitchen and restaurant operation. Prerequisite: Instructor consent.

CRT2017 Restaurant Management and Supervision

3 credits (3 lec hrs/wk)

This course will focus on the necessary skills for effective restaurant management and supervision by preparing students to transition from employee role to supervisory role. Students will evaluate styles of leadership and develop skills in human relations and personnel management. Prerequisite: Instructor consent.

CRT2018 Culinary Arts Career Planning
1 credit (11 lec hrs/total)
This course will focus on the development of habits, traits, and grooming standards necessary for success in today's culinary arts job market. Students will review career tracts and opportunities in the culinary arts industry. Interview skills and portfolio development will be included. Prerequisite: Instructor consent.

CRT2024 Frozen Desserts
3 credits (6 lec/lab hrs/wk)
This course will cover the origin and history of frozen desserts, as well as the various churning methods for making ice cream, gelato and sorbets. Still frozen methods will also be discussed. Students will learn to prepare a variety of ice creams, gelatos, sorbets, frozen souffles, granite and parfaits. Prerequisite: Instructor consent.

CRT2026 Dessert Menu Development
1 credit (1 lec hr/wk)
The dessert crowns the dinner. To create a fine dessert, one has to combine the skills of a confectioner, a decorator, a painter, an architect, an ice cream maker, a sculptor and a florist. Students will learn to develop dessert menus for the food service industry using a variety of techniques to add visual appeal to plated desserts. This course will be an 11-week project where students will work towards the goal of developing a complete dessert menu. Prerequisite: Instructor consent.

CRT2027 Introduction to Sugar
1 credit (2 lec/lab hr/wk)
This course will take the student through the history of sugar, manufacturing of sugar and making and usage of casting sugar, pouring sugar, spun sugar and piped sugar. Students will also learn how to make and use marzipan for decorations, fillings and confections. Students will gain a functioning knowledge of how to make, form and present pastillage. Prerequisite: CRT2032 with a 'C' or better.

CRT2028 Basic Chocolate
1 credit (2 lec/lab hr/wk)
This course will take the student through the history of chocolate, growing cacao, manufacturing of chocolate. Students will also learn how to temper chocolate and prepare for decorations, fillings and confections. Students will gain a functioning knowledge of how to make, form and present chocolate modeling paste. Prerequisite: CRT2032 with a 'C' or better.

CRT2030 Bakery Design
3 credits (6 lec/lab hrs/wk)
Theory and methodology behind designing and building a bakery, from location and equipment to menu options and staffing are covered. Students spend lab time designing and creating a bakery. Students bring their concept to life for one hour as a final. Prerequisite: CRT2026 with a 'C' or better.

CRT2031 Bakery and Pastry Fundamentals I
6 credits (1 lec, 10 lec/lab hrs/wk)
This course covers baking and pastry fundamentals, including the history, terminology, ingredients, technology, equipment, storage and sanitation in the bakeshop. Students gain experience in using various mixing, holding and baking methods, as well as international techniques to create an assortment of lean yeast doughs, quick breads, fritters, donuts, crisps, cobblers, cookies, pies and tarts. Prerequisite: Instructor consent.

CRT2032 Bakery and Pastry Fundamentals II
7 credits (2 lab, 12 lec/lab hrs/wk)
This course covers more advanced bakery techniques. Students will learn the production methods for American and European artisan breads, breads using natural yeast, decorative breads using some basic sculpting techniques, European style pastries and tarts, as well as a variety of international cookies. This course covers human digestion and how to create nutritional and allergy aware options in the bakery. Sugar free, reduced sugar, and reduced fat baking will be covered in this course. Prerequisite: CRT2031 with a 'C' or better.

CRT2033 Classic and Contemporary Cakes
4 credits (8 lec/lab hrs/wk)
From classic genoise rolades to contemporaty fondant covered topsy turvy cakes, this course covers all aspects of cake baking and building. Students go from the basics of cake making through a complete understanding of cake structure development and how to alter formulas. A variety of decorating icings, coatings and fillings are covered and several styles of cakes are produced. Piping skills are developed and enhanced. Cakes included are American birthday cake, French wedding cake, Jaconde covered mousse cake, torten, gateau and charlottes, and specialty/ celebration cakes. Prerequisite: CRT2032 with a 'C' or better.

CRT2034 Advanced Sugar and Chocolate
2 credits (4 lec/lab hrs/wk)
This course takes the student to a higher level of sugar and chocolate skills such as blown sugar, sugar presentation pieces, chocolate display pieces, molded chocolates, bon bons, truffles, nougatine, crystalline and non-crystaline and gelee based candies. Students design and execute show pieces to display cakes, candies and other confections for their capstone project. Topics include, velvetizing with chocolate, making silicon chocolate and sugar molds, building sugar and chocolate show pieces to include blown sugar, molded chocolate and other advanced sugar products. Prerequisite: CRT2027 and CRT2028 with a 'C' or better.

CRT2037 Plated Desserts

6 credit (3 lec, 6 lec/lab hr/wk)

This class will focus on plated restaurant style desserts to include hot desserts such as cobblers, buckles, custards, soufflees and bread pudding. Cold and frozen desserts will include sorbets, gelatos, espuma, semifreddos, and bombes. Individual cakes, tortes and tartletts will also be presented. Intermezzos course and pallet refreshers will include granita and the cheese course will introduce the student to appropriate after dinner cheeses with accompaniments to include crackers, candied nuts and gastriques. Plating design and development with a focus on fine dining along with mignardise concepts will also be included in this course. Dessert wines and spirits will also be incorporated into this class. Prerequisites: CRT2015 and CRT2032 with a 'C' or better.

CRT2038 Applied Visual Principles

1 credit (1 lec hr/wk)

Foundation in visual perception and composition as applied to Culinary Arts and Baking and Pastry Arts. Study of visual principles to understand how to present and create artistically pleasing dishes/foods. The seven principles presented are: contrast, emphasis, balance, unity, pattern, movement and rhythm.

CRT2040 Culinary Arts for Baking and Pastry Majors

6 credits (2 lec, 8 lec/lab hrs/wk)

This course is designed specifically for students specializing in Baking and Pastry Arts. Students are introduced to the philosophy of the hospitality industry through its history, growth and development up to present trends. Students are instructed in knife skills, hand tool and equipment operation, emphasizing safety. Basic stock, soup and sauce making are included. Cooking techniques and methodology are demonstrated and practiced through the use of herbs and spices, meats, seafood and poultry. Also covered are fruits, vegetables, starches, salads and basic dressings, sandwiches and breakfast products.

CRT2042 Wedding Cakes

3 credits (1 lec, 2 lec/lab hrs/wk)

This course will focus on the successful execution of modern day wedding cakes. Students will learn a brief history, but focus mainly on today's styles and trends. Set up and marketing strategies will be covered in this course in addition to the construction of wedding cakes. Prerequisite: HEC9932 or ServSafe Certificate and Instructor Consent.

CRT2045 Retail Baking

7 credits (4 lec, 6 lec/lab hrs/wk)

This course will focus on the the development of a "dream" retail bakery concept to include research and development of products, production of an assortment of baked goods to include savory as well as sweet items, breakfast pastries to include Viennoiserie, tea sandwiches and other savory and sweet items. They will also be responsible for running a model bakery. Students will also be introducted to beverage service including tea, coffee, chocolate, and other hot and cold beverages. Wines, beer and spirits will also be introduced. Students will develop the skills to prepare hot beverages as well as an assortment of sweet and savory accompaniments. Students will also learn basic service skills to include bakery counter service, buffet and banquets. Prerequisite: CRT2015 and CRT2032 with a 'C' or better.

CRT2050 Regional and International Cuisine

6 credits (2 lec, 8 lec/lab hrs/wk)

This course will focus on various International and American regional cuisines. Students will develop a working understanding of the local products, traditional ethnic recipes and kitchen tools indigenous to various regional cuisines. The course will include the cuisines from national and international regions including New England, Louisiana, New Mexico, Florida, France, Italy, and Scandinavia. Also included are the cuisines of China, Japan, Vietnam, Thailand, Greece, Spain and Portugal, Germany, Morocco, India, Mexico, The American Southwest, New Orleans Cajun and Creole and the Midwest Heartland. Prerequisite: CRT2000 with a 'C' or better.

CRT2060 Garde Manger

8 credits (3 lec, 10 lec/lab hrs/wk)

This course will cover the preparation and artistic presentation of cold cuisine. While using garde manger small tools, students will develop skills in the fundamentals of preparing hot and cold appetizers and hors d'oeuvres, canapes, lunch and dinner salads, dressings, terrines, galatines, pates, and charcuterie, vegetable and fruit carving, garnishes, hot and cold sandwiches and food decoration. Basics of cold food pantry organization and sanitizing techniques will be covered. Students will be introduced to the artistic production and presentation of buffet arrangements. Prerequisite: CRT2000 with a 'C' or better.

CRT2280 Cooperative Work Experience: Culinary Externship

12 credits (36 lab hrs/wk)

This course offers students work place experience in a variety of supervised settings that are applicable to the development of a student as a professional in the food service industry. Students will have the opportunity to work in different areas under the direction of chefs and food/beverage managers. Externships will be progressive training experiences structured to fit the background and career goals of each individual student. Prerequisite: Instructor consent.

DRAFTING

DRFT100 Computer Assisted Drafting Survey

3 credits (3 lec hrs/wk)

Introduction to computer assisted drafting (CAD) software and its typical uses in creating 2-D drawings. Instruction will include system requirements, menu structure, drawing setup, drawing aids, basic drawing, editing, display and dimensioning. Also using blocks, graphic patterns and printing commands. AutoCAD software is utilized to produce 2-D schematic and mechanical drawings. Concurrent: CIS0593.

DRFT105 Blueprint Reading
3 credits (3 lec hrs/wk)
Presents instruction and skill development in blueprint reading and interpretation. Emphasis is placed on fundamentals of blueprint reading including understanding basic lines, views, dimensions tolerances, symbols, machine call-outs, and notations. Emphasis is on blueprints as used in the welding trades with considerable time learning how to properly interpret AWS welding symbols.

DRFT110 Computer Assisted Drafting I
3 credits (3 lec hrs/wk)
Introduction to computer-aided drafting (CAD) software and the hardware components comprising a CAD station. Drawing set-up, drawing aides, basic drawing, editing and display commands are used to create 2-D schematic and mechanical drawings. Concurrent: CIS0593.

DRFT111 Computer Assisted Drafting II
3 credits (3 lec hrs/wk)
Introduces advanced drawing and editing commands, concept of polylines and splines, obtaining information from the computer, basic and advanced dimensioning and dimension editing, use of tolerances and limits. Producing section views and graphic patterns, blocks for multiple use, multi view layout, external references and plotting. Prerequisite: DRFT100 or DRFT110 . Concurrent: CIS0593.

DRFT112 Computer Assisted Drafting III
3 credits (3 lec hrs/wk)
Covers the use of the computer to create Solid Models. Solid modeling software will be utilized to produce solid models with mass properties. Use of the solid models to produce the associative 2-D drawings, assemblies of several parts, motion associate with assemblies and presentation files will be covered. Prerequisite: DRFT100 or DRFT110. Concurrent: CIS0593.

EARLY CHILDHOOD EDUCATION

ECE102 Theory and Practicum II: Children's Physical, Cognitive and language Development
3 credits (1 lec, 6 lab hrs/wk)
Second in a sequence that offers a weekly seminar with a supervised preschool practicum experience for future early childhood educators. (ECE 209 is first in the sequence.) The various roles of the early childhood educator; observation/assessment; planning, implementing and assisting with various daily activities are highlighted. Cognitive, Language and Physical development are emphasized. Prerequisite: ECE150 and ECE151 with a 'C' or better.

ECE150 Introduction and Observation in Early Childhood Education
3 credits (3 lec hrs/wk)
A beginning course focusing on the theoretical foundations, history and basic concepts of early childhood education, and the value and usage of objective observations as a teaching tool. This course focuses on the Pre-Kindergarten through third grade years.

ECE151/ED151 Guidance and Classroom Management
3 credits (3 lec hrs/wk)
This introductory course introduces students to the principles of positive guidance. Emphasizes the role of the teacher and direct and indirect techniques for individual and group guidance and management. Topics include observing children, managing behavior, building pro-social behaviors and helping children develop positively and in the social and emotional domains.

ECE152 Creative Activities
3 credits (3 lec hrs/wk)
A curriculum course focusing on understanding and implementing a development approach to creative activities as well as discussion on presentation and methods of evaluation. Specifically, this course teaches students how to develop art, math, science, music and movement activities, and curriculum.

ECE154 Children's Literature and Literacy
3 credits (3 lec hrs/wk)
This course gives the student an in-depth experience of studying and observing how children develop emerging literacy skills. Quality children's literature, a rationale for the purpose of such literature, ways to implement its use, and ways to evaluate its appropriateness for young children is also discussed. Also offered as ECE154A, B, C in one-credit modules.

ECE161 Infant and Toddler Practicum I
3 credits (1 lec, 6 lab hrs/wk)
This “hands-on” experience focuses on developing understandings of the developmental needs of the very young and the importance of providing appropriate stimulating environments with a focus on the teacher/care giver as a component of the environment, and how care and play are utilized to create quality learning environments.

ECE162 Infant and Toddler Practicum II
3 credits (1 lec, 6 lab hrs/wk)
This theoretical and “hands-on” Practicum II experience reinforces the student’s understanding of the developmental needs of the very young and the importance of providing appropriate stimulating environments. Coursework focuses on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents.

ECE163 Preschool Practicum
3 credits (1 lec, 6 lab hrs/wk)
A preschool practicum experience designed to assist students in gaining experience working with young children in a laboratory preschool setting. Experiences in developing skills in establishing learning environments, observation/assessment, planning, implementing, and evaluating curriculum and materials appropriate for the young child are included. Prerequisite: ECE102 with a 'C' or better.

ECE170 Health and Safety in Early Childhood
2 credits (2 lec hrs/wk)
This course covers health/safety practices recommended for the early childhood field and includes information on common diseases and health problems. Students will learn how to teach health and safety to children in developmentally appropriate ways. First Aid and CPR Certification is required to pass this course.

ECE209 Theory and Practicum I: Children's Social and Emotional Development
3 credits (1 lec, 6 lab hrs/wk)
This course offers a weekly seminar with a supervised practicum experience for future early childhood educators. The various roles of early childhood educators, assisting with daily activities in a preschool program, observation/assessment, and guidance techniques are included in the course curriculum. This course focuses on children's social and emotional development. Prerequisite: ECE151 with a 'C' or better.

ECE220/ED220 Teaching Outdoor Education
2 credits (2 lec hrs/wk)
This course focuses on the unique characteristics of teaching science to children- toddlers through elementary school ages - using the outdoors as the classroom. Theory and best practice are studied. Emphasis is on inquiry based curriculum. Course delivery is hybrid; face-to-face class time as well as online segments.

ECE240 Lesson and Curriculum Planning
3 credits (3 lec hrs/wk)
This course includes the information and tools needed to develop effective curriculum for activities in early childhood education classrooms. A focus on the whole child’s needs, developmentally appropriate practice, play, and multiple intelligences form the foundation of this course.

ECE261 Student Teaching I, Early Childhood Education
6 credits (2 lec, 12 lab hrs/wk)
A supervised teaching experience for students working with young children in an appropriate setting. Continued development of knowledge and skills in curriculum planning, observation/assessment, implementation of curriculum, and working with children and families are included. Prerequisite: ECE163 with a 'C' or better.

ECE262 Student Teaching II, Early Childhood Education
6 credits (2 lec, 12 lab hrs/wk)
A continuation of supervised teaching experience for students working with young children in an appropriate setting. Continued development of knowledge and skills in curriculum planning, observation/assessment, implementation of curriculum, and working with children and families are included, along with a strong focus on higher level guidance techniques. Prerequisite: ECE261 with a 'C' or better.

ECONOMICS

ECON198/298 Independent Studies in Economics
1-3 credits (hrs to be arranged)
Student and instructor identify a project or problem in economics and jointly draw up a contract. The contract sets forth a proposal to complete the project or solve the problem. The contract identifies objectives, procedures, and equipment needed, together with key checkpoints for student instructor conferences. Prerequisite: Instructor consent.

ECON201 Microeconomics
4 credits (4 lec hrs/wk)
Analyzes the market system, with attention given to the role of households, firms, and government in determining wages/prices and the allocation of productive resources. Prerequisite: MTH94 with a 'C' or better or appropriate placement test score.

ECON202 Macroeconomics
4 credits (4 lec hrs/wk)
Analyzes the national economy as a whole, with attention given to determining national income, business cycles, economic growth, fiscal and monetary policy, and international trade. Prerequisite: MTH94 with a 'C' or better or appropriate placement test score.

EDUCATION

ED101 Introduction and Observation and Experience
3 credits (3 lec hrs/wk)
This introductory course focuses on the history of education. Students will review the value and usage of objective/ subjective observations as a teaching tool. Specific times for elementary/secondary level classroom observation as well as a regular group discussion of observation experiences will be included.

ED113 Instructional Strategies in Language Arts and Reading
3 credits (3 lec hrs wk)
This introductory course for future educators focuses on specific concepts related to the development of reading and language abilities, as well as the development of a literacy-rich learning environment. Developing reading/ language activities and lesson plans for use in their practicum experiences, future classrooms, and particular grade-level interests are included.

ED114 Instructional Strategies in Math and Science
3 credits (3 lec hrs/wk)
This introductory course for future educators focuses on specific mathematical and scientific concepts, the application of these mathematical and scientific concepts in problem solving, and the development of a positive attitude toward mathematics and science for use in their practicum experiences, future classrooms, and particular grade-level interests.

ED122 Introduction to Residents Life
1 credits (1 lec hrs/wk)
Course offered to students as an introduction to Residence Life, reviewing foundational residence life research, examining theoretical frameworks in community, group, and student development, developing practical skills, and orienting students to Student Housing. Given the foundational nature of the course it will focus primarily on raising student awareness and basic skill development. The topics of the course will provide a collective understanding of the philosophical underpinnings of our work (why we do what we do) and the basis for future training.

ED126 Tutoring Certification I
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promotes their success as tutors. This course covers basic job requirements, tutoring techniques, communication skills, and an awareness of study skills. Prerequisite: Instructor consent.

ED127 Tutoring Certification II
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promote their success as tutors. This course covers characteristics of adult learning, learning styles, cultural awareness, identifying and using resources, and tutoring in specific subject areas. Prerequisite: ED126 with a 'C' or better.

ED128 Tutoring Certification III
2 credits (10 lec, 30 lab hrs/total)
The purpose of this course is to provide an opportunity for students to learn and adopt methods that promote their success as tutors. This course covers how to structure the learning experience, assertiveness training, group tutorials, and how to tutor target populations. Prerequisite: ED127 with a 'C' or better.

ED130 Comprehensive Classroom Management
3 credits (3 lec hrs/wk)
This course provides current theory and methodology effective in managing small and large groups of students. Major factors and skill areas of effective classroom management are included.

ED131 Instructional Strategies
3 credits (3 lec hrs/wk)
This course will introduce students to a variety of educational teaching techniques in reading, math and content areas. Students will practice instructional design, plan lessons, teach lesson plans to small groups of peers or K-12 students, as well as participate in evaluating their own and their peer's teaching.

ED133 Instructional Media and Materials
3 credits (3 lec hrs/wk)
This course covers the preparation and use of instructional media and materials commonly found in public schools, an introduction to computers and other learning technologies, and how to design lessons using these materials in the implementation of curricular programs.

ED151/ECE151 Guidance and Classroom Management
3 credits (3 lec hrs/wk)
This introductory course introduces students to the principles of positive guidance. Emphasizes the role of the teacher and direct and indirect techniques for individual and group guidance and management. Topics include observing children, managing behavior, building pro-social behaviors and helping children develop positively and in the social and emotional domains.

ED169 Overview of Students with Special Needs
3 credits (3 lec hrs/wk)
An introductory course covering special needs and medical conditions that teachers must be able to recognize and understand in order to plan, serve, and teach students effectively. The needs of at-risk youth and techniques for teaching students for whom English is a second language are also included in this course.

ED220/ECE220 Teaching Outdoor Education
2 credits (2 lec hrs/wk)
This course focuses on the unique characteristics of teaching science to children- toddlers through elementary school ages - using the outdoors as the classroom. Theory and best practice are studied. Emphasis is on inquiry based curriculum. Course delivery is hybrid; face-to-face class time, as well as online segments.

ED258 Multicultural Education
3 credits (3 lec hrs/wk)
This course introduces anti-bias/ multicultural approaches to teaching with a focus on how to creatively develop relationships and learning environments that value diversity and help children respect each other as individuals. Strategies and skills to creatively use activism to enhance their work with parents, students, and their community are also included.

ED266 Current Issues in Special Education
3 credits (3 lec hrs/wk)
This course is designed to provide students with an opportunity to explore, in depth, current special education issues. Students will review current philosophical frameworks, legislative changes, emerging conditions, and technological advances in the field of special education.

ED269 Educating the Mildly and Severely Disabled
3 credits (3 lec hrs/wk)
This course covers theories and effective techniques for working with students with disabilities. Students will receive instruction in various educational approaches based on various types of special needs. Students will also learn about services and funding provided for children with mild to severe disabilities, legal issues, and family dynamics.

ED280 Field Experience: Education

1-4 credits (3-12 hrs/wk)

Field Experience in education is a course which provides students with the opportunity to gain practical experience in applying teaching or tutoring methods and techniques. The course also allows students to explore the field of public education as a possible career choice. Prerequisite: Instructor consent.

ELECTRONICS

ELEC101 Electronic Processes

3 credits (6 lec/lab hrs/wk)

An introduction to electricity technology as it applies to devices and circuits used in electronic communication, computers and computer interfaces, and manufacturing systems. The course emphasizes fundamental electronic concepts, theory, and practices. Topics include practical applications and verifying results using a variety of equipment while maintaining a safe working environment.

EMERGENCY MEDICAL TECHNICIAN

EMT151 Emergency Medical Technician - Basic, Part A

5 credits (4 lec hrs/wk, 3 lab hrs/wk)

Prepares individuals for certification in Oregon as an Emergency Medical Technician-Basic. The course is designed to develop student skills in recognition of symptoms of illness and injuries and proper procedures of emergency care at the basic life support (BLS) level.

EMT152 Emergency Medical Technician - Basic, Part B

5 credits (4 lec hrs/wk, 3 lab hrs/wk)

Prepares individuals for certification in Oregon as an Emergency Medical Technician-Basic. The course is designed to develop student skills in recognition of symptoms of illness and injuries and proper procedures of emergency care at the basic life support (BLS) level. Prerequisite: EMT151

EMT167A/HE931A Emergency Medical Technician - Intermediate, Part A

4.5 credits (4.3 lec hrs/wk, 2.2 lab hrs/wk, 1 TBA hr/wk)

This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

EMT167B/HE931B Emergency Medical Technician - Intermediate, Part B

5 credits (4.3 lec hrs/wk, 3.7 lab hrs/wk)

This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations. Prerequisite: EMT167A/HE931A.

EMT169 Emergency Medical Technology Rescue

3 credits (2 lec hrs/wk, 3 lab hrs/wk)

This course covers elementary procedures of rescue practices, systems, components, support and control of rescue operations including ladder procedures and basic rescue tools. Introduction to techniques and tools of patient extrication, emphasizing application to traffic accidents as required for paramedic certification.

EMT170 Emergency Response Communication/ Documentation

2 credits (2 lec hrs/wk)

Covers principles of therapeutic communication, verbal, written, and electronic communications in the provision of EMS, documentation of elements of patient assessment, care and transport, communication systems, radio types, reports, codes, and correct techniques.

EMT171 Emergency Response Patient Transport

2 credits (1 lec hrs/wk, 2 lab hrs/wk)

Covers ambulance operations, laws, maintenance and safety, emergency response driving, and route planning.

EMT175 Introduction to Emergency Medical Services (EMS)

3 credits (3 lec hrs/wk)

This course covers the role and responsibilities of the Emergency Medical Technician - Paramedic (EMT-P), Emergency Medical Services (EMS) systems, medical-legal considerations, major incident response, hazardous materials awareness, stress management, and blood-borne pathogens/communicable diseases, and safety precautions.

EMT280F EMT - Paramedic Cooperative Work Experience

6 credits (18 lab hrs/wk)

This course consists of a planned program of observation and practical experience with an organization providing emergency medical services at the Paramedic/Advanced Life Support (ALS) level. The course is designed to provide students with experience and an opportunity to apply emergency medical concepts and theory in a field situation.

EMT296 EMT - Paramedic, Part I

12 credits (10 lec hrs/wk, 6 lab hrs/wk)

Focuses on patient assessment; airway/ventilation; general pharmacology; physiology of acid-base, respiratory, and cardiovascular emergencies to include advanced cardiac arrest management and ECG interpratation. Applies didactic knowledge to campus-based laboratory skills practice.

EMT297 EMT - Paramedic, Part II

14 credits (6 lec hrs/wk, 24 lab hrs/wk)

Focuses on anaphylactic, toxicologic, environmental, geriatric, pediatric, obstetric, gynecologic, neonatal, and endocrine emergencies; infectious diseases and trauma care. Applies didactic knowledge to campus-based laboratory skills practice and clinical patient care in the hospital setting.

EMT298 EMT - Paramedic, Part III
8 credits (7 lec hrs/wk, 2 lab hrs/wk)
This course focuses on putting all didactic and skills knowledge together. Students will continue to focus on clinical and field internships. Prerequisites: EMT296 and EMT297 must pass with a 'C' or better.

ENGINEERING

ENGR111 Engineering Orientation
3 credits (3 lec hrs/wk)
Topics include: survey of the engineering profession; educational and professional development; standards of practice; engineering information, calculations, and analysis. An engineering design project will be incorporated. Prerequisite: MTH111 with a 'C' or better.

ENGR112 Engineering Computation
3 credits (2 lec, 3 lab hrs/wk)
Introduction to solution of engineering problems by means of programmed numerical methods. Exposure to fundamentals of computational systems, logical analysis, algorithm development, and program input/output design. A higher-level programming language will be presented and utilized. Prerequisite: MTH111 with a 'C' or better.

ENGR201 Electrical Fundamentals I
3 credits (3 lec hrs/wk)
Topics include: circuit variables and elements, simple resistive circuits, techniques of circuit analysis, applications of operational amplifiers, inductors, capacitors, and first-order circuits. Prerequisite: PH213 with a 'C' or better.

ENGR202 Electrical Fundamentals II
3 credits (3 lec hrs/wk)
Topics include: first-order and second-order circuits, analysis methods and power calculations for sinusoidal steady-state circuits, balanced three-phase circuits, mutual inductance, and transformers. Prerequisite: ENGR201 with a 'C' or better.

ENGR203 Electrical Fundamentals III
3 credits (3 lec hrs/wk)
Topics include: Laplace transforms and their applications to circuit analysis; frequency-selective circuits, active filter circuits; Fourier series, Fourier transforms and their applications to circuit analysis; and two-port circuits. Prerequisite: ENGR202 with a 'C' or better.

ENGR211 Statics
3 credits (3 lec hrs/wk)
Topics include: equilibrium of particles, equivalent force systems, equilibrium of rigid bodies, distributed forces and centroids, structures and machines, beams and cables. Prerequisite: PH213 with a 'C' or better.

ENGR212 Dynamics
3 credits (3 lec hrs/wk)
Topics include: kinematics and kinetics of particles, systems of particles, kinematics and kinetics of rigid bodies, work-energy, and impulse-momentum relations. Prerequisite: ENGR211 with a 'C' or better.

ENGR213 Strength (Mechanics) of Materials
3 credits (3 lec hrs/wk)
Topics include: stress and strain in deformable bodies, material effects caused by axial loading, torsion, pure bending, and transverse loading; transformation of stress; combined stress states; statically-indeterminate systems; beam deflection; and column instability. Prerequisite: ENGR211 with a 'C' or better.

ENGR245 Engineering Graphics and Design
3 credits (2 lec, 3 lab hrs/wk)
An introductory engineering graphics course. A computer-aided drawing (CAD) application will be presented and utilized. An engineering design project will be incorporated. Prerequisite: MTH111 with a 'C' or better.

ENVIRONMENTAL TECHNOLOGY

ENV235 Introduction to Soil Science
4 credits (3 lec, 3 lab hrs/wk)
An introduction to the physical, chemical, and biological properties of soil as influenced by climate and geologic processes. Emphasis is placed on the understanding of soil processes and includes issues of disturbance, erosion, productivity, and conservation. The behavior of water in soil and soil-water interactions will also be discussed.

FIRE SCIENCE

Note: Certain Fire Science courses fulfill specific elective program requirements only. Refer to the Associate of Applied Science Fire Science Technology program information in this catalog or contact the Fire Science program coordinator for more information.

FS5244 National Fire Protection Association (NFPA) Firefighter I, Part A
3.5 credits (3 lec, 1.5 lab hrs/wk)
Designed to provide the beginning Fire Science student with the basic knowledge and hands-on skills necessary to be involved in fire suppression activities under the direct supervision of a skilled firefighter. This course meets the performance-based objectives established for Entry Level Firefighter.

FS5245 National Fire Protection Association (NFPA) Firefighter I, Part B
3 credits (2.5 lec, 1 lec/lab hrs/wk)
This course, along with NFPA Firefighter, Part A is designed to provide the beginning Fire Science student with the basic knowledge and hands-on skills necessary to be involved in fire suppression activities under the direct supervision of a skilled firefighter.

FS5254 Introduction to Fire Protection
3 credits (3 lec hrs/wk)
This course introduces the student to different aspects of the fire protection career field. It is primarily intended for the person who wishes to become a firefighter. This class is considered the foundation course for all of the Fire Science technology students.

FS5259 Fire Organization and Command
3 credits (3 lec hrs/wk)
This course is designed to provide students with basic concepts of organizational structure and command sequences associated with emergency scene management.

FS5276 S-130/190 Wildland Firefighter Type II
3 credits (33 lec, 7 lab hrs/total)
Firefighters successfully completing this course will be qualified to suppress wildland fires under close supervision. This training is required for all personnel prior to certification as a Firefighter (Type 2) under the national wildland qualification system.

FS5280 Cooperative Work Experience
1-3 credits (3-9 hrs/wk)
Maximum of 6 credits applicable toward degree. This course gives fire science degree students actual field experience and the opportunity to apply fire science concepts, theory, and training in field situations. Prerequisite: Instructor consent.

FS5282 Fire Codes and Related Ordinances
3 credits (3 lec hrs/wk)
Provides students with basic knowledge of codes related to building construction, fire and life safety requirements. Also covered is an examination of possible fire conditions within construction of buildings, which can cause problems for firefighters.

FS5289 Legal Aspects of the Fire Service
3 credits (3 lec hrs/wk)
Provides students with firefighters' legal responsibilities regarding operating emergency vehicles and other fire protection activities. Course also examines firefighters' rights, duties, liabilities, and participation in legal activities, including state fire marshal and OSHA laws related to fire protection.

FS5672 Principles of Fire and Emergency Services Safety and Survival
4 credits (4 lec hrs/wk)
This course introduces the basic principles and history related to the National Firefighter Life Safety Initiatives, focusing on the need for cultural and behavior change throughout the emergency services. This course meets the 2002 Fire and Emergency Service Higher Education (FESHE) Model Curriculum recommendations.

FS5675 Fire Protection Systems and Extinguishers
3 credits (3 lec hrs/wk)
This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers.
This course meets the 2002 Fire and Emergency Services Higher Education (FESHE) model curriculum recommendations. Prerequisite: FS5244 with a grade of 'C'.

FS5676 Fire and Emergency Services Administration
3 credits (3 lec hrs/wk)
This course introduces the student to the organization and management of a fire and emergency services department and the relationship of government agencies to the fire service. Emphasis is placed on fire and emergency service, ethics, and leadership from the perspective of the company officer. Prerequisite: FS5254 with a grade of 'C' or 'S'.

FS996B Fire Prevention and Inspection
3 credits (30 lec, 12 lec/lab hrs/total)
This course is designed to provide students with basic knowledge of fire prevention principles and fire inspection techniques.

FS9060 Emergency Response to Terrorism: Operations
1 credit (16 lec hrs/total)
This course will provide the Public Safety Initial Responder with the information needed to make informed, controlled, and safe responses to incidents involving weapons of mass destruction (WMD).

FS9175 Firefighter Safety
3 credits (30 lec, 12 lec/lab hrs/total)
This course is designed to explore numerous aspects of firefighter safety. Students will explore those safety hazards and possible mitigation techniques for ensuring their safety.

FS9380 S-215 Fire Ops/Urban Interface
2.5 credits (24 lec, 3 lab hrs/total)
This course is designed to meet the training needs for initial attack incident commanders (wildland suppression) and company officers (suppression) confronting wildland fires that threaten life, property, and improvements.

FORESTRY

F240 Forest Ecology
4 credits (3 lec, 3 lab hrs/wk)
An introductory course in ecology, with an emphasis on forest ecosystems. The course examines the relationships between biological and physical components of ecosystems, and dynamic processes such as nutrient cycling, disturbance, and succession.

GEOGRAPHY

GEOG105 Cultural Geography
3 credits (3 lec hrs/wk)
This course examines the nexus of human and environmental interaction. We will consider issues such as the origins of domestication of animals and plants for food, economic development and underdevelopment, environmental racism, and the geographic origins of cultural differences.

GEOG265/CS125GIS Introduction to Geographic Information Systems
3 credits (2 lec, 3 lab hrs/wk)
Course introduces students to principles and practices of GIS, while providing experience using a contemporary GIS software package. Course develops both a theoretical understanding of GIS and experience in accessing GIS data sets. Students are exposed to raster and vector GIS.

GEOLOGY

G145 Regional Field Geology
1-3 credits (variable hrs)
A field study of significant geologic features of a selected region. The course consists of a field trip arranged to illustrate the geologic setting, stratigraphy and structure, topography, age and origin, significant events through geologic time, and special features unique to the region. Also offered as G0250 for no credit or grade.

G146 Geology of Southwestern Oregon
3 credits (3 lec hrs/wk)
Studies the physical and historical features of Southwestern Oregon. Examines the geological setting, age, origin, stratigraphy, structure, and topography of the Coast Range and Klamath Mountain provinces of Southwestern Oregon. The major geologic aspects of each city in the region are emphasized.

G198/298 Independent Study in Geology
1-6 credits (1-6 hrs/wk to be arranged)
Prerequisite: Instructor consent.

G201 Physical Geology I
4 credits (3 lec, 3 lab hrs/wk)
A study of the nature of the earth and earth materials, geologic structures, fundamental geologic principles, and physical processes acting within and upon the earth. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G202 Physical Geology II
4 credits (3 lec, 3 lab hrs/wk)
Studies fundamental geologic principles and the natural processes acting within and upon the earth. Examines internal and superficial processes, geologic time and the interrelationships of people and their natural environment. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G203 Historical Geology
4 credits (3 lec, 3 lab hrs/wk)
Covers the physical and historical nature of the earth through time. Includes principles of historical geology, geologic time, the sequence of tectonic changes, stratigraphic relations, paleogeographic environments and major events through time, and the progression of life through time. Laboratory exercises and field trips are required. Concurrent: G145 or G0250.

G207 Geology of the Pacific Northwest
3 credits (3 lec hrs/wk)
Geology of the Pacific Northwest introduces the regional geology of the Pacific Northwest with an emphasis on Oregon geology. The course includes a basic overview of geologic principles, earth materials, and development of the geologic history of Pacific Northwest provinces.

G220 Prehistoric Life
3 credits (3 lec hrs/wk)
Nature and classification of prehistoric life, its stratigraphic significance, fossilization, evolutionary mechanisms and patterns, functional morphology, and paleoecology. Identification of significant fossil invertebrate genera is emphasized.

G221 General Geology
3 credits (3 lec hrs/wk)
Introduces various branches of earth science. Includes basic terminology, fundamental processes and respective interrelationships. Discusses rock and mineral formation, plate tectonic theory, volcanism, earthquakes, surficial processes, and geologic time. Credit cannot be earned for this course and GS106.

G246 Geological Hazards and Natural Catastrophes
3 credits (3 lec hrs/wk)
The causes and effects of earthquakes, tsunamis, landslides, ground subsidence and collapse, floods, storms, coastal erosion, and volcanic eruptions. The possibilities for prediction and mitigation will be examined, as will the potential for natural hazards in Oregon.

G291 Elements of Rocks and Minerals
3 credits (2 lec hrs/wk, 2 lec/lab hrs/wk)
Examines the relationships among rocks, minerals, and the role of economic geology in society. In lecture and lab sessions, students explore how rocks and minerals form, their classification, symmetry, textures and structures, how to recognize them and how they are used. Students learn how to discover the stories held within rocks. The course also covers Earth's rock, mineral and fossil fuel resources, their modes of formation, methods and environmental impacts of mining and extraction.

GENERAL SCIENCE

GS104 Physical Science
4 credits (3 lec, 3 lab hrs/wk)
This course provides an overview of the essential ideas in physics with an emphasis on the laws of motion, work, energy, heat and temperature. Prerequisites: MTH70 and WR90 with a 'C' or better.

GS105 Physical Science
4 credits (3 lec, 3 lab hrs/wk)
GS105 is an introduction to chemistry for non-science majors. The course material covers atomic structure and theory, compounds, chemical bonds, states of matter, solution chemistry, chemical reactions, and selected topics in organic and biochemistry. Prerequisites: MTH70 or MTH80 and WR90 with a 'C' or better.

GS106 Introduction to Earth Science
4 credits (3 lec, 3 lab hrs/wk)
Introduces various branches of earth science. Includes basic terminology, fundamental processes and respective interrelationships. Discusses rock and mineral formation, plate tectonic theory, volcanism, earthquakes, surficial processes, and geological time. Includes laboratory component. Credit cannot be earned for this course and G221.

GS107 Astronomy
4 credits (3 lec, 3 lab hrs/wk)
A descriptive treatment of the solar system, stars, stellar evolution, galaxies, and cosmology. The results of current space missions are emphasized. Recent discoveries in stellar astronomy will be discussed. Prerequisite: MTH70 with a 'C' or better.

GS108 Oceanography
4 credits (3 lec, 3 lab hrs/wk)
Studies the ocean and its phenomena. Discusses the chemical, biological, geological, and physical nature of the oceans, the ocean floor, and shoreline. The course also includes sedimentation, volcanism, plate tectonics, and other geological aspects of the oceans.

GERMAN

GER101/102/103 First Year German
4 credits (4 lec/term hrs/wk)
Introduces the written and spoken language of German-speaking people. Includes pronunciation, grammar, vocabulary and comprehension. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence.

GER201 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER103 with a 'C' or better or two years high school German.

GER202 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER201 with a 'C' or better.

GER203 Second Year German
4 credits (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, composition and culture. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: GER202 with a 'C' or better.

GREEN TECHNOLOGIES

GT101 Introduction to Industrial Sustainability
3 credits (3 lec hrs/wk)
Students explore a broad overview of sustainability and environmental engineering. Students learn the principles, concepts, and technology of alternative resources including power production by wave energy, wind energy, solar energy, hydrogen-fuel devices and other emerging alternative power generation systems. Students learn the basics of sustainability in an industrial context, including energy conservation, waste reduction and preventive maintenance.

GT102 Industrial Safety
2 credits (2 lec hrs/wk)
Students learn the essential skills needed to develop and maintain safe work habits in various industrial workplaces following OR-OSHA guidelines, including general accident prevention. Students demonstrate safe use of tools/equipment commonly found in a variety of manufacturing and construction industries. Emphasis will be put on safety procedures leading to sustainable practices and results.

GT103 Mechanical Systems
3 credits (2 lec, 3 lab hrs/wk)
This course focuses on learning the fundamentals of mechanical power. Students learn common mechanical components from nuts and bolts to gears, gear boxes, shafts and bearings. Students perform common mechanical tasks, and learn to fine tune drive systems involving belts, chains, etc. This course demonstrates the importance of lubrication in maintaining gears and other movable parts, and emphasizes operations to reduce friction and wasted motion, which are major contributors to energy inefficiency.

COURSE DESCRIPTIONS

GT104 Electrical Systems Troubleshooting I

2 credits (1 lec, 2 lec/lab hrs/wk)

This course covers information on basic DC and AC electrical theory, definitions, basic component identification and analysis of series, parallel and combination circuits. Emphasis is placed on practical application, troubleshooting and problem solving. Students learn to troubleshoot common electrical problems in industry, such as low voltage, high voltage, open circuits, high resistance shorts to ground and current/voltage unbalance. Emphasis is on prevention of electrical energy waste.

GT105 Workplace Math / Applied Math

4 credits (4 lec hrs/wk)

This is an introductory algebra and geometry class in technical/ professional mathematics. Topics that are covered include measurement and conversions, signed numbers, algebraic equations and formulas, ratio and proportion, perimeters, areas, volumes, reading and interpreting graphs, and measures of central tendency. Prerequisite: MTH20 with a 'C' or better or appropriate placement test score.

GT106 Introduction to Green Technologies

2 credits (2 lec hrs/wk)

Students will be introduced to economic and environmental considerations for selecting appropriate green technologies and techniques to compare technology options. Technologies in the areas of energy production, transportation, electrical systems, building systems, and agriculture will be examined. Emphasis will be on identifying and selecting appropriate and cost-effective tools and technology solutions across multiple industries and sustainable decision making.

GT107 Electrical Systems Troubleshooting II

3 credits (2 lec, 2 lec/lab hrs/wk)

This course covers the theory and application of magnetism, electromagnetism, the generation of electromotive force, AC and DC motor principles, transformer theory, types and applications. Students are introduced to electrical control circuits and the operation of a transistor. Students build on basic techniques and learn systematic troubleshooting methods and procedures to solve process problems. Analyzing motor control schematics and using advanced digital multi meters are stressed. Emphasis is on prevention and correction of energy wasting problems.

GT108 Building Systems

2 credits (1 lec, 3 lab hrs/wk)

Students learn basic principles of building science to assess building energy efficiency and monitor health and safety conditions, with an emphasis on a system analysis approach to inspection. Inter-connected system analysis includes the building's envelope, foundation, walls roof, doors and windows. Students learn how to use diagnostic equipment to analyze the effectiveness of the building systems to maximize energy performance, comfort, efficiency, safety and durability. Students will learn about using the HVAC ducting and digital controls (DDC) system as an aid in troubleshooting and promoting energy efficiency, and indoor air quality.

GT109 HVACR Systems Operations

3 credits (2 lec, 3 lab hrs/wk)

Students will learn the concepts of the basic operations of various heating and cooling systems for commercial and residential applications. This course focuses on maintenance and service procedure for initial tuning of HVACR systems for energy efficiency. Practical application of skills include: taking pressures, identifying refrigerants, recovering and recycling refrigerant, evacuating and charging refrigeration systems. Also included are all applicable safety precautions and EPA governed environmental regulations. Energy efficiency will be emphasized.

GT110 Workplace Communication Skills

2 credits (2 lec hrs/wk)

Students will practice small group communication by participation in group discussions, readings, and written exercises. Attention to organization and conduct of problem-solving groups and learning. Emphasis is on, (1) learning how to enhance group communication, to deal effectively with conflict and to apply problem-solving techniques and (2) developing attitudes and skills applicable to leadership and successful participation in the workplace.

GT111 Preventice Maintenance and Energy Conservation

2 credits (2 lec hrs/wk)

Examines the development and implementation of a preventative maintenance program using proven actions and procedures and common computer software. Students will learn how to design, construct, and maintain industrial transfer systems. The emphasis of this course is the application of preventive maintenance strategies to green technology and efficiency.

GT112 Control Systems

3 credits (2 lec, 3 lab hrs/wk)

Students will learn fundamentals of programmable logic control (PLC) operation, and troubleshooting. Variable speed drive operation and programming is covered as are process control principles for temperature and flow. Emphasis is on understanding of control operations for efficiency. This course will utilize on-line training and a hands-on seminar to offer hands-on learning opportunities.

GT113 Fluid Power

2 credits (1 lec, 2 lec/lab hrs/wk)

This course provides an introduction to hydraulic schematics, troubleshooting common hydraulic problems and maintaining hydraulic systems used in a variety of production applications. It also provides an introduction to operating a pneumatic system, including maintenance and troubleshooting procedures. Students learn to read, interpret, and construct fluid systems schematic diagrams containing pneumatic and hydraulic component systems. Emphasis will be on operation of fluid power systems for energy savings and pollution controls.

GT114 Local Applications for Alternative Energy

3 credits (3 lec hrs/wk)

This course is an introduction to the basic concepts and terminology of alternative energy sources. Subjects that will be explored in this course are biodiesel, wind, solar cells, fuel cells, ocean wave, geothermal, hydrogen, connection to the grid (homeowners), electric vehicles, as well as other emerging types of energy production. Research into old technologies as well as new will be explored, and students will research the applications of alternative energy in their local/regional communities and economies, including opportunities for employment.

GT115 Human Relations/Customer Service

3 credits (3 lec hrs/wk)

This course is designed to enable students look at many factors that influence human behavior. The intent of this course is to help students increase their ability to handle interpersonal conflicts effectively at work and in your personal lives.

HEALTH & FIRST AID/HEALTH OCCUPATIONS

HE9404 Emergency Vehicle Driver

1 credit (10 lec, 2 lec/lab hrs/total)

This course covers various topics which address both past and potential causes of emergency vehicle problems. The information provided demonstrates where vehicle shortcomings can be found during operation and suggests ways to operate the vehicle within safe ranges.

HE9419/HE9424 Hospice Training

3 credits (3 lec hrs/wk)

This course prepares adults to work with hospice clients (terminally ill persons) and their families as hospice volunteers. Attendees learn the history of principles of hospice care, common experiences of hospice clients as they move through the dying and bereavement processes, and skills necessary to be effective in the volunteer role. Although this course focuses on interpersonal interventions and activities, personal and cultural reactions to death and dying are included.

HE9433 Emergency Medical Technician- Basic (Refresher)

2.5 credits (20 lec, 16 lec/lab hrs/total)

This course is considered to be a “refresher course” for those students who have previously completed an EMT-Basic course, yet were unable to pass the state written and/or the practical examination. This course prepares selected individuals for the certification process in Oregon as an Emergency Medical Technician - Basic. Prerequisites: HE257(A/B) or HE928(A/B) with a 'C' or better.

HE198/298 Independent Study in Health

1-3 credits (hrs to be arranged)

Prerequisite: Instructor consent.

HE250 Personal Health

3 credits (3 lec hrs/wk)

This personal health course deals with current health trends and issues in the United States. The course will include information on mental, emotional, social health, and behavior aspects. Physical health includes nutrition-weight management, physical conditioning, environmental health, sexually transmitted disease, cancer, aging, drug education, and cardiovascular disease.

HE252 Standard First Aid and CPR for the Professional Rescuer

3 credits (3 lec hrs/wk)

This course provides training in Cardiopulmonary Resuscitation and First Aid using current emergency cardiac care guidelines. It provides students with a knowledge and appreciation for emergency management and industry-recognized certification in Professional Rescuer CPR and First Aid upon completion of requirements.

HE260/9360 First Responder

3 credits (30 lec, 10 lab hrs/total)

The course offers training designed to improve the quality of emergency care rendered to victims of accidents and illness. Students are taught to be proficient in providing basic life support and to take actions necessary to minimize patients’ discomfort. Must be at least 16 years of age.

HE262 CPR Instructor Training (AHA)

2 credits (22 lec hrs/total)

Learn how to teach CPR. Review basic life support, both theory and application. Practice methods, materials and techniques used in CPR courses. Successful completion provides Instructor Certification and/or Recertification. Prerequisite: Current certification in Cardiopulmonary Resuscitation by the Oregon Heart Association (BLS Course-Level C).

COURSE DESCRIPTIONS

HE280 Field Experience : Rural Health Aide
3 credits (99 lab hrs/total)
The student is required to participate in a ward/unit clerk (paid or voluntary) field experience for a hospital performing such tasks as transcribing physicians orders, assembling charts, and performing medical clerical/medical records tasks. Students will gain experience in telephone skills and professional interactions specific to hospital settings.

HE280E EMT Field Experience
1 credit (33 lab hrs/total)
This course consists of a planned program of observation and practical experience with an organization providing emergency medical services. The course is designed to provide students with experience and an opportunity to apply emergency medical concepts and theory in a field situation. Prerequisites: HE257A and HE258B (HE928A and HE928B) or HE258A and HE285B (HE931A and HE931B) and instructor consent. (May be taken concurrently.)

HE931A/EMT167A Emergency Medical Technician - Intermediate, Part A
4.5 credits (4.3 lec hrs/wk, 2.2 lab hrs/wk, 1 TBA hr/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

HE931B/EMT167B Emergency Medical Technician - Intermediate, Part B
5 credits (4.3 lec hrs/wk, 3.7 lab hrs/wk)
This course, (EMT-Intermediate, Part A and Part B) prepares individuals for certification in Oregon as an Emergency Medical Technician- Intermediate. Upon successful completion of the course, students will be eligible to take Oregon's EMT-Intermediate certifying examinations.

HEALTH INFORMATION MANAGEMENT

HIM110 Health Information Technology
5 credits/term (4 lec hrs/wk, 3 lab hrs/wk)
Introduces the concept of health information management and health informatics including the components of content, use the structure of health care data along with information keeping practices in both paper and electronic systems.

HIM182 Health Care Delivery Systems
3 credits/term (3 lec hrs/wk)
Explains the past, present, and future influences on the delivery of health care. Covers provider organizations and settings in health care, financing of health care, causes and characteristics of health care utilization in the Unites States, regulation and monitoring of health care systems, and ethical issues associated with health care technology.

HIM283 Health Information Systems
3 credits/term (3 lec hrs/wk)
Health Information Systems Introduces the history and current status of information systems in health care: information architectures, administrative and clinical applications, evidence-based medicine, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Teaches strategies and tools to insure the development and/or selection of health information systems. Discusses the role of health care information and communication technologies in health care delivery including their role in improving the quality, safety and efficiency of health care delivery.

HIM285 Healthcare Financing and Compliance
3 credits/term (3 lec hrs/wk)
Provides an understanding of the essential components of financing and compliance in health care facilities.

HISTORY

HST101/102/103 History of Western Civilization
3 credits/term (3 lec hrs/wk)
Need not be taken in order.

HST101 - Introduces the knowledge, culture, and traditions of the Western World from the rise of civilization in the Near East to the emergence of medieval European civilization, and its transformation by the Renaissance.

HST102 - This course traces the Western World's history from the Protestant Reformation of the 16th century through the French Revolution of the late 18th century.

HST103 - This course traces the Western World's knowledge, culture, and political-economic development from the early 19th century to the present day.

HST104 History of the Middle East
3 credits (3 lec hrs/wk)
A survey of Middle Eastern history with emphasis on modern, post-World War II era. Course will include geographic, religious, political, and cultural issues of the region. Also offered as HST0250 for no credit or grade.

HST198/298 Independent Study
1-3 credits/term(hrs to be arranged)
Prerequisite: Instructor consent.

HST201/202/203 History of the United States
3 credits/term (3 lec hrs/wk)
Need not be taken in order.

HST201 - The United States from colonial times to the mid-19th century just prior to the Civil War. Introduces students to major themes of American social, economic, cultural and political history.

HST202 - Major social, economic, political and cultural developments from the mid-19th century to the 1920s.

HST203 - Major social, economic, political and cultural developments from 1914 to the present.

HST215 History of World War II
3 credits (3 lec hrs/wk)
This course traces the causes, progression, and results of World War II, including political, social, and military development.

HST240 History of Oregon and the South Coast
3 credits (3 lec hrs/wk)
This course surveys the history and geography of Oregon within the Pacific Northwest region. Students will use supplemental readings and documents from Oregon's south coast to enhance their understanding of local history while studying the regional history.

HUMAN DEVELOPMENT

HD100 College Success and Survival
3 credits (3 lec hrs/wk)
Facilitates adjustment to the college environment. Focuses on self-assessment, personal development, educational goal setting and critical thinking. Includes interdisciplinary lectures, exposure to multiple modes of educational delivery, and structured exercises to turn individual talents into strengths. Note: HD100 is available in three one credit modules.

HD101 Community Service – Learning Experience
3 credits (2 lec, 3 lab hrs/wk)
A theoretical and practical course examining the principles and features of service-learning. Student will develop a personal understanding of civic engagement, ethics and leadership through direct and/or indirect service to a community based organization and through critical reflection. Students will be required to complete 33 hours of service and participate in weekly seminars/discussions.

HD105 Finding Funding through Scholarships
1 credit (1 lec, hr/wk)
Designed to increase students' success in obtaining scholarships. Topics covered are: common scholarship criteria, application tips, essay writing, scholarship searches and how scholarship committees make their decisions.

HD112 Study Skills
3 credits (3 lec hrs/wk)
Designed to increase the students' success in college by assisting them in obtaining skills necessary to reach their educational objectives. Students are introduced to time management strategies, note taking, library usage, problem solving, exam strategies, muscle reading, and learning style.

HD113 Stop Test Anxiety Now
1 Credit (1lec hrs/wk)
Covers techniques for coping with excessive test-taking anxiety and improving overall test performance.

HD140 Career/Education Exploration
1 credit (1 lec hrs/wk)
Provides tools needed to make an informed career and educational decision. Includes interest testing; self-assessment of skills, values, and attitudes. Learn how to locate occupational information and relate it to making informed educational choices.

HD147 Decision Making
1 credit (1 lec hr/wk)
This course assists students to develop an awareness of their personal decision-making styles in order to make effective decisions and life choices in personal, social, academic and work settings. Introduces information on effective decision-making.

HD152 Stress Management
1 credit (1 lec hr/wk)
This course assists students to identify specific personal stressors, and develop skills that enable the students to more effectively deal with stress.

HD154 Self-Esteem
1 credit (1 lec hr/wk)
This course will provide students with an opportunity to define, assess and develop their self esteem. This course will provide multiple tools and processes to enhance self esteem and develop individual strengths.

HD204 Living Consciously
3 credits (3 lec hrs/wk)
This class is designed to assist college students of any age to experience greater success in both college and their personal lives through the use of positive psychology.

HD208 Career/Life Plan
3 credits (3 lec hrs/wk)
Students learn a process for career selection, emphasizing development as an ongoing process. Attention is given to self-assessment (skills, interests, values, attitudes, motivational patterns), decision-making models, job and career research techniques (including electronic resources), and development of a personal action plan.

HD215 Transfer Success
1 credit (2 lec/lab hrs/wk)
This class is designed to assist students in the preparation for transfer to a four-year institution. Course content includes development of strategies for choosing a transfer institution, identification of resources to assist in the transfer process, choice of majors, and funding sources.Concurrent: CIS0593.

HD0529 Math Success
1 credit (3 lab hrs/wk)
This course facilitates students to become successful math learners and critical thinkers. Students will be exposed to a variety of math study skills, problem solving skills, and systems of logic which will be put into immediate practice through group and individual exercises. Students will assess their own most favored learning styles and develop increased comfort in alternative learning situations. Students will also self-identify possible math and/or test anxiety which may be artificially reducing their math grades. Students are encouraged to also be concurrently enrolled in a math course required for their majors so that the skills learned here can be put into immediate practice.

HUMANITIES

HUM204 World Mythology and Religion (Archetypal and Shamanic Mythologies)

3 credits (3 lec hrs/wk)

Course explores the archetypal stories by which human consciousness shapes a sense of order and belonging in the natural and supernatural worlds. Emphasis will be given to the shaman as storyteller and sage, as living bridge between the worlds, as healer and shaper of community and culture.

HUM205 World Mythology and Religion (India and the Far East)

3 credits (3 lec hrs/wk)

This course will explore the foundational myths and the sacred texts which give rise to and inform the great religions of the region, particularly Hinduism and the vehicles of Buddhism. Consideration will also be given to the indigenous myths of the Orient and the ways of life they support: i.e., Shinto, Daoism, Confucianism.

HUM206 World Mythology and Religion (Middle East and Western)

3 credits (3 lec hrs/wk)

Treats the great myths and religions of Egypt and the fertile crescent. Course also treats Celtic and Nordic beliefs indigenous to Europe, and the mystery religions of Greece. The influence of the ancient myths of early pastoral and agrarian cultures on the Hebrew, Islamic, and Christian religions will be considered, as well as the departure those religions make from the mythic character of the world from which they emerged.

HUMAN DEVELOPMENT & FAMILY STUDIES

HDFS140 Contemporary American Families

3 credits (3 lec hrs/wk)

An introductory course in family studies that focuses on the diversity of the American family today, as well as giving an overview of changes in the family environment and structure over time. Topics that influence families are included such as parenting, violence, gender, divorce, remarriage, economics, and culture. Prerequisite: WR121 with a grade of 'C' or better.

HDFS222 Family Relations

3 credits (3 lec hrs/wk)

A practical and theoretical course examining communication patterns and relationships between adults, and between adults and children. Emphasis is placed on understanding how the family affects the development of the child, along with the development of skills to use this knowledge to conduct individualized home visits with families with young children.

HDFS225 Prenatal, Infant, and Toddler Development

3 credits (3 lec hrs/wk)

This course introduces students to the theories and principles of child development beginning with conception, to prenatal, and through two years of age. Emphasis will be placed on the physical, cognitive and social/emotional development of young children, including a strong focus on early brain development and the basic tenets of scientific research.

HDFS229 Development in Middle Childhood

3 credits (3 lec hrs/wk)

This course will include the study of growth and development in six through eighteen year old children and adolescents. Emphasis will be placed on physical, cognitive, and social/emotional development of this age group.

HDFS247 Preschool Child Development

3 credits (3 lec hrs/wk)

This course covers the principles of theory and development as they apply to the young child ages two and a half through five. Emphasis is placed on physical, cognitive, emotional and social growth in preschool children. Students gain experience in observation to identify theorists' key elements and indicators of child development.

HDFS285 Professional Issues in Early Childhood Education

3 credits (3 lec hrs/wk)

This course focuses on the diverse professional roles of early childhood educators in our present society by offering the required knowledge of ethics, conflict resolution, advocacy, and understanding how to influence the administrative/legislative process. Prerequisite: WR121 with a 'C' or better.

HDFS9284 Child Abuse and Neglect Reporting

0 credits (2 lec hrs/total)

This course is to inform students on mandatory reporter laws in Oregon. It covers the processes of reporting, who is a mandatory reporter, confidentiality, the stresses of abuse and the indicators of abuse.

JOURNALISM

J203 Writing for Media I

3 credits (3 lec hrs/wk)

Introduction to and grounding in Associated Press style and usage for newspaper writers. Introduction to and practice in writing leads for various types of media coverage. Introduction to and practice in formatting stories in media inverted pyramid style.

J205 Writing for Media II

3 credits (3 lec hrs/wk)

Introduction and practice in writing for various newspaper beats. Incorporates journalistic writing parameters and techniques to various coverage areas, such as crime, sports, entertainment and others. Includes basic points of libel law.

J215 Publishing Lab
3 credits (2 lec, 3 lab hrs/wk)
Publication Laboratory teaches basic journalism skills and technologies to students. Students participate in writing, designing and formatting the Southwester, the student newspaper for Southwestern. Students work together in a simulated newsroom setting to produce the paper approximately once every three weeks.

J217 Feature Writing
3 credits (3 lec hrs/wk)
Students write non-fiction feature articles for print and electronic media. After studying basic models of narrative and explanatory feature writing, students write feature articles for the student newspaper.

J280 Field Experience
1-5 credits (variable hours)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which provide professional experience in the field of Journalism. Prerequisite: WR122 with a “B” or better.

LIBRARY

LIB127 Introduction to the Library
1 credit (3 TBA hrs/wk)
Introduction to using the fundamental resources of a library: its catalogs, periodical indexes, electronic resources, and special collections. Includes an integrated set of skills and knowledge in assessing, evaluating, and using various kinds of information. This course is considered a supportive course.

LITERATURE

ENG104 Introduction to Literature - Fiction
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant works of fiction, especially short stories, with emphasis on the fiction writer's craft. Presents methods of in-depth critical reading that serve as a basis for further study and enjoyment of literature.

ENG105 Introduction to Literature - Drama
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant works of drama and the elements of dramatic literature (setting, theme, characterization and language) serve as a basis for further study and enjoyment of drama.

ENG106 Introduction to Literature - Poetry
3 credits (3 lec hrs/wk)
Reading, analysis, and appreciation of significant poems, how they are written and how they speak to human concerns. Presents those elements of poetry, language, form, metrics, style, and voice that serve as a basis for further study and enjoyment of poetry.

ENG107 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the Ancient and Classical foundations to the Middle Ages. Students should consider taking History of Western Civilization concurrently.

ENG108 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the late Middle Ages to the Renaissance. Students should consider taking History of Western Civilization concurrently.

ENG109 World Literature
3 credits (3 lec hrs/wk)
This course introduces the student to key literary works and authors of World Literature from the enlightenment to modern and contemporary writings. Occasional study of literature of other cultures may be introduced. Students should consider taking History of Western Civilization concurrently.

ENG198/298 Independent Study in Literature
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

ENG201 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to Shakespeare’s early dramatic literature with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from early histories and comedies.

ENG202 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to Shakespeare’s middle period, with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from middle comedies and tragedies.

ENG203 Shakespeare
3 credits (3 lec hrs/wk)
This course is an introduction to the dramatic literature of Shakespeare’s later period with an emphasis on the timelessness of his ideas and themes, the formal demands of drama, and the development of the artist. The plays for this term are drawn from the later comedies, tragedies and romances.

ENG204 Survey of English Literature
3 credits (3 lec hrs/wk)
Discusses the literary documents and authors of the British Isles from Anglo-Saxon beginnings through the sixteenth century. Surveys surviving Celtic materials and their influence on British literature. Focuses on, but is not necessarily limited to, characteristic works and major figures of the period.

ENG205 Survey of English Literature
3 credits (3 lec hrs/wk)
This course discusses the literary documents and authors of the British Isles from the sixteenth century through the early nineteenth century. The study will focus on characteristic works and major figures of the period.

ENG206 Survey of English Literature
3 credits (3 lec hrs/wk)
This course discusses the literary documents and authors of the British Isles of the nineteenth and twentieth centuries and the historic context.

MACHINE TOOL

MT101 Machine Tool Processes I
3 credits (1 lec, 4 lec/lab hrs/wk)
Introduce machine tool technology including an overview of typical, traditional, and Computer Numerically Controlled (CNC) machines commonly found in industry. The function, basic operation and setup, and tooling will be studied, with practical application on lathes, milling machines, drill press, and grinders, and how blueprints and math are applied on the job. Introduction to bench work, basic measurement, lathe, and bench grinders.

MT102 Machine Tool Processes II
3 credits (1 lec, 4 lec/lab hrs/wk)
This second course in this sequence continues the study of machine tool operations and setup, with emphasis on the vertical milling machines, tool sharpening by hand and advanced lathe setups such as threading and tapering. Machine theory and precision measurement is studied and applied. Students gain sound understanding of why machine tools are the basis of manufacturing. Prerequisite: MT101 with a 'C' or better.

MT103 Machine Tool Processes III
3 credits (1 lec, 4 lec/lab hrs/wk)
In this third course of the basic sequence the student will study the operation and setup of the tool and cutter grinder and the horizontal bandsaw. Provides students with an opportunity to apply the skills developed in the two previous courses. Students will have the necessary understanding of why machine tools are the basis of manufacturing. More advanced machine setups will be studied and applied. The students will gain basic skills in the area of computer usage in the machine shop. Prerequisites: MT101 and MT102 with a 'C' or better.

MANUFACTURING TECHNOLOGY

MFG100 Safety for Fabrication
2 credits (2 lec hrs/wk)
This course is a comprehensive study of safety issues in a metals fabrication shop environment. Topics will include personal protective equipment (PPE), hazards in a welding environment, personal safety in the work environment, machine safety and guarding, hazardous materials/waste, fire safety, crane and forklift safety, confined spaces hazards, biohazards and blood-borne pathogens, MSDS forms and general shop safety.

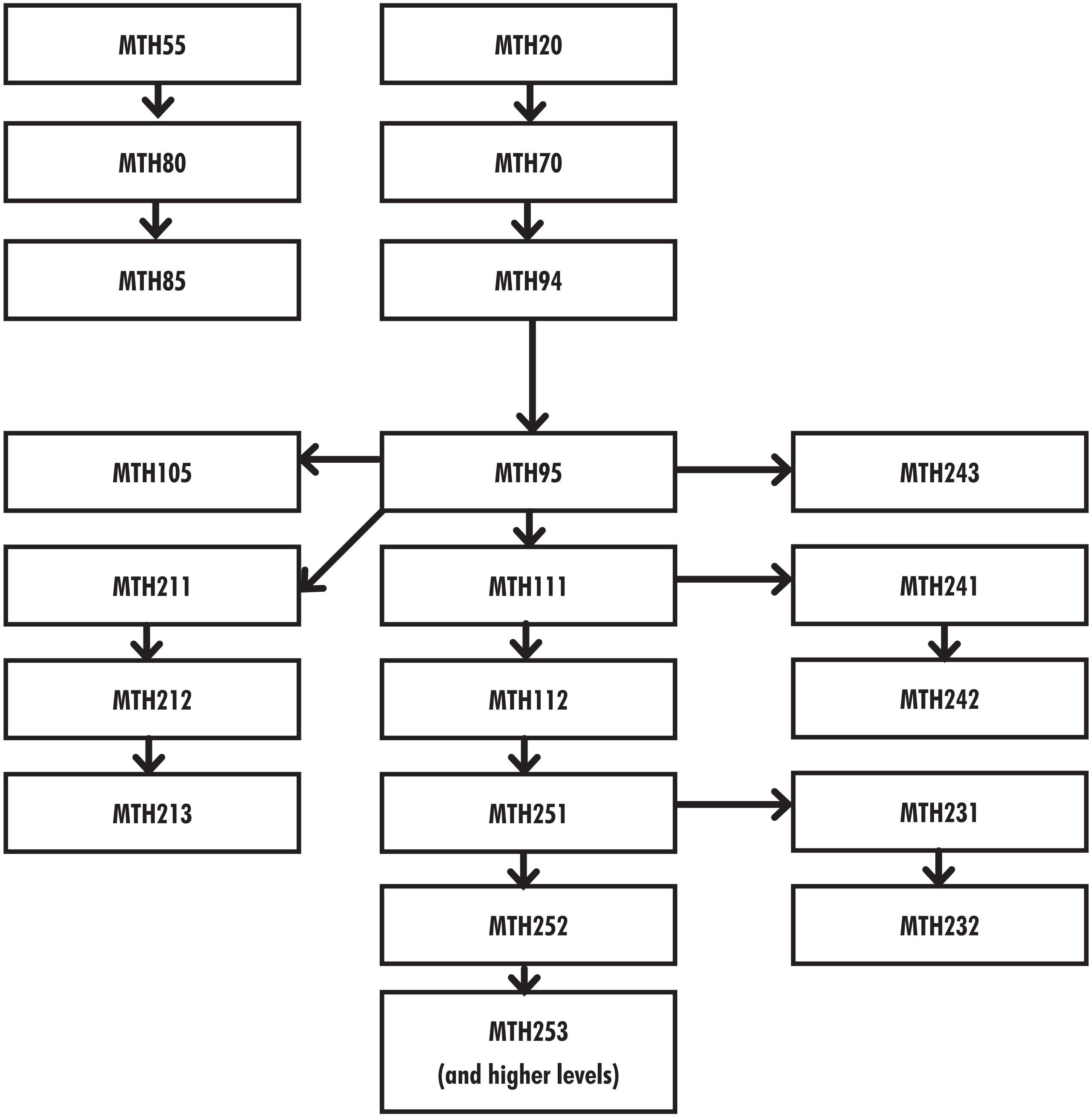
MFG4101 Electrical/Electronic Principles
3 credits (6 lec/lab hrs/wk)
Introduces the concepts and applications of various technologies found in the manufacturing industry, including actuators, transducers, drives, motors, and combinations of devices used for control and monitoring of industrial processes. Emphasis on hands-on applications of electrical/electronic measurement of physical properties, sensing and control of motion, fault diagnosis, and preventative maintenance.

MFG4102 Mechanical Principles
3 credits (2 lec, 2 lec/lab hrs/wk)
Presents a study of the principles, concepts and applications of various mechanisms encountered in industry, including belt drives, chain drives, and linkages. Subject matter on mechanical components and systems covers operational principles, uses, maintenance, trouble-shooting, and procedures for repair and replacement. Emphasis on hands-on setup of various drive systems, use of common precision measuring equipment, and the properties of various sealant materials.

MFG4103 Hydraulic/Pneumatic Principles
3 credits (2 lec, 2 lec/lab hrs/wk)
An overview of fluid power technology and a basic working knowledge of the components used in fluid power circuits of hydraulic and pneumatic systems. Hands-on setups of various fluid circuits, and using standard hydraulic/pneumatic schematics will be an important part of the laboratory applications. Fluid power will include operational principles, uses, preventative and periodic maintenance, troubleshooting, and procedures for repair and replacement.

MFG4180 Field Experience
1-3 credits (3-9 lab hrs/wk)
The student is required to be employed in a manufacturing-related position for an organization or company utilizing manufacturing principles, methods, techniques, and/or skills. Prerequisite: Instructor consent.

SEQUENCE OF MATHEMATICS COURSES



MATHEMATICS

MTH20 Basic Mathematics
4 credits (4 lec hrs/wk)
A course designed to: (1) introduce students to various applications of basic mathematics and (2) prepare students for elementary algebra by strengthening their foundations in the real number system. Topics include: whole numbers and their operations, fraction and decimal notation, ratio and proportion, percent notation, measurement and geometry, and solution of simple equations. Prerequisite: Appropriate score on placement test.

MTH55 Introductory Technical Mathematics
3 credits (3 lec hrs/wk)
Basic arithmetic operations, with an emphasis on applications. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: Appropriate score on placement test.

MTH70 Elementary Algebra
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in introductory algebra. Topics include: signed numbers; algebraic expressions; linear equations and inequalities; graphs of linear equations; polynomial expressions, operations, and factorizations; square roots and radical expressions. Students are not required to have previous experience with algebra. Prerequisite: MTH20 or MTH55 with a 'C' or better or an appropriate score on placement test

MTH80 Technical Mathematics I
3 credits (3 lec hrs/wk)
Basic geometric concepts with applications, graphing in a rectangular coordinate system, basic algebra concepts with applications, basic statistics, and right-triangle trigonometry. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: MTH20 or MTH55 with a 'C' or better.

MTH81 Applied Mathematics for Culinary Arts
4 credits (4 lec, hrs/wk)
Includes basic algebraic concepts with culinary applications, basic statistics and graphing, graphing in a rectangular coordinate system, and weights, measures and metric conversions. Offered by the mathematics department in cooperation with the culinary education faculty. Enrollment in the culinary program required as a co-requisite for this course. Prerequisites: MTH*20 or MTH*55 with a 'C' or better or appropriate placement test score.

MTH85 Technical Mathematics II
3 credits (3 lec hrs/wk)
Introduction to plane trigonometry emphasizing practical applications. Offered by the mathematics department in cooperation with the Professional Technical Education faculty. Prerequisite: MTH80 with a 'C' or better.

MTH94 Intermediate Algebra I
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in intermediate algebra. Topics include: linear equations and inequalities, the Cartesian plane, graphs of equations, functions and their graphs, polynomial operations and factorizations, rational expressions and equations. Prerequisite: MTH70 with a 'C' or better, or appropriate score on placement test.

MTH95 Intermediate Algebra II
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in intermediate algebra. Topics include: radical expressions, complex numbers, quadratic equations, quadratic functions and their graphs, conic sections, exponential and logarithmic functions and their graphs and exponential and logarithmic equations. Prerequisite: MTH94 with a 'C' or better.

MTH 97 Elementary Geometry
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in introductory geometry. Topics include: lines, angles, and their measures; parallel and perpendicular lines; triangles and polygons; congruent triangles; quadrilaterals; similar triangles; circles; perimeters and areas of geometric figures; right-triangle trigonometry; geometric constructions. Prerequisite: MTH95 with a 'C' or better.

MTH105 Introduction to Contemporary Mathematics
4 credits (4 lec hrs/wk)
Topics include probability, statistics, mathematical modeling, problem solving, and logic. This course is designed for students who have completed 1.5 to 2 years of high school algebra and a year of geometry, who have a "non-science" major, and need to complete a term of college-level mathematics. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH111 College Algebra
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in precalculus. Topics include: rational expressions, solution of equations and inequalities, analysis of functions and their graphs, polynomial and rational functions and their graphs, systems of linear equations, sequences and series. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH112 Elementary Functions
4 credits (4 lec hrs/wk)
A study of the concepts and principles considered in precalculus. Topics include: exponential and logarithmic functions and their graphs; exponential and logarithmic equations; trigonometric functions and their graphs; trigonometric identities, equations, and formulas; oblique-triangle trigonometry; complex numbers, and DeMoivre's theorem. Prerequisite: MTH111 with a 'C' or better or appropriate score on placement test.

MTH198/298 Independent Study
1-4 credits (hrs to be arranged)
Prerequisite: Instructor consent.

MTH211 Fundamentals of Elementary Mathematics I
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include: introduction to problem solving, number systems, number theory, logic, sets, relations, and functions. Prerequisite: MTH95 with a 'C' or better or appropriate score on placement test.

MTH212 Fundamentals of Elementary Mathematics II
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include: rational numbers, exponents, decimals, and applications. Probability and statistics will be introduced. Prerequisite: MTH211 with a 'C' or better.

MTH213 Fundamentals of Elementary Mathematics III
4 credits (4 lec hrs/wk)
A foundation in mathematics for elementary teachers. Topics include Euclidean geometry, constructive geometry, measurement, motion, and tessellation. Prerequisite: MTH212 with a 'C' or better.

MTH231 Elements of Discrete Mathematics I
4 credits (4 lec hrs/wk)
Topics include: propositional calculus (the logic of compound statements), predicate calculus (the logic of quantified statements), elementary number theory and proof methods, sequences and mathematical induction, and set theory. The first course of a two-term sequence strongly recommended for computer engineering, computer science, and mathematics majors. Prerequisite: MTH251 with a 'C' or better.

MTH232 Elements of Discrete Mathematics II
4 credits (4 lec hrs/wk)
Topics include: functions, recursion, graphs of functions, coordinate diagrams, order notation, efficiency of algorithms, relations, partially and totally ordered sets, (topological) graph, and tree theory. The second course of a two-term sequence strongly recommended for computer engineering, computer science and mathematics majors. Prerequisite: MTH231 with a 'C' or better.

MTH241 Calculus for Business and Social Science I
4 credits (4 lec hrs/wk)
Introduction to differential and integral calculus of polynomial, rational, exponential, and logarithmic functions, with applications in the social and manager sciences. The emphasis will be on an intuitive approach and on the applications of differentiation. Prerequisite: MTH111 with a 'C' or better or appropriate score on placement test.

MTH242 Calculus for Business and Social Science II
4 credits (4 lec hrs/wk)
Introduction to differential and integral calculus of polynomial, rational, exponential, and logarithmic functions, with applications in the social and manager sciences. The emphasis will be on an intuitive approach and on the applications of integration. Prerequisite: MTH241 with a 'C' or better or appropriate score on placement test.

MTH243/BA232 Introduction to Probability and Statistics
4 credits (4 lec hrs/wk)
Introduces elementary statistics techniques to aid decision-making in the business environment. Emphasis is on statistical inference, probability, sampling, estimation, and hypothesis testing. Prerequisite: MTH95 with a 'C' or better.

MTH251 Calculus I (Differential Calculus)
4 credits (4 lec hrs/wk)
Topics include: pre-calculus concepts and principles; limits and their properties, continuous functions; derivatives and their properties; the chain rule, implicit differentiation; relative extrema, the first and second derivative tests; applications involving rectilinear motion of a particle and optimization of functions. This course covers the standard differential calculus topics required for engineering, mathematics, and science majors. Prerequisite: MTH112 with a 'C' or better.

MTH252 Calculus II (Integral Calculus)
4 credits (4 lec hrs/wk)
Topics include: anti-derivatives, Riemann sums, integrals and their properties; the first and second fundamental theorems of calculus; calculation of length, area, volume, work, and resultant force via integration; derivatives and integrals of exponential, logarithmic, hyperbolic, and various inverse functions; indeterminate forms and L'Hôpital's rule. This course covers the standard integral calculus topics required for engineering, mathematics, and science majors. Prerequisite: MTH251 with a 'C' or better.

MTH253 Calculus III (Infinite Sequences and Series)
4 credits (4 lec hrs/wk)
Topics include: principles of integral evaluation, improper integrals; infinite sequences and series; convergence tests for infinite series; Taylor series for functions; translated and rotated conic sections. This course covers the standard sequences and series topics required for engineering, mathematics, and science majors. Prerequisite: MTH252 with a 'C' or better.

MTH254 Vector Calculus I (Introduction to Vectors and Multidimensional Calculus)
4 credits (4 lec hrs/wk)
Topics include: polar coordinates, conic sections, parametric equations, three-dimensional space, analytic geometry, vector algebra, space curves, vector-valued functions, and vector calculus. Prerequisite: MTH253 with a 'C' or better.

MTH255 Vector Calculus II (Differential and Integral Vector Calculus)
4 credits (4 lec hrs/wk)
Topics include: functions of several variables, partial derivatives; iterated integration; multiple integrals; divergence and curl of vector fields; line and surface integrals; Green's, Gauss', and Stokes' theorems. Prerequisite: MTH254 with a 'C' or better.

MTH256 Differential Equations
4 credits (4 lec hrs/wk)
Topics include: first-order linear and nonlinear ODEs, second order linear ODEs, series solutions to second-order linear ODEs, Laplace transforms, systems of linear ODEs. Prerequisite: MTH255 with a 'C' or better.

MTH260 Matrix Methods and Linear Algebra
4 credits (4 lec hrs/wk)
Topics include: matrix concepts and algebra; determinants and inverses of matrices; solution methods for systems of linear equations; linear independence, linear transformations, and vector spaces; bases and coordinates; eigenvalues and eigenvectors; and diagonalization of matrices. This course covers the standard linear algebra topics required for engineering, mathematics, and science majors. Prerequisite: MTH255 with a 'C' or better.

MTH265 Probability and Statistics with Calculus
4 credits (4 lec hrs/wk)
Topics include: probability theory, random variables and probability distributions, probabilistic expectation, classical discrete and continuous probability distributions, sampling theory and sampling distributions; estimation and confidence intervals, hypothesis tests and statistical significance, curve fitting and regression analysis. A calculus-based probability and statistics course strongly recommended for engineering, mathematics, and science majors. Prerequisite: MTH252 with a 'C' or better.

MEDICAL LABORATORY TECHNOLOGY

MLT2005 Basic Phlebotomy
2 credits (2 lec hrs/wk)
Theoretic comprehension of phlebotomy techniques and associated safety, infection control, quality assurance, documentation, ethical, legal, and customer service issues. Prerequisite: Acceptance into the Phlebotomy program.

MLT2010 Advanced Phlebotomy
2 credits (2 lec hrs/wk)
This is the second course in the Phlebotomy program sequence. The course introduces new concepts in the clinical laboratory including lab management; state and federal regulations such as HIPPA, CLIA, and Medicare; point of care testing and prevention of laboratory error. Prerequisite: MLT2005 Basic Phlebotomy with a 'C' or better.

MLT2015 Phlebotomy Clinical I
3 credits (9 lab hrs/wk)
This is the first of two clinical lab classes for students enrolled in the Phlebotomy program. This lab experience will introduce the students to the laboratory environment. Students will be applying and demonstrating the knowledge skills and attitudes learned in Basic Phlebotomy. Prerequisite: CIS101, WR115, MTH80, MLT2005, AH111 with a 'C' or better.

MLT2020 Phlebotomy Clinical II
2 credits (6 lab hrs/wk)
This is the second clinical lab for students enrolled in the Phlebotomy program. The students continue to perform venipunctures and other procedures performed by phlebotomists. The students continue to prepare for the Phlebotomy Technician PBT (ASCP) certification. Prerequisite: MLT2010 and MLT2015 with a 'C' or better.

MLT2280 Cooperative Work Experience
8 credits (24 lab hrs/wk)
This course provides the student an opportunity to gain on-the-job experience in coordinator approved situations that closely parallel with the field of study. Prerequisite: Instructor consent.

MUSIC

MUS101/102/103 Music Fundamentals
3 credits/term (3 lec hrs/wk)
A preparatory course for private instruction, for ensemble participation, and for a better understanding of music and music history. Music fundamentals, scales, key signatures, meter, notation, chords, non-harmonics, introduction to piano, and sight-singing. Recommended for music minors, beginning musicians, and preparatory for some music majors. (Contact music advisor for proper placement.)

MUS111/112/113 Music Theory I
3 credits/term (3 lec hrs/wk)
A course to instruct in the fundamentals of music, figured bass analysis, four part composition, chords with sevenths, secondary dominants, modulation, and basic musical form. This is a preparatory course for private instruction, for ensemble participation, and for a better understanding of music and music history. Required for music majors and minors, recommended for beginning and intermediate musicians. Prerequisites: For MUS112; MUS111. For MUS113; MUS112. Concurrent: For MUS111; MUS131. MUS112; MUS132. MUS113; MUS133.

MUS114/115/116 Aural Skills I
1 credit/term (2 lec/lab hr/wk)
Learn to hear music and identify tones and chords (Dictation), transfer music notation and communicate notation by voice (Sight Singing) Learn to hear what we see (Sight Singing) and be able to see what we hear (Dictation). Prerequisites: For MUS115; MUS114. For MUS116; MUS115.

MUS120 FINALE: Music Printing (Computer Composition)
2 credits (1 lec, 1 lec/lab hr/wk)
Learn to use Finale, a music printing program and secondarily a sequencing program. A wide range of musical capabilities will be put at the disposal of the student. This program will benefit every musician from the elementary to the most advanced. Students will learn to enter both vocal and instrumental music into the computer, how to use musical markings and terminology, how to transpose and arrange and how to prepare a musical composition to be a professional-looking sheet of music. Students will be expected to schedule computer time outside of the class and to maintain personal disks with all of their assignments.

MUS131 Piano Class
1 credit (2 lec/lab hr/wk)
Piano basics and music fundamentals. Learn to read notes, basic music symbols, perform simple chords, proper finger techniques and major and minor scale performance. Concurrent: MUS111

MUS132 Piano Class
1 credit (2 lec/lab hr/wk)
Based upon continuing the work in MUS131, all major keys - introduction to minor keys. Performance of chord progressions in major and minor keys, transposition, simple modulations using Deceptive Cadences, Sight Reading, and repertoire. This course is taught in conjunction with MUS112. Prerequisite: MUS131.Concurrent: MUS112.

MUS133 Piano Class
1 credit (2 lec/lab hr/wk)
Based upon continuing the work in MUS132 all major and minor keys. Performance of chord progressions in all keys, transposition, simple manipulations, sight reading and repertoire. Prerequisite: MUS132. Concurrent: MUS113.

MUS134/135/136 Voice Class
1 credit/term (1 lec hr/wk)
A study of vocal basics. An introduction to music fundamentals, tone production, abdominal breathing, vowel-consonant clarity, and relaxation techniques.

MUS137 Guitar Class
1 credit/term (1 lec hr/wk)
Guitar basics and music fundamentals. Learn to read notes, basic music symbols, perform simple to advanced chords, strumming-picking techniques, and "barring." Introduction to Classical Guitar Methods.

MUS161 Jazz Improvisation (Blues and Beginnings)
1 credit/term (2 lec/lab hrs/wk)
Blues and beginning improvisation. Listening, theory demonstration, explanation and using improvisation in performance. Concurrent: MUP105.

MUS198/298 Independent Study in Music
1-3 credits/term(hr to be arranged)
This course allows students to independently increase their knowledge and skills in the discipline of music by studying specific topics which are not part of other 100/200-level music courses or which may not be offered in depth in other 100-level music courses. Instructor supervision and division approval required. Prerequisite: Instructor consent.

MUS201 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from Antiquity through the Renaissance. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote that music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of various historical time periods.

MUS202 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from the Early Baroque Period through the late Classical Period. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote the music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of the various historical time periods.

MUS203 Introduction to Music and its Literature
3 credits/term (3 lec hrs/wk)
The study of musical styles and the historical context of music from the Romantic Period (1827 - 1900) through the 20th Century and into the 21st Century. Emphasis is on the examination and subsequent appreciation of the music literature and the composers who wrote that music in these time periods. Listening skills for music will also be developed, concentrating on the development of a deeper understanding of music and its role in the cultural context of the various historical time periods.

MUS205 Introduction to Jazz History
3 credits/term (3 lec hrs/wk)
An introduction to the one true American Music Genre. Exploring the beginning of Jazz, Early Blues, Dixieland, the Big Band Era, BeBop, Fusion, Free Form Jazz, Contemporary Jazz, and Straight Ahead Jazz. Students will also be introduced to Rhythm and Blues, Gospel and Early Rock and Roll. This course has been approved to meet our Cultural Literacy requirement.

MUS206 Introduction to History of Rock and Roll
3 credits/term (3 lec hrs/wk)
A survey of Rock music from its origins to the present as revealed through the study of the most innovative and influential artists of this American musical form. Emphasis is placed on building listening and comprehension skills through listening to Rock and Roll, in-class discussion of the music, class assignments, research and reading of the text.

MUS211 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, extended chromatically altered chords, and 20th century composition. Prerequisite: MUS113. Concurrent: MUS114.

MUS212 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, chromatic chords, and 20th century composition. Prerequisite: MUS211. Concurrent: MUS224.

MUS213 Music Theory II
3 credits/term (3 lec hrs/wk)
A study of polyphony, counterpoint, extended and chromatically altered chords, and 20th century composition. Prerequisite: MUS212. Concurrent: MUS225.

MUS221 Arranging I

1 credit/term (2 lec/lab hrs/wk)

Basic arranging techniques, instrumentation and notation practices for live rhythm section, lead vocal, score preparation, parts preparation, notation and nomenclature in contemporary styles. Prerequisite: MUS226.

MUS222 Arranging II

1 credit/term (2 lec/lab hrs/wk)

A continuation of rhythm section arranging with the addition of one or two horns; saxophone and trumpet. Discussion of transposition and range on contemporary music styles. Prerequisite: MUS221.

MUS223 Arranging III

1 credit/term (2 lec/lab hrs/wk)

The third level of this series focuses on various contemporary applications of small horn section writing with rhythm section. Voicings and styles is discussed. Prerequisite: MUS222.

MUS224/225/226 Sight Singing, Ear Training II

1 credit/term (2 lec/lab hrs/wk)

This class is designed to teach the student to hear, identify, write and sing melodies, chords and rhythm from sight and by listening to melodic and harmonic material played for the student. Music majors take three terms. Prerequisites: For MUS224; MUS116. For MUS225; MUS224. For MUS226; MUS225. Concurrent: For MUS224; MUS212 and MUS231. For MUS225; MUS212 and MUS232. For MUS226; MUS 213 and MUS233.

MUS231/232/233 Piano Class

1 credit/term (2 lec/lab hr/wk)

Second year of music and piano skills. Proficiency in major and minor scales and corresponding chord progressions, transposition harmonization, sight reading and late beginning repertoire. Prerequisite: For MUS 232; MUS231. For MUS233; MUS232.

MUSIC PERFORMANCE

Note: All music ensemble credits are transferable and can be used as elective credits up to 12 credits. Most music programs require 12 ensemble credits.

MUP105 Jazz Band

1 credit (2 lec/lab hrs/wk)

The sounds of the "Big Band" era. This group performs regularly both locally and throughout the state. Students may be asked to audition.

MUP114 Stage Band

1 credit (2 lec/lab hrs/wk)

A performance ensemble which rehearses and performs the appropriate musical literature chosen by the instructor. Instruction will be given to individuals, as well as the ensemble on how to improve the overall musical effect. Pop ballads to jazz, both traditional and non-traditional. Intermediate and advanced musicians are admitted. Instructor consent is not required for the student to register for the class, but the student may be asked by the instructor to demonstrate their ability.

MUP121 Symphonic Choir

1 credit (2 lec/lab hrs/wk)

A large choral ensemble performing the works of major composers, encompassing all musical periods and styles. Students may be asked to audition.

MUP123 Opera

1-3 credits (2-6 lec/lab hrs/wk)

Operas, opera selections, operatic arias or operettas done in costumes, staging and concert style. Students may be asked to audition.

MUP125 Vocal Jazz (Southwesters)

2 credits (4 lec/lab hrs/wk)

Pop ballads, early rock and roll, traditional jazz, and blues will be the material rehearsed and performed by this ensemble. Emphasis will be placed upon the dynamics of live performance. Students may be asked to audition.

MUP131 Chamber Choir

2 credits (4 lec/lab hrs/wk)

Small choral ensemble performing the major works and the octavo literature of prominent composers of every musical period. Student may be asked to audition.

MUP142 Orchestra

1 credit (2 lec/lab hrs/wk)

Strings, woodwinds, brass, and percussion performing the works of composers from every musical period. Intermediate and advanced musicians admitted. Student may be asked to audition.

MUP202A Concert Band

1 credits (2 lec/lab hrs/wk)

A performance ensemble which rehearses and performs the appropriate musical literature chosen by the instructor. Instruction will be given to individuals, as well as the ensemble on how to improve the overall musical effect. Intermediate and advanced musicians are admitted. Students may be asked to audition.

MUP202B Community Band

1 credit (2 lec/lab hrs/wk)

A performance ensemble which rehearses and performs marches, traditional band literature, classical literature arranged for concert band. Intermediate and advanced musicians are admitted. Students may be asked to audition.

Individual Lessons
1-2 credits (2-4 lec/lab hrs/wk)
Individual lessons are arranged with the instructor, based upon available time and space. Instructor consent is required for all private lessons. All credits for private lessons are transferable. Music majors are expected to have a primary instrument of performance and be enrolled for individual instruction. Lessons are given for all levels of musicianship.

MUP171/271 Piano MUP174/274 Voice
MUP175/275 Violin/Fiddle
MUP178/278 Bass Guitar
MUP180/280 Guitar
MUP 181/281 Flute MUP182/282 Oboe
MUP183/283 Clarinet MUP184/284 Saxophone
MUP186/286 Trumpet MUP187/287 French Horn
MUP188/288 Trombone MUP191/291 Percussion

NURSING

NRS110 Fundamentals of Nursing - Health Promotions
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course introduces the learner to the framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health, as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. Prerequisite: Minimum of 49 prerequisite credits with a 3.00 GPA or higher and acceptance into the Nursing Program.

NRS111 Foundations of Nursing in Chronic Illness I
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course introduces chronic illness assessment and interventions across the lifespan. The client and family's "lived experience" of the illness, practice guidelines and research evidence are used to guide clinical judgment in the care of the chronically ill. Roles of the multidisciplinary team and legal aspects of delegation are explored. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS230 and NRS232.

NRS112 Foundations of Nursing in Acute Care I
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course introduces the learner to assessment and common interventions and technical procedures for patient care during an acute episode of disease/illness. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences. Prerequisite: NRS111, NRS230 and NRS232 with a 'C' or better. Concurrent: NRS231and NRS233.

NRS120 Kaplan NCLEX-RN Preparation
6 credits (3 lec, 3 lab, 9 lec/lab hrs/wk)
This course consists of a systematic review of nursing material for the NCLEX-RN Exam, as well as practice on NCLEX style test questions Prerequisite: NRS110, 111, 230, 232, 112, 231, 233, 222, and 221 with a 'C' or better. Concurrent: NRS224.

NRS221 Foundations of Nursing in Chronic Illness II and End-of-Life
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course builds on Foundations of Nursing in Chronic Illness I. The evidence base of nursing interventions related to family care giving, relationships, functional status, and symptom management is a major focus. Advocacy, self-determination, and autonomy issues are addressed within the framework of cultural beliefs and lifespan issues. Includes classroom and clinical learning experiences. Prerequisite: NRS222 with a 'C' or better.

NRS222 Foundations of Nursing in Acute Care II and End-of-Life
9 credits (5 lec, 3 lab, 10 lec/lab hrs/wk)
This course builds on Nursing in Acute Care I focusing on complex and or unstable patient care situations. The emphasis is on development of clinical judgment in managing patient and family care issues in the acute care setting. Exemplas include acute conditions affecting multiple body systems, and legal and ethical issues. Includes classroom and clinical learning experiences. Prerequisite: NRS112, NRS231 and NRS233 with a 'C' or better.

NRS224 Scope of Practice/Integrated Practicum
9 credits (2 lec, 21 lab, hrs/wk)
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Prerequisite: NRS221 with a 'C' or better.

NRS230 Clinical Pharmacology I
3 credits (3 lec hrs/wk)
This two course sequence introduces the theoretical background related to drugs and natural products used by clients throughout the lifespan. Drugs are studied by therapeutic class. Students will learn to administer medications safely using current, reliable research evidence. Client education and working within the client and clinical environment are emphasized. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS111 and NRS232.

NRS231 Clinical Pharmacology II
3 credits (3 lec hrs/wk)
Clinical Pharmacology II builds on a theoretical background that enables students to provide safe and effective care related to medication administration. The course addresses additional classes of drugs and related natural products not contained in Clinical Pharmacology I. Prerequisite: NRS111, NRS230, NRS232 with a 'C' or better. Concurrent: NRS112 and NRS233.

NRS232 Pathophysiological Processes I
3 credits (3 lec hrs/wk)
This course introduces pathophysiological processes that contribute to disease states across the lifespan. Students learn to make selective clinical decisions using current reliable evidence based research. Assessments, teaching and communicating with clients and health care team members about pathophysiological processes are emphasized. Prerequisite: NRS110 with a 'C' or better. Concurrent: NRS111 and NRS230.

NRS233 Pathophysiological Processes II
3 credits (3 lec hrs/wk)
This course continues to explore pathophysiologcal processes that contribute to disease states across the lifespan and human responses to those processes. The course addresses additional disease entities not contained in Pathophysiological Process I. Prerequisite: NRS111, NRS230, NRS232 with a 'C' or better. Concurrent: NRS112 and NRS231.

NUR546 Basic Nursing Assistant
8 credits (52 lec, 101 lab hrs/total)
This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including long-term care, intermediate care, home health, hospice care, acute care, foster care, and assisted living situations. Prerequisites: CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, immunization status.

NUR9101 Certified Nursing Assistant (CNA-2) Core Training
3 credits (22 lec, 22 lec/lab hrs/total)
This course is for the currently Certified Nursing Assistant 1, who assists licensed nursing personnel in the provision of nursing care. The Core Curriculum content is the foundation of every CNA-2 Nursing Assistant training program. This course will provide the knowledge, skills and abilities at a greater depth than a level 1 training program and provides preparation for a role in one or more of the Oregon State Board of Nursing approved category areas (acute care, dementia care, restorative care). Prerequisites: NUR546/9190 Basic Nursing Assistant.

NUR9102 Certified Nursing Assistant (CNA-2) Acute Care
2 credits (11 lec, 27.5 lec/lab hrs/total)
The CNA-2 course is for the currently Certified Nursing Assistant 1 who assists licensed nursing personnel in the provision of nursing care. This course will expand the breadth and depth of the Certified Nursing Assistant 1's knowledge, skills and abilities of the care of person's with acute illnesses. It will prepare the CNA level 1 for certification for CNA-2 Acute Care as specified by the Oregon State Board of Nursing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9103 Certified Nursing Assistant (CNA-2) Dementia Care
2 credits (11 lec, 22 lec/lab hrs/total)
The CNA-2 Dementia Care Training Program will expand the breadth and depth of the CNA-1's knowledge of the care of person's with dementia. Guided clinical experience with person's with dementia will allow the CNA-1 to integrate the advance knowledge with patient care functions. The CNA will gain an understanding of the importance of observations, rationale for care provided, and parameters for reporting to the licensed nurse. A CNA-2 Dementia Care will be able to provide opportunities for optimal personal independence and support behaviors that promote healing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9104 Certified Nursing Assistant (CNA-2) Restorative Care
2 credits (11 lec, 22 lec/lab hrs/total)
The CNA-2 Restorative Care course is for the currently Certified Nursing Assistant 1 who assists licensed nursing personnel in the provision of nursing care. This course will provide the Certified Nursing Assistant with the knowledge, skills, and abilities to help clients obtain and maintain their highest level of functioning. It will prepare the CNA level 1 for certification for CNA 2 Restorative Care as specified by the Oregon State Board of Nursing. Prerequisites: NUR546/9190 Basic Nursing Assistant and NUR9101 CNA-2 Core with a 'C' or better.

NUR9190 Basic Nursing Assistant Didactic (Online)

5 credits (55 lec hrs/total)

This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including; long-term care, intermediate care, home health, hospice care, acute care, foster care and assisted living situations. Prerequisite: Application process, CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, and immunization status.

NUR9190L Basic Nursing Assistant Lab/Clinical (Online)

4 credits (24 lab, 75 lec/lab hrs/total)

This course prepares a Basic Nursing Assistant to be eligible for certification as outlined by the Oregon State Board of Nursing. The student is prepared to care for clients in a variety of settings including; long-term care, intermediate care, home health, hospice care, acute care, foster care and assisted living situations. Prerequisite: Application process, CPR Certification: Heartsaver from the American Heart Association or Adult CPR from the American Red Cross; Pre-application testing, health assessment, and immunization status.

NUTRITION

FN155 Nutrition in Early Childhood Programs

1 credits (1 lec hrs/wk)

This course covers nutrition aspects related to the early childhood years (birth to eight years) and includes information about serving healthy foods for child care and education programs. Information on teaching nutrition activities in developmentally appropriate ways are also covered in the course.

FN225 Nutrition

4 credits (4 lec hrs/wk)

This course focuses on the study of basic nutrition principles and newer scientific investigations of optimal diet for health. A review of present-day nutrition problems is included.

OFFICE ADMINISTRATION

OA2280 Cooperative Work Experience

1-6 credits (4-24 lab hrs/wk)

Gain on-the-job experience in coordinator-approved office situations that closely parallel with field of study. Prerequisite: Instructor consent.

OA2591 Proofreading and Editing

3 credits (3 lec hrs/wk)

This course is designed to prepare students to proofread and edit business documents. It includes a review of punctuation, capitalization, grammar and spelling as applied to producing and editing commonly used documents found in the business office. Use a refernce manual, and learn collaborative document processing techniques. Prerequisite: WR115 or higher with a 'C' or better.

OA116 Office Procedures

3 credits (3 lec hrs/wk)

Office Procedures presents the methods, concepts and procedures for business office operations. This includes understanding the office environment and organizing an efficient workplace. It also includes information on office technology, communications, office ethics, scheduling, an overview of records management, meetings, travel and career advancement. Prerequisite: CIS120 with a 'C' or better.

OA121 Keyboarding I

3 credits (2 lec, 3 lab hrs/wk)

Presents principles of touch method typing. Typing speed and accuracy are developed through drills and practice using the touch method of typing. Students are introduced to basic production work in the form of business and personal letters, tables, manuscripts, and memos. This course is considered a supportive course.

OA124 Keyboard Skill Building

3 credits (2 lec, 3 lab hrs/wk)

Development of speed and accuracy utilizing a diagnostic approach to individual skill assessment and prescribed drill work. Prerequisite: OA121 with a 'C' or better.

OA131 Legal Secretary Procedures I

4 credits (3 lec, 2 lec/lab hrs/wk)

This course introduces the student to the law office, to the courts and to the law library; ethics and duties of the legal secretary; familiarization with national, state and local professional organizations; qualifications, duties and responsibilities of a notary public; the purpose, form and disposition of selected non-court documents; practice given to office documents and legal correspondence. Prerequisites: WR90 and CIS125W with a 'C' or better.

OA220 Electronic Calculators

1 credit (2 lec/lab hrs/wk)

The student will learn the ten-key system for machine operation and use of electronic, desk-top style calculators in the four fundamentals of mathematics. Four operations are used to solve applied business problems with speed and accuracy. Prerequisite: MTH20.

OA240 Filing/Records Management

3 credits (3 lec hrs/wk)

This course provides a comprehensive study of filing systems, equipment, and criteria by which records are created, classified, stored, and retrieved according to the rules established by the Association of Records Managers and Administrators (ARMA).

OA292 Administrative Professional Capstone
4 credits (3 lec, 3 lab hrs/wk)
This course offers students the opportunity to participate in dynamic business simulations that provide experience in working as team members in a professional environment. Includes practice in using integrated software skills, office procedures, oral and written communications, analyzing information, problem solving, decision making, prioritizing, and using time management skills. Prerequisites: BA206, 224, 205 and CIS245 with a 'C' or better.

PHARMACY

Note: Students must successfully complete all courses (attain a grade of 'C' or better) in a quarter of the Pharmacy Technician curriculum before advancing to the next quarter.

PHAR5470 Introduction to Pharmacy Law: Practice and Law
4 credits (4 lec hrs/wk)
This course introduces students to the career of Pharmacy Technician. It explores history, potential workplace options and personnel related to pharmaceutical services, including pharmacy ethics. A general overview of the knowledge base required for the occupation and an introduction to standard pharmacy references, Federal and State law, is provided.

PHAR5472 Pharmacology I
3 credits (3 lec hrs/wk)
This basic course introduces the student to generic and trade names of common therapeutic drugs. Drug categories and drug use in prevention of, or interference with, disease processes are discussed. Important contra-indication, side effects, cautions, and interactions regarding drug use are included. The course also covers common nonprescription drugs. Prerequisites: AH111 and RD101 with a 'C' or better or COMPASS Reading score of 85 or higher.

PHAR5473 Pharmacology II
3 credits (3 lec hrs/wk)
This basic course continues the student's introduction to generic trade names of common therapeutic drugs. Drug categories and drug use in prevention of, or interference with, disease processes are discussed. Important contra-indication, side effects, cautions, and interactions regarding drug use are included. The course also covers common nonprescription drugs. Prerequisites: PHAR5472, PHAR5474 and PHAR5475 with a 'C' or better.

PHAR5474 Pharmacy Calculations
2 credits (2 lec hrs/wk)
This course reviews basic mathematics and includes the application of math concepts in the performance of certain Pharmacy Technician duties (and other health care provider duties). It covers systems of weight, measure, and temperature and the conversion from one system to another. The basics of retail accounting are introduced. Students develop the capabilities needed to calculate dosages, drug amount or volume, percent concentrations, milli-equivalents, and intravenous infusion rates. Prerequisite: MTH70 with a 'C' or better, or COMPASS Algebra score of 26-70.

PHAR5475 Pharmacy Technician Procedures I: Retail Chain and Independent
4 credits (3 lec, 3 lab hrs/wk)
This course is designed to provide students with the knowledge and skills needed in the performance of technical pharmacy tasks. These include ambulatory, prescription processing, compounding and pre-packing, communications, and computer operations. Prerequisite: PHAR5470 with a 'C' or better.

PHAR5476 Pharmacy Technician Procedures II: Institutional Hospital and Extended Care
4 credits (3 lec, 3 lab hrs/wk)
This course is designed to provide students with the knowledge and skills needed in the performance of technical pharmacy tasks. These include hospital dispensing systems, compounding and pre-packing, communications, computer operations, aseptic technique, IV prep admixtures, and oncology preparations. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHAR5477 Pharmacy Records Management
3 credits (3 lec hrs/wk)
This course is designed to provide knowledge and skills in preparing, maintaining, and storing a multiple of pharmacy records. The student will have practice typing a variety of instructional and retail prescription labels, and be capable of producing at a predetermined, satisfactory rate. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHAR5478 Pharmacy Technician Practicum
3 credits (9 lab hrs/wk)
Pharmacy experience in retail and/or institutional pharmacy practice. Instruction and supervision provided by staff or participating agencies. Concurrent classroom activities are included. Prerequisites: PHAR5470, PHAR5472, PHAR5474, and PHAR5475 with a 'C' or better.

PHILOSOPHY

PHL101 Introduction to Philosophy: Philosophical Problems
3 credits (3 lec hrs/wk)
Introduces students to the philosophical quest for wisdom for the purpose of personal transformation: to understand themselves, reality, and their place within it by exploring fundamental questions and problems of metaphysics (the study of the nature of reality) and epistemology (the study of knowledge and truth) from a cross-cultural perspective. Prerequisite: WR121 with a 'C' or better.

PHL102 Ethics
3 credits (3 lec hrs/wk)
Investigates the nature of moral philosophy by examining ethical theories from a variety of cultural traditions, as well as issues in applied ethics such as just war and pacifism, euthanasia, environmental ethics and cloning. Enables students to develop and reflect critically on their own ethical stance. Prerequisite: WR121 with a 'C' or better.

PHL103 Introduction to Logic and Critical Thinking
3 credits (3 lec hrs/wk)
Focuses on improving critical reasoning skills in academic studies and daily life by examining the basic concepts of logic and critical thinking; the use of language; propaganda and double speak; and informal fallacies in academic arguments, editorials, letters to the editor, and advertising. Attention given to writing arguments and position papers. Prerequisite: WR121 with a 'C' or better.

PHYSICAL EDUCATION

PE6230 Introduction to Golf Caddying
1 credit (22 lec/lab hrs/total)
This course prepares students with an understanding of the game of golf and the role of the golf caddy. The class covers the rules and regulations of golf, the etiquette of golf and how customer service plays a role in the caddying experience. Students will practice caddying techniques on a golf course.

PE131 Introduction to Health and Physical Education
3 credits (3 lec hrs/wk)
This course provides an orientation and foundational understanding of the academic disciplines and professions that lie beneath the umbrella of physical education, fitness, and sport. Students learn the underpinnings of historical and contemporary development in the disciplines, and broaden their understanding of opportunities available within related professions.

PE185 Physical Education
1 credit (Variable hours)
Provides students with an activity that will promote physical and emotional well-being. Enables the student to develop and/or pursue lifelong physical activity. Class meets three hours a week. Some courses have prerequisites or require instructor consent. Special arrangements may be made for restricted or corrective work.

Badminton
Ballroom Dance
Baseball
Basketball
Bicycling
Bowling
Canoeing
Cross Country
Golf
Gymnastics
Indoor Rock Climbing
Judo
Karate
Kayaking
Physical Cond.
Plylometrics
Soccer
Softball
Super Circuit
Tennis
Track & Field
Volleyball
Weight Training
Wrestling

PE208/SOC208 Sociology of Sport
3 credits (3 lec, hrs/wk)
Discusses identification and analysis of social problems in relation to sport and the world. Topics include (but are not limited to) the following: sport and culture, sport and socialization, sport and race, sport and gender, sport and collective behavior, and sport and social behavior with focus on feasible solutions.

PE210 Theory of Coaching
3 credits (3 lec hrs/wk)
A survey of issues encountered by coaches in all sports. Topics will include, but not be limited to communication with players, colleagues and administration, ethical issues and responsibilities, coaching philosophies, relations with media and community, time management, coach and athlete motivation, mental training skills, and equipment and facilities management.

PE231 Wellness for Life
3 credits (3 lec hrs/wk)
Physical assessment techniques to assess present strength, flexibility, and cardiovascular health will be administered in this course. Students will receive informational tools needed to facilitate positive change in their present state of fitness. Basic blood work will assess cholesterol, glucose, and other results. Health issues and concepts are also covered.

PE259 Care and Prevention of Athletic Injuries I
3 credits (3 lec hrs/wk)
This is the first of a two-course sequence with the purpose of exposing students to injuries and conditions that occur in athletics and physical activity. This course prepares students to recognize an injury, evaluate it, and begin appropriate care. Preventive injury techniques are a prominent component of the class.

PE260 Care and Prevention of Athletic Injuries II
3 credits (3 lec hrs/wk)
This is the second of a two-course sequence with the purpose of exposing students to injuries and conditions that occur in athletics and physical activity. This course prepares students to recognize an injury, evaluate it, and begin appropriate care. Preventive injury techniques are a prominent component of the class. Prerequisite: PE259.

PE261 Techniques of Athletic Taping and Bracing
3 credits (2 lec, 2 lec/lab hrs/wk)
This is an introductory course in athletic training and physical education. This course will educate students in the basic principles of athletic taping and bracing by learning theory and application strategies. Students will use multimedia resources and equipment to produce their own field guide textbook as a component of this course.

PE262 Development of Adult Fitness Programs
3 credits (3 lec hrs/wk)
Students will gain experience with developing and supplementing effective older adult fitness programs that promote better health and wellness. This course studies what happens to people as they age, both physically and mentally, and how exercise and healthy lifestyles will promote a better quality of life and longer lifespan.

PE268 Sport Officiating Principles
2 credits (4 lec/lab hrs/wk)
Sport Officiating Principles engages students in both course study and practical experience in sport officiating. Communication, teamwork, decision making, conflict resolution and a variety of opportunities in sport officiating will be covered. Students will prepare to take a national certification exam for sport officiating.

PE280P Practicum: Physical Education/Allied Health
1-3 credits (3-9 lab hrs/wk)
This course provides students with opportunities to gain paraprofessional experience in the fields of physical education and allied health. Students learn and develop through supervised observation of and participation with professionals in the fields. Prerequisite: PE131 with a 'C' or better.

PE295 Professional Activities Basketball
2 credits (2 lec/lab hrs/wk)
A professional activities physical education class designed to teach methods and techniques of teaching basketball.

PET264 Concepts of Individual Fitness Programming
3 credits (2 lec, 2 lec/lab hrs/wk)
This course prepares students with knowledge, skills and abilities needed to improve the health and fitness of individuals through personal training. Academic concepts are presented in contemporary practice settings, giving students a foundation in theory and application useful for pursuit of a career in fitness or for personal enrichment.

PET267 Group Fitness Concepts
2 credits (4 lec/lab hrs/wk)
This course is designed to teach the theory, methods and techniques of Group Fitness Concepts. Emphasis will be placed on skill development and instructional methods.

PHYSICS

PH121 Elementary Astronomy
3 credits (3 lec hrs/wk)
A descriptive treatment of the solar system: stars, stellar evolution, galaxies, and cosmology. The results of current space missions are emphasized. Recent discoveries in stellar astronomy will be discussed. Prerequisite: MTH70 with a 'C' or better.

PH211/212/213 General Physics with Calculus
5 credits/term (4 lec, 3 lab hrs/wk)
Study of the physical properties and interactions of mechanics, sound, heat, light, electricity, magnetism, and optics. For science and engineering majors. Includes laboratory activities. Must be taken in sequence. Prerequisite: MTH112 with a 'C' or better. Concurrent: MTH251 with PH211; MTH252 with PH212; and MTH253 with PH213.

POLITICAL SCIENCE

PS198/298 Independent Studies in Political Science
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

PS201 American Government: Political Institutions
3 credits (3 lec hrs/wk)
An introduction to American political institutions, processes and ideology, in relation to politics and public policy.

PS202 American Government: Policy Issues
3 credits (3 lec hrs/wk)
This course continues the study of civil liberties and practical application of powers of the federal government to society's problems. Current issues in American politics and the application of federal government powers to society's problems will be addressed.

PS203 Local Politics and Government
3 credits (3 lec hrs/wk)
This course introduces the student to United States state and local governments with comparative political behavior in states and communities. The course defines and discusses the political and institutional processes by which state and local governments make policy and law. The course also examines the role of state and local governments within the federal system of government.
Also offered as PS203A, B, C in one-credit modules.

PS205 International Relations: US Foreign Policy in the 20th Century
3 credits (3 lec hrs/wk)
The course focuses on the development of US Foreign Policy within the 20th Century with an emphasis on past precedents, new challenges, and how America's increasing economic interconnectedness with our neighbors has changed our policies. The course uses the World Wars and the Cold War as major events which have shaped American foreign policy and continues to do so.

PS280 Field Experience
1-6 credits (3-18 lab hrs/wk)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which will provide professional experience in the field of Political Science, political organizing, and campaigning. Prerequisite: Instructor consent.

PSYCHOLOGY

PSY100 Introduction to Psychology
4 credits (4 lec hrs/wk)
This course is a survey of psychological perspectives into human behavior. It introduces the student to the overall field of psychology to prepare them for advanced study in psychology. The course is designed to briefly touch on the major tenents of the discipline. This will include a brief description of history and scientific methods and biopsychosocial aspects of human behavior. The major emphasis will be on the practical application of varied topics. Prerequisites: WR90 and RD0753 with a 'C' or better or appropriate placement test scores.

PSY201 General Psychology
3 credits (3 lec hrs/wk)
Introduces principles and theories of human behavior. Stresses scientific methodology, brain and other physiological influences on behavior, learning, sensory, and perceptual processes.

PSY202 General Psychology
3 credits (3 lec hrs/wk)
Focuses on memory, consciousness, language and thinking, lifespan development, and motivation.

PSY203 General Psychology
3 credits (3 lec hrs/wk)
Focuses on emotion, stress, health, intelligence, personality, mental disorders, treatment of mental disorders, and social psychology.

PSY228 Introduction to Social Science Research
3 credits (3 lec hrs/wk)
This course is an introduction to the basic research methods used by social scientists. The course includes an introduction to statistical analysis, observational studies, survey research, and experimental design. Prerequisite: MTH70 with a 'C' or better.

PSY231 Human Sexuality
3 credits (3 lec hrs/wk)
This course is designed to help students explore their attitudes and feelings regarding human sexuality. It will promote an open examination of various dimensions of sexual behaviors and attitudes in a safe judgement free classroom environment.

PSY237 Life Span Development
3 credits (3 lec hrs/wk)
Designed to survey the major principles of behavior and patterns of change in people over the lifespan. Revolves around the area of development in physical, intellectual, social, personality and cross cultural diversity for infants, children, adolescents, adults and the elderly. Within the psychological framework, students will be able to research and apply development concepts to relevant problems in daily life.

PSY239 Introduction to Abnormal Psychology
3 credits (3 lec hrs/wk)
This course discusses the diagnosis, etiology, and therapy of emotional disturbances and behavioral disorders.

PSY243/CJ243 Drugs and Behavior
3 credits (3 lec hrs/wk)
This course is a basic introduction to the principles of drug action on the mind and body and the relationship of substance abuse to crime and criminal justice administration. Drug metabolism and psychopharmacological research findings on legal and illicit drugs are addressed including drug effects, theories of abuse, legislation, enforcement strategies, policy options and treatment, and prevention strategies. Treatment issues and prevention models are related to diverse cultures, lifestyles, gender, age, and the needs of people with disabilities.

READING

RD0751/0752/0753 Reading Skills
1-3 credits/term (1-3 lec hrs/wk)
A series of courses that provides a systematic approach for identifying and correcting reading difficulties and improving reading efficiency through lecture instruction, skills development and practice. Students improve reading comprehension, fluency, and vocabulary. Prerequisite: Appropriate score on placement test.

RD101/102/103 College Reading I, II, III
1-3 credits/term (1-3 lec hrs/wk)
College Reading presents a systematic approach for improving reading efficiency for those with a 12th grade and above reading level. Students learn an analytical method of reading non-fiction material, which can improve both speed and comprehension. Prerequisites: Appropriate score on placement test.

SOCIOLOGY

SOC105/CJ101 Introduction to Criminology
4 credits (4 lec hrs/wk)
An interdisciplinary and introductory overview of the study of crime, criminal behavior, and the application of theory to crime prevention and offender treatment. Examines the uses and limitations of empirical research methods to the study of crime. Reviews the principal political, economic, social, cultural, psychological, biological, and ideological theories of criminal behavior. Identifies the major categories of crime and discusses the relevance of crime classification. Explores the influence of criminological theory on public policy.

SOC145 Special Topics in Sociology
1-3 credits (variable hrs)
Field study of significant sociological and/or anthropological sites including techniques of inquiry and analysis applied at selected field sites. Introductory lecture covering key issues and techniques required for a field study, followed by an on-site visit. Concurrent: Any Sociology course.

SOC198/298 Independent Studies in Sociology
1-3 credits (hrs to be arranged)
Prerequisite: Instructor consent.

SOC204 General Sociology
3 credits (3 lec hrs/wk)
Focuses on sociology as a science; examines concepts related to human social structure, culture, socialization, status and role, gender roles, social groups, organizations, social stratification, race and ethnic relations.

SOC205 General Sociology
3 credits (3 lec hrs/wk)
Applies sociological perspectives to the study of recent social changes, trends in social institutions of the family, religion, education, economics, politics, medical sociology, plus selected topics.

SOC206 General Sociology
3 credits (3 lec hrs/wk)
Discusses identification and analysis of social problems. Explores addictions, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment and energy from sociological perspectives, focusing on feasible solutions.

SOC208/PE208 Sociology of Sport
3 credits (3 lec, hrs/wk)
Discusses identification and analysis of social problems in relation to sport and the world. Topics include (but are not limited to) the following: sport and culture, sport and socialization, sport and race, sport and gender, sport and collective behavior, sport and social behavior with focus on feasible solutions.

SOC210 Marriage and the Family
3 credits (3 lec hrs/wk)
Examines intimate relationships, courtship, marriage and family patterns - old, new, and unconventional. The course focuses on how relationships are built, maintained, changed, and how people cope with love, sexuality, children, conflict, divorce, blended families, disabilities, and death of family members.

SOC213 Racial and Ethnic Relations
3 credits (3 lec hrs/wk)
An historical perspective on contemporary problems in American society as related to minority and majority populations.

SOC220/CJ131 Institutional Corrections
3 credits (3 lec hrs/wk)
A detailed exposure to correctional facilities used for the punishment of those convicted of crimes. The evolution of the penal institution, levels of custodial security, issues relating to custodial treatment, and programs within penal institutions will be explored. Field trips to correctional facilities.

SOC221/CJ201 Juvenile Delinquency
3 credits (3 lec hrs/wk)
This course presents a philosophical, historical, and practical survey of juvenile justice administration in the United States. Considered in the context of an interdisciplinary framework, theories, factors, and characteristics of delinquency will be presented, and treatment and delinquency prevention programs will be surveyed.

SOC230 Gerontology
3 credits (3 lec hrs/wk)
A survey of the developmental process of aging. Examines social, physical, emotional, spiritual and cultural aspects influencing the experience of aging. Provides essential information required for professional interaction with elders and emphasize a positive view of aging. Discusses current theories, policies, practices, concerns, service and professional opportunities in gerontology.

SPANISH

SPAN101/102/103 First Year Spanish
4 credits/term (4 lec hrs/wk)
Introduces the written and spoken language of Spanish-speaking people. Includes pronunciation, grammar, vocabulary, and comprehension. Emphasizes speaking, listening comprehension, reading comprehension, and writing. Must be taken in sequence.

SPAN198/298
Independent Study in Spanish
1-4 credits (hrs to be arranged)
Prerequisite: Instructor consent.

SPAN201/202/203 Second Year Spanish
4 credits/term (4 lec hrs/wk)
Continues the review and expansion of language, grammar, conversation, culture and composition. Emphasizes speaking, listening comprehension, reading comprehension and writing. Must be taken in sequence. Prerequisite: SPAN103, two years high school Spanish or instructor consent.

SPEECH

SP100 Basic Speech Communications
3 credits (3 lec hrs/wk)
Applies general communication theories of interpersonal, and group communication. Develops an awareness of interpersonal communication as it relates to employment and informational interviewing, group problem-solving, and communication climates.

SP111 Fundamentals of Public Speaking (Podium Speaking)
3 credits (3 lec hrs/wk)
Prepare and present original speeches, with emphasis on content, organization, delivery, and technique.

SP112 Persuasive Speech
3 credits (3 lec hrs/wk)
Examines the psychology of persuasion, as well as methods speakers use to persuade an audience. Use evidence, reasoning skills, emotional appeal, credibility, critical thinking, organizational patterns, outlining techniques and audience analysis. Prepare and present original persuasive speeches.

SP217 Understanding Media (The Persuasive Message)
3 credits (3 lec hrs/wk)
Learn the impact of mass media on society; media violence studies, children and television, sexism, ageism, racism, agenda setting and consumer awareness through historic, sociologic and economic methods.

SP218 Interpersonal Communication
3 credits (3 lec hrs/wk)
Focuses on improving communication with oneself in order to improve relationships. Addresses perception, emotions, language, verbal and non-verbal communication, listening, and conflict resolution skills. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

SP219 Small Group Discussion
3 credits (3 lec hrs/wk)
Focus on skill building and theory in decision making, problem solving, presentation planning, and knowledge of group process. Examine effective small group techniques in a variety of settings. Plan and present group discussions and group presentations. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

SP220 Gender and Communication
3 credits (3 lec hrs/wk)
Increase understanding and awareness of differences in male and female communication styles. Explore how culture, media, attitudes, and gender roles influence and how they impact communication. Prerequisites: WR90 with a 'C' or better and Compass Reading score of 69 or higher.

THEATRE

TA100 Introduction to Theatre
3 credits (3 lec hrs/wk)
Studies the development, theory, and processes of creating live performances through human expression.

TA111 Technical Theatre
3 credits (6 lec/lab hrs/wk)
A practical introduction to scenic construction and/or design, stage rigging, lighting hang and focus, and lighting and sound operation. This course is structured to support the technical needs of the theatre program's production each term. Course is suitable for local theatre group members.

TA141 Acting I
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form, with an emphasis on the theories of Stanislavski. Performance of laboratory exercises, improvisations, and short scenes and monologues from plays are the basic teaching approaches.

TA142 Acting II
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form. Performance of laboratory exercises and extended scenes from plays and a Shakespearean monologue are the basic teaching approaches.

TA143 Acting III
3 credits (3 lec hrs/wk)
Studies the methods, techniques, and theory of acting as an art form. Performance of laboratory exercises, scene cuttings, a one-act play, and a classical monologue are the basic teaching approaches.

TA153 Rehearsal and Performance (From Audition to Closing Night)
1-3 credits (variable hrs)
Training in theatre production through rehearsal of a play for public performance. Includes stage crew, production people, and performers.

TA241 Acting Styles
3 credits (3 lec hrs wk)
Surveys styles and techniques of acting including improvisation and physical preparation with the emphasis on exploring the idea of styles. Emphasis is placed on the incorporation of non-mimetic dramaturgy into performance.

TA242 Acting: Shakespeare
3 credits (3 lec hrs/wk)
Surveys styles and techniques of acting, including mime, improvisation, voice and physical preparation, with the emphasis on Shakespeare performance.

TA243 Acting: Auditioning
3 credits (3 lec hrs/wk)
Surveys styles and techniques of acting, including improvisation, voice and physical preparation, with the emphasis on auditioning, portfolio development, and acting professionally.

TA254 Directing I: The Art of Directing
3 credits (3 lec hrs/wk)
Practical exposure to the fundamentals of play direction: conceptualization, casting, staging, actor coaching, and design collaboration. Culminates in public performances of student-directed scenes or one-act plays. Prerequisites: TA141 and TA142 with a 'C' or better.

TA280 Field Experience
1-6 credits/term (3-18 lab hrs/wk)
This course offers career exploration and workplace experience within a widely defined number of supervised settings which provide professional experience in the field of Theatre. Prerequisite: Instructor consent.

WELDING

WLD4010 Welding Processes I
3 credits (1 lec, 4 lec/lab hrs/wk)
Emphasizes oxy-acetylene welding and cutting, introduction to gas tungsten arc welding (GTAW) and plasma arc cutting. Topics include soft soldering, braxing, silver soldering, and oxy-acetylene welding in flat, horizontal and vertical positions using several joint designs, efficient use of hand and machine oxy-acetylene torch cutting, basic setup and operation, plasma arc cutting setup and operation, and industrial safety.

WLD4011 Welding Processes II

3 credits (1 lec, 4 lec/lab hrs/wk)

Introduction to Electric Arc Welding Processes emphasizing the basics of Shielded Metal Art Welding, Gas Metal Arc Welding and Flux Cored Arc Welding. Students will develop basic knowledge and skill in setup and safe use of Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW) to industry standards.

WLD4047 Advanced Individual Welding

3 credits (6 lec/lab hrs/wk)

Allows the students to either specialize in welding techniques and processes they find appropriate for their needs and/or design, draw, estimate, order material, lay out and fabricate an individualized project. Students will utilize practical application of industry methods in accomplishing these goals. Prerequisites: WLD4155.

WLD4050 Welding and Joining Processes

3 credits (1 lec, 4 lec/lab hrs/wk)

Introduces the application of modern welding, joining and forming processes on new emerging manufacturing materials. The focus is on new welding and joining processes for ferrous and non-ferrous metals and various materials used in manufacturing. Metallury of ferrous and non-ferrous materials and properties of other materials will be researched. Prerequisites: WLD4061 and WLD4125 with a 'C' or better.

WLD4061 Shielded Metal Arc Welding I

3 credits (1 lec, 4 lec/lab hrs/wk)

This course covers shielded metal arc welding (SMAW) including safety, arc welding fundamentals, polarity, amperage ranges, weld techniques, weld defects, causes, and cures. Students learn through lecture, demonstration, and practical application of skills and concepts. Lab activities will cover flat, horizontal, and vertical welds using E6010 and E7018 electrodes.

WLD4062 Shielded Metal Arc Welding II

3 credits (1 lec, 4 lec/lab hrs/wk)

Emphasizes the application of Shielded Metal Arc Welding primarily with E6010 and E7018 electrodes using constant current type power sources. Properties of steels, manipulative techniques for welding, proper joint design and preparation, and American Welding Society (AWS) certification standards and testing methods will be discussed. Lab activities will cover vertical and overhead welds to AWS certification standards. Prerequisite: WLD4061.

WLD4100 Gas Tungsten Arc Welding

3 credits (1 lec, 4 lec/lab hrs/wk)

Covers all aspects of manual gas tungsten arc welding (GTAW) from safety and process operation through welding techniques and applications. Emphasis will be on safety, equipment setup, manual welding techniques, and procedures for both ferrous and non-ferrous materials, quality control and inspection, and industrial codes and procedures.

WLD4125 Gas Metal Arc Welding

3 credits (1 lec, 4 lec/lab hrs/wk)

Covers gas metal arc welding (GMAW) process. The semi-automatic gas metal arc welding (GMAW) process and manual welding techniques will be presented. Equipment needs, setup, joint design, filler metals, shielding gases, welding techniques, along with safety will be stressed. Proper joint design, preparation, and welding techniques for the American Welding Society (AWS) certification standards and testing methods will be emphasized. Lab activities will cover all position butt and fillet welds on mild steel, and basic techniques on aluminum and stainless steel.

WLD4126 Flux Cored Arc Welding

3 credits (1 lec, 4 lec/lab hrs/wk)

Covers flux cored arc welding (FCAW) process. The semi-automatic flux cored arc welding (FCAW) process, both with and without shielding gas, and manual welding techniques will be presented. Equipment needs, setup, joint design, filler metals, shielding gases, welding techniques, along with safety, will be stressed. Proper joint design, preparation, and welding to American Welding Society (AWS) certification standards and testing methods will be emphasized. Lab activities will cover all position welds.

WLD4150 Pipe Fitting and Welding

3 credits (1 lec, 4 lec/lab hrs/wk)

Introduces pipe layout, fitting, and arc welding covering basic pipe and piping information, basic pipe layout practices, and basic pipe welding techniques. Safety, quality and proper weld technique will be stressed according to industry standards for appearance and weld soundness. Prerequisites: WLD410 and WLD4061 with a 'C' or better.

WLD4155 Fitting and Fabrication

4 credits (1 lec, 6 lec/lab hrs/wk)

Emphasizes layout and fitting skills applicable to an industrial welding and fabrication shop including reading prints, estimating and ordering material, performing layout and cutting work, fitting pieces into assemblies, and weld-out procedures applicable to fabricating a finished product. Emphasizes problem-solving and cooperation within an industrial-like environment. Safety, accuracy, quality and a commitment to excellence emphasized. Prerequisite: WLD4061 with a 'C' or better.

WLD4165 Welding Lab A
3 credits (9 lab hrs/wk)
Development of the student's ability to weld on a variety of metals using a variety of welding processes. The skill development of the course will include print reading and interpretation, material layout and cutting, joint preparation, process determination, machine setup, welding and inspection of final project. Emphasis will be on welding techniques that meet or exceed industrial standards. Prerequisite: WLD4061, may be taken concurrently.

WLD4166 Welding Lab B
3 credits (9 lab hrs/wk)
Continuation of WLD4165 in developing the student's ability to weld on a variety of metals using a variety of welding processes. The skill development of the course will include print reading and interpretation, material layout and cutting, joint preparation, process determination, machine setup, welding and inspection of final project. Emphasis will be on welding techniques that meet or exceed industrial standards. Prerequisite: WLD4165 with a 'C' or better.

WLD4170 Welder and Manufacturing
3 credits (1 lec, 4 lec/lab hrs/wk)
Emphasizes the role of the welder in manufacturing processes, in both current and future manufacturing facilities. Problem-solving and cooperation for individual and group projects will be stressed. Students will learn through lecture/discussion, audiovisual presentation, lab experiences, demonstrations, manufacturing simulations, and research activities. Prerequisite: WLD4155 with a 'C' or better.

WLD9225 Welding Workshop: Certification Preparation
0.25-3 credits (8-90 lab hrs/total)
Provides experienced welders with lab time for practice in basic welding techniques for skills upgrading and/or certification. The instructor is available for technical assistance. Prerequisites: WLD4061, WLD4125 or WLD4126 with a 'C' or better or instructor consent.

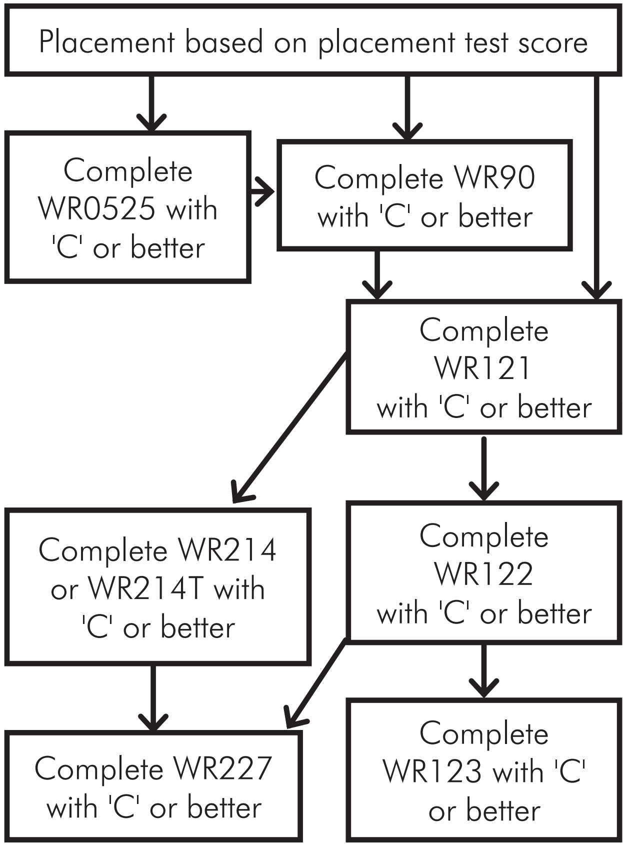
WOMEN'S STUDIES

WS101 Introduction to Women's Studies: Gender and Power
3 credits (3 lec hrs/wk)

An overview of women's issues including violence against women, media images, economics, sexuality, spirituality and a global perspective on women's concerns. This is a process-oriented class that personalizes readings and lectures by interaction in small group discussion. Focuses on contextual understanding of women's history and experience; past, present and future. For additional Women's Studies courses see SP 220 Gender and Communication and ENG260 Women Writers.

WRITING

SEQUENCE OF WRITING COURSES


Placement based on placement test score
Complete WR0525 with 'C' or better
Complete WR90 with 'C' or better
Complete WR121 with 'C' or better
Complete WR214 or WR214T with 'C' or better
Complete WR122 with 'C' or better
Complete WR227 with 'C' or better
Complete WR123 with 'C' or better

WR0525 Sentence Fundamentals
5 credits (5 lec hrs/wk)
This course is designed to teach students the skills of writing well-formed, grammatically correct and varied sentences, and using punctuation. Credits do not count toward graduation. Prerequisite: Appropriate placement test score.

WR90 Paragraph Fundamentals

3 credits (3 lec hrs/wk)

Paragraph Fundamentals is designed to help students write clear, correct paragraphs in standard English. A final goal is to have students organize paragraphs in an extended essay. The class will include discussion of grammar, punctuation, and conventions of style and usage. Prerequisite: WR0525 with a 'C' or better or placement test score.

WR115 Introduction to Expository Writing

3 credits (3 lec hrs/wk)

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas in the workplace. Prerequisite: WR90 with a 'C' or better or placement test score.

WR121 English Composition

3 credits (3 lec hrs/wk)

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas. Prerequisite: WR90 with a 'C' or better or placement test score.

WR122 English Composition

3 credits (3 lec hrs/wk)

This course continues the preparation of the fundamentals of expository prose, with special emphasis on rhetorical principles of argumentation. Special attention is given to audience and style. The basic principles and use of logic in argumentative/persuasive writing are introduced. Prerequisite: WR121 with a 'C' or better.

WR123 English Composition

3 credits (3 lec hrs/wk)

Plan, research and write papers based on an argumentative or analytical thesis from collected information. This necessitates critical reading, persuasive writing and using conventions to write and document a research paper. Prerequisite: WR122 with a 'C' or better.

WR214 Business English

3 credits (3 lec hrs/wk)

Practice writing persuasive and routine communications with appropriate conventions, rhetorical strategies and tone. Apply knowledge of human behavior, business organizations and environments for effective written and oral communication. Prerequisite: WR121 with a 'C' or better.

WR214T Professional/Technical Writing

3 credits (3 lec hrs/wk)

Learn strategies for higher order thinking in persuasive communication and routine correspondence and reports by examining rhetorical strategies and the importance of appropriate style and conventions. Prerequisite: WR121 with a 'C' or better.

WR227 Report Writing

3 credits (3 lec hrs/wk)

Report Writing will study the principles of composition applied to the writing of reports required in the technical and business professions. It includes procedures for fact gathering, organization, graphic layout, and other methods of compiling data. Students will learn to quote, paraphrase, and summarize sources correctly and effectively, and to cite those sources and list them with the aid of a style sheet. Students will write reports in their chosen disciplines. Prerequisite: WR122, WR214 or WR214T with a 'C' or better.

WR241 Imaginative Creative Writing: Fiction Writing

3 credits (3 lec hrs/wk)

This course introduces the theory, techniques, and practice of fiction writing to the beginning student. It emphasizes the short story. Part of the term is spent reading and analyzing published work in terms of such writing techniques as characterization, scenes, dialogue, thematic content, and structure. Writing exercises, both to take home and to do in the classroom, complement these discussions. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR242 Imaginative Writing: Poetry Writing

3 credits (3 lec hrs/wk)

This course introduces the theory, techniques, and practice of poetry writing to the beginning student through reading published work and through writing exercises. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR243 Imaginative Writing: Explorations

3 credits (3 lec hrs/wk)

This course centers on discussion of the techniques of play writing and monologue writing through the reading and analysis of published work and through writing exercises. Areas to be explored depend upon student and teacher interest. Part of each week is spent in a writers' workshop where student writing is discussed, analyzed, and critiqued by the whole class and the instructor.

WR250 Autobiography Writing

3 credits (3 lec hrs/wk)

Introduces students to the techniques of writing an autobiography. Includes method, style, and organization. Both student and non-student works are discussed in class in order to develop writing techniques.

Associate of Applied Science - Associate of Applied Science' is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study at the baccalaureate degree.

Career Pathways Certificate of Completion - A Career Pathway's Certificate of Completion is an Oregon community college credential comprised of 12-44 credits that are wholly contained in an approved Associate or Applied Science (AAS) Degree/Option or an independent Certificate of Completion (45+ credits). The Career Pathway Certificate provides a state-sanctioned credential for a course of study that: 1) acknowledges a specific skill proficiency to help students qualify for a job or enhanced employment opportunities.; 2) is centered on the needs of students by providing educational options; 3) provides the flexibility to achieve specific competencies within a longer term career path. These certificates will lead to an Associate of Applied Science - or even beyond. For more information see www.socc.edu/pathways.

Certificate of Completion - Awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered one-year Certificates of Completion and are eligible for federal financial aid (15 of the last 30 credits must be completed at Southwestern). Programs that are fewer than 45 credits are considered less than one year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid (9 of the last 24 credits must be completed at Southwestern).

Associate of General Studies - The purpose of the degree in general studies is to provide the student an opportunity to pursue a broad general education during the two years at a community college. It is intended as a flexible program for the student who is not pursuing a specified curriculum in the lower division transfer or career-technical area.

Oregon Transfer Module - The Oregon Transfer Module (OTM) allows for institutional recognition of the completion of one-year (full-time equivalent) of General Education coursework. Once awarded, the OTM is recognized by all of the public institutions of post-secondary education in the state.

Associate of Arts/Oregon Transfer Degree (AA/OT) - The Oregon Transfer Degree (Associate of Arts) is a program of study that community college students can follow to fulfill all their lower division general education requirements for a bachelor's degree at an Oregon University System institution. It is an agreement between the Oregon State System of Higher Education and Oregon's community colleges to provide transfer of community college coursework to an Oregon University System institution.

Associate of Science/Oregon Transfer in Business (AS/OT-Bus) - Any student who holds the Associate of Science/Oregon Transfer in Business (AS/OT -Bus) degree that conforms to the following guidelines and who transfers to any institution in the Oregon University System, (University of Oregon, Oregon State University, Portland State University, Western Oregon University, Southern Oregon University, Oregon Institute of Technology and Eastern Oregon University) will have met the lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes.

Associate of Science (AS) -The AS degree is designed for students who plan to transfer and complete a Bachelors of Science degree at a four-year institution. The degree requirements allow students more flexibility in course selection, allowing them to focus on their major requirements. NOTE : Completion of this degree does not guarantee that all lower-division General Education requirements have been met for a baccalaureate degree (i.e., this is not a block transfer degree as is the AA/OT). In selecting courses for this degree, students are strongly encouraged to consult the specific transfer curriculum pages in this catalog, the faculty advisor, and the institution to which they intend to transfer to determine if it is an appropriate choice.

Academic Advisor - Specializes in matters pertaining to students educational program, college policies, placement/assessment test interpretation, degree requirements, transferability, schedule planning, and graduation checks. Faculty perform ongoing advising.

Add/Drop - A period of time in which students may change schedules by adding or dropping classes without penalty.

Administrative Withdrawal - A student who fails to attend classes during the first week of the term may, at the instructor's request, be administratively withdrawn unless the student has made prior arrangements with the instructor. Students may also be withdrawn due to inappropriate or disruptive behavior or for non-payment of tuition and fees.

Audit - Registering for a course, paying appropriate tuition and fees, receiving instruction and evaluation, but no grade is issued and no credit awarded.

Cancelled Class - A class that is removed from the schedule due to low enrollment or for other reasons.

Class Fee - In addition to tuition, fees cover materials, services, insurance, facility use, and other costs. Current fees are listed in each term's Schedule of Classes.

Cooperative Work Experience - Instructional program designed for students to apply skills and concepts developed in the classroom to actual job situations. Cooperative work experience is available for all programs at the college with instructor consent.

Corequisite - A second, related course in which a student must be simultaneously enrolled, in addition to the primary course.

Counselors - Individuals professionally trained to address personal issues, resolve academic anxieties, assist students in choosing career fields and majors, and problem solve other academic difficulties. If students are on restricted academic or financial aid status, counselors work to develop individual success plans that address the specific issues inhibiting academic success.

Credit Hours - Approximate number of hours in class each week (e.g., 3 credit hours = 3 lecture hours per week); determines tuition.

Credit Load - Number of credits taken each term. Students may not take more than 18 credit hours per term without advisor or counselor consent.

Cultural Literacy - A course taken to meet the Cultural Literacy requirement which can also be used to satisfy other degree requirements. The credits for such courses will only be counted once toward the 90 credits required to complete the degree.

Curriculum - Organized program of study arranged to provide integrated cultural or professional education.

Distribution Requirements - Three areas of study required for an Associate degree: Arts and Letters (Humanities), Social Science and Math/Science.

Drop Date - The last date on which a student may drop a class and receive a refund.

Elective - A course that may be selected from a list of alternatives in order to fulfill requirements.

Full-time student - Enrollment in 12 or more credit hours per term.

Hybrid - Course sections that have some online time replacing some face-to-face instruction time using our ANGEL learning system. The face-to-face classroom lecture time will be posted in WebAdvisor and the section will be marked HB.

Instructor Consent - Written permission from the course instructor, granted prior to enrollment in a course.

Lower-Division Courses - Courses typically numbered between 100 and 299.

Major - Primary field of study (e.g., Human Services, Culinary Arts); all students seeking a degree or certificate must declare a major.

Part-time student - Enrollment in less than 12 credit hours per term.

Payment Plan - Contract to pay one-third of total charges at time of registration, the balance payable in three equal installments during the term. A finance charge is assessed for this service.

Petition - Request for exception to accepted practice or for special consideration. The Financial Aid office accepts petitions for exception to satisfactory academic progress. The Student First Stop Coordinator accepts petitions for special consideration relative to tuition and related charges. Exceptions to program requirements are heard by the Academic Standards Committee. See the Student First Stop Center for information on the appropriate office to petition.

Placement Test - Students who will be full-time, pursuing a degree or certificate program or are receiving financial aid must have completed a placement test in reading, writing and math before they may register.

Prerequisite - Course, or other educational requirement, that must be completed prior to another course or before proceeding to more advanced study. Instructor consent may override a prerequisite requirement.

Quarter - Another word for "term." There are four quarters each year. Summer term is eight weeks and Fall, Winter, and Spring terms are eleven weeks each.

Reading and Conference (R and C) - Coursework completed outside the classroom through discussions with the instructor.

Registered - Completed registration through WebAdvisor or form turned into the Student First Stop Center or completed through WebAdvisor.

Schedule of Classes - Publication listing courses offered each term, published prior to each quarter. The schedule is mailed to each household in Coos County and is available at most offices on campus; the pamphlet also lists important dates, deadlines, and current figures for tuition, fees, and other charges.

Sequence - Set of related courses that consists of two or three successive terms of a course (e.g., English 104, 105, 106, etc.)

Staff - Listed in the Schedule of Classes as an indicator that instructor's name was not available at press time.

Syllabus - Given to students the first day of class to provide detailed information about the course requirements. The syllabus may include detailed information about a course. It should include the grading system, attendance policies, as well as test and assignment due dates.

Synonym - Official identifying number for each course, lab, or section.

TBA/TBS - An abbreviation for "to be announced" and "to be scheduled". This indicates that a course is available but the specific time or place has not been determined at press time.

Term - see Quarter.

Transcript - Official record of all courses taken; a copy may be obtained from the Student First Stop Center.

Training Opportunities - Offered by Southwestern Oregon Community College to prepare students for further career options. These training opportunities are not available for financial aid funding, nor are they approved as degree or certificate programs by the State Board of Education.

Web Enhanced - Course sections that have some online component, but it does not replace any face-to-face instruction time.

Withdraw(al) - The official process of stopping attendance in a class after the drop date. Student receives "W" for a grade.

TRANSITIONAL EDUCATION

541-888-7116 • Newmark Center
www.socc.edu/transitional
Transitional Education will assist students in finding out about themselves through assessments, setting short and long term goals, making career or academic plans and identifying learning styles.

Transitional Education, an integration of the college's adult re-entry programs provides access to information, skills and resources for individuals who are in the process of a major life change. A variety of classes and support services are available to prepare participants for success in their families, in the workforce and in academic programs. Programs under the Transitional Education umbrella have been integrated and housed on campus in the Newmark Center, as an agency partner in the local Career and Opportunity One-Stop Center. ABE/GED and ESL classes are also available at other sites in Coos and Curry counties for those who live outside of easy commuting distance of Coos Bay.

General Educational Development (GED)

The General Educational Development program offers classes designed to develop skills in reading, mathematics, science, social studies, and writing to pass the GED tests.

Students age 16 or older are eligible to enroll. Anyone under age 18 must have the proper paperwork from the high school of their legal residence. Classes are offered on the Southwestern main campus and in Curry at various times during the day and evening. Students are required to pay a materials fee.

GED testing is available on the Southwestern campus. Call 541-888-7405 for scheduling information. There is an additional fee for GED testing.

English as a Second Language (ESL) Non-Credit

English as a Second Language classes provide instruction in speaking, listening, reading and writing. There are beginning through intermediate classes. Students are required to pay a materials fee.

Adult High School Diploma

541-888-7116 • Newmark Center
The Adult High School Diploma program is an alternative way to obtain a diploma for students unable to complete high school in the traditional way. Students will be required to complete a minimum of 12 credits at Southwestern to earn the Adult High School Diploma. For every three college credits it is equal to .5 high school credits. The student's coursework will be assessed by State standards using a variety of methods, including but not limited to: exams, projects, collections of evidence, oral presentations, attendance, and group assignments.

Students will have the option of taking Southwestern college classes to receive dual credit and apply the classes toward a college certificate or degree.

COLLEGE NOW DUAL CREDIT CTE

541-888-7271• *www.socc.edu/collegenow*
The College Now/CTE program is an opportunity for high school students to complete and receive Southwestern credit for certain Southwestern CTE courses completed in high school. Southwestern currently offers classes through service area high schools in allied health, business, culinary, information technology, manufacturing and nursing. These courses are dual credit as students receive both high school and college credit. Courses offered vary by high school.

COLLEGE NOW DUAL CREDIT LDC

541-888-7271• *www.socc.edu/collegenow*
Southwestern works with area high schools to offer college-level lower division transfer courses in the high schools, taught by high school instructors, exclusively for high school students. Classes can be used to meet Southwestern certificate or degree requirements, as well as for transfer to community colleges and most universities across the U.S.

Southwestern currently offers classes through service area high schools in arts and communication, business and management, foreign languages, human resources, industry engineering/tech, and science. These courses are dual credit as students receive both high school and college credit. Courses offered vary by high school.

COLLEGE NOW DUAL CREDIT CTE AND/OR LDC

541-888-7271• *www.socc.edu/collegenow*
Earned credit will be on students' Southwestern transcript. Earning Southwestern credit at a high school does not automatically enroll a student into a Southwestern certificate or degree program. Southwestern admissions procedures and requirements must still be met. Credit transfer acceptability is at the discretion of the receiving institution.

For more information, and a listing of courses offered in a specific high school contact Southwestern's High School Liaison at 541-888-7271 or visit the Southwestern College Now web site www.socc.edu/collegenow. Also contact the high school counseling office. Courses are limited to high school juniors and seniors.

COMMUNITY EDUCATION

541-888-7328 • Dellwood Hall
www.socc.edu/communityed

Community Education offers a wide variety of credit-free courses that are held on campus, as well as convenient off-campus sites throughout the community. The majority of courses are offered evenings and weekends with flexible scheduling ranging from one-day to ten weeks. Classes are offered in the subject areas of animal care, art, computers, dance, driver education, exercise, financial, health, history, home and family, language, music, personal safety, photography, science, sports, theater, and writing. In addition, visit www.ed2go.com/socc to review hundreds of credit-free on-line course options. Fees vary according to the type and length of each class.

ELEARNING E-SOCC

541-888-7345 • Tioga Hall
www.socc.edu/distance

The eLearning e-SOCC program offers a variety of online credit courses for students who are unable to attend traditional, on-campus courses due to time constraints and/or distance from the campus. Online courses allow students to obtain lectures, complete assignments, take quizzes, and work cooperatively with other students on class projects via the Web. Some classes, referred to as hybrid courses, combine online and face-to-face classroom work. **To take an online or hybrid class, students must have access to a computer, Internet Service Provider, and web browser.** Students must be able to use the Internet, check email, and be able to upload and download files. Our online and hybrid credit courses are transferable and can be taken in combination with traditional, on-campus courses. For complete information, please visit our web site.

COMMUNITY, BUSINESS, AND WORKFORCE DEVELOPMENT

541-888-7328 • Dellwood Hall
www.socc.edu/workforce

Economic and Workforce Development is comprised of the various departments which help people train, enhance, improve, and advance their skills to be successful within the community. We offer a variety of programs ranging from partnering with the local high schools, short-term training for dislocated or injured workers, to helping local business get started.

SWOCC SMALL BUSINESS DEVELOPMENT CENTER

541-756-6866 • 2455 Maple Leaf, North Bend,
www.socc.edu/bizexcellence

The Business Development Center provides practical information and services for business success. We provide specialty assistance to both rapid growth businesses and start-ups.

The Center can design training tailored to meet the needs of your business or organization. No matter the size of your operation, training can be provided that will enable you and your employees to learn or improve skills and learn new technologies. We are here to help you make your business a success!

SOUTHWESTERN FOUNDATION

541-888-7211 • Tioga Hall
www.socc.edu/foundation

The Southwestern Oregon Community College Foundation is a non-profit organization established in 1962 to receive, hold and disburse private funds in support of the educational programs and students of the college. The direction of the Foundation is vested in its board of directors, composed of citizens from a broad spectrum of the community. Working in small groups and committees, Foundation members assist in forming, developing and promoting a number of worthwhile objectives, such as scholarships, equipment purchases and support for faculty development projects.

SOUTHWESTERN OREGON UNIVERSITY CENTER

541-888-1518 or 800-962-2838 ext.1518
Tioga Hall • *www.ous.edu/ucsw*

For many residents of the South Coast, obtaining a Bachelor's degree or higher degree from one of Oregon's universities has been a costly process requiring a move to the university, but now students can do it without leaving home. Through a collaborative venture between the Oregon University System and Southwestern Oregon Community College, the University Center coordinates courses and programs from Oregon's universities. Residents of communities along the South Coast can take courses and complete a range of undergraduate and graduate degrees without leaving home. Course delivery methods include limited on-site instruction, interactive television courses for Education majors only, web-based or Internet courses, and other technologies.

Whether students plan to stay on the South Coast or to go away to a university, the University Center exists as an advocate to assist and support local students with advisement, information, and referral to appropriate programs and advisors at the various universities. For students entering Southwestern, a visit to the University Center can open up a world of options beyond the Associate's degree. With careful planning, beginning in the freshman year, students can build programs that lead to Bachelor's or even a Master's degrees. The University Center can also arrange for special programs for schools and businesses and for cohorts or groups of students.

On the south coast, earn your Bachelors degree in Business Administration in Coos Bay from Southern Oregon University or earn your initial teaching licensure Bachelor's degree Eastern Oregon University.

In addition, there are over 50 different degrees to choose from and there is no better time to earn your degree from any of the Oregon State Universities. Oregon Colleges and Universities represented at the University Center include:

Eastern Oregon University

Bachelor's Degrees

- Anthropology/Sociology
- Business Administration
- English (Literature/Film)
- Fire Services Administration
- Liberal Studies (select 2 minors below)

Minors: Anthropology/Sociology, Biology, Business, Chemistry, Economics, English (Literature/Film), Gender Studies, Geography, Gerontology, Health Studies, History, Interdisciplinary Writing, Native American Studies, Philosophy, Physical Education, Political Science, Psychology, Spanish

- Philosophy, Politics and Economics
- Physical Activity and Health
- Psychology
- Multidisciplinary Studies (with initial Teacher Licensure)

Graduate Degrees

- MS, Education, Continuing Licensure

Oregon State University

Bachelor's Degrees

- Environmental Science
- Fisheries and Wildlife
- General Agriculture
- Liberal Studies
- Natural Resources
- Political Science

Minors: Anthropology, Business/Entrepreneurship, Chemistry, Environmental Science, Fish & Wildlife, German, Natural Resources, Political Science, Psychology, Sociology, US History, Writing

Graduate Degrees

- EdM/MS Organizational and Human Resources Education*
- M.A.T. - Initial Teacher Licensure in EC/Elem ed*
- Master of Education
- MS, Science and Math Education

Free-Choice Learning or School-Based

- MS, Radiation, Health Physics
- MHP, Health Physics (no thesis)
- PhD in Counseling*
- EdD/PhD, Community College Leadership*

Graduate Certificates

- Cartography, Fisheries Management, Geographic Information Systems - GIScience (Undergrad & Grad), Remote Sensing, Sustainable Natural Resources, Water Conflict Management

Online General/Organic Chemistry Courses & Labs

Oregon Institute of Technology

Bachelor's - degree completion

- Applied Health Management
- Dental Hygiene
- Echocardiography
- Information Technology - online
  Option: Applications Development
- Operations Management - online
- Polysomnographic Technology
- Radiological Science
- Respiratory Care
- Vascular Technology

Minors: Business, Information Technology

Oregon Health and Science University

Bachelor's Degree

- RNBSN Program

Portland State University

Bachelor's Degrees

- Criminology
- Liberal Studies

Minors: Civil Leadership, Psychology, Sociology, Sustainable Urban Development, Women's Studies

- Social Science

Graduate Degrees

- MBA Online*
- MA/MS - Curriculum and Instruction

Certificates: Early Childhood Edcucation, Rural Communities Social Services, Volunteer Engagement/Leadership

Southern Oregon University

Bachelor's Degrees

- Business Administration

Majors: Management, Management of Aging Services, Managerial Accounting, Public Accounting

- Business Administration onsite in Coos Bay
- Criminology & Criminal Justice

Graduate Degrees

- Master in Education/Continuing Teaching License
- MBA - requires Saturday campus visits

Certificates: Accounting, Early Childhood Development, Management of Aging Services, Management of Human Resources, Non-Profit Management, ReadOregon, Special Education

Western Oregon University

Bachelor's Degrees

- Fire Services Administration
- Criminal Justice (minor in Homeland Security/ Community Preparedness)

Graduate Degrees

- M.A.T. - Secondary Education*
- MA, Criminal Justice

Certificate: Homeland Security/Community Preparedness

University of Oregon

Bachelor's Degree

- Marine Biology (onsite at OIMB)

Graduate Degrees

- Applied Information Management:

Areas of Emphasis: Curriculum Components: Information Management, Information Design, Business Management, Applied Research

- MS in Marine Biology (onsite at OIMB)

Even if you are not a currently admitted U of O student, you can take a course at the U of O through the Community Education program. Students can take almost any course offered by U of O.

*This program may require occasional visits to campus.

STUDY ABROAD PROGRAM

541-888-7379

www.socc.edu/studyabroad

Southwestern Oregon Community College is pleased to offer students the opportunity to study abroad. When you choose to experience life in a society with beliefs, customs, languages and traditions different from your own, you will change the way you see the world. Your broadened world view will benefit you not only academically, but also personally and professionally.

We currently offer several high quality study abroad programs. All study abroad programs at Southwestern Oregon Community College are open to students 18 years of age or older. One needn't have been a student previous to enrolling in one of our study abroad programs, but must produce evidence of sound study skills and have at least a 2.5 GPA from previous academic experiences.

Faculty and staff play a significant role in helping you prepare for your trip through meetings, books, online resources and other tools. While abroad, you will take courses that are geared around the culture of the country you are visiting, adding depth to an already rich cultural experience.

Whether you dream of studying marine ecology during a home stay in Costa Rica or immersing yourself in Italian culture from an apartment in Florence, you'll find a study abroad experience that fits your goals at SWOCC.

Program offered through SWOCC and the Oregon International Education Consortium include:

- **Four Weeks in Costa Rica:** Study Spanish during a two-week home stay and earn 4 transfer credits; then earn another 4 credits in two weeks of field biology at mountainous Ecolodge San Luis, at La Selva in the lowland tropical forest, and at Cabo Blanco on the Pacific coast.
- **Two Weeks in Mexico**: Four credits of immersion Spanish study in the charming highland capital city of Guanajuato.
- **Spring Quarter in London:** Study in the exciting and beautiful British capital, rich in art, music, theater and history. A 10-week program with tours, culture class, and several academic courses in history, literature and creative writing.
- **Fall Quarter in Florence**: Enjoy a European experience in the heart of a Renaissance city while pursuing your community college education.

TUITION AND FEES

	Per Credit Tuition	Per Course Fee	Per Credit Fee	Distance Ed Fee
U.S. Residents	$79	$26	$21	$30
International	$237	$26	$21	$30
Audit	$39.50	$26	$21	$30

All courses carry a $26 per course registration fee and a $21 per credit incidental fee. All distance educations courses carry a $30 per course fees. These fees allow students access to campus services such as computer labs, Southwestern's distance learning courses, lab courses, Student Recreation Center, and student activities without additional cost. Some courses are offered as self support and carry a fee amount that is required for course delivery and materials. All students are charged fees regardless of service utilization. The college reserves the right to change tuition and fees at any time. This does not affect the right of the college President to levy special charges at any time should conditions make this necessary. A late fee may be assessed for original registrations processed after the start of the term. Registrations received after the end of the term will be assessed a $250 late registration fee.

RESPONSIBILITY FOR PAYMENT

Tuition and fees are assessed when the students register. Students are responsible for payment arrangements at the time of registration. Account balances under $400 require payment in full or students may be withdrawn if payment is not received within five days of registration. Payments may be made by cash, check, money order, VISA, MasterCard or Discover Card. Please make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the college has received the appropriate authorization.

Students have the option to set up a payment plan with monthly payments. A non-refundable fee of $32 per term is charged for the payment plans. Students who are under 18 years of age, must have the payment plan be made in the parent's or guardian's name. For payment options, please visit the Student First Stop Center in Dellwood Hall or call (541) 888-7352.

EDUCATIONAL PAYMENT PLAN OPTIONS

Plan Type	Monthly Payments	Fee
Term	3	$32
Pay in full	At time of registration	$0

All delinquent debts will accrue interest at the rate of eighteen percent (18%) per annum in addition to a $30.00 per billing cycle (monthly) late fee. Accounts with balances after the term begins will be set up on a payment plan, which has a $32.00 per term contract preparation fee. If a student receives any form of financial aid during the loan payback period, the funds will first be applied to the balance to repay this loan. Students will pay all attorney's fees, collection costs, and any other charges necessary for the collection of any monies owed to Southwestern. Students are responsible for all financial obligations regardless of receiving a statement. There is a charge for returned checks per college procedure.

Students who do not meet their financial obligations may be subject to, but not limited to:

- Being administratively withdrawn from course(s) which shall include loss of any tuition and fees paid and the permanent loss of all credits and/or grades for the term in which the withdrawal occurs;
- Withholding a certificate, diploma, or degree;
- Prohibiting subsequent registrations until debt is paid.

Students who have a delinquent accounts receivable or who are in default on payment plans, Emergency Tuition Loans, Stafford and Perkins Loans, Title IV, or who have other college debts will be allowed to register once the debt is paid in full or acceptable arrangements are made at the Student First Stop Center. Delinquent accounts over 90 days old from the time of registration may be sent to collection agencies.

REFUNDS

Students who stop attending their courses during the term must formally withdraw by either dropping their courses through WebAdvisor or by submitting a drop form with the Student First Stop Center. Refunds are computed from the date of the formal withdrawal, not from the date you stopped attending.

REFUND DEADLINE

COURSE LENGTH	REFUND DEADLINE
5 weeks or longer	Last business day of the second week
1 week to less than 5 weeks	Second day of the first week
1 week or less	Day before course first meets
"R" symbol next to course	5 business days prior to the day of the course

For courses five weeks or longer, a 100-percent refund is given if the formal withdrawal is completed by the end of the last business day of the second week of classes.

For courses that are scheduled to meet more than one week and less than five weeks, a 100-percent refund will be given if the formal withdrawal is completed by the end of the second day of the first week the course is scheduled to meet.

For courses that are one week or less in duration, a 100-percent refund will be given if the formal withdrawal is completed by the end of the day before the first meeting. This applies to courses that start on the first day of the regular term (summer, fall, winter, spring) or at some other time during the term; it is possible that a student would have to withdraw from a course before the course actually meets to receive a full refund.

Courses preceded with an "R" symbol in the schedule have a refund period of five business days prior to the day of the course .

Students who feel that their circumstances are extraordinary and warrant exception from this process may appeal with documentation to the Student First Stop Center by completing a Request for Refund and Exception to Procedure form. Requests must be submitted within the current term.

The refund process begins the third week of the term in which the students are enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the College or the U.S. Department of Education are deducted. When the refund amount is less than $5, students will be notified by mail to come to the Student First Stop Center to receive a cash disbursement. Students owing less than $5 should make payments at the time of registration and this will serve as notice of the amount due.

Student withdrawing from courses after the refund period are responsible to pay the balance due on any federal student loans, payment plans and accounts receivable.

ADMINISTRATIVE WITHDRAWAL OF STUDENTS

In order to assure that all available class seats are filled with students - both registered students and students from the waiting lists - Southwestern enforces an attendance policy.

Instructors may administratively withdraw students from classes if the students do not attend 100 percent of class meetings and associated labs during the first week of each term. Additionally, all instructors may administratively withdraw students from part-term classes (those which do not span the entire term) if the students do not attend the first class session. Students who are unable to attend the first class meeting must contact the instructor by phone, fax, e-mail or in person prior to the first class meeting if they wish to avoid an administrative withdrawal. Southwestern Oregon Community College is not responsible for liabilities associated with the administrative withdrawal of students.

Any student whose behavior disrupts the educational process of a course can be administratively withdrawn from that course. It is the procedure of Southwestern Oregon Community College that an individual will be subject to involuntary administrative withdrawal from campus and related instruction if it is determined, by clear and convincing evidence, that the individual is suffering from a physical, emotional and/or behavioral disorder and as a result of the disorder engages or threatens to engage in behavior which:

- Poses a danger of causing physical harm to self or others;
- Could cause property damage; or
- Could directly and substantially impede the educational process and/or the lawful activities of others.

The college reserves the right to request for good cause a physical, psychological or psychiatric examination of a student any time the examinations may be in the best interest of the college and/or the student. The college shall pay for the examinations.

CHANGE OF MAJOR OR SPECIALIZATION

To change a major or specialization, students must complete the Change of Major form and return it to the Educational Support Programs & Services (ESPS) office or, in Curry County, to the advisor. Changes to majors made within the second week of the term will apply to the current term. Changes made thereafter will apply to the following term. For graduation and class scheduling purposes students need to use the catalog year in which they declare their major.

ADD/DROPS

Students must have the instructors' signatures on the add/drop forms to add courses after the first Wednesday of the term. Students may withdraw from a course or from college through the end of the second week of the term or within the course's refund period without responsibility for a grade. Withdrawing after the refund period will result in "W" grades on transcripts. Students may withdraw until the Wednesday before finals week. Students are strongly encouraged to consult the instructor before withdrawing to ascertain their status in the course.

WAITLISTED COURSES

When students register for courses that are full, they are placed on a waitlist. Students in waitlisted courses will be notified by their Southwestern e-mail when seats are available and they have permission to register via WebAdvisor or at the Student First Stop Center. Students are given three (3) days to register. The waitlist ends the Thursday prior to the first week of classes. Afterwards with instructor consent, students may register in the waitlisted courses.

COURSE PREREQUISITES

A course that must be completed prior to another course is a prerequisite. Many courses have prerequisites that can only be waived with instructor consent. Instructors will sign the add/drop form or the Student Registration/Prerequisite Waiver/Overload form available at the Student First Stop Center. Students may be withdrawn from courses if they have not completed the prerequisites from the prior term. Students may request that the prerequisites be waived if they have the knowledge and skills to succeed in the courses. The form is located at the Student First Stop Center. Online students contact Educational Support Services and Programs (ESPS) at 541-888-7405 or 800-962-2838 ext. 7405 for assistance.

INSTRUCTOR CONSENT

Students planning to register for a course that requires instructor consent must have the instructors' signature on their registrations or add/drop form, or the instructor must approve the course through use of the college's computer system for the students to register via WebAdvisor.

AUDITING COURSES

Students who are interested in taking a class, but do not need the credit may choose to audit credit classes and pay only 50% of the regular tuition.* Students auditing classes participates fully in the class, but are not required to take tests and does not receive grades. To qualify for the audit discount, registration is required within the refund period. Fees and registration procedures are the same as when the students take the class for credit.

*Discount applies to tuition only. Students are responsible for all course fees. Some classes are not eligible for this discount because they have prerequisites or require admittance to a program (e.g. Nursing). Non-Southwestern web classes are not eligible. Some classes are fee-based rather than having tuition (e.g. web classes, OCCI and community education classes that are self supported) and are excluded from the discount. For more information, call the Student First Stop Center at 541-888-7352 or 541-469-5017.

PERSONS WITH DISABILITIES

Southwestern is committed to providing persons with disabilities access to Southwestern programs. Reasonable accommodations will be made for persons with disabilities when a request for accommodation is made at least 20 working days prior to the start of a course requiring registration or five working days prior to the start of other Southwestern activities. Call 541-888-7439, 541-888-7405 or 800-962-2838 ext. 7439 or 7405; or visit Educational Support Services and Programs (ESPS) in Stensland Hall on the Coos Bay Campus.

DISCRIMINATION/HARASSMENT/GRIEVANCE

Complaints of discrimination or harassment by administration, faculty members, staff, students or individuals seeking the services of the institution may be filed under the provisions of the College. File the discrimination complaint through the Affirmative Action Officer. A grievance procedure is provided to insure that due process exists for those persons (students, staff or general public) who allege that their rights at Southwestern Oregon Community College have been denied, abused or diminished. For more information, contact the Vice President of Administrative Services, Tioga 512, or call 541-888-7402 or 800-962-2838 ext. 7402.

STUDENT RIGHTS AND RESPONSIBILITIES

A Student Conduct Code and Rights and Responsibilities, along with a formal student grievance procedure, approved by the Southwestern Oregon Community College Board of Education, is available on the web at http//www.socc.edu/student_life/handbook/ccode.html For more information, contact the Dean of Students, Dellwood Hall, Room 16, or call 541-888-7366 or 800-962-2838 ext. 7366.

DRUG AND ALCOHOL ABUSE

Southwestern Oregon Community College is dedicated to the prevention of drug and alcohol abuse among all segments of the College community. For more information, contact the Educational Support Programs & Services (ESPS), Stensland Hall, 541-888-7405 or 800-962-2838 ext. 7405.

STUDENT RECORDS PROCEDURE

The Student First Stop Center maintains all official academic records of students including Applications for Admission, transcripts, registration forms, transfer credit and degree evaluations. The Financial Aid Office maintains all records of student aid and scholarship records.

The Family Education Rights and Privacy Act (FERPA or Buckley amendment) and Oregon Administrative Rules (OARs) protect the confidentiality of student records and student access to those records. Under the provisions of the FERPA and OARs, the educational institution must designate the information it will release without the written consent of the student as directory information, and protect the confidentiality of all other student records. By being FERPA compliant the College in turn maintains Gramm-Leach-Bliley (GLB) compliance.

It is the intent of Southwestern to designate the following data as directory information: Student's full name; the fact that the student is or has been enrolled in the College; local and permanent addresses and telephone number(s); e-mail address; date and place of birth; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; class level; major field of study; number of credit hours (not grades or GPA); degrees and awards received; the most recent educational institution attended by the student; job title(s) and dates of employment for student employees who have been or are paid from College administered funds.

Students may prohibit the release of any or all of this directory information by filling out the Restrict or Release form in the Student First Stop Center. Requests to withhold this information will remain in effect until the Student First Stop Center receives written instructions from the student to remove the hold.

Directory information and other personally identifiable information may be released to College officials who have a legitimate educational interest, or to comply with a judicial order or lawfully issued subpoena. The President of the College may release personally identifiable student information to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of persons and/or safety of property.

Students have the right, by pre-scheduled appointment, with the Student First Stop Center Coordinator/ Supervisor, to access their educational records as defined in OAR 582-41-410, as well as to challenge the correctness of those records, to request amendment of those records and, in case of dispute, to obtain a hearing (OAR 581-41-450). Students may not request a hearing under this policy to challenge a grade, only the accuracy of its recording. Students who wish to inspect their records must schedule an appointment with the Student First Stop Center Coordinator/ Supervisor. If students request a copy of any document in the records, a copy charge will be assessed. This does not include transcripts, which can be obtained from the Student First Stop Center. Students may forfeit the right to receive an official transcript if they have an outstanding accounts receivable with the College, or has been notified that their transcript may be withheld. For further information regarding student records, contact the Student First Stop Center.

FINANCIAL AID

Southwestern Oregon Community College offers a number of financial aid programs in the form of grants, loans, tuition scholarships, and employment. Students interested in financial aid are encouraged to appy online at www.fafsa.ed.gov or to contact the Financial Aid Office for information. Funds are limited and students should apply early.

TERM OF ENROLLMENT	PRIORITY DEADLINE FOR SUBMISSION OF REQUIRED PAPERWORK
Fall Term 2011	July 1, 2011*
Winter Term 2012	September 19, 2011*
Spring Term 2012	November 21, 2011*

*Dates subject to change.

- Paperwork submitted OR postmarked after the deadline dates will be processed as quickly as possible.
- Be aware that late paperwork may not be processed before the term begins.
- Plan on at least 12 to 18 weeks processing time from the time you turn in your last piece of paperwork. If you borrow a Stafford Loan, plan on four weeks additional time for the loan certification process.
- You will need to make payment arrangements with the Student First Stop Center if you have not received your official award letter by the payment deadline date.

Financial aid funds are disbursed only by Electronic Funds Transfer (EFT) or by mail after the student accounts have been credited. Disbursement begins Friday of the third week of each term. Further disbursements are processed by each Friday beginning the fourth week of the term. Students receiving financial aid are to have all add/drops, bookstore charges and required paperwork processed by the end of the last business day of the second week of the term in order to have an accurate disbursement. Students are responsible for paying all tuition and fees in excess of financial aid funding by the payment/withdrawal deadline date listed in the REFUNDS section.

To be awarded Federal student loans, or to begin working under Federal Work-Study, students need to have completed all the necessary paperwork and workshops.

Bookstore charges are available for all financial aid students who qualify starting the Monday before the term begins. For information contact the Financial Aid Office at 541-888-7337, 541-469-5017 or 541-247-2741. A list of scholarship information is available from the Student Support Services Office in Stensland Hall and at the Brookings Campus.

If students are placed on aid withheld status, a request/ appeal needs to be submitted to the Financial Aid Office, or alternative payment arrangements made with the Student First Stop Center by 4:00 p.m. on the last day of the second week of the term. Students who are on aid withheld status and have submitted a request/appeal should continue attending all courses pending a review by the Financial Aid Committee. The last day of the second week of the term will be considered the actual date of withdrawal should a request/appeal be denied and the students choose to withdraw. This will result in a 100- percent refund. Students are also liable for all bookstore charges, and a refund is available at the bookstore during the first week of the term.

Consumer information is available at the Student First Stop Center including policies and procedures, application processes, and disbursement information.

FINANCIAL AID ON THE WEB

www.fafsa.ed.gov

PIN information: www.pin.ed.gov

Southwestern's School Code: 003220

Step 1 – Request a PIN number at www.pin.ed.gov. Complete the FAFSA (or renewal FAFSA) on the web at www.fafsa.ed.gov.

Step 2 – Fill out the FAFSA and keep a completed copy for your records.

You'll need the following to fill out the form:

- Social security number
- Federal Income Tax and W-2 forms along with any other records of money earned
- Driver's license (if any)
- Parents' income tax return (if a dependent)
- Current bank statements
- Current mortgage and investment records (if any)
- Alien registration card (if not a U.S. citizen)

Step 3 – Review your Student Aid Report (SAR). The SAR is proof that your FAFSA was processed. Review it carefully. When you file electronically, you should receive your SAR in 2-3 weeks.

WHAT IF I DON'T RECEIVE MY SAR?

Call 800-433-3243 if you do not receive your SAR in 3-4 weeks. Provide your name, social security number and date of birth for verification.

WHY IS THERE AN ASTERISK AFTER MY EFC?

It means your SAR has been selected for verification, this happens to about one in three SARs. Your college will compare your SAR with other documents to verify your financial status. If you are verified (copies of taxes and W-2 forms may be needed), submit the requested documents to your college's financial aid office as soon as possible.

FAFSA TIPS:

- Fill out the FAFSA online as soon as possible after January 1 each year. Early submission maximizes chances of receiving aid.
- Answer all questions. If a question doesn't apply, enter "0".
- Fill out the FAFSA every year you are in college, even if you don't think you'll qualify for aid.
- Review your data every year. Your eligibility may change from year to year.
- If you completed the FAFSA last year, you qualify to complete the Renewal FAFSA (shorter version).
- Sign the application. When you apply electronically, you will sign the FAFSA using your PIN.
- Report ALL required sources of untaxed income (e.g., Social Security, worker's compensation or child support).

ATTENDING PART-TIME

Federal aid is available to students pursuing a degree while attending classes on a part-time basis. Apply as of Jan. 1 to determine eligibility for next year.

VETERANS EDUCATIONAL BENEFITS

Veterans Administration Mission Statement:
To assist our nations veterans and their eligible dependents in accessing their VA education benefits, while safeguarding the GI Bill resources available for those educational programs. Provide consistent service, share knowledge, promote individual growth and support opportunities to access higher education.

SUCCESSFUL ENROLLMENT AT SOUTHWESTERN:

The following steps are provided as a guide to ensure veterans have a smooth transition into the academic life here at Southwestern.

- Fill out an online application for veterans benefits: www.gibill.va.gov and bring a printed hardcopy to the veterans office along with a copy of your DD-214 (Member 4) and Disability letter (only for Chapter 31 benefits).
- Talk to Student First Stop Center located in Dellwood Hall for registration, application, and payment of the $30.00 processing fee. This fee is non-refundable; however it does cover the cost of placement testing.
- Talk to the Veteran's/Financial Aid staff, also located in Dellwood Hall, to receive all necessary applications and paperwork for processing your financial aid requests.
- Go to Educational Support Programs and Services, located in Stensland Hall, to take your placement tests and meet with a veterans counselor to schedule your classes.
- Once registered for classes, return to the Veterans/Financial Aid Office with a printed schedule so your registration can be verified in the Veterans education database.

SATISFACTORY ACADEMIC PROGRESS:

The Veterans Administration requires that all students maintain "Satisfactory Academic Progress", which is defined as maintaining a minimum 2.0 overall GPA. Students who fail to meet this criteria for two quarters you will go on "Aid Withheld Status" and failure to meet these requirements for three quarters will result in being placed on "Aid Suspension Status".

AID WITHHELD STATUS:

If on Aid Withheld status students, must come to the veterans office in person, after the fourth week of the term, to receive a Blue Book for documenting progress in current classes. Students must have instructor's sign and document their current grades before returning it to the veterans office. If students have a 'C' or better in all classes, the student may be retroactively certified to receive benefits.

AID SUSPENSION STATUS:

Students will only be retroactively certified to receive veterans education benefits after grades are released at the end of the term and have successfully passed all classes with an overall GPA of 2.0 or better. Upon successfully passing three or more continuous terms, students may request to return to the standard certification process. Blue books are not applicable if students are on aid suspension status.

DROPPED CLASS POLICY:

Veterans Administration has the following policies regarding dropped classes and educational benefits. Students are eligible to receive benefits up to the drop date if the class is dropped before the end of the fourth week.

Any reduction in credits below the amount certified after the fourth week will result in an overpayment retroactive back to the first day of the term.

AGENCY BILLING

The College charges a fee for agencies that ask the College to bill for tuition, fees, and/or Bookstore charges and to defer the receipt of payments. The fee is variable with a maximum charge of 10-percent of the total deferred charges. The agency fee is in accordance with Board Procedure 9.028(A) - Fee Schedule. For further information call the Business Office/Loan Services at 541-888-7440 or 800-962-2838 ext. 7440.

RECORDS DISCLOSURE

OAR 581-41-460 authorizes Southwestern Oregon Community College to ask you to provide your social security number. The College will use your number for reporting, research and record keeping. Your number will also be provided by the College to the Oregon Community College Unified Reporting System (OCCURS). All students are assigned a student identification number separate from their social security number. OCCURS is a group made up of all community colleges in Oregon, the State Department of Community Colleges and Workforce Development and the Oregon Community College Association. OCCURS gathers information about students and programs to meet State and Federal reporting requirements. It also helps colleges plan, research and develop programs. This information helps the colleges to support the progress of students and their success in the workplace and other education programs.

OCCURS or the College may provide your social security number to agencies or match it with records from the following systems:

- State and private universities, colleges and vocational schools, to find out how many community college students further their education and also to find out whether community college courses are a good basis for further education.
- The Oregon Employment Department, which gathers information, including employment and earnings, to help state and local agencies plan education and training services to help Oregon citizens get the best jobs available.
- The Oregon Department of Education, to provide reports to local, State and Federal governments. The information is used to learn about education, training and job market trends for planning, research and program improvement. Funding for community colleges is based on this information.
- The Oregon Department of Revenue and collection agencies only for purposes of processing debts and only if credit is extended to you by the College.
- WHERE APPLICABLE (i.e., at colleges which use the ASSET/Compass placement test): The American College Testing Service, if you take the placement test, for educational research purposes.
- The Internal Revenue Service, which is required to be reported for tax credit eligibility determination.

Your number will be used only for the purposes listed above. State and Federal law protects the privacy of your records.

OAR (Reglamento Administraivo de Oregon) 581.41.460 autoriza al colegio comunitario Southwestern Oregon Community College que solicite su numero social. El numero sera utilizado por el colegio para la preparacion de reportes, agregados, investigaciones, y para guardar suexpediente academico. Ademas, su numero le sera proporcionado por el colegio al Sistema de Reportaje Unificado de Colegios en Oregon (OCCURS), un grupo conformado por todos los colegios comunitarios en Oregon, el Deparamento de los Colegios Comunitarios y De sesarrollo de Trabajadores y a la Asociacion de Colegios Comunitarios de Oregon. OCCURS recaba informacion sobre los estudiantes y programas para cumplir con los requisitos de reportes federales y estatales. Tambien ayuda a la los colegios en su planificacion, investigacion, y para el desarollo de programas. Esta informacion ayuda a los colegios a mantener el progreso de los estudiantes y sus exitos en el lugar de trabajo y en otros programas de educacion.

OCCURS o el colegio se pueden proporcionar su numero social a las siguentes agencias o conseguirlo o igualarlo con los archivos de los siguentes sistemas: oLos colegios estatales, univeridades privadas, colegios, y colegios vocacionales, para averiguar cuantos estudiantes que asistieron a los colegios comunitarios continuaron con su educacion y para averiguar si los cursos son una buena base para la educacion adicional.

- El Departamento de Empleo de Oregon, que coleciona informacion para ayudar a las agencias estatales y locales en la planificacion de los servicios educacionales y servicios de entrenamiento para ayudar a la poblacion de Oregon a conseguir los mejores trabajos posibles.
- El Departamento de Educacion de Oregon, para proveer reportes al gobierno estatal y federal. Esta informacion se usa para aprender sobre la educacion, el entrenamiento, y la direccion que van tomando los trabajos para planification, investigacion, y mejoramiento de los programas. Los fondos que los colegios comunitarios reciben es basada en esta informacion.
- El Departamento de Fiscal de Oregon y las agencias de coleccion con el proposito de procesar deudas y solamente si se el extiende credito a la persona por el colegio.
- DONDE SEA APLICABLE (por ejemplo en los colegios que usan la prueba ASSET): El Servicio de Pruebas de Colegio Americanos, si usted toma la prueba ASSET Placement Test, para el proposito de investigacion.
- De ustedes el numero de seguro social es requeria y sere informe a la IRS (rentas internas) para determinacion de aceptablemente credito. Su numero se usara solo para los propositos enlistados arriba. Las leyes estatales y federales protejen su informacion privada. Si necesita mas ayuda, llama EPSE por telepono 541-888-7405; 800-962-2838 ext. 7405.

GRADUATION

Students earning an Associate's Degree or a Certificate of Completion from Southwestern Oregon Community College must submit an application for graduation. The application for degree or certificate is available in the lobby of Dellwood Hall or online at WebAdvisor. Official transcripts from accredited colleges and universities previously attended that apply toward a Southwestern degree or certificate must be on file with the Transcript Evaluator. All course work from other colleges will be included in the cumulative GPA regardless of applicability to current course work. The cumulative GPA, including transfer work, is used to determine eligibility for graduation honors. Final approval of the Application for a Degree or Certificate is given only after grades have been posted for the last term's work. Degrees or certificates are mailed to the students following this process and may take two to three months to receive.

Advisors are available to assist students in selecting course work that applies to the degree or certificate, but students have final responsibility for satisfying graduation requirements.

The graduation ceremony is held annually in June. The process above must be completed to be eligible to participate in the graduation ceremony.

A valedictorian will be chosen for the Commencement ceremony. To be considered, a student must meet the following criteria:

- Meet the requirements for graduation with an Associate's Degree
- Participate in Commencement
- Have the highest GPA for the students graduating with an Associates Degree
- Should more than one student meet the criteria, the following procedure will be used: students meet with the Executive Director of Enrollment Management who will choose one student to deliver the commencement message at the graduation ceremony. In the event a decision is not reached, a committee will be assembled by the Executive Director of Enrollment Management to hear a short speech prepared by each candidate. A majority vote will be considered final.

First graduating class from SWOCC, 1962.

CREDIT FOR COURSEWORK

The regular college year is divided into three quarters of approximately 11 weeks each. One credit is generally allowed for each discussion or laboratory period per week. The discussion period consists of 50 minutes of lecture or discussion; the laboratory period may consist of two or more clock hours.

Summer session usually include terms of eight weeks, with class periods proportionately extended.

For each period of lecture or discussion, students are expected to spend at least two hours on outside preparation.

An average course load of 15 credits per quarter will normally give a student sufficient hours of credit to graduate in two years. These hours should be chosen according to an organized curriculum.

No student may take more than 18 hours per quarter without approval. See the Student First Stop Center for an overload form prior to registration.

COURSE NUMBERING SYSTEM

COURSES NUMBERED 0100-0499 (not section numbers) do not carry grades or credit. Tuition is charged per clock hour.

COURSES NUMBERED 0500-1999 may be graded (letter grade) or ungraded (pass/fail) or audit only. These courses may be credit or noncredit. Courses numbered 0500-1999 may not be applied toward a Southwestern degree or certificate unless stated in specific AAS curriculums.

COURSES NUMBERED 2000-9999, without a career-technical alpha prefix (see list below) and that carry credit, may be used only as an elective for an AA S or Certificate (excluding those listed as Developmental Education Courses).

COURSES NUMBERED 2000-9999 may be graded or ungraded and may carry credit applicable to a Southwestern career-/technical degree or certificate. Career-technical certificate/degree programs provide up to two years of specialized education designed to prepare the student for career entry.

Exception: Please see Developmental Education Courses.

COURSES NUMBERED 100-299 are acceptable for a Southwestern degree or certificate and may or may not be eligible for transfer to four-year institutions. However, students should be aware the course or courses may be accepted as elective credit only or not at all if the credits do not fit in the student's major discipline or major. Transfer acceptability is at the discretion of the receiving institution.

Courses identified by the following course alpha prefixes do not normally transfer to a four-year institution. However, specific transfer articulation agreements may exist. The interested student should consult with the appropriate staff at the four-year institution. Up to 12 credits of Career-Technical courses numbered 100 and above may be used as elective credit toward the Associate of Arts Oregon Transfer degree.

The following identify professional-technical alpha prefixes currently used at Southwestern Oregon Community College.

AC	Accounting/Bookkeeping
AH	Allied Health
CIS	Computer Information Systems
CJ	Criminal Justice
CRT	Culinary Arts
DRFT	Drafting
ECE	Early Childhood Education
ED	Education
ELEC	Electronics
EMT	Emergency Medical Technician
FS	Fire Science
HDFS	Human Development and Family Studies
HIM	Health Information Management
MFG	Machine Manufacturing Technology
MLT	Medical Laboratory Technology
MT	Machine Tool Technology
NUR/NRS	Nursing
OA	Office Administration/Assistant
PHAR	Pharmacy Technician
WLD	Welding/Welding Fabrication/Metallurgy

DEVELOPMENTAL EDUCATION COURSES

The following are all Developmental Education classes and are not acceptable for any Southwestern degree or certificate:

All CE/CEU/PDU prefix courses
ENL0747
HD90, HD0520
MTH20, MTH70, MTH94, MTH95
RD0751, RD0752, RD0753
WR0525, WR90

COURSE NUMBER CHANGE

In the event a course number has been changed from a career-technical number to a transfer level number, the transfer level number will appear on the permanent record only for those who took the class after the change was approved.

TRANSFER CREDITS

Transferring from Southwestern: Transfer students are responsible for determining the requirements of the institution and program to which they plan to transfer.

Transferring to Southwestern: Southwestern Oregon Community College accepts college level credits earned in academic certificate and degree programs from colleges and universities accredited by one of the following regional Associations of Colleges and Schools -- Middle States, North Central, New England, Northwest, Southern or Western.

Official transcripts are processed after the student has been formally accepted to the college. Send official transcripts to the Student First Stop Center. Send placement test scores to Educational Support Programs and Services (ESPS).

Credit may be granted for military courses based upon The Guide to the Evaluation of Educational Experiences in the Armed Services and if the courses apply to the student's Southwestern major. Three (3) credit hours of PE185 credit may be granted toward an Associate's Degree at Southwestern for completion of military basic training.

ALTERNATIVE WAYS TO EARN COLLEGE CREDIT

Non-Traditional Credit credits can be applied toward a Southwestern degree. The college provides a number of ways a student may earn credit toward a degree or certificate in addition to classroom experience: APP (Advanced Placement Program), Challenge, CLEP (College Level Examination Program), Credit for Prior Learning, International Baccalaureate, and High School Dual Credit. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

ADVANCED PLACEMENT PROGRAM (APP). High school seniors who participate in the College Entrance Examination Board's Advanced Placement Program may seek advanced placement in a variety of disciplines. An entering freshman who has taken the APP tests should have the results sent to the Student First Stop Center. Advanced placement and/or college credit may be granted upon recommendation of the appropriate party. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

CHALLENGE. Students who believe that they have the knowledge and skills from life experience, industry training or professional certification, may request to challenge a course by petition or by an examination in lieu of class attendance. (Laboratory classes may be challenged with the approval of the Associate Dean/ faculty.) Successful challenge results in grade and credit on the Southwestern permanent record identified as credit for challenge. Credit may be granted only if the student is working towards a degree/certificate, enrolled and completed a minimum of three credits at Southwestern during the quarter the challenge is assessed. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

A student may not drop or withdraw from a challenge. Financial aid recipients CANNOT use financial aid dollars to "challenge" classes.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP). Southwestern is an official CLEP testing center. Students enrolled at Southwestern may receive credit for certain college courses by submitting official scores from the College Level Entrance Examination Program (CLEP). Successful CLEP exam results in grade and credit on the Southwestern permanent record identified as CLEP. The Student First Stop Center and the Educational Support and Programs Services can provide interested students with procedures.

EQUIVALENT COURSES	**CREDITS**
BUSINESS	**QUARTER HOURS**
BA211, 212 and BA000 1 crd	9
BA230 and BA000 .5 crd	4.5
BA206	4.5
BA223 and BA000 1.5 crd	4.5
COMPUTERS	**QUARTER HOURS**
CIS120 and CS000 .5 crd	4.5
COMPOSITION	**QUARTER HOURS**
WR121, 122, 123	9
LITERATURE	**QUARTER HOURS**
ENG253, 254, 255	9
ANALYZING & INTERPRETING LIT.	
ENG000*	9
ENG104, 105, 106	9
HUMANATIES	**QUARTER HOURS**
HUM204, 205, 206	9
FOREIGN LANGUAGES	**QUARTER HOURS**
FR101, 102 and FR000 1 crd	9
FR103, 201, 202, 203 and FR 000 2 crd*	18
GER101, 102 and GER000 1 crd	9
GER103, 201, 202, 203 and GER 000 2 crd*	18
SPAN101, 102 and SPAN000 1 crd	9
SPAN103, 201, 202, 203 and SPAN 000 2 crd*	18
HISTORY AND SOCIAL SCIENCES	**QUARTER HOURS**
HIST101 3 crd and HST000 1.5 crd*	4.5
HIST102 3 crd and HST000 1.5 crd*	4.5
HST101, 102, 103	9
HST201 3 crd and HST000 1.5 crd*	4.5
HST202 3 crd and HST000 1.5 crd*	9
HST201, 202, 203	9
SOC000, HIST000, PSY000 3 crd each*	9
PS 201 and PS000 1.5 crd*	4.5
ECONOMICS	**QUARTER HOURS**
ECON201 and ECON .5 crd*	4.5
ECON202 and ECON .5 crd*	4.5
PSYCHOLOGY	**QUARTER HOURS**
PSY201 and PSY000 1.5 crd*	4.5
PSY201 and PSY000 1.5 crd*	4.5
SOCIOLOGY	**QUARTER HOURS**
SOC204 and SOC000 1.5 crd*	4.5
SCIENCE	**QUARTER HOURS**
BI000**	9
CHEM000**	9
GS000**	9
MATHEMATICS	**QUARTER HOURS**
MTH251 and MTH000 .5 crd*	4.5
MTH111 and MTH000 .5 crd*	4.5
MTH95, 105 and MTH000 1 crd*	9

*can be used for distribution requirements

**non lab can be used to fulfill distribution requirements

HIGH SCHOOL DUAL CREDIT – College Now is Southwestern Oregon Community College's Dual Credit program. In cooperation with certain high schools, Southwestern offers students the opportunity to earn both Southwestern lower-division transfer credit and career-technical credit through submission and acceptance of a registration form per college deadlines, and completion of course materials and standards as approved by Southwestern. A list of high schools and courses approved to earn Southwestern credit is available online at www.socc.edu/highschool. Each high school's counseling office will also have a list of courses approved at that school. The list varies among high schools.

Earned credit will be transcribed to a Southwestern permanent record. Earning Southwestern credit at a high schools does not automatically enroll a person in a Southwestern certificate or degree program. Southwestern admissions procedures and requirements must still be met. Credit transfer acceptability is at the discretion of the receiving institution.

Grades are not mailed. They are available via WebAdvisor.

GRADE POINT AVERAGE

A Excellent: 4 grade points
B Above Average: 3 grade points
C Average: 2 grade points
D Below Average: 1 grade point
F Failing: 0 grade points
R Satisfactory Effort: 0 grade points Student attends class regularly and did assigned work but did not meet course learning objectives. Credits apply for course load but do not apply toward completion of a program and are not used in computing grade point average for that term. Students must repeat the course within one year or the "R" changes to an "F." This grade applies only to the following developmental courses: MTH20, MTH25, MTH70, WR0525, WR60 and WR90. For more information on the "R" grade, refer to Financial Aid rules and the Academic Notification System.

M Multi-term course: Class begins in one term and ends in another. Grades are issued at a later date.

Z: Grades were not received from the instructor. Grades will be entered and available via WebAdvisor when once they are received.

Southwestern computes GPA using the 4-point system and by dividing the total grade points by the total quality credits.

Grades are assigned based on work completed at the end of the scheduled class time. Additional work or make-up after the ending date of the class is not justified unless an Incomplete was assigned.

Grades and/or records found to be fraudulent will be changed.

INCOMPLETES

I Incomplete: 0 points per credit hour – 'I' grade is given for work that could not be completed during the finals week for the term because of circumstances beyond the student's control. 'I' grades require the student's current earned letter grade to be attached to the 'I' grade and the date when the Incomplete contract is to expire. If the student does not fulfill her/his contract within the designated time, the grade will automatically revert to the given grade.
IB Incomplete 'B' earned: 3 grade points
IC Incomplete 'C' earned: 2 grade points
ID Incomplete 'D' earned: 1 grade point
IF Incomplete 'F' earned: 0 grade points
IU Incomplete Unsatisfactory earned: 0 grade points

PASS/FAIL OPTION

Certain courses offer the student an option to receive a grade of S (satisfactory) or U (unsatisfactory) instead of letter grade (A, B, C, D, or F). This option must be exercised at the time of registration. Check with the Student First Stop Center for last day to change grading status for nonstandard-length classes.

S Grade: For evaluation and transferability purposes, the S grade is equivalent to a grade of C or better.

AUDIT OPTION

Students electing to audit a class (no grade, no credit) must choose this option at the time of registration or no later than the end of the sixth week of instruction for standard term-length classes. Check with the Student First Stop Center for last day to change grading status for nonstandard-length classes. Auditing students pay in accordance with the tuition schedule and participate to a degree determined by them and the instructor. Audited courses are not eligible for financial aid.

COURSE REPEAT AND ABILITY TO BENEFIT POLICY

For academic purposes, the ability to benefit from instruction is defined as the ability to achieve the skill level or knowledge to apply the subject matter in an academic or practical situation. This is defined as at least an S or C grade.

A student may repeat a course once to improve a grade. A second repeat may only be attempted with the recommendation of a counselor, and a third repeat requires the approval of the Vice President of Instruction.

Financial aid will only fund a class for a maximum of two times. Refer to the Financial Aid Satisfactory Academic Progress Policy available online at www.socc.edu/serv_resrc/faweb2/sap.html.

All course attempts will remain on the transcript. Only the best grade will be reflected in the cumulative grade point average (GPA). Financial aid is required by Federal regulations to calculate the cumulative grade point average using the historical transcript of all actual grades earned.

Some courses may be taken more than once for credit (i.e., PE 185). In these cases, the grades of the repeated courses will reflect in the cumulative GPA.

STUDENT ACADEMIC STANDING ACADEMIC HONORS

To graduate with honors, students must meet the criteria for graduation and have a 3.75 cumulative GPA. Cumulative GPA includes all transfer credits from other colleges. All coursework from other colleges will be included in the cumulative GPA, regardless of applicability to current coursework. Southwestern offers a number of options to achieve honors. To be recognized, students must meet the following criteria:

ACADEMIC EXCELLENCE

Students who achieve a term grade point average of 4.0 for the quarter with a minimum of 12 credit hours will be listed on the Academic Excellence Roll for that quarter.

HONOR ROLL

Students who achieve a term grade point average of 3.5 to 3.99 inclusive with a minimum of 12 credit hours will be listed on the Honor Roll for that quarter.

DEAN'S LIST

Students who achieve a term grade point average of 3.0 and 3.49 with a minimum of 12 credit hours will be listed on the Dean's List for that quarter.

SOUTHWESTERN SCHOLAR

Appear on the honor roll or achieve academic excellence for the entire academic year (Fall, Winter, and Spring terms).

HONORS IN ENGLISH

Students who have completed 15 credits of transfer classes from Southwestern with a cumulative GPA of 3.25 or higher are eligible to enter the Honors in English program. This program encourages exceptional achievement in reading, literature and writing. Completion of the program will be recognized at graduation and on the transcript with the designation "Honors in English." See your English instructor for more information.

PHI THETA KAPPA

Phi Theta Kappa is the international honor society for two-year colleges. Alpha Kappa Phi is the Southwestern chapter of Phi Theta Kappa. To join Alpha Kappa Phi, a student must have accumulated a total of 12 credits at Southwestern toward an associate's degree and must have either a 3.5 cumulative GPA or higher or a qualifying quarter with a 3.5 term GPA or higher while taking six (6) or more credits per term. All members must also maintain at least a 3.0 cumulative GPA.

ACADEMIC NOTIFICATION SYSTEM

To help students be successful, the Academic Notification System has been developed to monitor the academic progress of students.

The Academic Notification System is a three-step process designed to alert students to potential lack of progress during their academic career.

Step 1 – Academic Notification: This status results when the student's term grade point average (GPA) is below satisfactory progress (2.0) or the student has received two or more 'U', 'R' or 'F' grades in one term.

Step 2 – Academic Probation: If the student has received Academic Notification Status and the term GPA is again below 2.0 or the student has received two or more 'U', 'R' or 'F' grades in one term, the student is placed on academic probation. The student will continue on probation until the cumulative GPA is 2.0 or higher, provided that satisfactory progress is maintained during this time.

Step 3 – Academic Suspension: If, during any term while on probation or previous suspension, the student does not make satisfactory progress, the student will be suspended. This status results when the term GPA and current cumulative GPA are below 2.0.

THE PURPOSE OF THE ACADEMIC NOTIFICATION SYSTEM

To assist each student with accomplishing his/her educational goal by:

- Alerting the student and the college of academic difficulties or deficiencies.
- Providing an opportunity for the college to be of assistance to the student in setting and achieving academic goals.
- Assisting the student in utilizing the facilities and personnel of the college.
- Creating an atmosphere in which the student may be successful in his/her pursuit of an education.

EDUCATIONAL SUPPORT PROGRAMS AND SERVICES (ESPS)

541-888-7405 • Stensland Hall
www.socc.edu/serv_resrc/esps

Counseling Services

Career planning and exploration, educational advising, individual counseling, transfer planning, Human Development classes (e.g., College Success, Transfer Success, Math Success, Career/Education Exploration, Career/Life Plan)

Academic Advising

Academic advising provides students with advisor assignment and changes for students, schedule planning, degree information, academic and financial aid petition assistance.

Testing Services

ESPS provides COMPASS and ASSET placement tests, ACT/SAT interpretation, GED testing, CLEP testing, test proctoring. COMPASS placement testing is available on a walk-in basis, Monday-Friday between 8:15 a.m. and 3:30 p.m. (Monday – Thursday in the summer)

Disability Services for Students (DSS)

The DSS office provides services to students with documented disabilities (physical or learning) to help them be successful in college. Services include note takers, reader assistance, interpreters for the hearing impaired, and additional accommodations as prescribed. If you're a student with a disability or you think you have one and need more information, call 541-888-7405 to make an appointment with the DSS Director.

Career and Transfer Center

Career assessment inventories, career exploration library, transfer information, reference guides, Career Information System, college catalog library, scholarship information, Internet access.

Internship and Cooperative Work Experience

Internships give students and opportunity to gain valuable work experience and earn college credit at the same time. A successful internship combines classroom theory and practical experience in the workplace. Internships can be for pay or volunteer. Contact the Internship Coordinator at 541-888-7272 or 541-888-7405 to make an appointment.

STUDENT SUPPORT SERVICES

541-888-7419 • Stensland Rm 104
www.socc.edu/sss

Student Support Services (SSS) is one of the federally funded TRIO programs for education. The goals of SSS are to help students graduate from Southwestern, to encourage students to transfer to a four-year college or university and to assist with the transfer process. To be eligible for SSS, students must apply to the program and meet at least one of the following criteria: neither parents has a four-year (bachelor's) degree, meet the federal low income requirements for TRIO programs, or have a documented disability (physical or learning). SSS services are free and include tutoring, counseling, advising, campus visits to Oregon's four-year schools, cultural enrichment activities and supplemental grant aid for qualified students.

ATHLETICS

541-888-7452 • Prosper Hall
www.socc.edu/athletics

Southwestern's intercollegiate athletic programs include volleyball, men's and women's cross country, men and women's basketball, baseball, softball, cheer/dance, golf, wrestling and men and women's track and field. The Laker's athletic teams compete in the Southern Region of the NWAACC (Northwest Athletic Association of Community Colleges). Southwestern is also a member of the National Junior College Athletic Association (NJCAA) exclusively for the sport of wrestling.

BOOKSTORE

541-888-7264 • Stensland Hall
www.socc.edu/bookstore

The Southwestern Bookstore has all the books and supplies you need to start classes. They also carry snacks, beverages, clothing, backpacks, study aids, greeting cards, computer software, Southwestern memorabilia and gifts. The Bookstore offers extended hours the first two weeks of fall, winter and spring terms.

COMPUTER LABS

Tioga Hall, 4th floor and 2nd floor
www.socc.edu/computerlabs

Southwestern has several instructional computer labs and one lab that is open for student use on a "drop in" basis. The open computer lab has PC-compatible hardware and a variety of software. Computer labs are also available at the Southwestern facilities in Gold Beach and Brookings.

DENNIS BEETHAM LEARNING HUB

Tioga Hall, 4th floor • 541-888-7437

The Learning Hub provides self-paced, interactive computer programs to help students develop skills for success in college-level classes. It also provides materials to supplement and enrich courses. The Learning Hub is located on the fourth floor of Tioga Hall.

FAMILY CENTER AND CHILD CARE

541-888-7419
www.socc.edu/serv_resrc/fam_center

The Educare Preschool serves children ages 2 ½ to 6 (if still in kindergarten), with the preschool portion ending at 1 p.m. and aftercare provided for children enrolled in the preschool. The Pre-Educare Infant/Toddler room serves children ages 7 weeks through 2 ½ years, but only if the parent has a referral from DHS or is in the Even Start Literacy Program (i.e., this is not a drop-in child care center). The Family Center operates as the lab school for the Southwestern Childhood Education and Family Studies Program. For application and rate information, contact the Family Center main office.

GROUP TUTORING

541-888-7234 • Randolph Rm 4
www.socc.edu/serv_resrc/tutoring/index.html

The purpose of this program is to provide all Southwestern students with the academic assistance they need to successfully complete their courses. The program is staffed by students who have successfully completed the courses in which they are tutoring. The tutors specialize in specific subjects. Most tutoring leaders attend the classes in which they are tutoring. Many take notes, which they make available to the students. Tutoring hours are determined at the beginning of each term. Most of the leaders hold three one-hour sessions per week.

LEARNING RESOURCE CENTER (TUTORING LAB)

541-888-7234 • Randolph Rm 4
www.socc.edu/serv_resrc/tutoring/index.html

This is a program designed to provide all students with the academic assistance they need to complete their courses. The service is offered free of charge to all Southwestern students. The center is staffed with highly qualified tutors who have successfully completed the courses they are tutoring. The tutors are available to students who may need additional help with their classes. The Learning Resource Center currently offers a drop-in program along with tutoring by appointment. Appointment-based tutoring is available for students whose class and work schedules do not allow them to receive help during scheduled business hours.

The Learning Resource Center is located in Randolph Hall, Room 4. Regular tutoring center hours are: Monday through Thursday, 8:00 a.m. to 9:00 p.m., Friday 8:00 a.m. to 4:00 p.m., and Sunday 1:00 p.m. to 5:00 p.m. For more information contact (541) 888-7301.

LIBRARY

Tioga Hall 2nd & 3rd Floors
www.socc.edu/library
Main Floor 541-888-7270
Periodicals 541-888-7268

Southwestern Oregon Community College library provides resources to students, staff and community members:

- COASTLINE
  (Coos County Library Network Online Catalog)
- Reference materials
- Book collections
- Computer databases
- Periodicals
- Maps
- Videos
- Other audio-visual materials
- Internet access
- CD-ROM
- Hard copy and online indexes

A COASTLINE card is needed to check out materials. Items not available on COASTLINE can be borrowed from other libraries through interlibrary loans.

MEDIA SERVICES

541-888-7266 • Randolph Rm 7
www.socc.edu/academics/complabs/media

Students may access Media Services equipment for use in class projects and demonstrations on a limited basis. Media Services also houses the Teleconferencing Center.

SOUTHWESTERN ROCK WALL

541-888-7714 • Recreation Center

Introduce yourself to the exciting sport of rock climbing in a safe, controlled environment. The indoor wall features thousands of hand holds and a variety of terrain to challenge you. The rock wall is located inside the Recreation Center and is open to students currently enrolled in rock wall climbing class and when a supervisor is present.

SOUTHWESTERN'S RECREATION CENTER

541-888-7714 • *www.socc.edu/reccenter*

The Southwestern Oregon Community College Recreation Center, completed in the Fall of 2006, is a recreational and entertainment masterpiece for both regular students and community patrons. Our facility offers a state-of-the-art Fitness Center with a wide range of Precor/Life Fitness cardio equipment, Life Fitness circuit weight machines, Hammer Strength weight machines, and modern free weight machines, barbells, and dumbbells. The Recreation Center is also home to a collegiate-sized basketball court, racquetball court, activity room, dance room, game room, day-use locker rooms, and more!

Students registered for a credit class can enjoy the facility for free. If you are not currently taking a credit class, you can still register to use the facility at the Rec Center Front Desk.

SOUTHWESTERN'S STUDENT FIRST STOP CENTER

541-888-7352 • *www.socc.edu/firststop*

The Student First Stop Center provides a variety of services to students: general campus information; student employment services; payment for tuition and fees; admissions and registration; transcripts; financial aid to help with the cost of college.

We urge students, parents and the community to self-serve by utilizing Southwestern's website and WebAdvisor. WebAdvisor will take care of your registration, payment and transcript needs. WebAdvisor also provides assistance in Financial Aid, schedule planning and many other needs.

The Student First Stop Center is available in person, by phone and by email if additional assistance is needed.

STUDENT GOVERNMENT, STUDENT CLUBS, AND CO-CURRICULAR ACTIVITIES

www.socc.edu/student_life/activities.html
The activities on campus at Southwestern provide an exciting and intriguing way for students to enhance themselves socially, culturally, and educationally. Among the many groups at Southwestern are the Associated Student Government (ASG). Students elect the ASG Class President each spring. ASG charters clubs and organizations on campus as well as organize campus activities.

There are several official clubs at Southwestern, with new clubs being created each year to meet the changing needs of students.

SOUTHWESTER (STUDENT NEWSPAPER)

541-888-7442 • *http://southwester.socc.edu*

The Southwester student newspaper publishes news, information and commentary on college and community life. Working in a comprehensive publishing lab, the newspaper's award-winning writers, photographers, and editors publish commentary, calendar events, and the latest news on politics, sports, arts and entertainment.

SOUTHWESTERN STUDENT HANDBOOK

www.socc.edu/student_life/handbook/

The Student Handbook is produced by Southwestern Oregon Community College and is a publication for students containing college policies and procedures.

Students are responsible for the information contained in the handbook and will be held accountable for adhering to the policies and procedures* outlined.

Students can also obtain copies, during New Student Orientation, from the Student First Stop Center in Dellwood Hall and from Educational Support Programs and Services (ESPS) in Stensland Hall.

*Note: policies and procedures listed are subject to change.

STUDENT HOUSING

541-888-7635 • Lighthouse Depot
http://www.socc.edu/housing
Student Housing Requirement and Eligibility

All out-of-district or out-of-state first-time freshmen students choosing to attend Southwestern are required to live in student housing their freshman year unless you have a dependent, are 21 years of age prior to the first day of class, are a veteran, or if student housing is filled. Students must turn 18 years old before December 15th of the current school year they are attending to be eligible to live in Student Housing. Students must be enrolled full-time.

APPLICATION PROCESS

A checklist below is provided to help you complete the process. To reserve a room you need to complete an application and sign a room and board agreement. Before signing, it is important to read carefully and understand all parts of the application and agreement. Room assignments are determined by the information on your application. Fill out and return the Student Housing Application and Room and Board Agreement 2011-2012 with your refundable $250 housing deposit to the Lighthouse Depot. The deposit is refundable according to the "Room and Board Rates and Deadlines" policy. There is no deadline for room reservations but room assignments are based on the date all materials are received, so it is to your advantage to submit everything as early as possible.

- Read the complete packet of housing information.
- Complete and sign the Student Housing Application and Room and Board Agreement.
- Mail or drop off the Student Housing Application and Room and Board Agreement, and $250 housing deposit to Southwestern.
- Fall 2011 Financial Aid paperwork deadline is March 1, 2011. Deadline for Fall 2011 submission of additional paperwork required of every Financial Aid Applicant is July 1, 2011
- Receive and official financial aid award letter.
- Make payment arrangements on any balance not covered by financial aid prior to arrival.
- If you are a student applying for a loan, please visit the Financial Aid web page at www.socc.edu to complete the loan steps.

ROOM AND BOARD RATES AND DEADLINES

No early check-ins will be allowed. Anyone who arrives early will result in a $100 fee.

		Summer 2011	Fall 2011	Winter 2012	Spring 2012
Housing Opens	New	June 18	Sept. 23	Jan. 8	March 31
	Returning	June 18	Sept. 23	Jan. 8	Open
Housing Closes		Aug. 13	Dec. 10	Open	June 16
Meal Service Begins		*See below	Sept. 23 Dinner	Jan. 2 Dinner	April 1 Dinner
Meal Service Ends		*See Below	Dec. 9 Lunch	March 23 Lunch	June 15 Lunch

No meal service during Thanksgiving, winter and spring breaks. Arrangements to stay in housing during breaks need to be made in writing through the Housing Office. Please check with the Housing Office for rates.

*Meal plan for summer is optional - see housing for cost.

SCHEDULE OF RATES PER TERM

PRIVATE ROOM RATE	Fall	Winter	Spring	Total
15 per week	$3,286	$2,417	$1,643	$7,346
Flex Plan	$3,286	$2,417	$1,643	$7,346
19 per week	$3,396	$2,527	$1,753	$7,676

DOUBLE ROOM RATE	Fall	Winter	Spring	Total
15 per week	$2,838	$2,057	$1,331	$6,226
Flex Plan	$2,838	$2,057	$1,331	$6,226
19 per week	$2,948	$2,267	$1,441	$6,556

- Summer Term Housing is room only. Meal plan optional. Single: $1,200; Double: $720
- Each term the Flex Plan offers an average of eight meals per week and scrip money for purchasing food and meals at the student's choice. Only Flex Plan participants may purchase additional scrip money in $110 increments at the cash price of $100. Unused scrip money only carries over from Fall to Winter and Winter to Spring terms as long as you continue on the Flex Plan.
  Unused meals do NOT carry from term to term. Upon completion of agreement unused scrip meals or money will not be refunded.
- Each term the Flex Plan offers 88 meals and $125 in scrip money.

For students expecting financial aid, you will need to have the following by the first day of classes, (1) received an official award letter listing your financial aid awards and (2) attend an entrance interview and submitted a complete loan application if you are a student applying for a loan. If the above financial aid paperwork is not completed prior to the first day of classes or your aid package is less than the cost of housing or tuition, you will not be able to move in to student housing until payment arrangements have been made at the Student First Stop Center in Dellwood Hall, 541-888-7352.

SCHEDULE OF MISCELLANEOUS DEPOSITS AND CHARGES

$250 Housing Deposit	$10 Damaged or lost ID card
$30 Social Fee (per term)	$50 Improper Checkout
$50 cleaning charge (minimum)	
$50 Damaged or lost key replacement	
$25 Personal Property Abandonment	

Unreported work orders causing excessive damage or waste will be charged back to the residents of apartments or rooms.

The Housing Deposit must be submitted with a signed Student Housing Application and Room and Board Agreement. Room assignments will only be made upon receipt of the above agreement and deposit. Deposit refunds typically require 15 days to process.

REFUND SCHEDULE

All room rate refunds are based upon the student being formally released from the agreement by the Housing Office. After the first official day of class, charges are determined on a weekly basis ending each Friday on the following schedule.**

Move-outs during the 2nd week: Prorated refund of room and board rate and loss of room reservation deposit.

Move-outs after 2nd week: Will be charged 100% of the quarter room rate and loss of room reservation deposit.

**Federal Financial Aid students are subject to a different policy. Refer to the Financial Aid-Return of Title IV Funds pamphlet available online.

ROOM RESERVATION AND CANCELLATION

For first time students applying for housing, the housing deposit is refundable (less $30 application fee) if cancelled in writing prior to the following dates: Fall term – second Friday in August; Winter term – last Friday before Thanksgiving; Spring term – last Friday in February. Any room reservation cancelled after these deadlines or during any term at any time (other than the scheduled cancellation period each term) will result in forfeiture of the $250 housing deposit. This does not apply to students on the housing waiting list where no deposit is required.

Returning and Current Students – Students canceling during the reservation period posted at the end of the fall and winter terms will forfeit $125.00 of the Housing Deposit. The remaining deposit balance will be applied to their student accounts or refunded (a form is provided). At the end of the spring term students' housing deposit will be applied to their student accounts or refunded unless they reserve a for a future term. Students failing to indicate they are not returning to housing or Southwestern during any reservation period will forfeit the $250.00 Housing Deposit. Students failing to indicate they are returning to housing during the reservation period could result in loss of their room.

SUPPLEMENTAL INSTRUCTION

Offers credit (developmental) classes, non-credit classes, tutoring, and Learning Hub programs designed to equip students with the academic skills needed to function at a college level. After taking placement tests, students enroll in courses appropriate for their needs.

Developmental courses listed in this catalog include reading and study skills, math, writing, and specialized courses such as Technical Skills. These courses are especially useful for students entering college from other careers for retraining or re-entry into college work.

WRITING CENTER

541-888-7299 • Randolph Hall Rm 6
www.socc.edu/serv_resrc/writing/index.html
Email: *onlinewritingtutor@socc.edu*

This is provided for students in all classes, not just in writing or literature classes. The Writing Center, located in Randolph Hall, Room 6, is open daily and staffed by trained writing tutors. It offers help with all aspects of writing, from developing and organizing ideas, to editing for grammar and punctuation. The center also sponsors workshops on specific writing tasks and problems and provides students access to computer exercises and word processing. It provides online tutor, available under it's homepage.

Southwestern students, as free citizens and members of a learning community enjoy particular rights. Along with these rights is the responsibility to conduct oneself in accordance with the standards of the College that are designed to advance student learning. Although not all of these rights can be found in any document, it is important to note those that are most fundamental.

A. FREEDOM OF ASSOCIATION

Students shall be free to organize and join associations to promote their common interests subject to the following considerations.

1. The membership, policies and actions of a student organization will be determined by vote of only those persons who are bona fide Southwestern students.
2. Affiliation with an extramural organization shall not of itself disqualify a student organization from institutional recognition.
3. Each organization shall be free to select its own Southwestern advisor. Advisors must be either contracted faculty or staff currently employed by Southwestern. Southwestern staff serves the College community when they accept the responsibility to advise and consult with student organizations to provide guidance to the group on College procedure and policy.
4. Student organizations shall be required to submit a statement of purpose, criteria for membership, rules of procedures, a current list of officers and a certified number of active members as a condition of institutional recognition.
5. Campus organizations, including those affiliated with an extramural organization, shall be open to all students without respect to race, color, sexual orientation, marital and/or parental status, religion, national origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state, or local law. Disability consultations are available through the Office of Disability Services.

B. FREEDOM OF INQUIRY AND EXPRESSION

Students shall be free to take exception with the information or views presented in any course without it affecting their grade as long as the disagreement is not disruptive to the instructional process. Students are responsible for learning the content of any course for which they have enrolled even if they disagree with the course content. Students and student organizations shall be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves. Actions by individuals or groups to prevent the appearance of speakers who have been invited to the campus, and actions to obstruct or restrain other members of the academic community and campus visitors by physical force are subject to sanction.

C. FREEDOM FROM UNLAWFUL HARASSMENT

Southwestern Oregon Community College is committed to providing a learning and working environment free of harassment.

D. FREEDOM FROM SEXUAL HARASSMENT/SEXUAL ASSAULT

Students are protected from sexual harassment/sexual assault by Southwestern Board of Education policies, and by state and federal statutes.

E. FREEDOM FROM UNLAWFUL DISCRIMINATION

Southwestern wishes to maintain a place of learning and work that is free of unlawful discrimination. The College prohibits discrimination based upon a person's race, color, sex, sexual orientation, marital and/or parental status, religion, native origin, age, mental/physical disability or learning disability, Vietnam era or disabled veteran status, or any other status protected under applicable federal, state or local law.

F. STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

Student representation on selected Southwestern councils and committees provides an opportunity for students to participate in institutional governance.

G. STUDENT PUBLICATIONS.

Student publications and student press provide for free and responsible discussion of topics. Editors and managers are protected from arbitrary suspension and removal due to editorial policy or content. Editors and managers can be removed as the result of a violation of the Southwestern Standards of Conduct.

CODE OF CONDUCT

1. Students have the responsibility to obey and follow College policy and procedures, the ASG bylaws, federal and state statutes, and city ordinances. The ASG constitution and bylaws and College policy and procedures shall provide means for student involvement.
2. Students are responsible for fulfilling the requirements of their courses.
3. Students are responsible for the effects of their decisions and behavior that become destructive to the educational goals and processes of Southwestern Oregon Community College.
4. Anyone who is required to register as a sex offender under ORS 181.592-181.607 (sexual offender registration) or has been ordered by any court, parole board or other public agency to not have contact with persons under the age of 18 must notify the Office of Administrative Services at Southwestern Oregon Community College (1988 Newmark, Coos Bay, OR 97420) in writing within one business day of registering for any class at the College.

The following activities may result in disciplinary action:

1. Academic Plagiarism: The intentional submission for evaluation to a College instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of material's true source.

2. Academic Cheating: The intentional submission for evaluation to a College instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner.
3. Animal Abuse: Intentionally, knowingly, or recklessly causing physical injury to an animal in violation of ORS 167.
4. Furnishing false information to the College with the intent to deceive.
5. Forgery, alterations, or misuse of College documents, records, or identification cards.
6. Detention, physical abuse, or conduct that threatens imminent physical abuse of any person in the College community.
7. Malicious destruction, damage, or misuse of College or personal property on the College campus. College property is defined as all real and/or tangible property owned or controlled by the College, including but not limited to buildings, grounds, equipment, motor vehicles, library or other instructional materials.
8. Theft or extensive damage to another's property at the College or College-related environment.
9. Participation in hazing.
10. Possession, use, or threatened use of firearms, ammunition, knives, explosives, dangerous chemicals, or any other objects as weapons on College property, except as expressly authorized by law or institutional regulations.
11. The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned, or occupied by the College at any time when classes or student activities are scheduled.
12. Sexual Harassment: Repeated and unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange or career advancement, or creates an intimidating, hostile, or offensive environment for one of the parties.
13. Substantial and material interference with the operation of the College.
14. Failure to comply with the terms of any penalties applied under this Student Conduct Code.
15. Disorderly Conduct: Disorderly conduct is defined as knowingly and intentionally engaging in violent, tumultuous, or threatening behavior which results in inconvenience, annoyance, or alarm, creates unreasonable noise, or disturbs any lawful assembly of persons.
16. Eluding or attempting to elude a College Public Safety officer who is pursuing official duty.

POSSIBLE SANCTIONS FOR VIOLATIONS OF SOUTHWESTERN POLICIES

The Dean of Students (deanofstudents@socc.edu) will be responsible for maintaining and disseminating a disciplinary procedure for imposing sanctions while ensuring a student's right to due process. The severity of the sanction(s) should reflect the severity of the violation and may be imposed singly or in any combination. Sanctions for violation(s) of the Student Code of Conduct (or any other violations of Board policies or College administrative rules and regulations) may include, but are not limited to, the following:

1. Written Reprimand: Written warning that a student's conduct does not meet College standards and that continuation of such misconduct may result in further disciplinary action.
2. Disciplinary Probation: Imposition of a probationary status, for which further violations may result in additional disciplinary action, including suspension. Disciplinary probation may be imposed for any length of time up to one calendar year. The terms of the probation and conditions for ending it will be specified in a letter to the student. Disciplinary probation may include referral for intervention, screening, and treatment in cases where use of alcohol or other controlled substances have impaired safety and judgment.
3. Personal Mental Health Referral: A sanction which may be invoked in circumstances where the student's behavior poses a potential threat to the campus community.
4. Bar Against Re-Enrollment: May be imposed on a student who has a disciplinary case pending or who fails to pay a debt to the College.
5. Restitution: Reimbursement for costs of damage to a person or property or for a misappropriation of property. Restitution may take the form of appropriate services to repair or otherwise compensate for damages. Restitution may be imposed in combination with any other penalty.
6. Withholding of an Official Transcript: May be imposed upon a student who fails to pay a debt to the College.
7. Suspension of Rights or Privileges: Imposes specific limitations on, or restrictions to, the status of a student's enrollment at the College.
8. Suspension of Eligibility for Extracurricular Activities: Prohibited from joining a recognized student organization and participating in its activities or attending its meetings and/or from participating in official athletic or other extracurricular activities for any length of time up to one calendar year.
9. Temporary Exclusion: An instructor or supervisory staff member may remove a student from class, a service area, or a College sponsored event when, in the judgment of the instructor or supervisor, the student is disrupting the educational or administrative processes of the College or poses a danger to other staff or students. Prior to removal, the instructor or supervisor must inform the student of the nature of the disruptive behavior and request that the student cease the behavior. If the student does not comply, the instructor or supervisor has the authority to ask the student to leave the service area or College sponsored event for the remainder of the class session, service day, or event. If a student is removed, the instructor or supervisor must notify the Dean of Students, deanofstudents@socc.edu, and fill out the appropriate paperwork.
10. Suspension: A student may be suspended for a defined period of time. During a period of suspension the student is prohibited from registering for one or more credit or non-credit classes sponsored by the College and may be barred from entering the

College campus except with the permission of the President, the Vice Presidents, or Dean of Students. The conditions of reenrollment shall be stated in the letter of suspension.

11. Summary Suspension: Summary suspension may be used to protect the College from potential disruption of instructional or other College activities, or to protect the safety of students, faculty, staff, or College property. Summary suspension, for the purpose of investigating the event or events in which the student or students were allegedly involved, shall be for no more than five (5) school days; however, it may be continued pending final disposition of the case if it is deemed necessary for the safety of students, faculty, staff, or College property or in cases where the student's presence is considered to be disruptive to the orderly functioning of the College. The President, Vice Presidents, Dean of Students, or their designees may summarily suspend a student within the stated guidelines. Such suspension shall remain in effect until the outcome of a formal hearing is determined. The formal hearing shall be held no more than ten (10) working days from the first day of suspension. This timeline may be modified with the agreement of both parties.

12. Readmission after Suspension: When a student is suspended, the conditions for reenrollment that must be met will be outlined in the letter the student receives at the time of suspension. In the case of a long-term suspension (more than one week), the student will be required to meet with the Dean of Students or designee prior to re-enrollment, and to request reenrollment in writing. The Dean of Students will be responsible for determining if the conditions for reenrollment have been met. The Dean of Students will provide the student, in writing, with his/her decision regarding the student's reentry into the College and the reasons for the decision.

13. Expulsion: A permanent separation from the College. A student may be expelled from the College only on approval of the decision by the College's Board of Directors. Note: The parents or guardian of any dependent student under age 18 years of age who is placed on disciplinary probation, suspended, or expelled shall be notified.

Faculty may assign a failing grade for paper/test or course as a disciplinary action where appropriate. Faculty may also require a student to leave the classroom at any time for violations of the Student Conduct Code.

In addition, when enforcing College regulations, city codes, and state and federal laws, College Public Safety officers may issue citations and/or make arrests.

SUBSTANCE ABUSE POLICY & PROCEDURES FOR VIOLATIONS

As part of its educational mission, Southwestern is committed to providing an environment which promotes academic, social, and personal development and recognizes that faculty and staff all contribute to learning. Southwestern holds the belief that the illegal use and abuse of alcohol, and the use of illegal drugs, pose a direct threat to its learning environment.

POLICY AS STATED IN THE CODE OF CONDUCT

The possession of alcoholic beverages or controlled substances on the College campus or any other facility that is rented, leased, owned or occupied by the College at any time when classes or student activities are scheduled, except as provided for in Southwestern Oregon Community College Board Policy 5.012 Liquor On Campus is prohibited. Sanctions which may be imposed by the Dean of Students (or designee) on students for violations of the code will be in addition to any citations that may have incurred from public safety or local law enforcement. Specific sanctions include:

First Offense – Written reprimand and referral to counseling, educational assessment and/or community service.

Second Offense – Required alcohol assessment and disciplinary probation.

Third Offense – Suspension from College for a defined period of time. If a student is enrolled in certain educational programs (nursing, culinary arts, fire science, etc.) or participating in student activities such as athletics, student government, or other clubs, or living in campus student housing, additional sanctions may apply. Please see those policies that apply.

ADDITIONAL SANCTIONS

1. Athletic Department: please see current Redbook
2. Residence Life/Housing: please see current housing contract
3. Nursing Standards: please see current nursing handbook
4. OCCI: please see current handbook
5. Student Government (ASG): please see current bylaws
6. Federal Financial Aid Regulations pertaining to drug convictions: Eligibility regarding drug convictions - student is ineligible for financial aid if he/she has a drug conviction which is declared at the time student files the FAFSA. Ineligibility begins from date of conviction. Please note that this is a self-declaration when the student files the FAFSA. Please see the following web site for more information: http://www.socc.edu/serv_resrc/faweb2/facstafinfo.html

PROCEDURAL STANDARDS IN DISCIPLINARY PROCEEDINGS

Disciplinary proceedings regarding student conduct play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, the College has a duty and the corollary disciplinary powers to protect its educational purpose through the setting of standards of scholarship and conduct for the students who attend and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards will be observed to protect the student from the unfair imposition of serious penalties. The administration of discipline shall guarantee procedural fairness to an accused student.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him/her, that he/she be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provisions for appeal of a decision. Students have the right to initiate the grievance procedure when student rights, as defined in this document, have been denied.

INVESTIGATION OF STUDENT CONDUCT

1. Complaint

a. Any person including but not limited to students, staff, and faculty who has knowledge of student conduct that may be in violation of the Code may file a student conduct complaint with the Dean of Students.

b. All student conduct complaints must be received no later than 30 calendar days after the incident described in the complaint or the time when the person filing the student conduct complaint first had knowledge of the incident, whichever time period is greater.

2. Action on the Complaint

a. Based on information received in the complaint, the Dean of Students or designated representative may initiate further investigation of the complaint and/or impose appropriate penalties.

b. The Dean of Students acting on a complaint may initiate the Resolution Process when it is alleged that the College has acted in a manner that denies, abuses, or diminishes a student's rights and privileges.

STATUS OF STUDENT PENDING FINAL ACTION

Pending action on a complaint, the status of a student will not be altered, or his or her right to be present on the campus and to attend classes suspended, except for reasons relating to his or her physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or College property.

STUDENT COMPLAINT RESOLUTION PROCEDURES

Complaint resolution procedures include both informal and formal processes. Students are required to resolve complaints informally and use the formal complaint procedure only as a last resort. (Exceptions to this will be determined by the appropriate College official) Southwestern Oregon Community College provides procedures for students to use to address concerns or initiate complaints regarding grade disputes, another student's conduct which violates the College's Student Code of Conduct, allegations of discrimination or sexual harassment, or charges of faculty or staff misconduct.

STUDENT COMPLAINT RESOLUTION PROCEDURES

Each of the dispute types listed below shall be subject to a dispute resolution process. The same process is not necessarily appropriate for resolving all disputes. The dispute types listed below will be resolved through the following procedures:

1. Grade Appeals

Should a student feel that he/she was not graded fairly and has discussed the issue with the instructor and the Instructional Director, the student may appeal for a change in grade in accordance with the following appeal process:

a. The student shall complete a grade appeal form which shall include all the particulars of the situation surrounding the grade given, what grade change is requested and a statement that substantiates the perception of the student that the grade assigned is unfair.

b. The form shall be submitted to the appropriate Instructional Director who shall review the appeal with the instructor. The instructor shall respond to the statement of the student in written form.

c. If the Instructional Director's decision is to change the grade in agreement with the student's request, it will be so recorded and the appeal process will be considered complete.

d. If the Instructional Director's decision is to not change the grade and the student is not satisfied with the decision, the appeal process may be continued with the Vice President of Instruction.

All documentation surrounding the grade appeal shall be reviewed by a committee of three regular faculty members chaired by the Vice President of Instruction. The Vice President of Instruction shall select five faculty members from three separate disciplines who are willing to serve in this capacity. If five faculty members are not willing to serve in this capacity, the Vice President of Instruction shall appoint five faculty members. When an appeal is heard, the instructor involved shall be allowed to strike two of the names, and the three remaining faculty shall conduct the grade appeal. The Vice President shall facilitate the grade appeal review but shall not be a voting member. The committee shall be authorized to change a grade and the committee's decision shall be final. A permanent record of the grade shall be maintained in the registrar's office.

COMPLAINTS ALLEGING VIOLATIONS OF A COLLEGE POLICY OR PROCEDURE

Step 1: Initiate the informal process

The goal of the informal process is to establish communication between the student and the appropriate staff member for the purpose of providing a forum in which the student's questions or concerns can be addressed. It is hoped that this communication will result in a resolution agreeable to both the student and the staff member.

The student must meet with the appropriate instructor or staff member and discuss his/her concerns about the alleged policy or procedure violation. If resolution cannot be reached by talking to the appropriate staff member or when contact with the staff member would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor or an Instructional Director. Students can receive assistance in locating the appropriate supervisor or Instructional Director by contacting the office of the Dean of Students or the office of the Vice President of Instruction.

The student must discuss the concern with the faculty or staff member directly involved (or, when necessary, the immediate supervisor or Instructional Director) within 20 working days of the alleged policy or procedure violation or the student will lose the opportunity to make a formal complaint.

Step 2: File a Formal Complaint Form with the Dean of Students' Office If the attempt to resolve the situation informally is not successful, the student may file a formal written complaint. Southwestern Oregon Community College's Formal Complaint Form is available in the office of the Dean of Students. Forms should be returned to the office of the Dean of Students. The Dean will be responsible for ensuring that the complaint is forwarded to the appropriate College manager.

Charges of Student Misconduct made by Faculty, Student or Staff could include any violation of the

Standards of Student Conduct set forth above which comes to the attention of a faculty or staff member. Faculty, students and staff members are encouraged to deal with student misconduct on an informal basis whenever possible. However, where the misconduct rises to a level such that informal resolution is not possible, a student or staff member may initiate this dispute resolution procedure by filing the following material to the Dean of Students.

a. A written complaint setting forth the name of the student

b. A description of the alleged inappropriate conduct

c. A reference to the student conduct policy allegedly violated and, if informal dispute resolution was attempted, a statement of the steps utilized; or, if no informal dispute resolution was attempted, an explanation of the reason why such an attempt was not made.

d. Name and telephone number of the faculty, student or staff member initiating the complaint.

At an initial conference with the Assistant Director of Housing (Housing Violations) or Dean of Students (or designees), the student will be informed verbally and in writing of the charges and the maximum penalty which might result from consideration of the disciplinary matter. Failure of the student to attend the conference without good cause and prior notification or a verifiable emergency may constitute a waiver of the student's right to participate and appeal further.

The student must submit all of his/her information within seven (7) calendar days of the initial conference. After considering the evidence in the case and interviewing persons as appropriate, the Dean of Students may take one of the following actions:

a. Terminate the proceedings, exonerating the student

b. Dismiss the case after appropriate counseling and advice

c. Impose an appropriate sanction as described

The student will be notified in writing of the decision made by the Dean of Students. The student may appeal the decision of the Dean of Students by filing a written appeal with the Vice President of Instruction (or designee) within seven (7) calendar days of the Dean of Students' decision. The Vice President (or designee) shall render a decision on the appeal within seven (7) calendar days of its filing. The decision of the Vice President (or designee) shall be final and not subject to further appeal. In cases where expulsion is the recommended outcome, the Vice President of Instruction will make the final decision and no further appeals will be allowed.

CHARGES OF FACULTY OR STAFF MISCONDUCT

These complaints do not include grade appeals. They may include any perceived violation of law or College policy, procedures, or the Student Rights section of this document. Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules which are beyond the scope of this document. By law, certain procedures must be followed before discipline can be imposed. For this reason, complaints concerning the conduct of the faculty or staff member shall be made to the Vice President of Administrative Services or designee.

Student Complaints Alleging Violation of a College Rule, Policy, or Procedure

This type of complaint is to be employed if a student believes that the College, as a matter of practice, is violating its own rules, policies, or procedures. A student complaint concerning a College rule, policy, or procedure shall be made in writing and submitted to the Dean of Students. The complaint shall contain the following information:

a. The student's name

b. The nature of the complaint together with all documents, policies, procedures and related material which may be necessary for College review of the complaint.

Upon receipt of the complaint, the Dean of Students shall schedule a meeting with the student complainant. At that meeting, the Dean of Students shall attempt a resolution of the student complaint. In the event that the resolution proposed by the Dean of Students is not acceptable to the student, he or she may make a secondary appeal to the Vice President of Instruction. The secondary appeal shall consist of a meeting with the Vice President of Instruction, the Dean of Students and the student. At this meeting, the Vice President of Instruction will hear the student complaint, discuss the matter with the student and Dean of Students, review appropriate materials, and issue a written decision within 30 days of the meeting, and the decision shall be final.

ANCILLARY ROLE OF THE DEAN OF STUDENTS

In addition to the duties imposed upon the Dean of Students as set forth above, he or she shall also be primarily responsible for attempting informal resolutions and reconciliations at all steps in the dispute resolution process. The Dean of Students may, with the student's consent, intervene on the student's behalf at any stage of any dispute resolution proceedings. By the same token, the Dean of Students shall also be free to schedule meetings with the student complainant at any step during the dispute resolution process should he or she deem it useful. Failure of a student complainant to attend any meeting thus scheduled without good cause and prior notification, or a verifiable emergency, may be deemed a waiver of any right to proceed further at any stage of any dispute resolution process. Any timeline set forth in any dispute resolution procedure may be extended by the Dean of Students upon written application to do so.

NOTE: Students' privacy is protected under the federal Family Educational Rights and Privacy Act, 20 U.P.S.C. Section 1232g; 34 CFR Part 99 (2000) and related state laws. Southwestern has developed procedures in accordance with the law. I Legal References: ORS 166.065, 341.290 (2) (3) (17), 659.850, 659.865, OAR 166-450-0000 to 0125, 589-010-0100, 589-002-0200 (1) (e), 591-004-0100 to 0750, 591-004-0500

DISCRIMINATION/
SEXUAL HARASSMENT (1.001/1.001P)

Students with complaints of possible harassment or discrimination may seek immediate assistance from the College's Affirmative Action Officer in accordance with the College's Discrimination Complaint Policy/Procedure (including sexual harassment discrimination [1.001/1.001P]). Copies of this procedure are available in the Human Resources Office.

CHARGES OF FACULTY OR STAFF MISCONDUCT (4.505/4.505P)

Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules that cannot be superseded by these procedures. By law, certain procedures must be followed before discipline can be imposed. Prior to submitting a formal complaint, students will be required to discuss their concerns with the faculty or staff member involved in an effort to reach an informal resolution. If not successful, or when contact with the staff member would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor or an Instructional Director. Students can receive assistance in locating the appropriate supervisor or department chair by contacting the office of the Dean of Students or the office of the Vice President of Instruction. The student must discuss the concern with the faculty or staff member directly involved (or, when necessary, the immediate supervisor or Instructional Director) within 20 working days of the incident precipitating the complaint, or the student will lose the opportunity to make a formal complaint. If the outcome of the informal process is not successful, students may file a formal complaint. Formal complaints may be made by completing the College's Formal Complaint Form. The student has ten (10) working days from the date of the last meeting with the appropriate staff member or his/her immediate supervisor or Instructional Director to file the complaint form with the Dean of Students' Office. Formal complaints regarding the misconduct of a faculty or staff member will be forwarded to the appropriate supervisor or his/her designee and shall be subject to resolution procedures as detailed in the College's Discipline and Dismissal policy and procedures (4.505/4.505P).

STUDENT RIGHT-TO-KNOW

In accordance with 34 CFR Part 668, you have the right to know certain information about Southwestern Oregon Community College including a variety of academic information, financial assistance information, institutional information, information on completion or graduation rates, institutional security policies and crime statistics, and athletic program participation rates and financial support data. As part of our compliance with this regulation Southwestern present the reference chart of the Southwestern web site at www.socc.edu/student_life/handbook/socc_student_right_to_know.pdf. Should you wish to comment on the presentation or content of the information provided, please contact the Dean of Students.

COLLEGE SMOKING POLICY

Administrative Policy 5.010 prohibits the use of tobacco of any kind, by any person, in the following areas: Any building, room or vehicle that is owned, rented or used by the college, the areas under the north and south overhang at the first floor levels of Tioga Hall, and all areas within ten (10) feet of any door into college buildings.

BUDGET COMMITTEE

Mike Gaudette
Mike Helfrich
Brett Kenney
Kathleen Mickelson
John Shank
Mike Sickels
Timm Slater

OFFICE OF THE PRESIDENT

Patty Scott, Ed.D., President
Karl Easttorp, Director of Student Recreation Center/Community Relations
Megan Corriea, Recreation Center Supervisor/Softball Coach
Debra Nicholls, Executive Assistant to the President, Board Secretary

INSTRUCTION

Valerie Martinez, Vice President of Instruction
Chris Amaral, Putting Education to Work Project Director
Kathy Barber, Even Start Coordinator/Family Liaison
Daniel Birskovich, Family Center Coordinator/ECE Practicum Instructor
Susan Brady, Curry Advisor/Student Services Coordinator
Anna Chavez, Administrative Assistant VP of Instruction
Chris Coles, Director of Retired and Senior Volunteer Program (RSVP)
Mary Jane Fisher, CCLS Extended Services Director
Shawn Hanlin, Executive Director of Oregon Coast Culinary Institute
Karen Helland, Director of Commmunity & Workforce Development
Kristen Crusoe, Associate Dean of Learning
Margallee James, Career Pathways/Perkins Coordinator
Tony LaPlant, Putting Education to Work Training Coordinator
Lynne Lorenzen, Even Start Family Literacy Specialist
Karen Matson, Instructional Technology Specialist/TLC Coordinator
Bonnie Maxwell, Director of Corrections Education
Marion Bauer, Parent Cooperative Coordinator
Sean Park, CCLS Library Network Administrator
Pat Parker, Director of Transitional Education
Denese Morris, Title III Activity Director/TLC Coordinator
Laurie Potts, Director of Childhood Education
Janet Pretti, Dean of Curry Campus
Paul Reynolds, Director of Fire Science
Susan Walker, Director of Nursing
Diana Schab, Associate Dean of Learning
Sharon Smith, Library Services Director
Arlene Soto, Director SWOCC Business Development Center
Elen Riley, Statewide Online BNA Coordinator

STUDENT SERVICES

Tom Nicholls, Executive Director of Enrollment Management
John Berman, Pre-College Recruiter
Kathy Blake, Educational Talent Search Assistant Program Director
Margie Boak, Educational Talent Search Specialist
Sharilyn Brown, Director of Educational Talent Search/Upward Bound
Jamie Cook, OCCI Recruiting, Advising and Retention Specialist
Grant Gill, Educational Talent Search Specialist
John Finney, Upward Bound Education Specialist
Howard Kubli, Educational Talent Search Specialist
Shawn Liggett, Student First Stop Coordinator/Supervisor
Gerry Livingston, Educational Talent Search Specialist
Barry Miller, Educational Talent Search Specialist
Kari Robison, Admissions/Recruitment Coordinator
Leslie Ryan, Upward Bound Education Specialist
Avena Singh, Director Financial Aid
Karina Smith, Student Life and Events Coordinator
Neil Winberg, Talent Search Coordinator

CAREER COUNSELING

Tim Dailey, Associate Professor, Student Support Services and Disabilities Coordinator
Patrick Platt, College Work Study/Job Placement/Internship Coordinator
Michelle Benoit, Professional Technical Transition Specialist

ADMINISTRATIVE SERVICES

Linda Kridelbaugh, Vice President of Administrative Services
Dede Clements, Bookstore Manager
Kyle Croy, Resident Director
Lisa Fletcher-Gordon, Compensation/Benefits Coordinator
Chris Foltz, Executive Chef SOCC Dining Services
Jeremy Jones, Residence Director
Ann McCadden, Compensation/Benefits Coordinator
Dave McKiney, Director of Facilities
Ron Olson, Business Office Director
Carol Richards, Administrative Assistant to the VP of Administrative Services
Julia Rose, Interim Resident Director
Leigh Stiles, Accounting Technician
Rachelle Summerville, Executive Director of Human Resources
Shannon Wheeler, Catering Director/Sous Chef SOCC Dining Services
Jeff Whitey, Housing Director

ATHLETICS

Mike Herbert, Athletic Director

FOUNDATION

Karen Pringle, Foundation Executive Director

INTEGRATED TECHNOLOGY SERVICES

Kat Flores, Executive Director ITS, Research and Planning
Dean Ball, Technology Support Supervisor
Robin Bunnell, Institutional Researcher
James Chilson, Programmer/Training Specialist
Pat Davidson, Web System Administrator
Cari Friesen, Senior Information Technology Specialist
Carl Gerisch, Systems Administrator
Rocky Lavoie, Assistant Director of Integrated TechnologyServices/Systems Administrator
John Taylor, Network Technician Specialist

EMERITUS ADMINISTRATION AND FACULTY

Pat Alvey
John Anderson
Carroll Auvil
Thomas Bennett
Hans Boettcher
Brenda Brecke
Jack Cabrera
Jill Christiana
Harvey Crim
Barbara Davey
Barbara Dodrill
Steve Erickson
Peggy Goergen
Shirley Gitchell
Dennis Hanhi
Catherine Hockmen
Thomas Humphrey
Ken Jensen
Kirk Jones
Beverly Kemper
Stephen Kridelbaugh
N. William Lemoine
Sharleen Lillebo
Jim Love
Hugh Malafry
Jacqueline McNeill
Robert Miller
Don Neuharth
Jean Noland
Ron Pullen
Jon Richards
John Rulifson
Melanie Schwartz
Robert Shepard
John Speasl
Mary Stricker
Sharon Tashjian
Jean von Schweinitz
Terry Weaver
Dorothy Anacleto
Phillip Anderson
Rodger Barber
John Berman
Bob Bower
Don Burdg
Dortha Chase
John Christiansen
Ray Daniels
Evan Davis
Nathan Douthit
Willi Furrer
Dorothy Gillett
Linda Grosso
Sarah Harrold
Charles Hower
John Hunter
Barbara Johnson
Raymond Kelley
Bonnie Koreiva
Kay Kronsteiner
Ronald Lilienthal
Bruce Locker
Phyllis Love
William McGuire
Sheldon Meyer
Carol Moore
Jan Newlander
John Noland
Clara Radcliffe
Christian Rosman
Darrell Saxton
Christine Scholey
Jim Shumake
Veneita Stender
Stephanie VanHorn
Carol Vernon
Sheila Ward
Bill Winfield

FULL TIME FACULTY

Christina Alexander, Professor, Anthropology, Sociology, Cultural Geography and Women's Studies
B.A. in Interdisciplinary Studies, 1993; M.A. in Interdisciplinary Studies, 1998, Marylhurst College

Smita Avasthi, Associate Professor, Public Services & Electronic Resources Librarian
B.A. in English, 1991, Lewis and Clark; M.A. in English, 1995, Ph.D. in English, 1999, University of Oregon; MLIS in Library Science, 2006, University of Washington

Ronald Bell, Professor, Counselor
B.S. in Theatre Arts, 1978; M.F.A. in Playwriting, 1980, UCLA; M.C. in Counseling Education, 1989, Arizona State University

Jerri Bennett-Stillmaker, Professor, Allied Health
B.S. in Nursing, 1979, Southern Oregon State College; M.S. in Nursing, 1987, University of Portland

Fred Brick, Professor, History/Political Science
B.A. in History/Education, 1986, College of St. Thomas; M.A. in History/Political Science, 1990, University of Minnesota

Jane Briggs, Professor, Adult Learning Skills Program
B.A. in Elementary Education, 1969, University of Oregon; M.A. in Education, 2000, Oregon State University

Daniel Brouse, Associate Professor, Biology
B.S. in Biochemistry/Biophysics, 1995 Oregon State University; Doctor of Chiropractic, 1998, Western State Chiropractic College

Carolyn Byrd, Assistant Professor, Student Support Services Counselor
B.A. in Social Sciences, 2000, Washington State University; M.S.W. in Social Work, 2002, Eastern Washington University

Anthony Collins, Assistant Professor, Transitional Education
B.A. in Linguistics, 1999, Western Washington University; M.Ed in Adult Education, 2000, Western Washington University

Tim Dailey, Professor, Student Support Services and Disabilities Coordinator
B.S. History/Social Sciences, 1978; Whitworth College; M.C. in Counseling, 1991, Arizona State University

Cheryl Davies, Associate Professor, Psychology
Bachelor of Commerce, 1989, McMaster University; M.S. in Psychology, 2001, Southern Oregon University

Michael Detwiler, Professor, English/German
B.A. in English and German, 1971, Ashland University; M.A. in English and German, 1974, University of Freiburg, Germany

George Elkins, Professor, Mathematics
B.S. in Secondary Education, 1985; M.A. in Teaching (Math), 1990, Western Oregon State College

Daniel Esposito, Assistant Professor, Health/PE and Baseball Coach
B.A. in English, 1998; M.S. in Physical Education, 2002 Pittsburg State University

Candice Favilla, Professor, Writing/Literature
B.A. in English, Writing/Literature, 1984; M.A. in English, Literature, 1986, California State University, Chico; Ph.D. in English, 1994, University of Denver

Robert Fields, Professor, Biology/General Science
B.S. in Biology, 1981; M.S. in Biology, 1984, University of Illinois; Ph.D. in Zoology, 1991, Washington State University

Darell Folck, Associate Professor, Baking and Pastry
AOS in Culinary Arts, 1996, California Culindary Academy, San Francisco, CA

James Fritz, Professor, Art
B.A. in Liberal Arts/Studio, 1983, St. John's University; M.F.A. in Sculpture/Metal Casting, 1989, Southern Illinois University

Nilda Garzelloni-Dovale, Associate Professor, Culinary Arts
B.A. in Hotel Restaurant Management, 1977, Michigan State University; Chef Training Program, 1981, LA Trade Technological College

Jeffrey Hayen, Professor, Engineering/Mathematics/Physics
B.S. in Mechanical Engineering, 1984; M.S. in Mechanical Engineering, 1986, San Diego State University; Ph.D. in Applied Mechanics and Physics, 1996, California Institute of Technology

Trevor Hoppe, Associate Professor, Health/PE
B.A. in Physical Education, 1992; M.A. in Physical Education, 1996, Humboldt State University

Sean Hutcherson, Associate Professor, Mathematics
B.S. in Mechanical Engineering, 1989, University of California, Santa Barbara; M.A. in Math and Science Education, 1994, University of California, Berkeley

Zita Ingham, Professor, English
B.A. in Bacteriology, 1974, University of California, Berkeley; M.A. in English-Teaching in a two-year college, 1984; Ph.D. in Rhetoric and Composition, 1991, University of Arizona

Bernadette Kapocias, Associate Professor, Speech
B.S. in Communications, 1993, Southern Oregon State College; M.A. in Communications, 1997, Washington State University

Kelly Leavitt, Assistant Professor, Health & Physical Education/Athletic Coach
B.S. in Athletic Training, 2004, Salisbury University; M.S. in Kinesiology, 2007, University of Hawaii

Carol McKillip, Professor, Mathematics, Environmental Sciences
B.A. in English, 1970; B.A. in Latin, 1971, San Jose State University; M.S. in Geology, 1992, University of Oregon

Terry Mendez, Instructor, EMT/Paramedic
A.A.S. in Fire Science, 1997, Southwestern Oregon Community College; A.A.S. in Emergency Medical Technology, 1999, Lane Community College

Renee Menkens, Assistant Professor, Nursing
A.S. in Nursing, 1978; B.S. in Nursing, 1983, Southern Oregon University; M.S. in Nursing Community Health Care Systems, 1986; P.M.C. in Nursing Education, 2005, Oregon Health Sciences University

Ronald Metzger, Professor, Earth Science
B.S. in Geology, 1985, St. Lawrence University; M.S. in Geology, 1988; Ph.D. in Geology, 1991, University of Iowa

Sharon Miller, Professor, Developmental Education
B.Ed. in Elementary Education, 1968; M.S. in Reading Diagnosis and Correction, 1969, University of Oregon

Eleanor Montagna, Professor, English
B.A. in Arts and Letters, 1967; M.A. in Romance Languages, 1975, University of Oregon; M.A. in English, 1994, Humboldt State University

Anny Mueller, Professor, Psychology
B.A. in Psychology, 1974, Montclair State College; M.A. in Clinical Psychology, 1976, Fairleigh Dickinson University

Dan Neal, Professor, Health/PE and Track Coach
B.S. in Health/PE, 1974, Southern Oregon State College; M.S. in Sports Coaching, 1994, United States Sports Academy

Joy Parker, Professor, English
B.A. in English, 1982; M.A. in Applied Linguistics/TESL, 1986, University of Oregon

Tina Powers, Visiting Instructor, Culinary Arts
Chef's Certificate, Diablo Valley College, 1983; A.A.S. in Food Arts & Management, 2002, Metropolitan Community College, Omaha, NE

Woojay Poynter, Assistant Professor, Baking/Pastry
B.S. in Computer Science, 1996, Michigan Technological University; M.A. in Economics, 2002, Unviersity of Oklahoma; A.O.S. in Culinary Arts & Management, 2005, Metropolitan Community College; B.S. in Culinology, 2009, Southwest Minnesota State University

Tom Roberts, Visiting Instructor, Culinary Arts
A.A. in Occupational Studies in Culinary Arts, 1985, Culinary Institute of America

Beverly Segner, Professor, Counselor
B.A. in Social Welfare, 1974; M.S.W. in Social Work, 1976, University of Southern California

Willa Shannon, Associate Professor, Mathematics
B.A. in Music/Education, 1967, Whitman College; M.S. in Systems Management, 1995, University of Southern California, Los Angeles

Linda Stagg-Brown, Instructor, Business/Marketing
B.S. in Business/Psychology, 1999, Eastern Oregon University; MBA in International Business Administration, National University, CA

Ann Sylvia, Professor, Chemistry, Life Sciences
B.S. in Entomology, 1980, University of California; B.S. in Chemistry, 1986, California State University; Ph.D. in Chemistry, 1991, University of California

Randy Torres, Visiting Instructor, Culinary Arts
Culinary Certificate, 1998; Advanced Culinary Certificate, 1999, Orange Coast Community College
Certified Executive Chef with the American Culinary Federation

Michael Turner, Professor, Music
B.M. in Music Theory, 1976, M.M. in Music Theory, 1981, North Texas State University

Eric Wade, Associate Professor, Welding and Manufacturing Technology
A.S. in Agricultural Science, 1991, Butte College; B.S. in Agricultural Science, 1994, California State University; Teaching Credential, 1995, California State University

Kathleen Walsh, Instructor, Nursing
B.S. in Nursing, 1977, University of South Florida; J.D. in Law , 1984, University of Arizona; M.S. in Nursing, 2008, University of Phoenix

Adam Whitlatch, Associate Professor, Health/PE
B.S. in Physical Education, 2000, Ohio University; B.S. in Recreation Studies, 2000, Ohio University; M.S. in Pedagogy/PE, 2001, University of Wisconsin, Lacrosse

Chris Williamson, Professor, Computer Information Systems
B.A. in Communications, 1975, Washington State University; M.S. in Computer Science, 1987, East Texas State University

Mark Wilson, Professor, English
B.A. in English, 1976, Northwest Nazarene College
M.A. in English, 1978, Washington State University

Marta Wozniak, Assistant Professor, Writing/Advisor
B.A. in English, 2001, Southern Oregon University; M.A. in English, 2001, Nicholas Copernicus University; M.A. in English, 2004, Arizona State University

Bill Yates, Professor, Computer Information Systems
B.S. in Biology, 1972, University of Oregon; M.Ed. in Computers in Education, 1984, St. Martin's College; Ph.D. in Curriculum and Instruction, 1988, University of Oregon

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SOUTHWESTERN OREGON COMMUNITY COLLEGE CONTACT NUMBERS

1988 NEWMARK AVE., COOS BAY OR 97420 • WWW.SOCC.EDU

Southwestern Main Campus	(541) 888-2525 or (800) 962-2838
Administrative Services	(541) 888-7206
Admissions	(541) 888-7636
Athletic Department	(541) 888-7452
Community/Distance Education	(541) 888-7415
Educational Support Programs and Services (Counseling, Testing and Advising)	(541) 888-7405
Financial Aid Office	(541) 888-7337
Federal Work Study/General Student Employment	(541) 888-7337
Federal Student Aid	(800) 433-3243
Office of Instruction	(541) 888-7424
Oregon Student Assistance Commission	(800) 452-8807
Presidents Office	(541) 888-7400
International Student Program	(541) 888-7185
Student Loan Coordinator	(541) 888-7309
Student First Stop (Registration, Student Records, Transcripts, Cashier and Student Accounts Receivable)	(541) 888-7352
Student Housing	(541) 888-7635
Student Support Services	(541) 888-7419
Southwestern Curry Campus Brookings Center	(541) 813-1667
Southwestern Curry Campus Gold Beach Center	(541) 247-2741
Southwestern Curry Campus Port Orford Center	(541) 253-7553

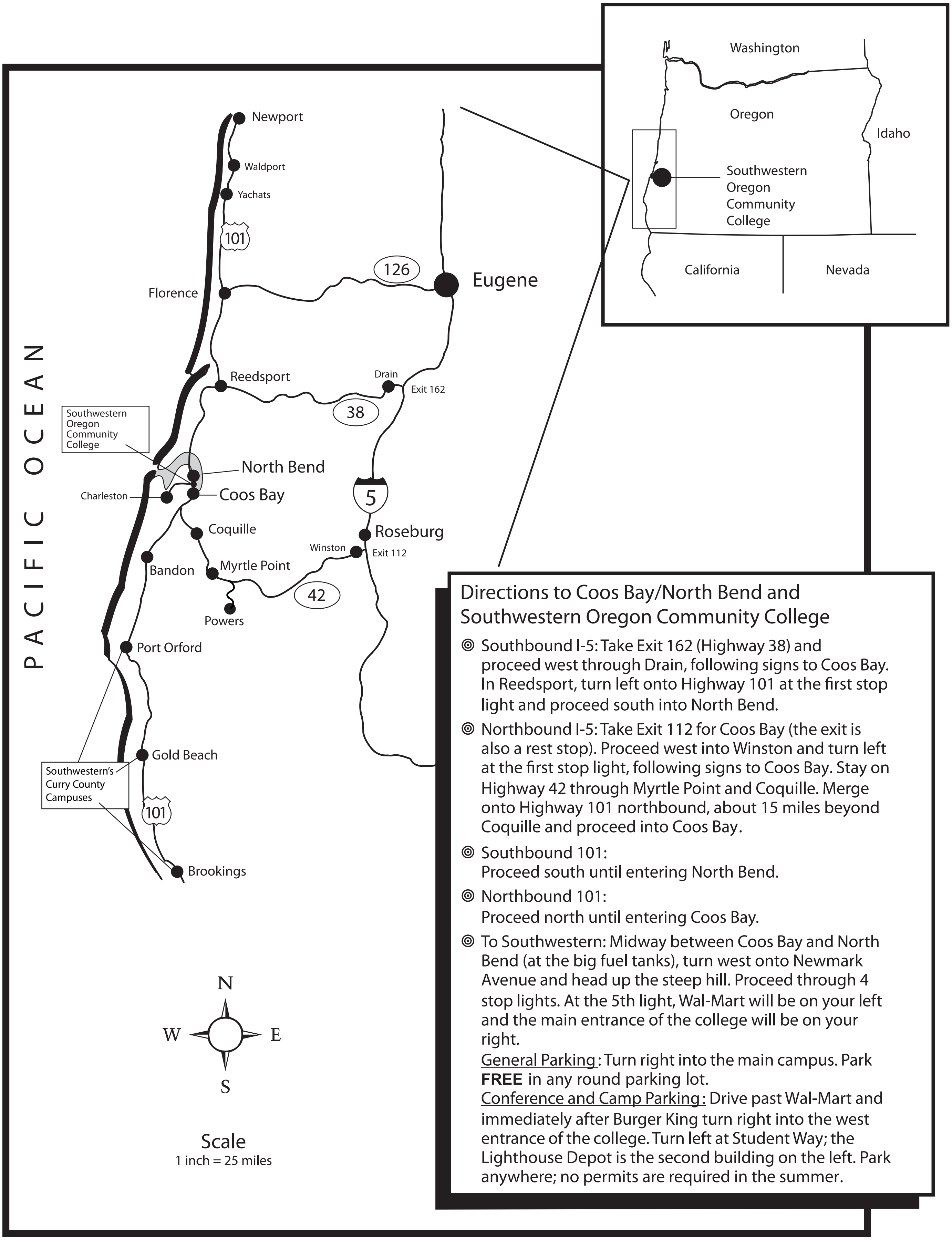
EDUCATIONAL DEVELOPMENT PLAN

Name:

ID:

Degree/Certificate:

First Year Fall	Credit	First Year Winter	Credit	First Year Spring	Credit	First Year Summer	Credit
Second Year Fall	**Credit**	**Second Year Winter**	**Credit**	**Second Year Spring**	**Credit**	**Second Year Summer**	**Credit**
Third Year Fall	**Credit**	**Third Year Winter**	**Credit**	**Third Year Spring**	**Credit**	**Third Year Summer**	**Credit**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California
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Newport
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Scale
1 inch = 25 miles

Directions to Coos Bay/North Bend and Southwestern Oregon Community College

- ◎ Southbound I-5: Take Exit 162 (Highway 38) and proceed west through Drain, following signs to Coos Bay. In Reedsport, turn left onto Highway 101 at the first stop light and proceed south into North Bend.
- ◎ Northbound I-5: Take Exit 112 for Coos Bay (the exit is also a rest stop). Proceed west into Winston and turn left at the first stop light, following signs to Coos Bay. Stay on Highway 42 through Myrtle Point and Coquille. Merge onto Highway 101 northbound, about 15 miles beyond Coquille and proceed into Coos Bay.
- ◎ Southbound 101:
  Proceed south until entering North Bend.
- ◎ Northbound 101:
  Proceed north until entering Coos Bay.
- ◎ To Southwestern: Midway between Coos Bay and North Bend (at the big fuel tanks), turn west onto Newmark Avenue and head up the steep hill. Proceed through 4 stop lights. At the 5th light, Wal-Mart will be on your left and the main entrance of the college will be on your right.
  General Parking: Turn right into the main campus. Park **FREE** in any round parking lot.
  Conference and Camp Parking: Drive past Wal-Mart and immediately after Burger King turn right into the west entrance of the college. Turn left at Student Way; the Lighthouse Depot is the second building on the left. Park anywhere; no permits are required in the summer.

50TH ANNIVERSARY LEGACY BRICKS

Southwestern Oregon Community College represents a legacy of innovation, community, lifelong learning, and, most importantly, an investment in our future. These community themes are engrained in Southwestern's 50 years of community service that will be commemorated with an anniversary celebration.

The celebration is highlighted with a Legacy Brick campaign offering past and present students, employees, and members of the community an indefinite legacy in stone. The Legacy Bricks will line the quad on the Coos Campus, honoring our past and paving the path to our future.

Legacy Bricks come in two sizes. The 4″x8″ size is ideal to remember someone close to you or express a short personal message. An 8″x8″ brick allows for a longer message and can even incorporate a logo, making it perfect for organizations throughout the college district. You can leave the legacy of your choice for only a minimum donation of $100 and $200, respectively.

You can reserve your Legacy Brick today online at www.socc.edu/foundation/pgs/alumni.

Proceeds for Legacy Bricks support Southwestern students and alumni through the Laker Club Alumni Association. Inaugurated in 2007, the Laker Club has over 820 members. The Club provides opportunities to promote, support, serve, reconnect and celebrate Southwestern students and the surrounding communities. Anyone who has taken at least one class can join and there are no membership fees or dues. Being a member of the Laker Club entitles members to free admission to Laker Club events. The Laker Club will also keep you informed of SWOCC news via email and give you an opportunity to connect with other Southwestern Alumnus.

If you are a graduate of Southwestern, or know someone who is, you can join the Laker Club online at www.socc.edu/foundation (click on the Lost and Found logo). You can also contact the Southwestern Foundation office at 541-888-7209 or lakerclub@socc.edu.

☐ 4X8 LEGACY BRICK - MINIMUM $100 DONATION

Please engrave my brick as follows: Subject to Laker Board approval any symbol is considered one space (letter, period, comma, dash) - 68 space max. All text is centered unless otherwise noted.

☐ 8X8 LEGACY BRICK - MINIMUM $200 DONATION

Please engrave my brick as follows: Subject to Laker Board approval any symbol is considered one space (letter, period, comma, dash) - 64 space max with logo. All text is centered unless otherwise noted.

Name:______________________________ Phone:______________________________

Address:______________________________ City:____________________ State:_______

Email Address:______________________________ Amount Paid:____________________

LEGACY BRICK 8X8
MINIMUM $200 DONATION

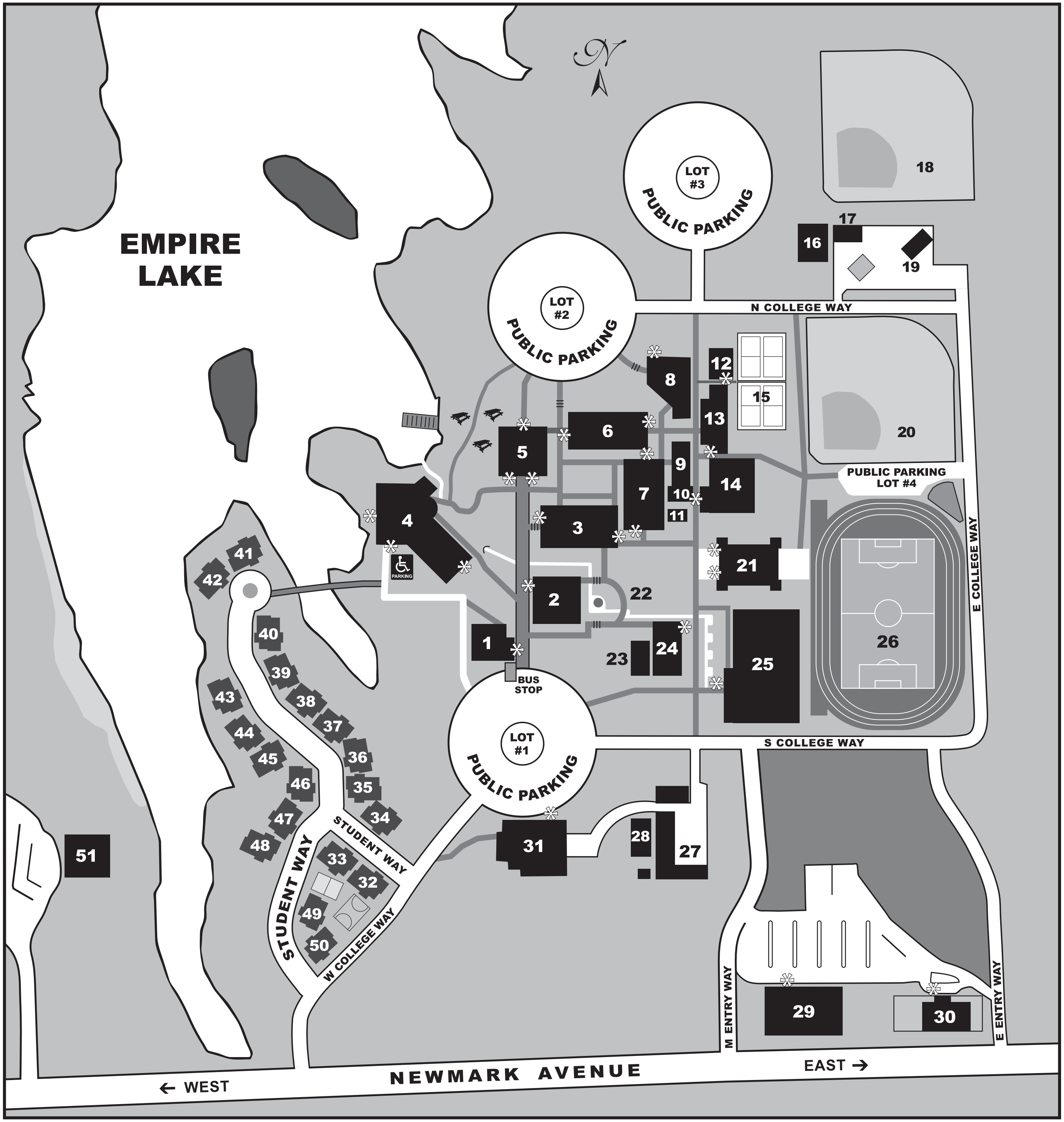
Please return this form and your check payable to:

SWOCC Foundation: Legacy Brick Project

1988 Newmark Ave. Coos Bay, OR 97420

ROCKY THE RACCOON
SINCE 1961

LEGACY BRICK 4X8 - MINIMUM $100 DONATION


N
EMPIRE LAKE
LOT #3 PUBLIC PARKING
LOT #2 PUBLIC PARKING
LOT #1 PUBLIC PARKING
PUBLIC PARKING LOT #4
N COLLEGE WAY
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E COLLEGE WAY
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SOUTHWESTERN
Oregon Community College

Directory

1. Stensland Hall
2. Dellwood Hall
3. Randolph Hall
4. Empire Hall / Lakeview Rooms / Hales Center for the Performing Arts
5. Tioga Hall
6. Sitkum Hall
7. Coaledo Hall
8. Eden Hall
9. Lampa Hall
10. B-2 Electronics Tech Lab
11. Greenhouse
12. Sunset Hall
13. Sumner Hall
14. Fairview Hall
15. Tennis Courts
16. Field House
17. Fire Science
18. Baseball Field
19. Fire Tower
20. Softball Field
21. Prosper Hall / Gym
22. Poet's Eye Outdoor Theater
23. B-3 Maintenance Warehouse
24. Umpqua Hall
25. Student Recreation Center
26. Track / Soccer Field
27. Plant Services / Maintenance
28. Greenhouse
29. Newmark Center
30. Family Center / Child Care
31. Oregon Coast Culinary Institute

STUDENT HOUSING:

32. North Head
33. Lighthouse Depot
34. Willamette River
35. Warrior Rock
36. Desdemona Sands
37. Point Adams
38. Tillamook Rock
39. Cape Meares
40. Yaquina Head
41. Heceta Head
42. Umpqua River
43. Cape Arago
44. Coquille River
45. Cape Blanco
46. St. George Reef
47. Battery Point
48. Trinidad Head
49. Willapa Bay
50. Gray's Harbor

51. Neighborhood Facility Building

✻ Denotes Disabled Accessible Entrances

III Denotes Stairs

HONORING OUR PAST, LIGHTING THE FUTURE

SOUTHWESTERN
Oregon Community College

1988 Newmark Avenue
Coos Bay, Oregon 97420
www.socc.edu

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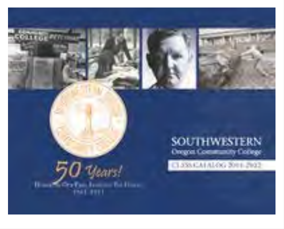
- Academic Calendar
- Academic Departments
- Class Schedule
- College Catalog
- Course Descriptions
- Degrees & Certificates
- Distance Learning
- Education Options
- Faculty Directory
- Library
- Office of Instruction

Home > College Catalog > Southwestern Oregon Community College Catalog

Southwestern Oregon Community College Catalog



Current Academic Year Catalog:

- 2011-12 Catalog for Southwestern (20.7 MB)
- 2010-11 Catalog for Southwestern (3.7 MB)

Current Term Schedules:

- Winter Schedule 2012 (Coos Campus) (10.4 MB)
- Winter Schedule 2012 (Curry Campus) (7.9 MB)
- Fall Schedule 2011 (Curry Campus) (5.5 MB)
- Fall Schedule 2011 (Coos Campus) (4.4 MB)

****Previous Academic Year Catalogs:***

- 2009-10 Catalog for Southwestern (5.3 MB)
- 2008-09 Catalog for Southwestern (3.0 MB)
- 2007-08 Catalog for Southwestern (1.8 MB)
- 2006-07 Catalog for Southwestern (2.5 MB)
- 2005-06 Catalog for Southwestern (4.6 MB)

To download other past Southwestern Catalogs, please visit the Catalog Archives page.

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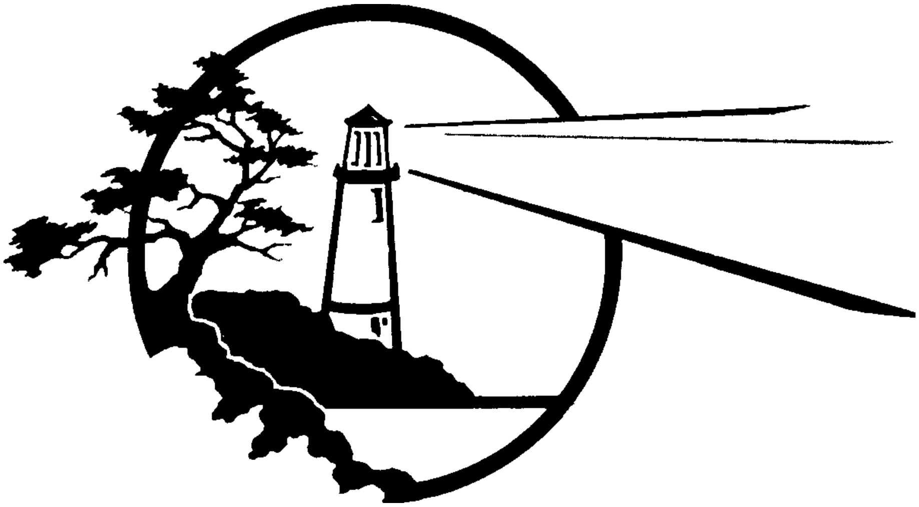
Southwestern Oregon Community College
Master Plan

May 19, 2008



Shoji
Planning and
Development, L.L.C.

CROW/CLAY & ASSOCIATES INC.
ARCHITECTURE AND PLANNING
LAND USE AND INTERIORS

Southwestern Oregon Community College Master Plan

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- Project Ranking and Rating Analysis
- Existing Facilities Surveys

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- Color Coded Site Plans
- Classroom “Needs” Analysis

Curry County

- Focus Group Executive Summary
- Curry Campus Facility Preliminary Area Requirements
- Preliminary Plans
  - Preliminary Site Plan
  - Preliminary Floor Plan
  - Preliminary Elevation

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- Detailed Focus Group Summary
- Focus Group Minutes
- Facility Index

Curry County

- Detailed Focus Group Summary
- Focus Group Minutes

Southwestern Oregon Community College Master Plan

Introduction

This document, Southwestern Oregon Community College Master Plan is intended to serve as a guide and resource for the implementation of improvements and/or remodel projects for the College's facilities.

The Master Plan study was initiated through a series of meetings (called Focus Groups) with college constituents in each of the communities served by the College. The purpose of the Focus Groups was to ascertain community member thoughts and perceptions on existing college services and what additional services the college might provide.

A review of the existing physical facilities also occurred. Written input from each facility user group was assembled and a documented tour and review of each facility took place.

A user group priority listing of proposed projects at the existing campus was initiated to aid in final determination of project priorities. Functional sequencing and project scope was considered in the final priority listing of projects.

Changes in curriculum, funding courses, the construction market and other opportunities and constraints both internal and external should be considered as individual projects are scheduled and undertaken. This plan should not be considered as a static document. A regular (perhaps yearly) review of progress and possible opportunities affecting upcoming projects should be planned.

The budgets and cost estimates for the prioritized projects included within this document were developed to give a relative magnitude of cost. Several of the projects were fairly well developed in terms of program and their respective budgets were more fully detailed. In all cases, however, a review of scope and budget should be undertaken as each project reaches its design and construction date to be sure that budgets are adequate and ample funding is available for its completion. Estimates are based upon 2008 dollars. Inflation should be taken into account at the time of construction.

Appreciation and thanks is directed to the College staff and administration. They displayed helpful positive attitudes and courtesy throughout the study period. Their critiques, comments and planning suggestions were immensely helpful and important in the preparation of this document.

Southwestern Oregon Community College
Focus Group Executive Summary
Coos and Douglas County

Meetings (called Focus Groups) were held in Coos Bay/North Bend, Reedsport/Lakeside, Bandon, Myrtle Point, Coquille and Powers to ascertain community members' thoughts and perceptions on Southwestern Oregon Community College's services, what additional services might be provided in their respective communities, and their ideas for improvements in programs and services at the main campus.

This Executive Summary of the Focus Group Meetings was prepared to allow the College Board to more quickly assimilate the information provided in the Focus Group Meetings. A more detailed summary and the original Focus Group Minutes are included within the Appendix for those readers that would like to review all the comments made in the meetings.

All of the comments and ideas noted in the Focus Group Meetings are categorized under the following subheadings:

- Community Trends
- Who We Need to Serve
- We Should Partner With and Provide Services in Conjunction With
- Our Campus Should
- Programs That Respond to Trends and Interests
- Can We Do This Also?
- Our Facility Desires
- Other Campus Programs or Possibilities
- Additional Comments
- Student Services
- Staffing Goals
- Program Content
- Community Connections
- Linking Courses

These subheadings were established either in the Focus Group Meetings or were created after the meetings to describe similar thoughts or perceptions gleaned from the Focus Group discussions.

Each community we visited indicated that the presence of the College in their respective community as being vitally important. All requested that the current level of service be maintained and increased.

The following, in the plan preparers opinion, are the primary concepts discussed during the focus group meetings.

Community Trends:

- Tourism and Hospitality industries are increasing along the South Coast.
- The population base along the South Coast is aging. We are gaining a larger retirement population of active seniors who are interested in life long learning and personal development.
- Medical and health care service demands are increasing.
- Long distance learning (on-line classes) are desirable.

Who We Need to Serve:

- Associate degree students and students preparing for a 4 year degree.
- Growing senior and retirement population.
- K-12 school students to facilitate transition to the community college.
- Individuals in the work force needing training and retraining.

We Should Partner With and Provide Services in Conjunction With:

- Local businesses.
- Local schools.
- Public entities i.e. cities, hospitals, police, fire, etc.
- Larger statewide institutions.
- Unions.

Our Campus Should:

- Be an example of sustainability.
- Establish a sense of identity.
- Provide complete accessibility.
- Feel and be safe.

Provide and/or Maintain “Programs” That Respond to Community Trends and Interests:

- Hospitality Management and Service Industry Programs.
- Fire Science and E. M. T. Programs.
- Industrial and Vocational Programs.
- Horticulture Programs.
- Medical Technology, Medical Services and Health Care Programs.
- Geriatric Care Programs.
- Construction Trades Programs.
- Business Management Programs.
- G. E. D. Programs.
- Sustainability Forestry and Wood Remanufacturing Programs.

- Programs that transfer for 4-year degree.

Can We Also Do This?

- Accommodate short course programs.
- Conference add-ons with food service and housing.
- Make campus “student” friendly, i.e. student art and student center.
- Promote recycling.

Our Facility Desires:

- Flexible spaces and facilities.
- Provide for technological advances.
- Create a student commons “coffee central”.
- Improve employee accommodations.
- Develop comprehensive maintenance and repair plans.
- Improve the facility and site environment to facilitate learning, safety and comfort.

Other Campus Programs and Possibilities:

- Promote a Student Health Center.
- Expand 4 year degree offerings.
- Provide a second campus entrance.
- Provide child care and single parent student housing.

Additional Comments:

- Increase library hours and services.
- Create a flagship program - be the best at something.

Student Services:

- Facilitate a College exit strategy.
- Facilitate job search and placement or transfer needs.
- Provide intermural sports.
- Facilitate student to staff connection and interaction.

Staffing Goals:

- Maintain strong administrative leadership.
- Recruit and retain “top people”.
- Regularly evaluate and project staffing needs and requirements.

Program Content:

- Include “Job Ethics” discussions in all programs.

- Promote citizenship and community responsibility.
- Promote customer service and social skills.

Community Connections

- Maintain and increase the presence the College has in each community.

Linking Courses

- Develop course work in each discipline that links to other disciplines.

Project Ranking and Rating Analysis

Each facility on campus was reviewed to ascertain compatibility with use, functionality and maintenance needs. A listing of each reviewed area is included in this section. Please refer to the map key number and to the campus map tabbed as Master Site Plan to determine facility location.

To assist in the evaluation of each facility, user groups were asked to list their individual concerns and/or needs and relay those items to a building representative, we also toured the facilities and reviewed the assembled lists of concerns and needs.

Due to the extensive list of "needs" of each building it was determined that a priority system of work was required.

A meeting was held in which each of the building's representatives was provided with information that documented the needs of the other building representatives. A discussion of criteria needed to establish priorities occurred and criteria for setting priorities were established. Criteria were as follows:

- Health and safety of occupants
- Student population needs
- Perception of potential students and visitors

Each building leader was asked to rank each building requiring work based upon the above criteria. The results of the voting is shown below. The building with the highest scores receives highest priority.

Building	Ranking
Tioga Hall 1-5 Floors	34
Dellwood Hall	27
Sitkum Hall	25
Randolph Hall	23
Stensland Hall	19
Sunset Hall	15
Prosper Hall/Gym	13
Empire Hall/Hales Center	12
Eden Hall	11
Family Center/Child Care	8
Lampa Hall	7
Sumner Hall	7
Newmark Center	5
Field House	5
Fairview Hall	4
Coaledo Hall	3
Fire Science and Fire Tower	3
Umpqua Hall	3

Athletic Fields	2
Oregon Coast Culinary Institute	1
Student Recreation Center	0

It was also initially determined that in the interest of efficiency and cost each building would have its basic needs addressed completely rather than working on a building and completing only part of its needed upgrades. This approach would eliminate the potential of redoing recent work at a later date that might be affected by a future remodel.

Other factors such as relocation of existing function to accommodate a new function was factored into the final project construction/remodel schedule.

Athletic Fields

Map Keys #15,18,20,26

Tennis Courts
Baseball Field
Softball Field
Track/Soccer Field

Use: Athletic Activities, Softball, Baseball, Soccer, Track, Tennis Courts

Maintenance and Improvement Items:

- Improve surface drainage at south and west of track/field
- Improve drainage at perimeters of fields
- Provide paving in area between parking, backstop and field house - accessibility
- Move parking bumpers behind Fairview to open up parking

Space Adjustments:

- Provide bleachers for 500-600 people at track/field - bleachers each side
- Cover tennis courts and provide lighting
- Provide javelin and hammer throwing area - 240'-0" distance required
- Provide public concessions and press box at baseball field
- Provide storage facilities at south end of track/field
- Increase storage at softball field

Notes:

- Road realignment is required for bleacher installation on the east side of the field

Coaledo Hall

Map Key #7

1965 - 9,800 Square Feet

Use: Science Labs, Classrooms, Offices

Maintenance and Improvement Items:
- Heating, ventilation and air conditioning replacement
- Relamping and lenses on lights - new ballasts as required
- Replace single pane glazing with insulated units
- Repair broken faucets and flush valves in restrooms
- Replace three chemical fume hoods
- Repair plumbing at lab benches
- Painting and finish upgrades
- Upgrade electrical, data and equipment
- Replace roof vent screens - health issue

Space Adjustments:
- Provide flexible classroom spaces/sizes
- Provide additional built-in storage

Notes:
- Suitable seating and desks in classrooms
- Asbestos tile in good shape
- This building would be a good location for a grade level library

Dellwood Hall

Map Key #2

1965 - 9,375 Square Feet

Use: Student Services

Maintenance Items:
- Heating, ventilation and air conditioning replacement
- Improve lighting relamping and lenses on lights - new ballasts as required
- Replace single pane glazing with insulated units
- Upgrade and remodel restrooms - meet accessibility requirements
- Replace roof vent screens - health issue
- Upgrade electrical, data and equipment
- Door hardware replacement
- New carpet
- Provide additional storage area
- Insulate walls as possible
- Painting and finish upgrades

Space Adjustments:
- Enhance First Stop area
- Complete and/or delete courtyard and use space
- Update conference area
- Provide employee break area
- Relocate business center

Notes:
- Some asbestos encapsulated
- Security issue - open up visibility in First Stop area

Eden Hall

Map Key #8

1982 - 9,111 Square Feet

Use: Art, Sculpture, Classrooms, Offices

Maintenance and Improvement Items:
- Replace glazing with broken seals
- Upgrade heating, ventilation and air conditioning systems
- Repair/replace interior and exterior door locks
- Provide clay separator traps for sinks in Eden 7 and 5
- Repair lighting in clerestory units
- Repair drinking fountain in lobby
- Upgrade electrical service and panel to Eden 5
- Provide drop cords for work stations
- Repair moisture infiltration through concrete block walls

Space Adjustments:
- Kiln area size increase would be helpful

Notes:
- Reconstruct covered walkways between adjacent buildings

Empire Hall/Hales Center for the Performing Arts

Map Key #4

1980 -17,189 Square Feet
2001 - 21,890 Square Feet

Use: Cafeteria, Meeting Rooms, Offices, Performing Arts Center

Empire

Maintenance and Improvement Items:

- Repair damaged flooring
- Repair leaking skylight in cafeteria area
- Replace carpet in student government area
- Recondition or replace heating, ventilation and air conditioning system
- Paint and finish upgrades
- Provide acoustic dampering in cafeteria
- Remodel all restrooms
- Nonslip surface needed on bridge
- Provide operable windows

Space Adjustments:

- Develop more dining area
- Enlarge dishwashing area
- Enlarge food preparation area
- Develop table bussing area
- Enlarge food service area and organize better

Performing Arts Center

Maintenance and Improvement Items:

- Repair floor in prop area
- Review and implement acoustic improvements in Main Hall
- Provide additional lobby lighting
- Add light control in 207
- Modify speakers to eliminate stage feedback
- Modify house lighting to allow lamp access
- Separate alcove lights from stair circuit
- Consider lift for stage area - back of stage
- Replace single glazed window units
- Speakers in lobby for intermission chimes
- Provide center isle in seating
- Control lobby lights from PAC sound, light booth
- Provide intercom communication between sound, light booth and ticket office
- Entrance and side entrance light should be dimmable with house lights
- Improve smoke vent door operations

Map Key #4

- Provide sound insulation between Storage 216 and offices.

Space Adjustments:

- Construct black box theater
- Remodel current ADA restroom - too small

Notes:

- Replace outdoor units M1 and M2
- Provide acoustic separation for “black box” theater

Fairview Hall

Map Key #14

1965 - 9,800 Square Feet

Use: Machine/Welding Shops, Offices

Maintenance and Improvement Items:
- Convert non-functional electric space heaters with new natural gas units
- Provide natural gas to shops for torches and cutting machines
- Add 480 volt 3 phase outlet for sheet metal shear
- Add 480 volt 1 phase outlets to hydraulics/pneumatics
- Relocate electrical drop boxes for machine relocations
- Reconfigure/rebuild exhaust system in grinding room
- Convert heating to natural gas
- Repair roof leaks and roof drains
- Add additional 480/240 volt 3 phase power
- Power system upgrades

Space Adjustments:
- Enclose east overhang to allow use of this area for working space and add exhaust system
- Expand space for welding stations
- Enclose existing heating system equipment

Notes:
- Add “Electronic Classroom” equipment to classroom
- Reconstruct covered walkways between adjacent buildings
- Cluster manufacturing work

Family Center/Child Care

Map Key #30

1997 - 5,798 Square Feet

Use: Childcare Center, Offices

Maintenance Items:
- Repair kitchen counters and general finishes
- Painting and finish upgrades

Space Adjustments:
- Add parent room
- Larger kitchen
- Revise parking, pick up and drop off configuration
- Additional storage inside/outside
- Larger covered outside play area
- Additional office spaces

Notes:
- A connection to the Newmark Center is planned with the current area in between being used from proposed expansion

Field House

Map Key #16

1997 - 4,800 Square Feet

Use: Indoor Baseball Practice

Maintenance and Improvement Items:
- Improve lighting
- Add floor surface
- Improve heating and ventilation systems
- Paint and clean up

Space Adjustments:
- None requested

Notes:
- Add floor surface to building to allow multi-use - synthetic
- Provide stronger connection to rest of campus

Fire Science and Fire Tower

Map Key #17/19

1974 - 1,800 Square Feet
1981 - 952 Square Feet (Fire Tower)

Use: Fire Science Classes

Maintenance Items:
- None noted due to desire to relocate entire program to new facilities

Space Adjustments:

- The Fire Science programs will be relocated to new facilities

Notes:

- Fire Science building to be scheduled for alternative use in the future. Fire Science program to be relocated off campus.

Lampa Hall

Map Key #9

1982 - 3,760 Square Feet

Use: Offices

Maintenance or Improvement Items:
- Improve lighting - re-lamp, replace ballasts and lens - review light levels
- Repair skylight leaks
- Create recycling area
- Repair foyer roof leaks
- Painting and finish upgrades
- Replace glazing with broken insulated unit seals
- Sun screen west side of building
- Improve ventilation
- Improve landscaping
- Repaint/replace hardware to allow consistent locking

Space Adjustments:
- Reconfigure large room (Lampa 1) at north end into faculty offices and meeting room, add windows
- Provide more faculty offices
- Add storage cabinetry
- Provide copy/work room
- Provide computer station in lobby for students

Notes:
- Reconstruct covered walkways between adjacent buildings

Newmark Center

Map Key #29

1996 - 35,242 Square Feet

Use: Offices, Classrooms, State Services

Maintenance and Improvement Items:
- Resurface entry walkway - brick is too slippery
- Provide operable exterior windows
- Repair heating, ventilation and air conditioning system
- Restripe parking to provide compact car designation
- Remodel kitchen
- Provide additional parking lot entry and exit points

Space Adjustments:
- Provide additional storage space
- Provide additional meeting rooms
- Provide additional women’s restroom stalls

Notes:

- Reinforce connection to rest of the campus
- Convert upper floor into classrooms and offices for future campus use

Oregon Coast Culinary Institute

Map Key #31

2006 - 15,000 Square Feet

Maintenance and Improvement Items:

- Floor drains in most areas do not work - located at high spot
- Grout lines too depressed, hard to clean
- Foyer overheats
- Remove occupancy sensors on lights
- Relocate hand sink closer to cook lines
- Make janitor closets more useful, add mop hooks, remove some shelves
- Change out pull down outlets that trip off under load
- Add shelving to Closet 130A
- Add floor sink by deck ovens in bake shop
- Add walk-in cooler in bake shop

Space Adjustments:

- Provide more refrigeration storage
- Provide more walk-in storage
- Add reach-in coolers in labs

Notes:

- Facility is new and layout functions well

Prosper Hall/Gym

Map Key #21

1967 - 25,835 Square Feet

Use: Gymnasium, Offices

Maintenance and Improvement Items:
- Replace gymnasium area lighting for consistent light levels
- Replace electric boiler
- Add windows to offices on east/west sides

Space Adjustments:
- Add covered or enclosed walkway between Student Recreation and Prosper
- Add accessible restrooms on main gym floor level
- Enclose west side - aluminum storefront system
- Construct parking on north side of building
- Reconfigure lower level for locker/team rooms

Notes:
- Finish Prosper as originally planned
- Expand into area between Prosper Hall and Rec Center

Randolph Hall

Map Key #3

1964 - 12,836 Square Feet

Use: Computer Services, Classrooms, Offices

Maintenance Items:

- Heating, ventilation and air conditioning replacement
- Improve lighting, relamping and lenses on lights, new ballasts as required
- Electrical and data upgrades
- Replace single pane glazing with insulated window units
- Restrooms to be upgraded and remodeled to meet accessibility requirements
- Provide new window coverings
- Insulate walls as possible
- Painting and finish upgrades

Space Adjustments:

- Create conference room
- Remodel Integrated Technology Services Department:
  - Additional 600 square feet
  - 6 enclosed offices
  - Meeting/conference room
  - Training room for about 4-6 workstations
  - Machine/break room for printers, fax, copier and small table
  - Network and server testing area with office area for Network Technician Specialist
  - Large storage room for equipment and parts
  - Storage cabinets
  - Carpet in most offices
  - New floor and remove asbestos tiles
  - One main secure door
- PC Technician Room:
  - One secure door for student support access
  - Work benches
  - Three technician desk areas
- Server Room:
  - Raised floor “Clean Room”
  - Conditioned air on power backup system separate from building HVAC
  - Size at least 12' x 24'
  - Very secure
  - Fire suppression
  - Environmental and video monitoring equipment
  - Adequate electrical power

Map Key #3

- Switch Room:
  - Raised floor “Clean Room”
  - Conditioned air on power backup system separate from building HVAC
  - Very secure
  - Fire suppression
  - Emergency lighting
  - Environmental and video monitoring equipment
  - New 4" conduit into switch room
  - Adequate electrical power
- Tutoring Center Remodel:
  - Provide a soundproof small group room
  - Provide an administrative office

Notes:

- Repair/replace south wall and walking surface at southwest corner of building
- Tutoring services to be relocated in future

Sitkum Hall

Map Key #6

1965 - 10,240 Square Feet

Use: Classrooms/Offices

Maintenance Items:
- Heating, ventilation and air conditioning replacement
- Relamping and lens on lights, new ballasts as required
- Replace single pane glazing with insulated units
- Restroom to be upgraded and remodeled to meet accessibility requirements
- Replace roof vent screens - health issue
- Upgrade electrical data and equipment
- Replace chalkboards with white boards
- Insulate walls as possible
- Carpet in offices
- Painting and finish upgrades

Space Adjustments:
- Provide additional storage area

Notes:
- Asbestos tile in good shape
- Could use weather vestibule
- Roof condition - no leaks noted
- Replace unit ventilators with hydronic
- Install boiler
- Review ducted exhaust system in corridor in lieu of plenum

Stensland Hall

Map Key #1

1995 - 14,041 Square Feet

Use: Bookstore, Classrooms, Offices

Maintenance and Improvement Items:
- Improve ventilation at all locations (operable windows)
- Improve heating and cooling system
- Replace front doors with workable system
- Provide nonslip entry floor surface
- Soundproof testing area and improve lighting
- Provide alternative to flourescent lighting
- Painting and finish upgrades. Particularly carpet in bookstore and ESPS area
- Repair/replace slat walls in bookstore
- Repair broken faucets in restrooms
- Sound proofing needed between first and second floors
- Enlarge doorway to provide better accessibility

Space Adjustments:
- Need additional storage throughout the building
- Need private offices for counselors
- Relocate campus testing centers to one area
- ESPS area needs to be enlarged and have privacy
- Need dedicated classroom for HD classes
- Need additional space for career center and SSS center
- Need additional custodial space

Notes:
- Expand bookstore area

Student Recreation Center

Map Key #25

2006 - 17,500 Square Feet

Use: Student/Staff Recreation, Classrooms

Maintenance and Improvement Items:
- Front doors to operate properly
- Security cameras at entrances and hallways
- Alarm unattended entry/exit doors
- Provide alternative to dryer vent lint collection
- Provide non-slip flooring outside showers
- Improve drainage to floor drains outside showers
- Add timer to lighting controls in racquet ball court
- Provide bleachers, scoreboards, shot clock and audio system in gym
- Electronic raising/lowering of backboards in gym

Space Adjustments:
- Additional lockers and locker space
- Add bouldering wall

Notes:
- Connect to Prosper Hall - covered/enclosed walkway
- Use space between Prosper Hall and Recreation Center for future facilities

Sumner Hall

Map Key #13

1982 - 8,440 Square Feet

Use: Nursing Program, Classrooms, Offices

Maintenance and Improvement Items:
- Improve wiring to SIM room
- Heating, ventilating and air conditioning improvements
- Remodel restrooms - need more women's stalls - accessible
- Repair skylight and other area roof leaks
- Painting and finish upgrades, replace carpet
- Replace windows with broken seals
- Repair and/or replace damaged ceiling tile
- Provide electrical and data system upgrades
- Float level sloped floors
- Storage cabinets wrong size - replace
- Add additional white boards
- Add outlets for laptops in classrooms

Space Adjustments:
- Need larger SIM control room
- Need pediatric SIM space
- Need cadaver space
- Need separate computer room (currently shared with other uses)
- Need separate simulated nurses station
- Need additional lab storage area and central supply
- Need SIM room debriefing area with large screen TV, separate room from small meeting area
- Need two more full time faculty offices, Part time faculty offices - 7 offices required
- Need separate lecture room in addition to the existing classroom
- Need separate EMT teaching station. Set up time a problem (Fire Program).
- Need horticulture office
- Need more space for dirty and clean utility functions

Notes:
- Reconstruct covered walkways between adjacent buildings

Sunset Hall

Map Key #12

1982 - 6,840 Square Feet

Use: Music, Performance Space, Office

Maintenance and Improvement Items:
- Repair skylight leaks
- Replace counter tops in restrooms
- Replace windows with broken seals
- Install exhaust fans in restrooms
- Increase communications/data capacity (wireless)

Space Adjustments:
- Additional practice spaces
- Sheet music and recording storage
- Instrument storage for students
- Classroom spaces, composition space and ensemble area required

Notes:
- Reconstruct covered walkways between adjacent buildings

Tioga Hall 1-5 Floors

Map Key #5

1969 - 56,144 Square Feet

Use: Offices, Computer Lab, Library, Print Shop/Media Services/Remote Learning

Maintenance and Improvement Items:
- Improve heating, ventilation and air conditioning
- Increase electrical distribution throughout building
- Paint and finish updates
- Exhaust system in print shop
- Install fire suppression system in library
- Update flooring
- Improve lighting, relamping and lenses on lights, new ballast as required
- Brace library stacks for seismic restraint
- Update restrooms, men's/women's - all floors

Space Adjustments:
- Provide handicap accessible restrooms - all floors
- Revise size of entrances to women's restrooms - all floors
- Increase usable space in Mail and Print Services
- Mail and Print Shop to be interconnected
- Print Shop Storage adjacent to Print Shop (now in B2-B3)
- Need storage/work space increased - all floors
- Add study group rooms to library
- Need additional private meeting area in Human Resources
- More effective and efficient library desk configuration

Notes:
- Floor is deflecting on second floor under book stacks
- Secure mail boxes for faculty/staff
- Possible increase in electrical capacity
- Acoustics between private spaces is a problem

Future Plans:
- Relocate Library to Coaledo
- Move Administration to second floor
- First floor to become Print Shop
- Relocate media services to Randolph
- Expand computer lab to all of third floor

Umpqua Hall

Map Key #24

1964 - 11,680 Square Feet

Use: Electronics Lab and AutoCad/Computer Classes

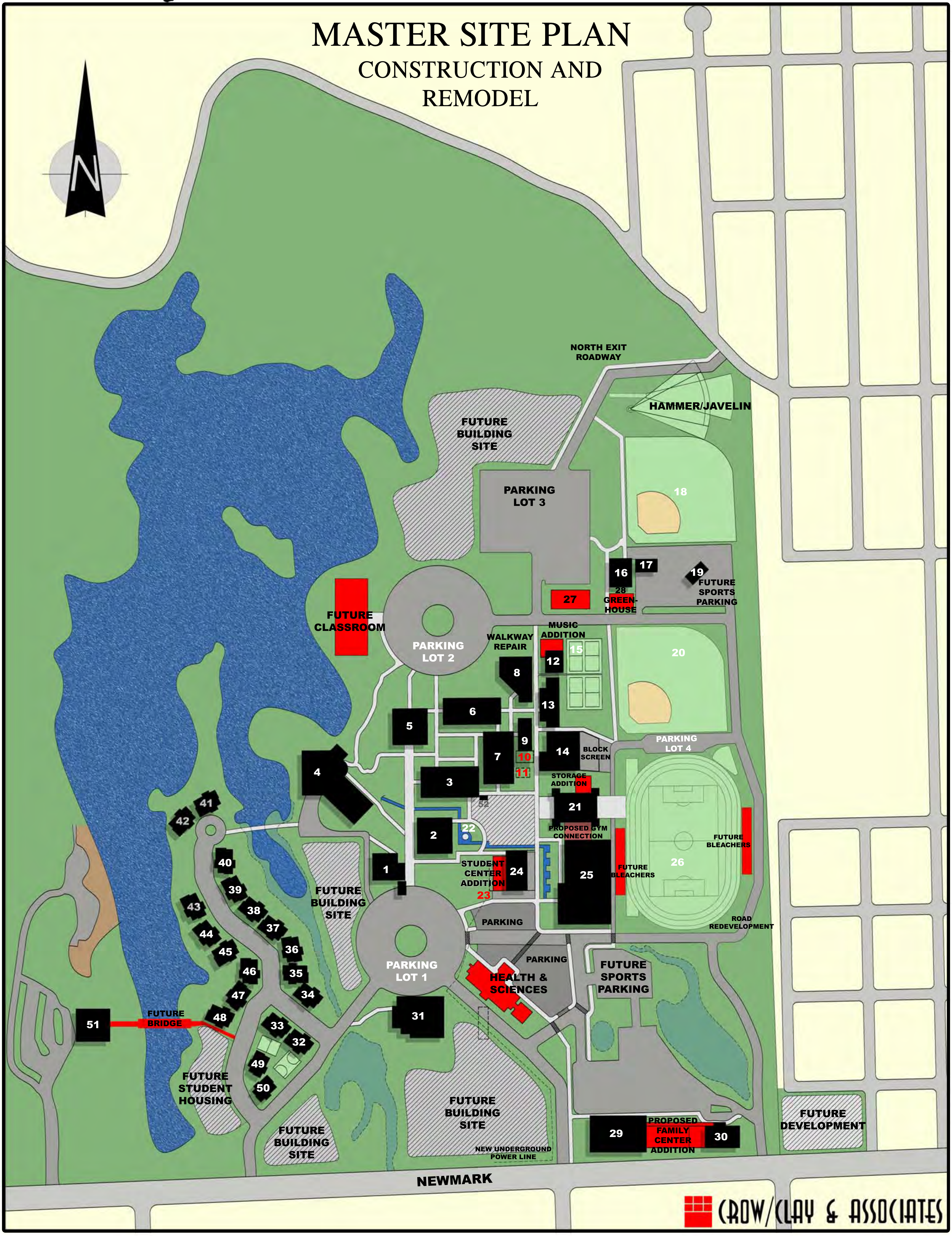
Maintenance Items:
- Heating, ventilation and air conditioning replacement
- Large overhead doors - need paint
- Replace single pane glazing with insulated units
- Remove large abandoned tank from west side
- Replace rusted exterior doors
- Repair photocell that is not working
- Upgrade lighting and repair switching
- Painting and finish upgrades
- Repair leaks in roof

Space Adjustments:
- Spaced is currently shared with Food Bank

Notes:
- Lower floor in old garage area to be repaired and leveled. Hydraulic lift pits to be filled in.
- This location would be ideal for future student services location and "coffee central" Additional food service venue on campus also possible.

SOUTHWESTERN
Oregon Community College

MASTER SITE PLAN
CONSTRUCTION AND REMODEL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NEWMARK
CROW/CLAY & ASSOCIATES

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2. Dellwood Hall
3. Randolph Hall
4. Empire Hall/Hales Center for the Performing Arts
5. Tioga Hall
6. Sitkum Hall
7. Coaledo Hall(Future Library)
8. Eden Hall
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52. Electical Vault

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32. North Head
33. Lighthouse Depot
34. Willamette River
35. Warrior Rock
36. Desdemona Sands
37. Point Adams
38. Tillamook Rock
39. Cape Meares
40. Yaquina Head
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45. Cape Blanco
46. St. George Reef
47. Battery Point
48. Trinidad Head
49. Willapa Bay
50. Gray's Harbor

CROW/CLAY & ASSOCIATES INC.
ARCHITECTURE AND PLANNING
LAND USE AND INTERIORS

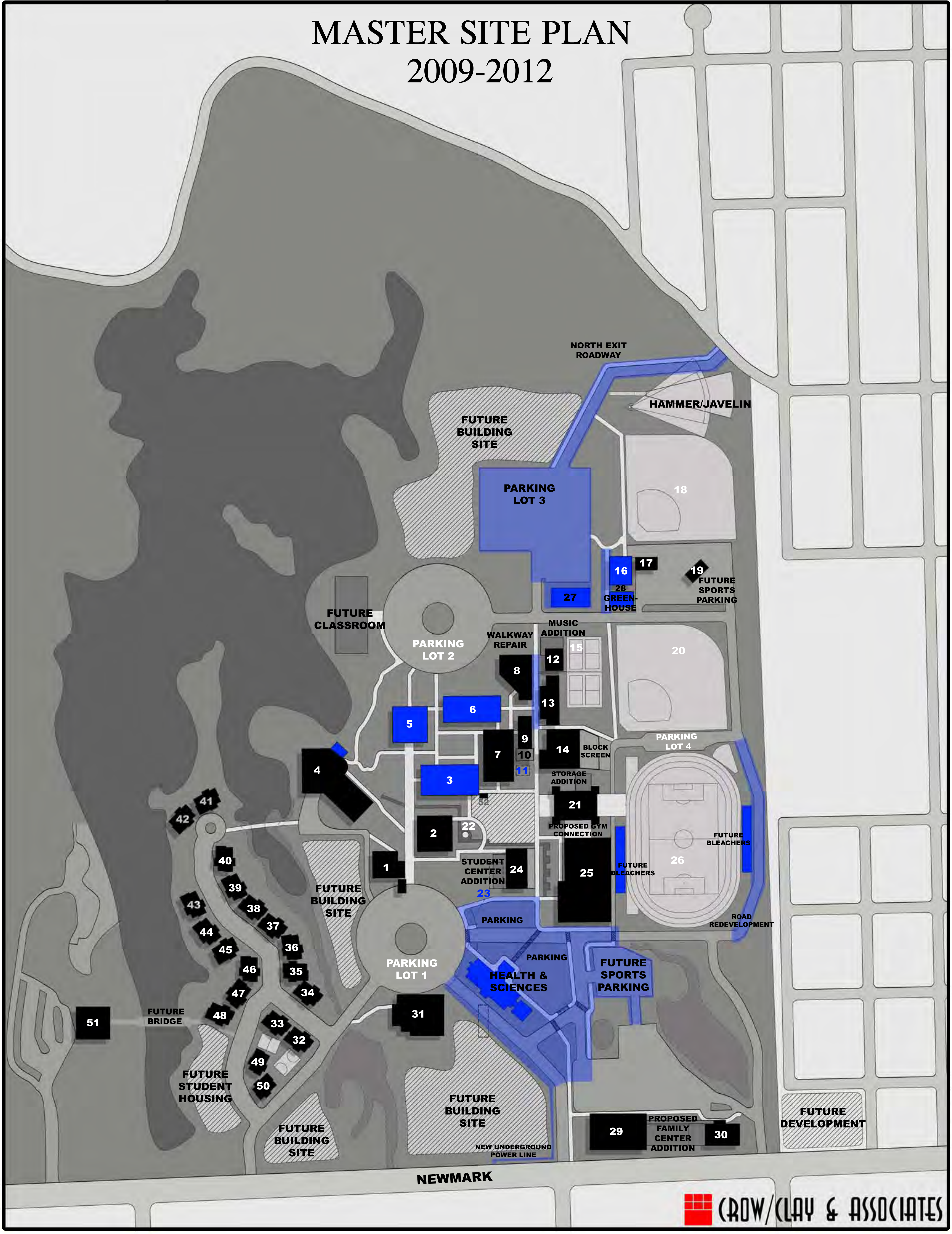
Construction/Remodel Schedule

Est. Cost 2008 Dollars		Priority	Date	Remarks
$5,000,000 + site work		Curry Campus	2008-2010	Permit work in process
		Javelin/Hammer Fields	Ongoing	Ready before May
	2	Dellwood - HVAC	Ongoing	Upgrade - Bidding in June
$ 1,024,000	6	Sitkum	2009-2010	HVAC/Remodel - $100/sq. ft.
$ 650,000	27	Maintenance - Relocate & Demo Existing	2009	Need temporary security office - will eventually be in Stensland
$ 100,000	16	Field House	2009	Provide slab and floor finish
$ 20,000	23	B-3 Storage Relocate with Maint. Facility and Demo (E)	2009	
$ 150,000	28	Greenhouse - Relocate & Demo (E)	2009	$45/sq. ft. - 3,500 sq. ft.
$ 400,000		New Entry Road & Rec Ctr./Sports Parking	2009	120 spaces
		Underground Electrical	2009	Locate along new entry road
$ 15,000,000		Health & Science Technology Building	2009-2012	
$ 90,000		Walkway Improvement	2009	Replacement or repair - $30/sq. ft.
$ 100,000	4	Empire Hall - Noise Abatement	2009	Acoustic insulation for black box theater
$ 250,000		North Exit Road/Parking Lot 3	2010	$300/lf.
$ 350,000		Add Sports Field Bleachers (Shift Roadway)	2010	600 seat at $175/seat - 725 ft roadway at $300/ft.
$ 1,283,600	3	Randolph	2010-2011	HVAC/Structural Repairs - $100/sq. ft. - Remodel to include Media Services and Interactive Video relocation
$ 200,000	5	Tioga	2012	Remodel first floor to expand mail and print area - 2,160 sq. ft.
$ 2,600,000	24	Umpqua-Student Center	2013-2014	Addition and relocation of student services - Remodel 11,000 sq. ft. at $100/sq. ft. plus addition of 7,500 sq. ft. at $200/sq. ft.
$ 1,380,000	7	Coaledo	2013-2014	Remodel into Library, 9,800 sq. ft. at $100/sq. ft. - add 2,000 sq. ft. at $200
	10	B-2 Storage	2009	
$ 1,760,000	30	Family Center	2013-2014	Expansion and Remodel/Covered Play 9,300 sq. ft. at $150/sq. ft. 4,600 sq. ft. at $80/sq. ft. Classrooms and Conference Rooms 17,500 sq. ft. at $100
$ 1,750,000	29	Newmark Center		
$ 850,000	51	Neighborhood Facility	2013-2014	Family housing
$ 185,000		Neighborhood Facility Bridge	2013-2014	150' span by 6' at $180/sq. ft. plus 300 ft. path
$ 728,000	8	Eden Hall	2014-2015	Repairs/Glazing/HVAC
$ 892,000	12	Sunset Hall	2014-2015	Repairs/Glazing and Addition of approximately 3,000 sq. ft.
$ 850,000	13	Sumner Hall	2014-2015	Remodel into Technology
$ 500,000	14	Fairview	2014-2015	Remodel and exterior repairs
$ 562,000	2	Dellwood	2016	Remodel
$ 820,000	5	Tioga	2015-2016	Remodel second floors to offices 7,310 sq. ft.
$ 657,800	5	Tioga	2016	Remodel third floor - 6,141 sq. ft.
		Coos Bay Campus Future Classrooms	2016	Evaluate need for additional classrooms
		Curry Campus Additional Programming	2016	Evaluate Expansion Needs
$ 345,000	1	Stensland	2017	Expand Bookstore/Security Office - 3,450 sq. ft. at $100
$ 2,000,000	5	Tioga	2017-2018	Remodel fourth (6,141 sq. ft.) and fifth floors (11,130 sq. ft.)
$ 2,400,000	21	Prosper Hall/Recreation Center Connection	2018-2019	Infill between existing facilities and create Storage Facility- 12,000 sq. ft. at $200/sq. ft.
$ 115,000	17	Fire Science } Sports Parking	2018	Remove existing construction and provide additional parking
	19	Fire Tower		
		Future Student Housing	2020	Evaluate need

May 14, 2008

SOUTHWESTERN
Oregon Community College

MASTER SITE PLAN
2009-2012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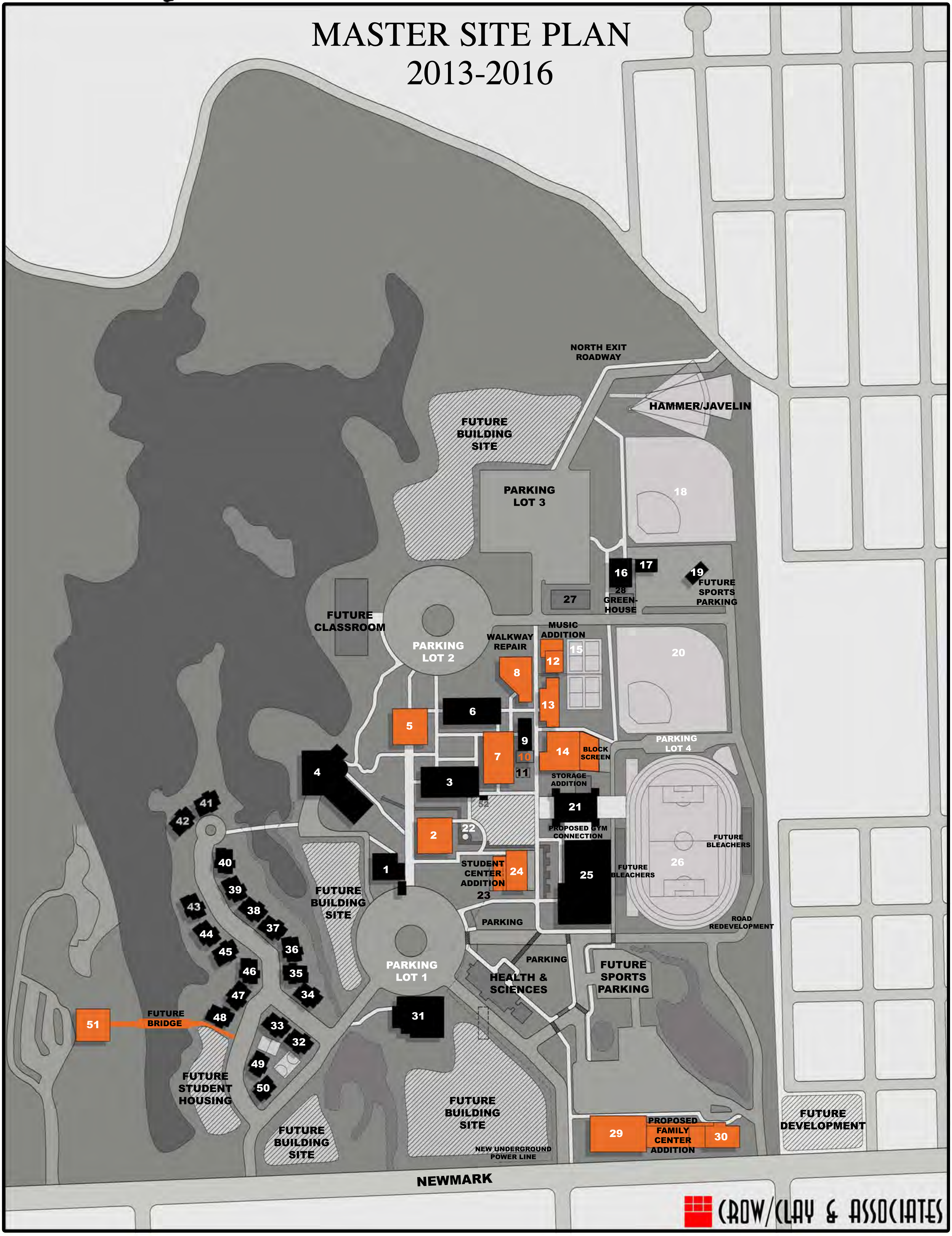
SOUTHWESTERN
Oregon Community College

MASTER SITE PLAN
2013-2016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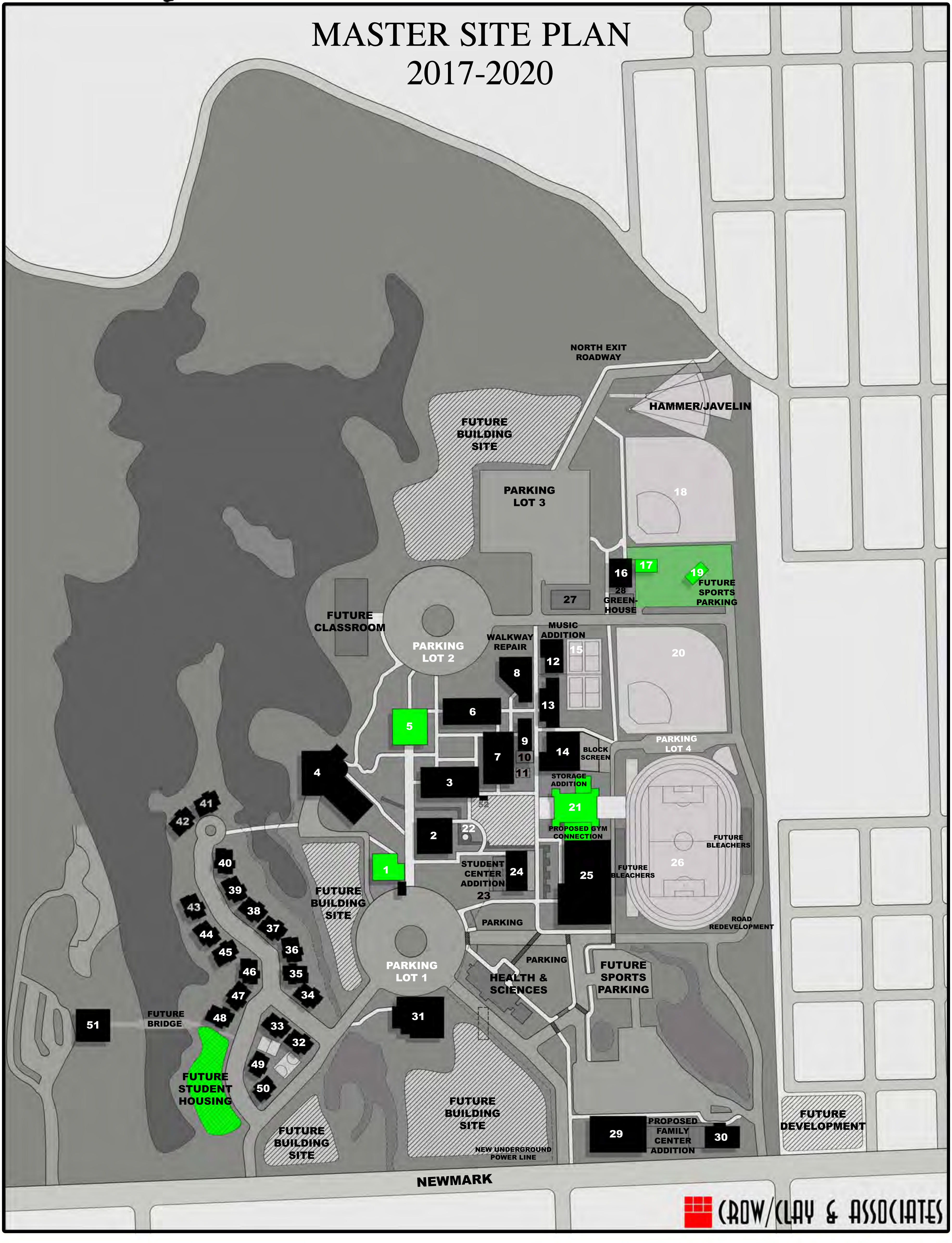
SOUTHWESTERN
Oregon Community College

MASTER SITE PLAN
2017-2020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Classroom "Needs" Analysis

The administration requested a "classroom needs analysis" be a part of this facilities master plan.

Based upon a three percent to four percent increase in yearly enrollment and the Full Time Equivalent (F. T. E.) student enrollment in fall term of 2006, the addition of 17 classrooms projected for the Health Sciences and Technology facility will accommodate campus classroom needs for the next eight to ten years.

Special classrooms needed for specific discipline requirements should be evaluated to meet curriculum and program adjustments.

The calculation for the classroom "need" projection follows. (The 2006 Fall Term was used as the base for F. T. E.'s as it is the largest to date and fall terms for 2007 and 2008 were slightly less.)

Full Time Equivalent enrollment during 2006 Fall Term on Campus equaled 735 F. T. E.'s. An increase of 3 to 4% per year = 735 x 1.03 = 757.5 F. T. E.
735 x 1.04 = 764.4 F. T. E.

F. T. E. increase = 757.5 - 735 = 22.5 F. T. E. at 3%
764.4 - 735 = 29.4 F. T. E. at 4%

In 56 classrooms in fall of 2006 there were 12,320 students. 12,320 students divided by 56 rooms equals a 220 student average weekly enrollment per classroom.

Convert 220 student average weekly enrollment into F. T. E.
220 x 2.75 (3) credits times 11 seat hours divided by 510 (1 F. T. E.) equals 14.23 F. T. E.

Therefore:
at 3%: 22.5 divided by 14.23 equals 1.6 classrooms per year needed for yearly enrollment increase.
At 4%: 29.4 divided by 14.23 equals 2.1 classrooms per year needed for yearly enrollment increase.

The new Health Science and Technology Facility programming data includes 17 additional classrooms.

Therefore:
17 divided by 1.6 equals 10.6 years at 3% increase in enrollment per year.
17 divided by 2.1 equals 8.1 years at 4% increase in enrollment per year.

Classroom needs will be met by the new Health and Science Technology facility for next 8 to 10 years.

Southwestern Oregon Community College
Focus Group Executive Summary
Curry County

Meetings (called Focus Groups) were held in Brookings, Gold Beach and Port Orford to ascertain community member thoughts and perceptions on Southwestern Oregon Community College's services, what additional services might be provided in their respective communities, and their ideas for the new Curry Campus programs and facilities.

This Executive Summary of the Focus Group Meetings was prepared to allow the College Board to more quickly assimilate the information provided in the Focus Group Meetings. A more detailed summary and the original Focus Group Minutes are included within the Appendix for those readers that would like to review all the comments made in the meetings.

All of the comments and ideas noted in the Focus Group Meetings are categorized under the following subheadings:

- Community Trends
- Who We Need to Serve
- We Should Partner With and Provide Services in Conjunction With
- Curry County Is Unique, Our New Campus Should Incorporate and Embody this Uniqueness
- Our Campus Should Also Have
- Programs That Respond to Trends and Interests
- Can We Do This Also?
- Our Facility Desires
- Other Campus Programs or Possibilities
- Additional Comments
- Curry County Student Focus Group Dialogue Summary

These sub-headings were established either in the Focus Group Meetings or were created to describe similar thoughts or perceptions gleaned from the Focus Groups discussions.

The existing College facilities in Brookings should be evaluated for functional reuse after detailed program development for the new campus facility has been completed.

Each community we visited indicated that the presence of the College in their respective community as being vitally important. All requested that the current level of service be maintained and increased.

The following, in the plan preparers opinion, are the primary concepts discussed during the focus group meetings.

Community Trends:

Brookings

- Tourism and service related industries are increasing.
- The population base is aging and is increasingly made up of active affluent seniors.
- Medical and health service demands are increasing.
- Use of technology is increasing.

Gold Beach

- The population base is aging and is increasingly made up of active affluent seniors.
- Industry in the area is declining and there are fewer family wage jobs.
- Tourism is increasing.
- Use of technology is increasing.

Port Orford

- The population base is aging and is increasingly made up of active affluent seniors.
- Young adult population is decreasing.
- Growing home school population.
- Technology improvements needed.

Who We Need to Serve:

- Associate degree students and students preparing for a 4 year degree.
- Growing senior and retirement population.
- K-12 school students to facilitate transition to the community college.
- Individuals in the work force needing training and retraining.

We Should Partner With and Provide Services in Conjunction With:

- Local businesses.
- Local schools.
- Public entities i.e. cities, hospitals, police, fire, etc.
- Larger statewide institutions.
- Unions.

Curry County Is Unique, Our New Campus Should Incorporate and Embody this Uniqueness:

- Natural attributes of the County - flora, fauna, geology, and scenery.
- History of the area.

Our Campus Should:

- Be an example of sustainability.
- Establish a sense of identity.
- Provide complete accessibility.
- Feel and be safe.

Provide and/or Maintain Programs That Respond to Community Trends and Interests:

- Need “Flagship” Program - Something unique to Curry Campus.
- “Cluster” Programs.
- Property Management Programs.
- Hospitality and Service Industry Programs.
- Alternative Energy and Environmental Science Programs.
- Business Planning and Development Programs.
- Medical Technology, Medical Services and Health Care Programs.
- GED Programs.
- Technology Programs.
- Art and Music Programs.
- Construction Trade Programs.
- Industrial and Vocational Programs.
- Horticulture Programs.
- Culinary Programs.
- Kids Programs.

Can We Do this Also?

- Accommodate weekend/Short Course programs for tourist and corporate retreats, i.e. teaching conferences.
- Tuition exchanges.
- Draw from area “expertise” through workshops and mini courses.
- Create Small Business Development Center.
- Connect a transit system to campus.
- Incorporate Aspire - mentoring programs.
- Create environment which promotes student life.
- Sports camps.

Our Facility Desires:

- Full Year, Full Day Facility Usage.
- Physical Education Facilities.
- Performance Facility.
- Community Center Room/Conference Center.
- Covered walkways and exterior spaces.
- Well lit, signed and secure, lock down accommodations.
- Library/Resource Multimedia Center.

- Dormitory/Housing, Elder Hostel.
- Kitchen facility.
- Flexible spaces for both function and technology.

Other Campus Programs or Possibilities:

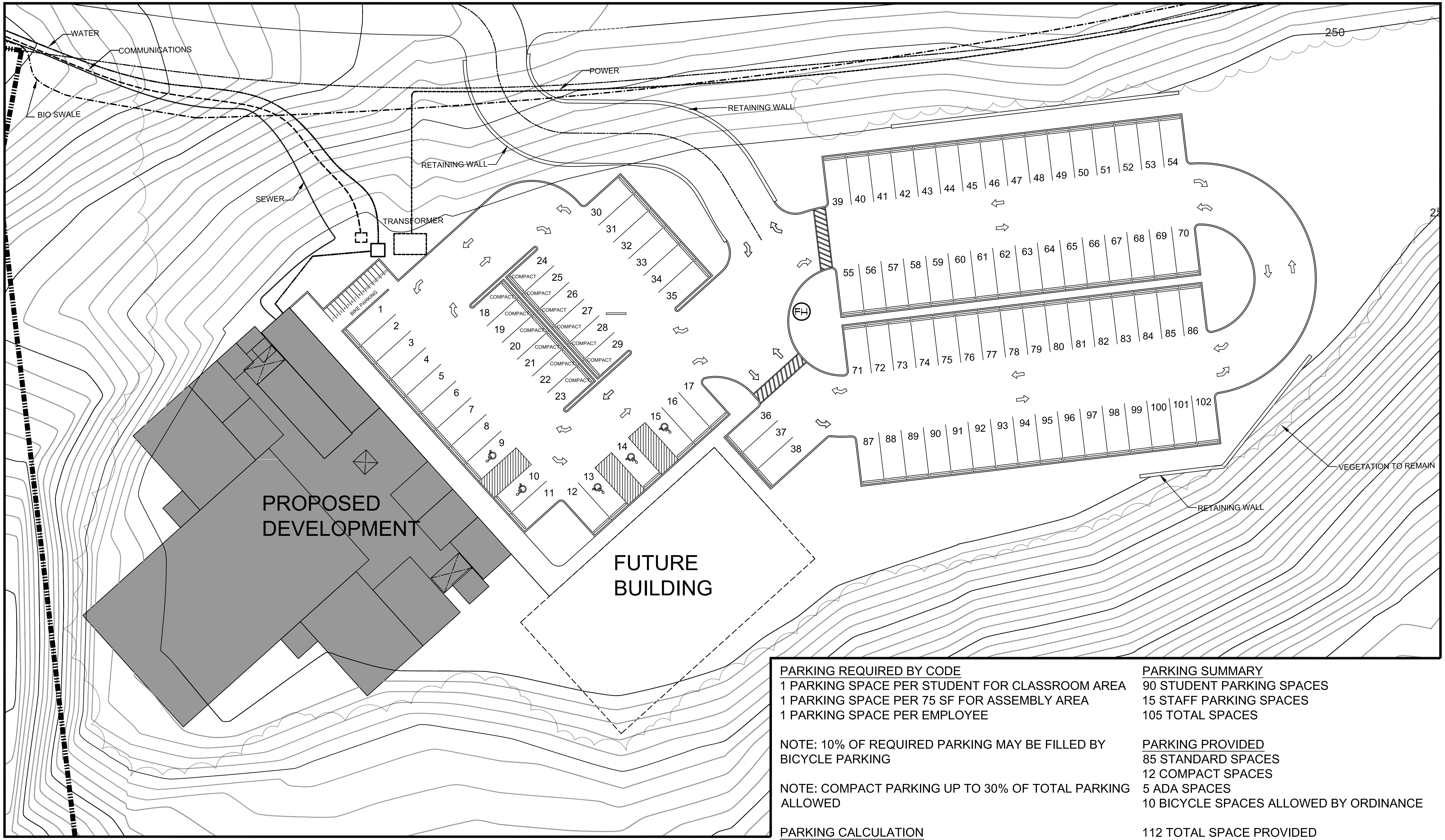
- Outdoors Clubs for students.
- Daycare and/or early childhood development co-op.
- Bike trail/walking trail to campus.
- Adolescent mental health accommodations.

Additional Comments:

- Child care needed for classes in each community.
- Increase SOCC presence in each community.
- Provide workshop and mini courses in each community using community expertise.
- Broadband internet connection needed throughout service area to promote distance learning and other communication.

Curry County Student Focus Group Dialogue Summary:

- Excellent Academic Staff Imperative.
- Programming.
    - Art programs.
    - Nursing.
    - Career related programming.
    - Lifelong learning programs.
    - Job training interface with employers.
    - Business and career resource center.
    - Science programs.
    - Service sector programming.
- Maintain pace with technology.
- Health and Fitness Facilities and Courses.
- Partnerships with School and local businesses.
- Provide transportation connections.
- Provide child care.


WATER
COMMUNICATIONS
POWER
RETAINING WALL
RETAINING WALL
BIO SWALE
SEWER
TRANSFORMER
BIKE PARKING
COMPACT
FH
250
VEGETATION TO REMAIN
RETAINING WALL
PROPOSED DEVELOPMENT
FUTURE BUILDING

PARKING REQUIRED BY CODE
1 PARKING SPACE PER STUDENT FOR CLASSROOM AREA
1 PARKING SPACE PER 75 SF FOR ASSEMBLY AREA
1 PARKING SPACE PER EMPLOYEE

NOTE: 10% OF REQUIRED PARKING MAY BE FILLED BY BICYCLE PARKING

NOTE: COMPACT PARKING UP TO 30% OF TOTAL PARKING ALLOWED

PARKING CALCULATION
6000 SF ASSEMBLY DIVIDED BY 75 SF = 80 SPACES
6 CLASSROOMS (1 LAB, 5 STANDARD) WITH AVERAGE CLASS LOAD OF = 90 SPACES

PARKING SUMMARY
90 STUDENT PARKING SPACES
15 STAFF PARKING SPACES
105 TOTAL SPACES

PARKING PROVIDED
85 STANDARD SPACES
12 COMPACT SPACES
5 ADA SPACES
10 BICYCLE SPACES ALLOWED BY ORDINANCE

112 TOTAL SPACE PROVIDED

NOTE (5) ADDITIONAL BICYCLE PARKING SPACES PROVIDED

NOTE: ASSEMBLY SPACE IS PART OF CORRIDOR SYSTEM, THEREFORE ASSEMBLY AREA CAN NOT BE USED TO CAPACITY WHILE CLASSES ARE IN SESSION

CROW/CLAY & ASSOCIATES INC.
ARCHITECTURE AND PLANNING
LAND USE AND INTERIORS

125 WEST CENTRAL AVENUE
SUITE 400
COOS BAY, OREGON 97420
TEL: (541) 269-9388
FAX: (541) 267-6187
www.crowclay.com

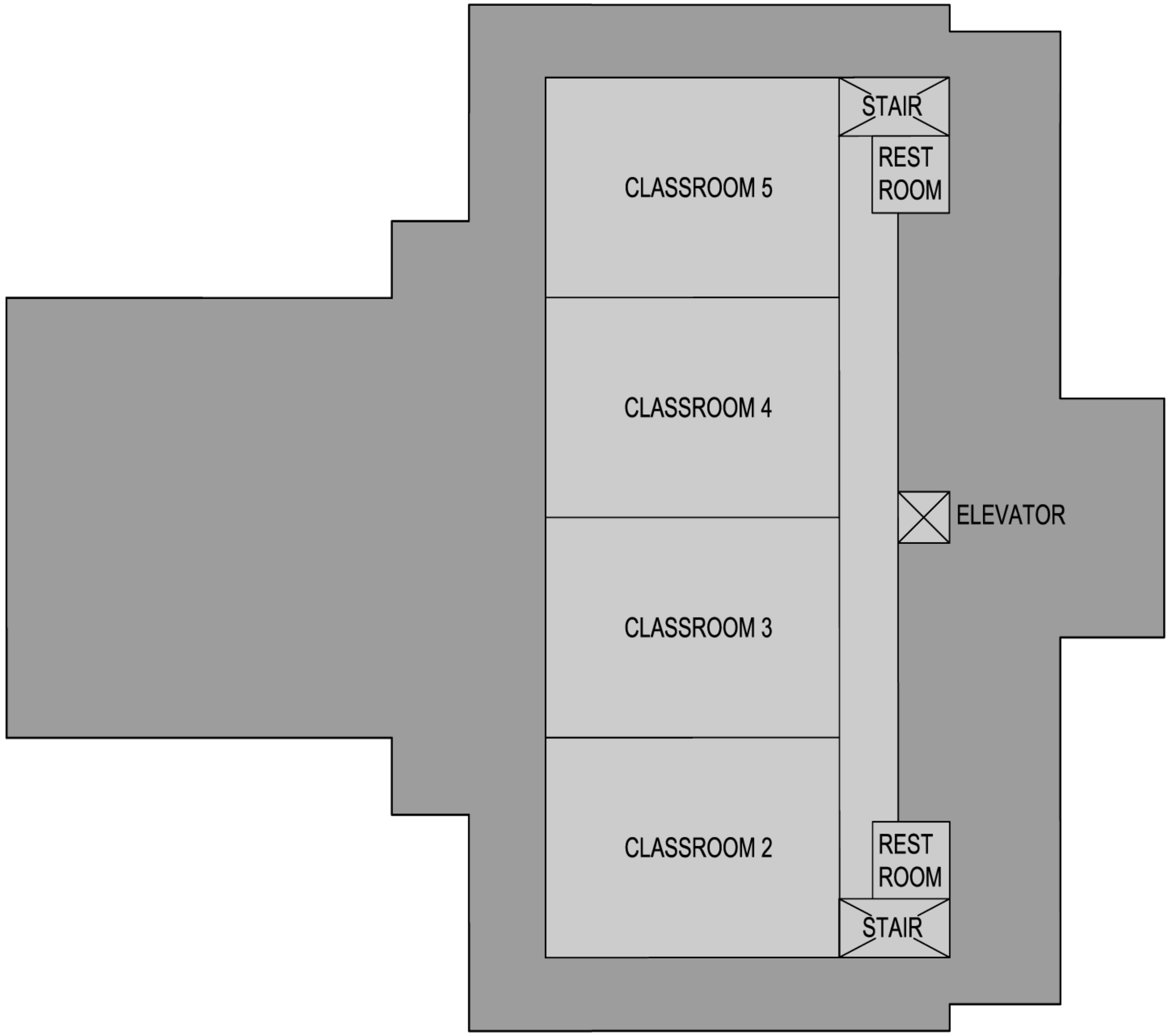
■ PORTLAND, OR ■ COOS BAY, OR

SOCC CURRY CAMPUS
CAMPUS PLAN
PRELIMINARY PLAN
NOT TO SCALE

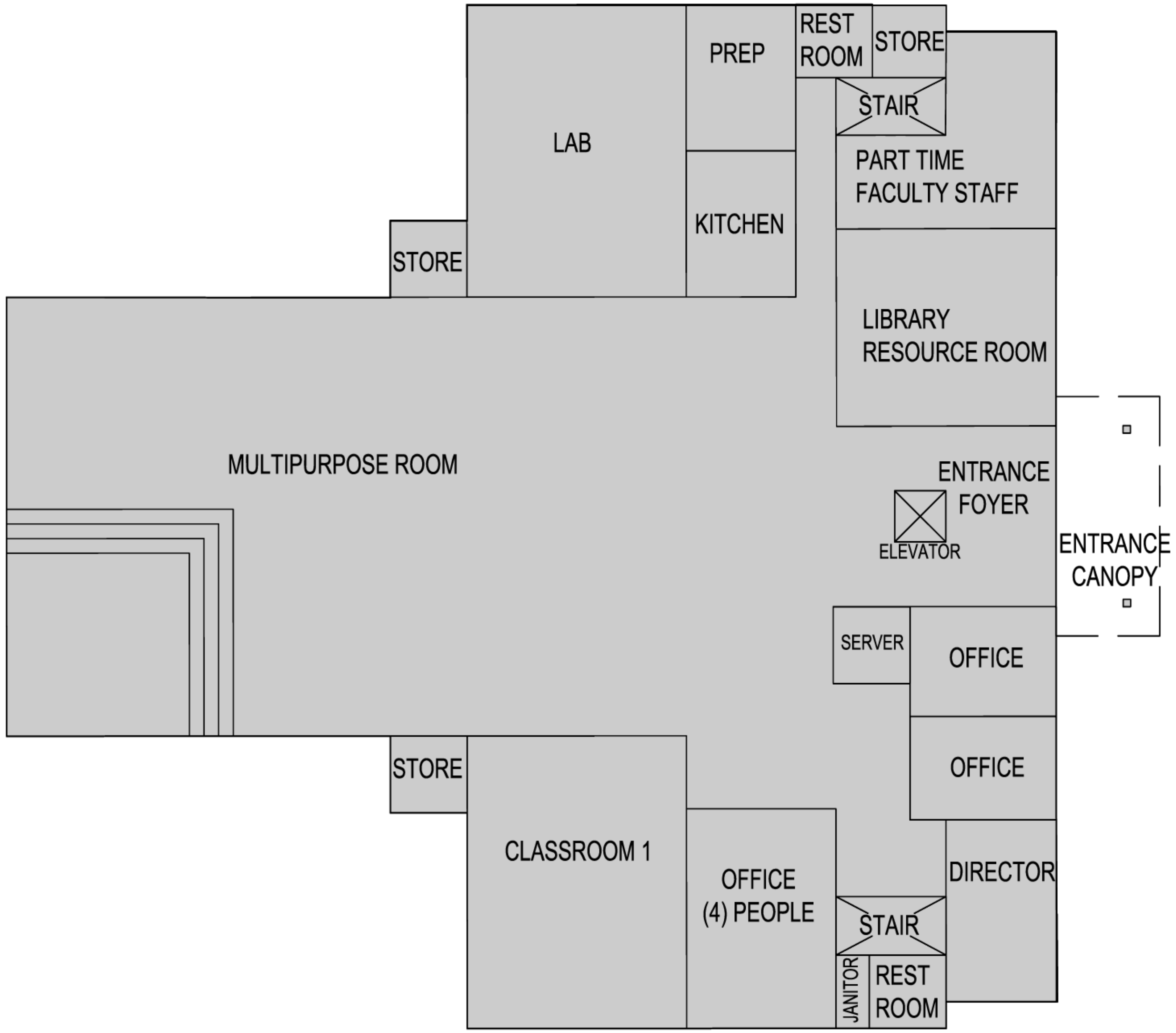
SOCC CURRY CAMPUS

MAIN BUILDING

PRELIMINARY PLAN
NOT TO SCALE
BROOKINGS, OREGON


STAIR
REST ROOM
CLASSROOM 5
CLASSROOM 4
ELEVATOR
CLASSROOM 3
CLASSROOM 2
REST ROOM
STAIR

SECOND LEVEL


REST ROOM
STORE
PREP
STAIR
LAB
PART TIME FACULTY STAFF
KITCHEN
STORE
LIBRARY RESOURCE ROOM
MULTIPURPOSE ROOM
ENTRANCE FOYER
ELEVATOR
ENTRANCE CANOPY
SERVER
OFFICE
OFFICE
STORE
CLASSROOM 1
OFFICE (4) PEOPLE
DIRECTOR
STAIR
JANITOR
REST ROOM

FIRST LEVEL

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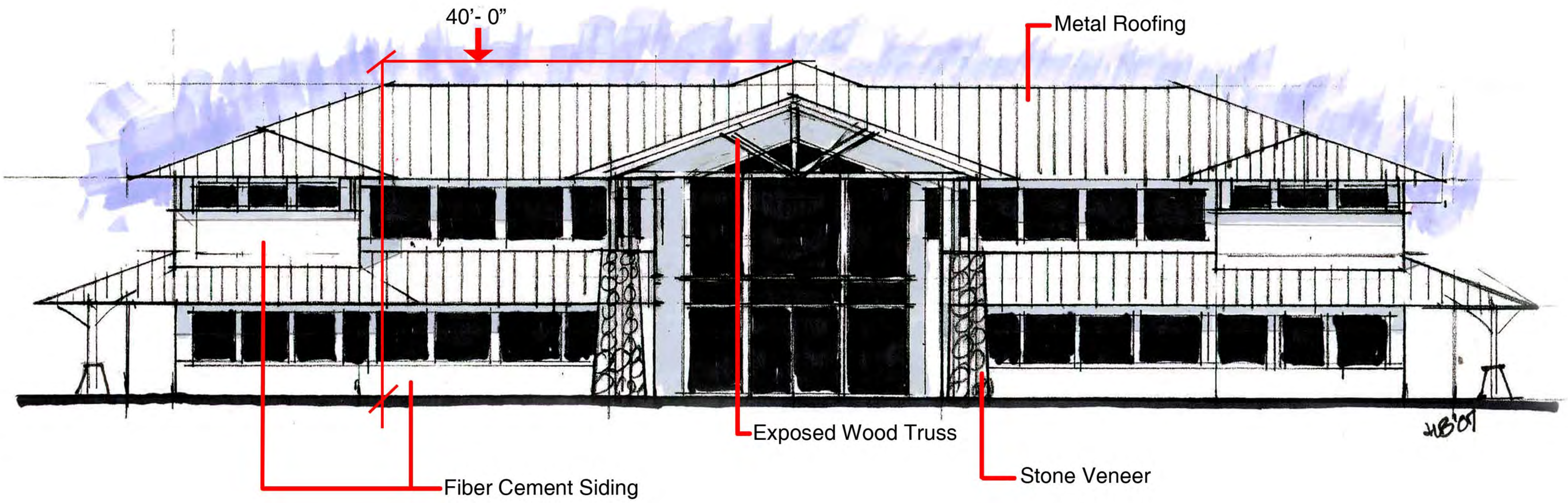
Southwestern Oregon Community College
Curry Campus
Preliminary Elevation


40'- 0"
Metal Roofing
Exposed Wood Truss
Stone Veneer
Fiber Cement Siding

Entrance Elevation

CROW/CLAY & ASSOCIATES INC.
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LAND USE AND INTERIORS

Curry Campus
Preliminary Area Requirements

Multipurpose Room	60' x 100'	6000 sq. ft.
Kitchen	15' x 20'	300 sq. ft.
1 Lab	30' x 40'	1200 sq. ft.
5 Classrooms Note: 3 of 5 classrooms have movable partitions. 8 total classrooms	30' x 40'	6000 sq. ft.
Preparation Area for Lab	15' x 20'	300 sq. ft.
Storage	10' x 40'	400 sq. ft.
Work Room/Prep/Resource Area/Book Store	20' x 40'	800 sq. ft.
2 Offices (4 people)	15' x 20'	600 sq. ft.
1 Director Office	15' x 20'	300 sq. ft.
Part Time Facility Offices	20' x 30'	600 sq. ft.
2 Restrooms	15' x 15'	450 sq. ft.
Server Room	6' x 10'	60 sq. ft.
Janitor at 50 sq. ft.		50 sq. ft.
Subtotal		17060 sq. ft.
Walls, Mech, and Circulation at 25%		4265 sq. ft.
Total		**21325 sq. ft.**

Other General Requirements:
- Outdoor space adjacent to the multipurpose room
- Amphitheater type seating at one end of the multipurpose room
- Weather protected entry vestibules

Maintenance Building	400 sq. ft.

Focus Group Meeting Dates
Coos/Douglas County

This detailed summary as well as the original focus group meeting minutes are color coded. This color coding allows the reader to refer to the original Focus Group Minutes to verify each summaries ideas location and initial wording.

1. Community Commission Focus Group, June 20, 2007
2. Coos and Curry Staff and Faculty, September 14, 2007
3. Staff and Faculty, September 18, 2007 (4 meetings)
4. Bandon, October 18, 2007
5. Powers, October 25, 2007
6. Myrtle Point, October 25, 2007
7. Reedsport/Lakeside, November 1, 2007
8. Students, November 6, 2007
9. Students, November 7, 2007
10. Coos Bay/North Bend, November 8, 2007
11. Coos Bay/North Bend, November 15, 2007
12. Faculty, November 16, 2007
13. Coquille, November 29, 2007

Detailed Focus Group Summary

(The number of times a concept was mentioned more than once are enumerated along the left margin)

1. Community Trends

- Momentum of incoming businesses
- People working over internet
- 4 Tourism/Hospitality increasing
- 1 Service industries increasing
- 5 Medical services/Health care increasing
- Longer life spans - active
- Blue collar needs like truck driving
- Telemarketing is growth industry
- Aquaculture (fishing trends), fish farming, connect with OIMB
- 1 Golf/Recreation, maintain relationship with Bandon Dunes
- Second career, retirement
- Community education
- Personal development (seniors)
- Green technology
- 3 Large retirement population but older retirees and still active
- High quality artists and cottage industries
- Decline in numbers of children
- Trend for high end services, mud bath, spas
- New subdivisions
- Charter boat businesses expanding
- Airport to play a major role
- 2 On-line classes are proliferating ans we need to continue
- Property being sold for condominiums
- Local investors making property available
- Development of Wave Energy optimistic sign for the growth of the community
- Bolin Island: Wood pellet mill slated for 2008
- 1 Global warming
- Container facility
- 3 Aging population

2. *Who We Need to Serve:*

- Accommodate students
- Returning students/family wage jobs
- Retired workforce/additional job training
- Students needing job skills for "Middle Income"
- 2 Boomer needs
- 1 Online classes - more offerings
- 1 Respond to community job needs
- Raise presence/value to the community
- Adult ed classes bring the community in
- 3 Life long learning
- 2 Get kids hooked on education
- Work with the K-12 schools

3. We Should Partner with and Provide Services in Conjunction With:

- Partnership buildings and programs
- Leadership Institute
- 6 Shared programs and facilities with high school
- "Community Partners"
  - 1 Business/training
  - Connection to Port and Airport
- 2 Fire Science interns help out at local fire departments
- Sharing city pools could be enhanced with more times and reduced student fees
- Culinary students could benefit with internship programs
- 1 Nursing internships should be at local and regional hospitals
- 3 Internship expansions or opportunities could be enhanced
- Partnership of hospitality and SOCC is key
- OIMB could be a partner
- Media and broadcasting - coordinate with high school program
- Use Baby Boomers to teach others
- Unions need to be included and would be partners - On the Job Training
- Native Americans need to be reached - partner with them, especially the young kids
- Partnerships with SOCC and the Discovery Center
- Be unique to our region and partner with larger institutions
- Dean Creek, Umpqua Lighthouse, B & B, Culinary could be an asset with course work for fun or credit to capture non-residents dollars
- Eldercare internships

4. Our Campus Should:

- 1 Maintain natural landscape
- 3 “Green” college by example
- Maintain environmental quality of campus, enhance awareness
- Accessible campus/buildings/paths
- LEEDS building materials/systems
- Climate sensitive building designs
- Provide immediate needs to promote future program expansions
- 1 Branding in community
- “Identity” image of higher learning/signage
- Interpretive areas
- Integration of Newmark Center
- Turf and landscape as part of campus
- Exterior lighting, emergency kiosk or phone
- Nowhere to relax outside - fountain, or other gathering place is needed - artwork focus
- Student art could be incorporated in the campus
- Designated covered smoking areas would help
- New paving between softball and soccer field is good
- Back parking lot entrances would improve access and circulation
- “Walkway of Success” - sidewalk/names in brick

5. Programs That Respond to Trends and Interests (needed in each community as well as new campus):

- Theater, jamming sessions, workshops that are short
- 1 Trade related career programs
- 3 Technology classes/computer
- 4 Hospitality programs including management
- Beauty school
- 6 Nursing program expansion/some on-line classes
- Mortuary science
- Education opportunities for start over “gray hairs”
- Expand health related programs
- 4 Expand Fire Science programs
- Simulation education and technology
- Respond to “Casino”, “Bandon Dunes” with appropriate programs
- 2 Rec Center/Rehabilitation program - Physical Therapy
- Long range learning - translation
- 1 Long term care programs
- 1 Eco-tourism
- Medical field
- 5 Computer/Industrial/Vocational
    - 1 Welding
    - 3 Automotive
    - Truck driving
    - 5 Construction trades - carpentry, tile, electrical, plumbing, HVAC, drywall, etc.
    - Construction trade certification
- 1 Business programs and Management
- 5 Horticulture program
    - Turf and landscape
    - Golf tie
- Furniture program
- “Hobby Shop” - engineer life long learning
- Geriatric study - provider training
- Boomer needs
    - Clubs
    - Second career choices
- Tennis program
- 1 Massage therapy training
- Retirement classes
- Financial planning
- 1 Paramedic program
- Wild land fire training program
- Wood Shop
- 1 ARFF - Airport Rescue Fire Fighting Program
- On-line classes help when Fire Science students pull shifts

2
- International programs, need varied languages, bring in outside cultures
- Water polo program
- Manager training, City Police, Fire, Criminal Justice
- Expand University Center
- Pharmaceuticals, etc.
- Transportation programs
- EMT
- Phlebotomy
- Radiology
- Nuclear Medicine
- Dental hygiene
- Sports medicine
- Conference of Annual Training for EMT's

5
- Forestry Programs/Stainable forest/remanufactured products
- Silviculture
- Horticulture
- Geriatric specialities
- Physicians assistants
- Ophthalmic assistants certification programs
- Leadership
- Personnel management
- Electronics
- Alternative energy science and environmental sciences
- Wave energy programs
- Elected officials need training - special districts, boards, etc.
- Criminal justice
- Veterinary Assistance
- Human Resource training
- Safety programs - OSHA
- Emergency response training (Wal-mart now training in shop)
- Internet management certificate programs could feed into BA and BS programs
- Methane energy environmental testing skills needed
- Trouble shooting skills are project management skills
- Food handling - cranberries and other agriculture meat processing
- Inspector training - agriculture and real estate
- Fish and Wildlife can be addressed under environmental topics
- Graphic art degree
- Web design
- E-marketing
- Marine
- RV
- Community Leadership Center. Studies of the northwest environment
- Classes for volunteerism, community services, languages, global programs
- Help others with sustainability
- Experimental learning (designing websites)

- Provide a life skills program that establishes early planning that goes on through the years
- Apprenticeship programs - plumbers, electricians, carpenters
- Nutrition is basic - what do we do with food?
- Technologically oriented businesses need trained and skilled employees
- Provide more high school classed on-line
- College credits for high schoolers help
- Transfer class equals good start for University
- Computer technology classes
- Adult basic education
- ROTA - Reserve Officer Training Academy
- 2 year program which transfer to the Universities
- Foreign language would be a good addition in Myrtle Point - could be Spanish.
- 3 GED program, on-line also
- Health Care professions
- On-line classes could be stepped up
- Technology training is needed, Cell Phones, Internet. We have to be proactive about technology
- College programs for high school students
- Nursing program is a plus - a growing need
- Bolster 2+2
- Culinary careers can be expanded
- Nursing and Pro Start Culinary contest is a nationwide program. Do it!
- Survival - mushrooming and other regional offerings would be good outreach - also art
- Seminars or short classes
- On-line courses should expand
- Math and sciences are a good focus
- Healthcare
- Financial planning
- Geriatrics
- Viniculture (grapes). We have water and the climate for it
- Natural resources management
- Habitat Restoration
- Fisheries enhancement
- Water quality needs
- Law enforcement program should expand
- Appraiser training
- Numerous specialities need continuing education

6. Can We Do this Also?

- Access to technology - multimedia access for students
- Accommodate cultural differences
- Campus Master Plan/including entry and circulation 1
- Career center
- Outdoor bandstand
- Senior daycare training center
- “Ropes” course around lakes/corporate training
- More sidewalks
- Parking study
- Trail improvement/Lake path accessibility
- Youth hostel
- Interpretive uses of natural resources
- Student advisory committee
- Recycling, energy efficiency, solar energy, etc.
- Remove bulletin board outside of Randolph - it is ugly and no real cover (not used)
- Main entrance bus stop (plexiglass) is not adequate
- New furniture, desk chairs in Sitkum are a challenge
- Coffee cart area with quality coffee should be on site - maybe bookstore
- Path in grassy knoll is needed east of Empire Hall entrance
- Delivery mode needs to include on-line classes
- Apartment housing could house people for short courses in the summer
- Have summer short courses that enhance programs
- Circular road around the campus
- Improve campus directional signage
- Highly trained advisors
- Use local expertise and specialties to build unique programs

7. Our Facility Desires:

- 3 Flexible space sizes and needs
- 1 Facilitate current and future technology
- Community friendly facilities
- Full year, full day - facility usage
- Secure storage - long term
- Formal meeting space
- Wind shelter useable exterior space - meeting and classroom sized
- Lock down accommodations
- Green technology and buildings
- 1 Accessibility
- Accommodate daycare and parent/child housing and related academic programs
- Job skill area - flexible use
- 1 Second floor on single story to accommodate growth
- 1 Faculty/staff space/informal break areas, employee gatherings
- Container facility - flexible training space
- Program related spaces, specific programs
- Create communities in each building, staff/admin support
- 2 Create student commons on campus/coffee central
  - 1 Spaces throughout campus to foster interaction
- Adequate storage space
- Faculty office space
- Graduation needs 1500 to 2000 (currently 700 stagger ceremony)
- No doors on bathrooms
- 1 Safety, security - lighting
- Emergency phones
- Family center expansion - classroom
- Extreme flexibility
  - Furniture
  - Partitioning or seminar vs. lab
  - Technology
  - Lighting
  - Different classroom environment
  - Research possibilities “furniture”
  - Study student/teacher interface
- Conference Center
- Fountain Dellwood - fix and/or move
- 1 Swimming Pool - indoor
- Adaptive reuse - facility expansion
- Inventory of spaces - facility expansion
- Space utilization - facility expansion
- Cost/benefit ratio and appropriateness to space - facility expansion
- Meet handicapped parking/ADA needs not minimums
- Develop pathway for visitors

- Comprehensive maintenance plan - preventative
- Life cycle costing
- Asset management plan
- Replacement plan/sinking fund
- Sound
- Lighting
- Furniture
- Bathrooms
- Signage - need better in and out of buildings
- Fire Science facilities - new offices, classrooms, tower, burn building, up-to-date fire science needed equipment helps students get experience and jobs
- Covered walkways
- Track and field needs night lighting
- New Rec Center needs bleachers
- Seats and parking are essential for events at new soccer/track field
- Javelin and hammer throwing facilities are needed
- Fix heaters in halls
- Enlarge testing center
- Criminal Justice/Corrections needs some of its own space
- Kitchen needs to be more efficient - outdated
- Paint classrooms with variety
- Softball, baseball, tennis court area - pave metal shop area
- Upgrade Prosper and gym
- Public safety needs better office
- Waiting room at First Stop is a mess - there are unneeded walls and people who work there are not visible
- Improve HVAC at Sitkum
- Improve Library layout
- Smart boards in classrooms are great - add in Coledo, Stensland and 2 or more in nursing classrooms
- Worker housing complex could be built and then become married student housing
- Signage for University Center needs to be improved
- Aesthetics to be attractive and encourage people to stay
- Use colors to make spaces/buildings more attractive
- Improve acoustics (cafeteria noisy)
- Areas/places for students to interact with instructors
- Meeting lounge
- Lighting levels to encourage learning
- Temperature control to encourage learning
- Learning modes. Diverse environments for learning in same building and rooms
- Centralized control of light and heat
- All rooms to have up to date technology. Fiber ring not fiber star
- Umpqua Hall - currently geographic center - potentially student center

- Housing on campus is a good experience, so young people can live away from home but still be close to family

8. *Other Campus Programs or Possibilities:*

- 1 Student health center
- 1 Bikeways
    - Walking safe, pleasant paths
    - Pathways around campus as well as buildings
    - 1 Storage for bikes/lockers
- College connections to regional events
- 1 Expand 4 year degree offerings and beyond/link to 4 year school
- 1 Outdoor covered space/classrooms
- Identify Quad, student areas, smokers area separate not second class
- Garden tours
- Yurts concepts
- Develop lake potential
- 1 Second campus entrance
- 1 Public transportation - adequate and timing/shuttle service
- Single parent housing
- 1 Childcare
- Married student housing needs
- RV parking and pet area - long term student parking, bathroom
- Credit cards for food service
- A “hall of fame” or trophy area would exude pride
- Coffee shop needs to be implemented ASAP
- Training films could be produced by students
- College could host meetings and facilities food events

9. Additional Comments:

- Community ed training
- Child care program
- 1 Promote campus locations throughout community
- Regional/community transportation system
- 1 Foundation and scholarship
- Grant awareness
- Single parent family support - continue and improve support
- Monitor changing demographics in our college region
- Student retention - trends and strategies
- 1 Increase library hours of operation make user friendly
  - Evening/weekends/hours for student needs
  - Update to 21st century
  - Dedicated - study areas
  - Future vision of the College
- Reduce barriers
- Senior housing
- Infirmary - urgent care
- Married student housing
- Stronger connection to OIMB
- Local cultural awareness
  - Tribes
  - Community history
- Home room concept
- Have SOCC Board hear from local fire chiefs regarding sleeper cadets
- Students in Fire Science come from various states and local region
- The Fire Science/EMP has put together a PowerPoint presentation to show the Board: Contact Rick Cooper at 888-2006
- Game room should be by housing
- 1 Go for University status
- College is evolving, educates the entire community and plays an educational leadership role
- College must be commuter friendly
- Create a college brand for 50th anniversary
- Need to be 10 years ahead in creating courses
- Reduce carbon footprint
- Education has changed. Students need to be able to perform critical thinking
- Hispanic and other immigrants need to learn the system and need training
- Continue to expose young people through skills day and other events that bring people to the campus
- Don't build stuff. Use existing facilities
- 2+2 and online classes here are important
- 1 High speed internet for the general public and students
- Students could mentor adults in technology if trained

- Education needs to determine how to change our systems to utilize the social aspects of technology
- Dorms a plus
- Enhance connections between K-12 and SOCC
- SOCC needs to continue as an education leader
- Area families have SOCC attendance “traditions” - education is cost effective
- 1 Transfer to universities courses is helpful
- Non academic classes provide social and as well as educational aspect
- Offer classed that attract new people to the region - be the best at something

10. Student Services

- Job search and placement
  - Intern
  - Post internship
- Transfer help
- Accommodate Special needs
- Facilitate student to staff connection
- Student communications/interface with community
- Improve Criminal Justice/Corrections internship opportunities
- Intermural sports would be nice
- 1 Exit strategy, transition from degree - job (career center)
- Make students aware of what SOCC has available
- How to apply for a job and how to interview
- Dress for success programs

11. Staffing Goals

- Administration to maintain strong leadership
- Making strong academic staff continue to recruit and maintain “top people”
- Making strong support staff
- Projection of staffing needs
- Paramedic staff is needed and a facility
- Full time instructors for fire science
- We need Spanish speaking instructors, bi-lingual

12. Program Content

- 1 Job ethics should permeate all course work
  - Job retention
  - Job preparation
  - Attitudes
  - Self assessment
- Citizenship and community responsibility
- Customer service
- Job ethics
- 1 Interface with the businesses to see what they need
- How to interact with people
- Classes on-line should have a syllabus with notes and bibliography

13. Community Connections
Coos Bay/North Bend

- Maintain awareness of community "Keys to Success"
- 1 Increased adult activities - Adult enrichment class
- Clubs/organizations
- Increase youth activities (all ages) i.e. camps (sports), art/music/culinary etc.
- Open door policy - broad based community access
- Theaters need to interface more. Bandon has greater theater. Have outside high profile come and book several places: Brookings, Bandon, Florence, SOCC

Bandon

- Bandon would like a small facility - "A presence", to get GED. This could happen in the Barn, which is being remodeled. (Being organized with breakout rooms to be used as convention center)

Myrtle Point

- Outreach in community site is needed, they have a room at the District Office that can be used.
- Expanded Options Program in combination with SOCC is good for the high school students. This is a new program.
- SOCC is an important link with K-12 districts
- Forestry program at SOCC could build a Myrtle Point program and offer additional programs.

Coquille

- Outreach is important - local classes
- Visibility of the college and OCCI should be in outlying areas
- Ties with high school students - 2+2 and other interconnections create opportunities and give students a view of what is possible

Reedsport/Lakeside

- Communities without a community college on site suffer - outreach needs to be organized and available
- SOCC Culinary could integrate and do more hospitality in the community
- Culinary students need hands on within the community - this was done around Senora at a historic hotel
- Fire Science Program Internship

Powers

- Powers at the “end of the road”. SOCC is an asset to us - good progress
- Students need training for local jobs

14. Linking Courses

- Pre-nursing/Anthropology
- Political Science/Nursing
- College prep - teach differently
- Engineering/Art - Architecture
- Math/Music
- Music Thanatology Therapy
- Reading/Math
- Content/Developmental Education
- Art/Anthropology
- Business/International issues
- Music/Geography, Sociology
- Food/Sociology
- Fusion Programming brings Faculty closer, honors adult learning
- Communication/Technology
- Literature/Health Care/Technology
- Forensic/Science

Community Commission Focus Group
June 20, 2007

Curry County:

- Less opportunity for large industry
- Need for adult education will grow
- Large residential development (Rio Tinto Zinc 800 units of mixed town houses and single houses).
- Median house price $325,000
- Large retirement population but have wealth, and are younger and more active than typical retirees.

Bandon:

- As above regarding retirees, but older retirees and still active.
- A lot of high quality artists and cottage industries
- Decline in numbers of children
- Looking for theater, jamming sessions, workshops that are short
- Trend for high end services, mud bath, spas
- Successful City but population changing same as in other areas
- Subdivisions going in
- Fishing intermittent but charter boat business expanding
- Airport to play a major role
- Oregon Overseas
- Bandon Dunes spawned transport companies, laundry companies
- School system struggling
- Bandon Dunes largest employer. Hospital second.

Reedsport:

- I.P. gone. Property being sold for condominiums
- Condominiums on Schofield
- Until recently no lots available. Local investors making property available.
- Development of Wave Energy optimistic sign for the growth of the community
- American Bridge - Has not met expectations in terms of increasing employment and stimulating economic growth.
- Bolin Island: Wood pellet mill slated for 2008
- Student numbers are dwindling

Gold Beach:

- Measure 37 claims potentially releasing land for development
- Condominiums becoming a popular development
- Employment levels reduced by decrease in County budget
- Freeman Marine doing well
- Forest Service minimal employment
- There is a Cottage industry built around technology
- Seafood Broker
- Housing expensive
- 72% of Curry County is owned by the State which impacts potential income growth from property taxes.
- Gold Beach is strong on natural resources
- Airport has been given a grant
- Port of Gold Beach still in turmoil. River mouth not being dredged and is silting up.

Ron Olson:

- Momentum of incoming businesses
- People working over internet
- Growth of mom and pop service industries

Brenda Rogers:

- Can young people afford to live here?
- Tourism
- Service industries
- Medical services

Response to Trends:

- Consolidating schools as programs and funding dwindling
- Encourage trade related careers. High school diplomas and trade
- SOCC to work with schools on technology so several schools have the same classes.

Recruit outside area

FTDE?

  - Hospitality
  - Carpenters
  - Massage
  - Beauty school
  - Nursing
  - Physical therapy
  - Mortuary science
  - Education opportunities for start over “gray hairs”

Coos and Curry Staff and Faculty Focus Group
September 14, 2007

- Expand health related programs
- Flexible space needs
- Facilitate current and future technology
- Unofficial meeting spaces
- Community friendly facilities
- Partnership buildings and programs
- Accommodate student and business needs
- Community ed training
- Flexible size spaces - smaller and larger groups
- Full year, full day - facility usage
- Secure storage - long term
- Formal meeting space
- Wind shelter useable exterior space - meeting and classroom sized
- Access to technology - multimedia access for students
- Lock down accommodations
- Accommodate Fire Science
- Green technology and buildings
- Accessibility
- Accommodate daycare and parent/child housing and related academic programs
- Simulation education and technology
- Collective college identity but maintain individual identity

- Maintain natural landscape
- Child care program

Community

- Hospitality/service
- Respond to “Casino”, “Bandon Dunes”
- Student health center
- Rec Center/Rehabilitation program
- Job skill area - flexible use
- Family wage jobs - returning students
- Expand internship programs
- Leadership Institute
- Promote campus location throughout community
- Faculty/staff space/part time informal break areas, employee gatherings
- Long range learning - translation
- Longer life spans - active
- Accommodate cultural diff
- Additional job training
- Long term care

Long Range Thoughts

- Shared programs and facilities with high school
- Second floor/is single story for long range facilities
- Campus plan
- Campus circulation

- Campus front door
- Eco-tourism
- Container facility - Flexible training space
- Regional/community transportation system

Staff and Faculty Focus Group
September 18, 2007
9:00 am

Community Connections

- Prepare students with job skills - “Middle Income”
  - Medical Field
  - Technology Skills
  - Computer and Industrial
    - Welding
    - Automotive
    - Truck Driving
    - Building Trades
  - Business Programs
- Job Search and Placement
  - Intern
  - Post Internship
- Transfer Help
- High School Connection
  - Coordination of course work and fill gaps
- Community Awareness

  “Keys to Success”
- Staffing
  1. Admin - Leadership
  2. Academic

3. Support Staff

Continue to recruit and maintain “top people”

Projections of need

Nurture to Needs

Mentor

- Special Needs
  - Pathways at exterior as well as buildings

Job Ethics - Permeate all course work

- Job retention
- Job preparation

Citizenship community responsibility

Customer Service

- Job ethics
  - Attitudes
  - Self Assessment
- Respond to Boomer needs
- “Are we ready for the next generation”
- Online classes - more offerings
  - Night classes
  - Pre-recorded - tegrity
  - Assessment component
- Responding to community job needs
- Declining jobs - “fishing”

- Is there college response?
- Decline of sports fishing
- “Green” college by example
- Foundation and scholarship
- Grant awareness
- Single parent family support - continue and improve support
- Facilitate student to staff connection - continuing education
- Monitor changing demographics in our college region
- Student retention
    - Trends and strategies

Staff and Faculty Focus Group
September 18, 2007
11 am

- Community Connections
  - Increased adult activities
  - Clubs/organizations
  - Adult enrichment class
    - Cake decorating/mushroom ID
- Increase youth activities (all ages)
  - Camps (sports)
  - Art/Music/Culinary etc.
- Open door policy - broad based community
- Maintain environmental quality of campus
  - Enhance - awareness
  - Green related programs
- Accessible campus buildings/paths
- LEEDS building materials/systems
- Climate sensitive building designs
- Improved circulation
  - Surfaces
  - Access
- Turf/landscape program
  - Dirty lab
- Program related space

  - Specific programs
- Create Communities in each building
  - Staff/admin support
- Increase community awareness
  - To faculty resources
  - Spaces
- Student Health Care
  - Health and wellness center
  - Teach/Learn center
- Increase library hours of operation
  - Evening/weekends/hours for student needs
  - Update to 21st century
  - Dedicated - study areas
  - Future vision of the College
- Reduce barriers - physical psychology
- Deliver technologies for student needs today and future use
- “Community Partners”
  - In technologies with Programs
  - Business/training
  - Cutting edge
  - Ahead of the curve
- Raise presence/value to the community
- Student communications/interface with community

    - TV/radio
- Create student commons on campus
    - Spaces throughout campus to foster interaction
- Alt. Transportation
    - Safe, pleasant paths
        - walking
        - bicycles
        - storage for bikes/lockers
    - Bicycle friendly community
- College connections to regional events
- Expand 4 year degree offerings and beyond
- Provide immediate needs to promote future program expansions

Staff and Faculty Focus Groups
September 18, 2007
1 pm

- Need storage space
- Need office space
- ADA requirements
- Graduation needs
    - Need 1500 to 2000 (currently 700 stagger ceremony)
- Branding in community
    - “identity” image of higher learning/signage
- “Green” campus, “Solar”, “Cisterns”
- No doors on bathrooms
- Dedicated natural areas
- Interpretive areas
- Integration of Newmark Center
- Safety, security - lighting
- Emergency phones
- Horticulture program
    - Turf and landscape
    - Golf tie
- Furniture program
    - Value added to timber
- “Hobby Shop” - engineer life long learning
- Senior housing

- North Bend Pool/SOCC program should have water polo
- Kitchen needs to be more efficient - outdated
- Intermural sports would be nice
- Nowhere to relax outside - fountain, or other gathering place is needed - artwork focus
- Remove bulleting board outside of Randolph - it is ugly and no real cover (not used)
- Student art could be incorporated in the campus
- Main entrance bus stop (plexiglass) is not adequate - hideous - more covered areas needed
  - Has turned into a smoking place
- Designated covered smoking areas would help
- Desk chairs in Sitkum are a challenge - came from the 60's, tables work better
- Eden 1 lecture room is a good style
- White classrooms are borrrring!
- Parking lot 2 ramp and curb has massive puddle that you can't miss
- Softball, baseball, tennis court area - metal shop area is muddy - disappointing
- New tower is needed
- New paving between softball and soccer field is good
- Back parking lot entrances would improve access and circulation
- West entrance left turn causes jam in housing area
- Favorite thing or place:
  - Management of storm water is pretty
  - Wrestling room is amazing
  - Next to cafeteria is a pleasant place - maintain it

- Infirmary - urgent care
- Married student housing
- Family center expansion - class room
- Student union building “coffee central”
- Student areas throughout campus
- Faculty and staff break rooms in major buildings
- Outdoor covered space
- Identify Quad
  - Student areas
  - Smokers area separate not second class
- Outdoor or open classrooms
- Cottage industry, tourism, demographic condition, boomers - how to take advantage
- Stronger connection to OIMB
- Garden tours
- Local cultural awareness
  - Tribes
  - Community history
- Connection to Port and Airport
- Eco-tourism
- Create better learning environment
- Home room concept
- Extreme flexibility

  - Furniture
  - Partitioning or seminar vs. lab
  - Technology
  - Lighting
  - Different classroom environment
  - Research possibilities “furniture”
  - Study student/teacher interface
- Tioga is prison like “unfriendly looking”
- Semi-retired boomers
- Career center
- Outdoor bandstand
- Geriatric study - provider training
- Senior daycare training center
- Yurts concept
- Develop lake potential
- Landscaping study and determination - take advantage for studies
- “Ropes” course around lakes corporate training
- Hospitality programs
  - Conference center
- Fountain Dellwood - fix and/or move
- Circulation identification security - east driveway
- More sidewalks
- Parking study

- Second campus entrance
- Public transportation - Adequate and timing
- Swimming Pool - indoor
- Trail improvement
- Youth hostel

Staff and Faculty Focus Group
September 18, 2007
3 pm

- Techno Buffs
- Boomer needs
    - Nursing programs
    - Clubs
    - Second career choices
    - Retirement classes
    - Financial planning
- Single parent
    - Housing
    - Child care
- Facility expansion
    - Adaptive reuse
    - Inventory of spaces
    - Space utilization
    - Cost/benefit ratio and appropriateness to space
- Accessibility issues
    - Second entrance to campus
    - Handicapped parking/ADA needs not minimums
    - Lake path accessibility
- Natural resources
    - Interpretive uses

- Develop pathway for visitors

Curry Campus

Library services support

Tech and library support

Rehab and Remodel

Comprehensive maintenance plan - preventative

Life cycle costing

Asset management plan

Replacement plan/sinking fund

Classroom Environment

Sound

Lighting

Furniture

Bathrooms

- Second story expansion on existing buildings
- Campus image appearance
- Turf and landscape as part of campus
- Exterior lighting, emergency kiosk or phone
- Married student housing needs?

- Signage - need better in and out of buildings
- RV parking and pet area
    - “Long term student parking”
    - Bathroom

Bandon Focus Group
October 18, 2007 7:00 pm

- Hospital District is largest employer and they need health care workers - Health Care Workers
- Vocational programs were cut from secondary schools. Maybe the College could partner
- From a green perspective it would be good to have more out reach with the community
- Bandon would like a small facility - "A presence", to get GED and more from that
- This could happen in the Barn, which is being remodeled. This is being organized with breakout rooms to be used as a convention center and the City owns it.
- Get kids hooked on education. The College is the one to help with this. Hook them when they are young.
- Work with the K-12 schools
- Provide a portfolio program foundation program that sets up a program early for life planning that goes on through the years.
- Need plumbers, electricians, carpenters - unions need to be included and would be partners - Bridge absence of vocational programs in secondary schools
  - Apprenticeships
  - On the Job Training
- Tourist oriented community and SOCC needs to do training for service/hospitality industries.
- How to apply for a job and how to interview.
- How to interact with people
- Hispanic and other immigrants need to learn the system and need training. ESL and outreach and need integration. We need Spanish speaking instructors bi-lingual.
- It should be English as the 1st language to help the program grow

- Native Americans need to be reached - partner with them, especially the young kids

- Care givers could be trained - will be in high demand

- Learn in assisted living facilities how to serve dinners, dinner etiquette and move through the dining hall softly

- Continue to expose young people through skills day and other events that bring people to the campus

- Dress for success programs

- From Farmers Market and Others: Nutrition is basic - What do we do with food? People need to understand how to educate people about food. Governor has a funded programs about how to utilize foods - today's press release. Maybe the College can get together with this. Bandon could be the pilot project.

- A new kitchen will be in the Barn, and this could be the center for growing (master gardeners), cooking (home ec.) Serving and hospitality program

- People could learn to make money - start a business from growers that come on board

- Child care needs to be provided through child care classes. Child care needs to be provided for all offerings.

- Technologically oriented businesses need trained and skilled employees

- Technology is available within the community broadband internet

- On-line classes are proliferating and we need to continue.

- Theaters need to interface more. Bandon has a great theater. Have outside high profile come and book several places: Brookings, Bandon, Florence, SOCC.

- Don't build stuff. Use existing facilities

Myrtle Point Focus Group
October 25, 2007 7:00 PM

- 2 year program to transfer to the Universities provides a good basis.

- University Center - at least 4 Myrtle Point teachers came through the Eastern Oregon Program.

- Outreach on site is needed they have a room at the District Office that can be used.

- 2+2 went away, but it is necessary to have it.

- Foreign language would be a good addition in Myrtle Point - could be Spanish.

- Health Care professions need people

- Lifelong learning is important and it is the goal of the Myrtle Point School District

- Myrtle Point has gained back their forestry program and has an agricultural program that includes metal fabrication components.
    - Forest products
    - Field stuff
    - Construction component

- GED program is good and needs to continue

- Expanded Options Program in combination with SOCC is good for the high school students. This is a new program.

- Student population has dropped
- Tag kids need services
- On-line could be stepped up, but keeping kids on the site is important for funding.

- Myrtle Point has no large industry base

- Student population ebbs and flows

- SOCC President is an important link with K-12 districts

- Forestry program at SOCC could build a Myrtle Point program and offer additional programs.

- Technology training is needed. Text messaging etc. Cell Phones, Internet. We have to be proactive about technology.

- Education needs to determine how to change our systems to utilize the social aspects of technology.

Powers Focus Group
October 25, 2007 4:00 p.m.

- Distance education on line works
- Provide more high school classes that aren't available on line
- Fuel Costs equal problem
- Powers at the "end of the road"
- SOCC is an asset to us - good progress
- GED has been helpful and we could bring back the program
- College credits for high schoolers help
- Transfer class equals good start for University
- GED outreach every other year is an option
- Vocational programs are important
- Students need training for local jobs
- Forestry program was good
    - Reforestation
    - Thinning
    - Healthy Forest Programs
- Medical fields are expanding - nursing programs are needed
- Computer technology classes needed to keep coming here
    - Computer literacy is a must!
- Travel equals tuition free program was helpful (for residents)
- More scholarships are needed
- 2+2 and online classes here are important
- Adult basic education is needed

- ROTA - Reserve Officer Training Academy was helpful
- Powers needs high speed internet for the general public
- GED online?
- The high school has a computer lab and the more computer literacy here the better - maybe along with adult basic education
- Students could mentor adults in technology if trained
- John Berman’s work with the high school is excellent. This function is important.

Reedsport/Lakeside Focus Group
November 1, 2007 7:00 PM

- College programs for high school students are good
- Automotive programs are good training
- Horticulture is missed
- Outreach seems limited
- Want to education and keep students when they are adults
- Economic development trend is bringing former students back with their jobs, etc.
- Nursing program is a plus - a growing need
- Dorms a plus
- Bolster 2+2
- CCI - Career and College Transition is important
- Dual credits provide career pathways
    - Welding
    - Computers
    - Nursing
    - Construction
- Culinary careers can be expanded
- Transitioning to higher education is possible because of connections
- Enhance connections between K-12 and SOCC
- SOCC has need space for convention and it is an asset - including dorm use
- Community College - education plus interconnections equals a wider world
- SOCC needs to continue as an education leader

- Technology is highly important as a tool for distributing education to all ages
- SOCC is necessary for economic development
- Options provided by SOCC are important but often bureaucratic
- Nursing and Pro Start Culinary contest is a nationwide program. Do it!
- Degrees for all ages contribute to the community
- Vocational education is needed (construction, etc.)
- SOCC provides financial advantages and allows schooling while young people mature
- Associate degrees combined with high school give a head start
- Partnerships with high school and SOCC can offer job tracking and more
- Communities not with a community college on site suffer - outreach needs to be organized and available
- We need some fun classes - locally - too much spread sheet stuff
- SOCC Culinary could integrate and do more hospitality in the community
- Culinary students need hands on within the community - this was done around Senora at a historic hotel
- College could host meetings and facilities food events
- Survival - mushrooming and other regional offerings would be good outreach - also art
- Seminars are an option if classes spread over weeks are a problem
- Partnerships with SOCC and the Discovery Center should be done
    - The facility holds 52 people
- Expand online classes for seniors and others
    - Workshops
    - Seminars

  - Virtual classrooms
  - Combined field work
- Be unique to our region and partner with larger institutions
- Online is not always a panacea - interactions are important
- Dean Creek, Umpqua Lighthouse, B & B, Culinary could be an asset with course work for fun or credit to capture non-residents dollars
- Fire Science program can take advantage of the hours when people are on call with apartments/dorms etc.
  - 3 fire departments here
  - Internship style
- Library seem un-user friendly!

Student Focus Group
November 6, 2007 11:00 AM

- Fire Science interns help out at local fire departments
- Facilities - new offices, classrooms, tower, burn building, apparatus are needed
- Students get good placements after SOCC
- SOCC is known for Fire Science but we make do because cities let us use their equipment which limits the cities
    - Chemeketa has more investment - a fire station
- Discussions are needed about this
- Up-to-date equipment helps students get experience and jobs
- Paramedic program is only year 1 here - students go to Lane or Umpqua for 2nd year
- Jobs now are for paramedics
- SOCC has 1st responder, EMT basic and intermediate
- Paramedic was considered 4 years
- Paramedic staff is needed and a facility
- Instructors for fire science are part-time now - with jobs
- Chemeketa programs are now full
- Covered walkways would help
- Security lighting at night would help
- Track and field needs night lighting
- Sharing city pools could be enhanced with more times and reduced student fees
- New Rec Center needs bleachers
- Seats and parking are essential for events at new soccer/track filed

- Javelin and hammer throwing facilities are needed
- Workout Center - would benefit cadet fire science programs and other - Coos Bay is providing now
- Firefighter workout program is needed
- Fire Science field is using tracking systems, GPS and other now - new technology
- Now new equipment - rescue straps etc.
- Chemeketa has tracks for various levels including management and fire prevention training
- Wild land fire training is another aspect
  - Turf management and forest management topics that are related
- Wood Shop for the trades is needed here and could build on the Marshfield program and tie in with fire prevention
  - Have programs build on each other to provide for fire facility needs
- The fire tower is dangerous
- Interactions between programs can provide experience and enhance programs - more hands on training
- ARFF - Airport Rescue Fire Fighting - closest is Helena, Montana at School of Technology
- North Bend now has 6-9 sleeper cadets who are on shift at night
- Have SOCC Board hear from local fire chiefs regarding sleeper cadets
- Fire Science program needs a better “face”, “show” to the world due to facilities
- A & P programs are limited by technology - can’t get on Internet etc.
- Radios are needed for Fire Science
- Charleston sleepers are sometimes first on and a growing program equals better permanent careers
- Online classes help when fire science students pull shifts

- Benefitting community - This is a key to success - a partnership:
    - Fire Science Program
    - Vocational Programs
    - Wood Working
    - Hospitality etc.
- Recruitment can be done by students in programs - this is a “sell”
- Students in Fire Science come from various states and local region
- Where is tennis program?
- Where is swim team? And pool?
- Massage therapy training could be offered
- Training for new industries
- Culinary students could have stepped up internship - “Hands on” is key
    - Seafood Friday dinner or other for the community
- The Fire Science/EMT has put together a Power Point presentation to show the board: Contact Rick Cooper at 888-2006

Student Focus Group
November 7, 2007 5:00 PM

- Student programs are stronger and have more advocacy when there is a student advisory committee
- The program here - fire science has more hands-on and attracts people from all over
- Heaters in halls don't work - old
- Nursing program needs expansion - people are getting turned away and yet we need nurses. The number of students that Submitted nursing applications were approximately 80. Out of that number 65 were considered true applicants (they had actually completed the requirements). We accepted 27 students into the program.
- Nursing internships should be at local and regional hospitals
- Other programs around the state turn students away also
- International program
    - Needs varied languages
    - More programs
    - Bring in outside cultures
- Include more recycling, energy efficiency, solar energy, etc.
- Testing center gets crowded (Randolph) and people have to wait
- Paramedic program is needed because people come from distances for fire science and now they are driving to Roseburg for classes
- Our fire science is superior to Chemeketa but Chemeketa has all the facilities
- The fire science program here has many extra opportunities, but some gaps
- Paul Reynolds and Robbie Kirch are great
- Criminal Justice/Corrections needs some of its own space, approximately 70 people in program but 4 annual internships

  - Tioga is a more interesting building
  - Empire Hall is attractive
- We would like to use credit cards for food service
- A “hall of fame” or trophy area would exude pride
- Gym seating is limited
- Prosper and gym need to be redone
- Drop down light in new gym is needed
- Coffee cart area with quality coffee should be on site - maybe bookstore could do earlier and later
- Patio area could be plexiglass outside Stensland
- Public safety needs better office
- Shuttle from outlying areas - look into it
- Waiting room at First Stop is a mess - there are unneeded walls and people who work there are not visible
- First Stop - just take out walls and redo statue area
- Sitkum heater is disruptive - also others
- Library is not laid out well - 3rd floor is a good study area
- Coffee shop needs to be implemented ASAP
- Path in grassy knoll is needed east of Empire Hall entrance
- Smart boards in classrooms are great - in Coledo, Stensland and 2 or more nursing classrooms
- Covered bike racks and more bike racks are needed
- Some classes have been held in rooms that are inappropriate - i.e. Mythology in nursing rooms
- Expand to the east - more buildings for more classes

- Consider a 2nd site - maybe downtown to conserve the environment
- Integrate campus buildings - expand in other communities
- Game room should be by housing - current location of game room is a secret
- Go for University status
- Wild land fire fighting degree - offer it

Coos Bay/North Bend Focus Group
November 8, 2007 7:00 PM

Important Things:

- Student outcomes are key
- Close collaboration with high schools
- College is evolving and educates the entire community and plays an educational leadership role and community is evolving
- Broad based economy needs broad based education - training for business
- Labor pool - struggle to recruit - create capacity to meet the need
- Managers need training
  - City police
  - Fire
  - Criminal justice
- Community needs to connect with SOCC to understand opportunities
- Adult ed classes bring the community in - there used to be an emphasis
- Baby boomers are leaving management jobs
- Blue collar needs like truck driving exist
  - UCC has logging course - class didn't fill
- Registered Nurse program - some will be online
- Demographics reflects contracted timber industry
  - Small business
  - Ship out children
  - Less young families
  - Mill culture was to stay home

- 1960 = Bumper to bumper ships - lumber part
- Old way - labor and management
- Change in 1980 and on
- Social problems result from the past educational expectations
- Outside influences are affecting us in a positive way now
- The middle class is what left
- Now the middle class is reviving: We need to prepare to serve this group
- World class resort is here with its opportunities - we may see more
- Success is often a result of getting out of the way
- When we have choice what do we do?
- Fast and flexible is how SOCC needs to respond
- Prioritizing and decision making are skills that the citizens need
- Spin-off jobs and industries will occur
- Single family housing will grow - need trade vocations - needed for at least ten years
- Think:
    - 10 years
    - 20 years
    - 50 years
- Worker housing complex could be built and then become married student housing
- City will streamline permitting and will staff for building inspections, electrical, plumbing - training needed
- Shortage of workers now
- For a time vocational programs were dropped and replaced by academic

requirements - get back some emphasis on vocational programs

- Should we become a 4 year college? Would it cause us to lose other functions that serve our area?
- University Center here is successful - maybe we can expand and do more
- Our population in Bay Area will spike
- The community needs to know SOCC - sell it and expand programs
- BDC will provide more for startup
- We need to learn to utilize our resources in the region in new ways
    - Habitat
    - Environmental sustainability and natural resource base
- Physically we cannot expand indefinitely - creates different opportunities
- College could help facilitate growing / sharing concepts among cities/governments
- Health care needs are expanding
- Service workers need training
    - Front line
    - Trades - builders, granite
- Internship expansions or opportunities could be enhanced
    - Industries need to get involved - market to the businesses (also internal internships)
- Paradigm will change to a more local economy - self sufficiency over 50 years
- Medical needs will continue to grow
    - Pharmaceuticals etc.
    - Transportation?
- Congestion in larger cities will create new opportunities here

    - Quality of life
- Flexible buildings - some have to be specific but some multipurpose
- SOCC locations:
    - Brookings
    - Online
- Community involvement needs to be fostered through SOCC
    - Classes
    - Requirements
- Teach people to identify core issues so they can be involved and express core issues
- Speak with one voice to Washington DC - College can facilitate

Coos Bay/North Bend Focus Group
November 15, 2007 7:00 P.M.

- Resource for the community
- Nursing program shortages of tech people at the hospital and nurses
- SOCC provides opportunities for all ages
- Partnerships - internships provide a head start and help employers
- We want to be more than an average community college
- Programs need to expand - do it ourselves
- Night classes are good for business people
- Partnership of hospital and SOCC is key
- SOCC is for various groups - life long learning
- SOCC fire science program - 11 at charleston fire department now - volunteers and students (sleepers). Training facility needed
- Would like paramedic program
- Vocational training is good role
- Vocational training - jobs
- Fire science can run in families here
- SWOFA = Florence to Port Orford to Scottsdale and the people train here
- 1980s planning brought medical needs to the top
- To be more than a community college
    - Housing
    - Nursing
    - Culinary Arts
- Now we rely too much on education bureaucracy around the state, OHSU and others - we should not let others limit us

- Others medical programs
  - EMT
  - Phlebotomy
  - Radiology
  - Nuclear Medicine
  - Physical Therapy
  - Dental hygiene
  - Rehab
  - Sports medicine
  - Conference of Annual Training for EMT’s
    - Statewide Partner with Hospital
- Environmental Fields
  - Forestry Programs
  - Silviculture
  - Horticulture
  - Demand Fields
  - Sustainable forestry training
  - Forestry and other
  - Remanufacturing
- Medical Training needs continued
  - Geriatric specialities
  - Nurse practitioners
  - Ongoing nurse training

  - Physicians assistants
  - Ophthalmic assistants certification programs
- Vocational fields need people
  - Automotive
  - High schools and college need to collaborate - high schools can feed SOCC programs
  - Management for small business
  - Leadership
  - Personnel management
  - Electronics
  - Construction trades
  - Contractor licensing
- Example: Collaboration with truckers and new truck driving program
- Electrician training program
- The media is part of the necessary exposure
- Interface with the businesses to see what they need
- Alternative energy science and environmental sciences
  - LNG coming - find out what is needed for training
  - Companies come when the work force is ready
  - OIMB could be a partner
  - Wave energy
  - Project management and project coordination
- Technology
- Elected officials need training - special districts, boards, etc.

- Criminal justice exists
- Veterinary Assistance
- Hotel Management
- Housekeeping
- Human Resource training
- Safety programs - OSHA
- Specialty training for employers - employees
- Emergency response (Wal-mart now training in shop)
- Telemarketing is growth industry
- 911 Training is now at Board of Police Standards and Training
- Delivery mode needs to include on-line
- Web Master
- Internet management certificate programs could feed into BA and BS programs
- Enhance existing programs to meet community needs as listed above
- Methane energy environmental testing skills needed
- Trouble shooting skills are project management skills
- Apartment housing could house people for short courses in the summer
- Have summer short courses that enhance programs
- Media and broadcasting - coordinate with high school program
- Keep lifelong enrichment programs going to keep in touch with community
- "Community" is tax base
- University center here is successful from every public university in the State
- Fire training facility: 300 fire fighters in Coos County only - we have no burn facility and are going to Eugene

  - Structural training
  - Aircraft training
- Transportable facilities exist and FEMA grants exist (march)
- Food handling - cranberries and other agriculture meat processing
- Inspector training - agriculture and real estate
- Training films could be produced by students
- Hospitality
  - Hotel Management
- Businesses could underwrite specific training
- Fish and wildlife can be addressed under environmental topics

Faculty Focus Group Notes
November 16, 2007 3:00 P.M.

Physical Needs
Programming Needs

- College must be commuter friendly
- Graphic art degree
- Web design
- E-marketing
- "Walkway of Success" - sidewalk/names in brick
- Hands on vocational technical programs - mechanical
- Marine
- Automotive
- RV
- Improve existing programs (industry currency)
- Exit strategy, transition from degree - job (career center)
- Work closely with businesses to establish a business' current needs
- Strengthen relationship with both high schools and middle schools
- Make students aware of what SOCC has available
- Focusing on students getting a career
- Curriculum alignment with high schools
- Develop curriculum for high schools to mesh with SOCC courses
- Signage for University Center needs to be improved
- More Personal Relations
- Aesthetics to be attractive and encourage people to stay

  - Use colors to make spaces/buildings more attractive
  - Improve acoustics (cafeteria noisy)
  - Areas/places for students to interact with instructors
  - Meeting lounge
  - Different size rooms
  - Lighting levels to encourage learning
  - Temperature control to encourage learning
- Learning modes
  - Diverse environments for learning in same building and rooms
- Community Leadership Center
  - Studies of the northwest environment
- Community does not see college as a leader - it should be
- SOCC must be first choice for education
- Circular road around the campus
- Centralized control of light and heat
- All rooms to have up to date technology. Fiber ring not fiber star
- Improve campus directional signage
- Create a college brand for 50th anniversary
- Students do not have pride of ownership - need trophy display
- Umpqua Hall - currently geographic center - potentially student center

Trends

- Aquaculture (fishing trends), fish farming, connect with OIMB
- Golf/Recreation, maintain relationship with Bandon
- Second career, retirement
- Community education
- Personal development (seniors)
- Need to be 10 years ahead in creating courses
- Classes for volunteerism, community services, languages, global programs
- International business program
- International studies, business, “e” commerce, language, culture
- Reduce carbon footprint
- Help others with sustainability
- Health care - broader area
- Green technology
- Climate change
- Experimental learning (designing websites)
- “Hands On” learning
- Link to 4 year schools - integrate
- Use Baby Boomers to teach others
- Education has changed. Students need to be able to evaluate critical thinking - know where to find resources

Linking Courses

- Pre-nursing/Anthropology
- Political Science/Nursing
- College prep - teach differently
- Engineering/Art - Architecture
- Math/Music
- Music Thanatology Therapy
- Reading/Math
- Content/Developmental Education
- Art/Anthropology
- Business/International issues
- Music/Geography, Sociology
- Food/Sociology
- Fusion Programming brings Faculty closer, honors adult learning
- Communication/Technology
- Literature/Health Care/Technology
- Forensic

Coquille Focus Group
November 29, 2007 7:00 p.m.

- Outreach is important - local classes
- Lifelong learning and emphasis on entry into higher education
- Long term is the important aspect
- Visibility of the college and OCCI should be in outlying areas
- Ties with high school students - 2+2 and other interconnections create opportunities and give students a view of what is possible.
- Housing on campus is a good experience, so young people can live away from home but still be close to family
- On line courses should expand
- Returning to education is a function of the community college - transfer courses are key
- Area families have SOCC attendance "traditions" - education is cost effective
- Retirees can take classes
- Classes on line should expand like MIT
- MIT includes:
    - Syllabus with notes
    - Bibliography
    - MIT course ware
    - Lectures
- Transfer to universities aspect is helpful
- Non academic classes provide social and educational aspects
- Former students have leadership positions in many places
- Try to be 4-year university

- Math and sciences are a good focus
- Vocational skills need emphasis
  - Building trades and related skills are needed
- Partnerships with universities helps keep professionals coming back or retraining
- University Center
- Keep the costs in line
- Scholarships need to continue
- Competitive golf led to careers related to golf
- Pathways degree
- Aging society. Training needed to assist those who are aging
  - Healthcare
  - Financial planning
  - Geriatrics
- Global warming
  - Viniculture (grapes) may be appropriate. We have water and the climate for it
- Watch for the crunch on general education classes - keep people moving throughout the system
- Advisors should be highly trained by discipline
- Trends - need for workers
- Oregon resources - mining, trucking, plant management, LNG container port needs workforce
- Container facility
- Aging population
- Manufacturing to service economy

- Natural resources - managing them
    - Horticulture
    - Habitat
    - Restoration
- Natural resources
    - Fisheries enhancement
    - Water quality needs and water runoff utilization will increase. Training need for all aspects related to water due to population
    - Be a front runner in water and other environmental aspects
- Tourist industry
    - Promotion
    - Protecting resources
    - Major golf events need hospitality enhancement
    - Bicycling
    - Teach hospitality skills/instill pride and efficiency
- Help the community identify identity and build on this
- Integrate new retirees with long term residents to focus
- Education should focus on the needs of our communities - internships and other connections such as restaurant management - hands on
- Eldercare internships
- Keep with what the market of South West Oregon needs - ever changing
- Move towards trends
- Offer classed that attract new people to the region - be the best at something - Nursing, OCCI
    - Families of out of the area students usually move here as a result of the

student liking the area

- Construction permits are up. This is a market opportunity
  - Skills needed
  - Licensing is requiring on going education
- SOCC was approached by a national expert who lives here about classes for gunsmithing because they had the tools - this was an opportunity to be unique and we can do it. We also have national experts in other fields who could offer education and training opportunities
- Use local expertise and specialities to build unique programs
- Law enforcement program should expand
  - People who were in the previous program stayed in the area
- Jefferson school could provide an opportunity as it is vacant
- Appraiser training could be here
- Appraiser training
  - Coos
  - Curry
  - Douglas
  - Josephine
  - Jackson
- Numerous specialities need continuing education
- Offer continuing education for all the professionals

Southwestern Oregon Community College
Building Inventory
May 15, 2008

Building	Year Built	Square Feet	Original Cost	Replacement Cost*	Made Of:	Use
Umpqua Hall	1964	11,680	$264,593	$1,401,600		
Randolph Hall	1964	12,836	$183,263	$1,540,320		Computer Services, Classrooms, Offices
Coaledo Hall	1965	9,800	$263,206	$1,176,000		Science Labs, Classrooms, Offices
Sitkum Hall	1965	10,240	$208,897	$1,228,800		Classrooms, Offices
Maintenance	1965	4,712	$20,000	$565,440	Wood	Workshops, Storage, Offices
Dellwood Hall	1965	9,375	$221,209	$1,125,000		Student Services, Offices
Prosper Hall	1967	25,835	$538,679	$3,100,200		Gym, Offices
Tioga Hall	1969	56,144	$1,631,520	$6,737,280	Cement	Offices, Computer Lab, Library, Printshop
B-2	1974	1,800	$35,000	$216,000	Metal	Wrestling
B-3	1974	3,200	$45,174	$384,000	Metal	Storage
Fire Training	1974	1,800	$24,273	$216,000	Metal	Fire Program, Offices, Storage, Truck Garage
(Apprenticeship)	1978	720	$40,158	$86,400	Metal	Offices
Empire Hall	1980	17,189	$1,354,545	$2,062,680		Cafeteria, Meeting Rooms, Offices
Fire Tower	1981	852	$17,220	$102,240	Wood	Fire Training
Eden Hall	1982	9,111	$682,769	$1,093,320		Art Workshops, Classrooms, Offices, Auditorium
Sumner Hall	1982	8,440	$663,890	$1,012,800		Nursing/Forestry Programs, Classrooms, Offices
Sunset Hall	1982	6,840	$302,400	$820,800		Music Program, Offices, Performance Hall
Fairview Hall	1982	15,400	$942,587	$1,848,000		Machine/Welding Shops, Offices
Lampa Hall	1982	3,760	$290,244	$451,200		Offices
Stensland Hall	1995	14,041	$1,163,973	$1,684,920	Wood Frame & Dryvit	Bookstore, Offices, Classrooms
Newmark Center	1996	35,242	$3,710,000	$4,229,040	Wood Frame & Dryvit	Offices, Classrooms, State Services
Athletic Field House	1997	4,800	$67,725	$576,000	Metal/Cement	Baseball Practice
Housing Units (Phase I)	1997	39,955	$3,200,000	$4,794,600	Wood Frame	8 Resident Student Apartment Buildings
Housing Depot	1997	3,963	$400,000	$475,560	Wood Frame	
Family Center	1997	5,798	$624,598	$695,760	Wood Frame & Dryvit	Child Care Center, Offices
Housing Unit (Phase II)	1998	10,558	$840,000	$1,266,960	Wood Frame	2 Resident Student Apartment Buildings
Housing Units (Phase III)	2000	21,318	$2,200,000	$2,558,160	Wood Frame	4 Resident Student Apartment Buildings
Performing Arts Center	2001	21,890	$3,800,000	$4,378,000	Wood Frame & Stucco	Theater
Brookings Curry Campus	1960s	5,700	$164,000	$684,000	Wood Frame	Classrooms, Offices, Computer Lab
New OCCI Building	2005	15,000	$3,700,000			
Rec Center	2006	41,000				
Totals		**428,999**	**$27,599,923**	**$46,511,080**		
*Replacement Cost estimated at $120 per square foot. (PAC @ $200/sq.ft.)						

Focus Group Meeting Dates
Curry County

This detailed summary as well as the original focus group meeting minutes are color coded. This color coding allows the reader to refer to the original Focus Group Minutes to verify each summaries ideas location and initial wording.

The Curry Campus Student Focus Group report was included by Curry County students as it was succinct and complete when forwarded to us.

1. Brookings, May 24, 2007 (2 meetings)
2. Gold Beach, May 31, 2007
3. Community Commission, June 20, 2007
4. Coos and Curry Staff and Faculty, September 14, 2007
5. Port Orford, October 18, 2007

Detailed Focus Group Summary
(Ideas and concepts mentioned more than once are underlined)

Community Trends

Brookings

- Expensive housing
- Tourism growth
- Transfer income - second or part time homes
- Aging Population - growth in medical services
- Active “well-to-do” seniors
- Technology driven cottage industries - Internet business - E trade
- Service industry growth
- More retirement age voters i.e. school funding

Gold Beach

- Aging population
- Lower student population - less school programs
- Fewer family wage jobs
- Less government services available
- Increasing real estate values versus lack of affordable housing
- Technology increases
- Seasonal tourism
- Government is largest employer
- Ports role in the community is lessened
- Area is isolated
- Area has rural work ethic
- Strong and growing “creative” community
- Need to promote volunteerism

Port Orford

- Aging population
- Increasing energy costs
- Reduced K-12 budgets - less programs available
- Demand for job and skill retraining
- Growing home school population
- Lagging communication and technology network
- Diminishing financial resources
- Decreasing young adult population
- No public transit

Who We Need to Serve:

- Traditional Students - Associates Degree
- Adult - Self Improvement, GED
- Workforce Employee Training
- Returning students
- Recreational Learning (Active, Life Long Learning)
- High School - 2 + 2
- Transfer students “First Year” college classes for 4 year degree students
- Distant Students: Distance learning throughout service areas
- Short program students
    - Conference training
    - Tourist classes and camps
    - Continuing education

We Should Partner with and Provide Services in Conjunction With:

- High Schools
- Local businesses
- National Parks
- Good Samaritan Health
- Interpretive Center
- Smith River Destination Resort
- Collaborative Resource Development
- Port of Brookings Harbor
- Port of Gold Beach
- Port of Port Orford
- Lily farmers
- Intern program
    - Ambulance
    - Fire
    - Police
    - Hospital
    - Others as developed
- Businesses development center
- Partnership both buildings and programs - libraries
- Oregon State University
- University of Oregon
- National Stake Holders

Curry County Is Unique, Our New Campus Should Incorporate and Embody this Uniqueness:

- Geology
- Scenery
- Wildlife
- Marine research opportunities
- Native American history
- Coast Guard and lighthouse history
- Artists community
- Wind and wave surfing
- Major bird migration route
- Whale migration
- Oceanography
- America’s Wild River Coast
- Kayaking
- Fly Fishing
- Unique watershed and water quality
- Extensive coastline and State Parks

Our Campus Should Also Have:

- Sustainablity
- Accessibility
- “Uniqueness” but still part of SOCC
- Alternative energy design elements
- An eco-awareness

Programs That Respond to Trends and Interests (needed in each community as well as new campus):

- 2 Year Associate Degrees
- Need “Flagship” program
- “Cluster” programs
- Weekend/Short course programs - tourist and/or corporate conference add ons
- Property Management Program
- Visual Arts Programs
- Hospitality Industry Training Program - Use Dormitories
- Floral Studies - large diversity in Curry County
- Alternative Energy Educational Program
- Customer Service Skills
- Business Training E -Commerce
- Computer Skills
- Business Planning and Development
- Machinist Certification
- Welding Certification
- Nursing Program and Certified Nursing Assistant
- Sports Camps
- Teaching Conferences
- Environmental Sciences - Water Quality Watershed Protection
- Trade School Programs
  - Construction Trades
- Medical Services Program
  - Nursing
  - Physical Therapy
  - Mortuary Science
  - Massage Therapy
  - Pharmacy
- First year college classes
- Conference add ons
- Tourist classes
- GED program
- Advanced college credits
- Industrial engineering
- Production art
- Healthcare
- Early childhood educational training
- Continuing education programs for professionals
- Organic gardening
- Technology programs
- Art and music programs
- Shop classes
- Adult education classes

- Geriatric program
- Culinary program
- Kids program

Can We Do this Also?

- Tuition exchanges
- Draw from area “expertise” through workshops and mini courses
- Create Small Business Development Center
- Connect a transit system to campus
- Incorporate Aspire - mentoring programs
- Create environment which promotes student life

Our Facility Desires:

- Full Year, Full Day Facility Usage
- Study areas
- Swimming pool
- Exercise facility
- Rehearsal/Performance Facility
- Community Center Room/Conference Center
- Covered walkways
- Well lit and signed
- Library/Resource Center
- Dormitory/Housing, Elder Hostel
- Student restaurant
- Kitchen facility
- Internet access
- Flexible spaces - usage and technology
- Band/choir rooms
- Meeting room space - “free usage”
- Adequate storage
- Lockdown accommodations
- Sheltered exterior spaces
- Mulitmedia access for students
- Maintain natural landscape
- Registration accommodations
- Adequate parking
- Student congregation area
- Smart boards

Other Campus Programs or Possibilities:

- Outdoors Clubs for students
- Daycare and/or early childhood development co-op on Campus
- Bike trail/walking trail to campus
- Educate 101 traffic to Campus location
- Adolescent mental health accommodations

Additional Comments:

- Large tracts of federal land - no taxes generated
- Child care needed for classes in each community
- Increase SOCC presence in each community
- Provide workshop and mini courses in each community using community expertise
- Job connections need improvement
- Broadband internet connection needed throughout service area to promote distance learning and other communication
- Graduations in Curry County are a vision
- Accommodate conferences sleeping needs - dormitories - home stays

Curry County Student Focus Group Dialogue Summary

Facility Planning and Grouping Activity:

(Participants were asked to write down their top 3 "needs" for the new facility. They wrote each item on a 5x7 card and then posted them on the front board. As themes developed, items were grouped together. This is a synthesis of those groupings.)

- Architecture that enhances learning
    - 1 room for each class
    - Sinks in each classroom
    - Storage in each classroom
    - Natural lighting
    - Student Center – lounge and study area
    - Pleasant working environment
    - Large classrooms
    - Student Success Center
    - Handicap friendly
    - Warm learning areas
    - Drawing and Art Room
    - Student Lounge
    - Resource center
    - Outdoor study area
    - Walking trails

  - Pleasant surroundings
  - Flexibility
  - Ability to meet future needs
  - Science labs
  - Chemistry labs
  - Nursing classroom

- Excellent Academic Staff
  - More faculty members
  - Tutors and mentors for all students
  - Tutoring Center
  - Learning Center
  - Lifelong learning emphasized

- Programming
  - Art programs
  - Nursing
  - Career related programming
  - Library
  - Lifelong learning
  - Career Center
  - Job training interfaces with employers
  - Business resource center
  - Hands on training
  - Science program
  - Animal class
  - Senior Programming
  - Service sector programming
  - Community gathering and events area
  - Forestry
  - Focused subject areas

- Technology
  - Laptops available
  - Wireless access
  - State-of-the-art computer labs
  - Science labs

- Health and Fitness
  - Walking trails
  - Healthy food options
  - Exercise room
  - Large Gym
  - Food Court
  - Racquetball court
  - Dance area

  - Exercise area
  - Multipurpose room for sports and activities
  - Recreation facility
  - Bike paths
  - Walking track
  - Cafeteria

- Partnerships
  - K-12
  - OSU
  - Local business
  - Networking hub for community
  - Business center

- Transportation
  - Bike path to town
  - Transportation system

- Child Care (5 cards)

Curry County - Brookings Focus Group
May 24, 2007 at 4:30

- Plans - Education is accessible, Curry facilities need to be sustainable
- Employee Training
- Adults Classes
- Student Classes
- Adult Education - retired, self improvement - for education not only hobby.
- Active learning and living programs
- Maintain uniqueness of Curry County Campus but still be a part of S.O.C.C. District.
- “Sustainability”
- “Flagship Program” - What is it?
- Close to home.
- Smaller scale.
- “America’s Wild Rivers Coast”
- Tuition exchanges with surrounding areas.
- Cluster Programming (Example: Restoration Class)
- Draw on Existing Area: Expertise
- Trends in community - ½ income is transfer income
- Second or part time homes - property management
- Weekend or short courses, flexible scheduling
- Kinds of Students:
  - Traditional student
  - Cluster program

  - Returning students - life long learning
  - Happy students
  - Employee training - tech. business support
  - High school student - additional
- Health Needs:
  - Swimming Pool
  - Exercise facilities
- Rehearsal and Performance Facilities
- Large Community Center type room
- Large interest in visual arts
- Small Business Development Center Partnership with College
- Trends: Aging population
- Facilities:
  - Well lit
  - Signage and Marking
  - Registration
  - Adequate of parking
  - Connection with transit system
  - Covered walkways
- Housing:
  - Low Income
  - Student Housing
  - Smaller families, more pets

- Alternative Energy
- More floral types in Curry County than any other county in the United States
- Fund aspire programs - mentoring program
- Create environment to promote student life
- Physical presence
- Full associate program - 2 year
- Library
- Partnerships:
  - Curry Good Samaritan - Health
  - Chetco - Business
  - National Park
  - Interpretive Center
- Large destination hotel at Smith River
- Dormitories:
  - Hospitality training
  - Elder Hostel
  - Kitchen somewhere
  - Student Restaurant
- Student Congregational Area:
  - Food
  - Study
  - Internet Access
  - Kitchen

  - Dormitories - Curry County Campus
- Alternative Energy:
  - Education
  - Design Elements
  - Ambient Lighting

Curry County - Brookings Focus Group
May 24, 2007 at 7:00 PM

- Business Retention and Planning
  - Customer Service
  - Computer Skills
  - Business Training - E-Commerce
  - Strategic Business Planning
    - Business Development
  - Machinist Certification
  - Metals - Welding Certification
- Collaborative Resource Development
- Nursing Program - CNA Classes
- Retirement Community - Funding
- Top end classes for high school and college, cost driven to keep college cost down, credit recovery classes, G.E.D.
- Associate Degree
- Retiree Programs - Cultural programs, life long earnings
- Eco-Awareness
  - Expertise of retirees
  - Basic college course work
  - Increase in first year programs for young college bound students
- Community Building - Center - Resource Bank
  - Performing Arts Center
  - Large group activities - conference

  - Flexible space - conference
  - Band/Choir Performance Space
  - Resource Center - materials, periodicals, focus
  - Meeting Room Space:
    - Local 4H (meets at Veterinary Clinic), Weaving Guild, Quilter’s Guild
  - Strong Community Orientation - Free Space
- Unique aspects of Curry County:
  - Wild Rivers Theme
  - Watershed
  - Fly Fishing
  - Kayaking
  - Outdoor Club for Students
  - Environmental Science - Water Quality, Watershed Protection
  - Oceanography
- Tourist Classes
  - Conference add ons
  - Elder Hostel
- Teaching Conferences
  - Sports Camps
- Port Connection
- Lily Farm - Migratory Workers
- Bike Trail - Walking Trail

- Open up Access
- Curry Transit
- Drivers Education
- Daycare Facility at campus
- Early childhood development co-op to promote new parent or younger single parent participation

06345-BrookingsFocusGroupNotes.Shoji.5.24.07 - 7pm.wpd

Curry County - Gold Beach Focus Group
May 31, 2007

Trends

- Older population
- Losing student population
- Loss of family wage jobs
- Less government - fewer services and employees
- Increased automation, technology - internet
- Not a lot for kids to do
- Increasing real estate values
- Lack of affordable housing
- Government is largest employer
- Freeman Marine is second largest employer
- Loss of timber dollars - need to fill the void - our livelihood
- Fishing down also
- Port cannot recruit as in the past
- Geographic isolation - transportation etc. is difficult
- Tourism jobs are seasonal
- Unique aspects - coastline equals 25% of Oregon coastline
- Natural beauty and natural resources
- 60% Federal land - no taxes generated
- State parks and other parks and outdoor recreation
- Rural work ethic
- Strong creative - arts, crafts, writers

- Strong interest in volunteerism (skills etc.)
- Volunteers are hard to find - they are diminishing
- New residence may be more selective. People burn out.
- So many boards and organizations
- Programs become more difficult when high school student population goes down
- We need backfill through partnerships
- Advanced college credit should be explored
- We have some advanced college credit classes in Gold Beach - Free 2+2
- Backfill programs needed
    - Art
    - Music
    - Shop - wood, metal
    - Small engines
    - Construction
- Freeman Marine does on-the-job training - students are not showing interest
- Connections are missing and source of applicants is not available
- Health care - nurses are coming and there is little turnover - CNA's finish here
- Long term care facilities have needs
- RN's go to Coos Bay to finish - it would be good to finish here
- Hospital could have 1-2 days and 1-2 nights students

Needs

- Distance learning components are important
- More technology

- More adult programs
- On-line flexibility equals opportunity
- Bandwidth is a need - dial up is hard
- Practical courses are important - not necessarily degree
- Would like to attract outside people through what we offer - something unique that will attract new residents
  - Geriatrics
  - Kids programs/schools
  - Adolescents - mental health facilities
- 4 year University Programs - the more locally the better
  - Bandwidth is a problem for good interactive system
- Expand distance learning to new net meeting software
- Chalk - talk smart board
- Collaborate to maximize facilities - use public library using reserve academic books = conference room
- Enhance networking of information base - library/SOCC
- Partnerships for space etc. will be a necessity
- Curry County library network has national TLC system that needs bandwidth
- Spouses working at different places provide opportunities and drawbacks - Educational opportunities help
- Culinary field could be expanded in Curry
- Recreation is an asset that brings people - how can we tie in? Summer workshops?
- People have planned vacations around kids art workshops - art week.
- Other events - college sponsor culinary week with samplings

- Motel rooms are becoming condos so we may be short
- Home stays are an option
- School District does football camp. Softball camp for adults could be an opportunity
- South Coast writers conference is an asset
- Elder hostel could be explored
- Graduations from Curry County are the vision. The facility will make the programs more visible - a presence is important
- Meeting space or multipurpose is key

06345-Gold Beach Focus Group Notes.5.31.07.wpd

Community Commission Focus Group
June 20, 2007

Curry County:

- Less opportunity for large industry
- Need for adult education will grow
- Large residential development (Rio Tinto Zinc 800 units of mixed town houses and single houses).
- Median house price $325,000
- Large retirement population but have wealth, and are younger and more active than typical retirees.

Bandon:

- As above regarding retirees, but older retirees and still active.
- A lot of high quality artists and cottage industries
- Decline in numbers of children
- Looking for theater, jamming sessions, workshops that are short
- Trend for high end services, mud bath, spas
- Successful City but population changing same as in other areas
- Subdivisions going in
- Fishing intermittent but charter boat business expanding
- Airport to play a major role
- Oregon Overseas
- Bandon Dunes spawned transport companies, laundry companies
- School system struggling
- Bandon Dunes largest employer. Hospital second.

Reedsport:

- I.P. gone. Property being sold for condominiums
- Condominiums on Schofield
- Until recently no lots available. Local investors making property available.
- Development of Wave Energy optimistic sign for the growth of the community
- American Bridge - Has not met expectations in terms of increasing employment and stimulating economic growth.
- Bolin Island: Wood pellet mill slated for 2008
- Student numbers are dwindling

Gold Beach:

- Measure 37 claims potentially releasing land for development
- Condominiums becoming a popular development
- Employment levels reduced by decrease in County budget
- Freeman Marine doing well
- Forest Service minimal employment
- There is a Cottage industry built around technology
- Seafood Broker
- Housing expensive
- 72% of Curry County is owned by the State which impacts potential income growth from property taxes.
- Gold Beach is strong on natural resources
- Airport has been given a grant
- Port of Gold Beach still in turmoil. River mouth not being dredged and is silting up.

Ron Olson:

- Momentum of incoming businesses
- People working over internet
- Growth of mom and pop service industries

Brenda Rogers:

- Can young people afford to live here?
- Tourism
- Service industries
- Medical services

Response to Trends:

- Consolidating schools as programs and funding dwindling
- Encourage trade related careers. High school diplomas and trade
- SOCC to work with schools on technology so several schools have the same classes.

Recruit outside area

FTDE?

  - Hospitality
  - Carpenters
  - Massage
  - Beauty school
  - Nursing
  - Physical therapy
  - Mortuary science
  - Education opportunities for start over “gray hairs”

Coos and Curry Staff and Faculty Focus Group
September 14, 2007

- Expand health related programs
- Flexible space needs
- Facilitate current and future technology
- Unofficial meeting spaces
- Community friendly facilities
- Partnership buildings and programs
- Accommodate student and business needs
- Community ed training
- Flexible size spaces - smaller and larger groups
- Full year, full day - facility usage
- Secure storage - long term
- Formal meeting space
- Wind shelter useable exterior space - meeting and classroom sized
- Access to technology - multimedia access for students
- Lock down accommodations
- Accommodate Fire Science
- Green technology and buildings
- Accessibility
- Accommodate daycare and parent/child housing and related academic programs
- Simulation education and technology
- Collective college identity but maintain individual identity

- Maintain natural landscape
- Child care program

Community

- Hospitality/service
- Respond to “Casino”, “Bandon Dunes”
- Student health center
- Rec Center/Rehabilitation program
- Job skill area - flexible use
- Family wage jobs - returning students
- Expand internship programs
- Leadership Institute
- Promote campus location throughout community
- Faculty/staff space/part time informal break areas, employee gatherings
- Long range learning - translation
- Longer life spans - active
- Accommodate cultural diff
- Additional job training
- Long term care

Long Range Thoughts

- Shared programs and facilities with high school
- Second floor/is single story for long range facilities
- Campus plan
- Campus circulation

- Campus front door
- Eco-tourism
- Container facility - Flexible training space
- Regional/community transportation system

Curry County - Port Orford Focus Group
October 18, 2007 4:30 pm

Trends - Needs and Opportunities

- Graying Community
- Communications - technology is non existent - among lowest in the nation
- Education is getting distributed in homes, small groups, etc., but distance learning is constrained here
- Retirees are resource here for education, professional and educator experience

Trends

- Kids leave and get educated but we need skilled people for our community
- Energy prices going up
- Public transportation is nonexistent
- K-12 has fewer children each year so programs are being cut at lower levels
- Partnerships with K-12 age plus college exist
- We need to offer topical workshops here using local professionals (mini-courses for high schools, home schools, care givers etc.)
- Demands for job and skill retraining are up
- Care Connections is a good program and this kind of training school should be expanded
- We need on-site child care
- Diminishing resources - financial
- 2+2 - kids get college credit and this should be expanded
- Licensed child care is not available
- We need to increase training for health, wellness, health care workers
- We would like the presence of SOCC increased here

- Businesses need employees - training
- Creative presence could help reach the community
- Distributed education is needed
- Port Orford will soon have a new library
- There is an active and growing home school group here
- Organic gardening
- Natural opportunities
- Montessori School is in Langlois
- There is a “green” trend with home schoolers
- Unique aspects could encourage a greater SOCC presence and variances to the usual expectations of the campus rules are needed
- SOCC needs to step up to the plate or other leadership will step in
- The school system has a building in Langlois (19 acre campus-Laboratory, offices, gym). It has been vacant for 5 years. Its in good shape.
- Local labor force is lacking - skills are needed, i.e. hospitality industry, licensed pharmacists
- Service industries need to grow - journeyman, vocational skills, licensed and do-it-yourself
- Training is needed due to technologies
- Alternative approaches such as trade programs will help
  - Journey interns
  - Apprenticeships
  - Cottage industry trades
  - Production art
  - Industrial engineering

  - Early childhood educational training
  - Health care training
- Greater interconnections with research libraries and cultural center libraries
- Partner more with OSU extension
  - Currently Master Gardener Program
- Workshops could be brought that would draw others - visitors, etc.
- Host continuing education - workshops/seminars
- Unique aspects
  - Scenery, geology, wildlife, marine research opportunities, Native American studies, Coast Guard and lighthouse history
- Artists community
- Ranching is not visible from the highway (OSU), but present in community
  - Sheep
  - Cattle
- We are not transitioning from forest to farming
  - We are protecting streams, etc.
  - Watershed Council had a monthly course regarding ecology and it was well attended (Harry Hoogeesteger) Young people could get credit
- Surfing opportunities are unique (Flores Lake, Port Orford Reef Scuba Diving, Kiteboarding at Flores Lake)
- Pistol River had a national gathering of windsurfers
- Research opportunities - past program in architecture - State Architects studied and taught about this at the Heads and the Hughes House which was used for National Register Designation
- Birding - we are on major bird migration route Local Kalmiopsis Audobon Birding group

- Whale migrations could be studied/through organized programs
- Educational system needs to be a leader in bringing internet and technology - look to Eastern Oregon (Port Orford had tried to accomplish this many times). ESD does this for the high school and library
- We need community infrastructure (businesses) if people are to come
- Partner with motels to create infrastructure for corporate retreats
- Creative approach = What is convenient for people - weekend workshops etc.
- We are an urban “retreat” because of our green environment
- We are lacking business location sites
- Attract people as a start
- Higher education is in the Willamette Valley and SOCC has a large area and large responsibility to the southwestern part of the State.
- Constituents feel forgotten
- High speed is coming here soon and we could use opportunities to connect with it at reduced rates for students
- Work force training and development is key
- Partner with OSU and U of O to extend SOCC clout and internet base
- Partner with National Stakeholders who have local interest

Curry County Student Focus Group Dialogue Summary

Facility Planning and Grouping Activity:

(Participants were asked to write down their top 3 “needs” for the new facility. They wrote each item on a 5x7 card and then posted them on the front board. As themes developed, items were grouped together. This is a synthesis of those groupings.)

- Architecture that enhances learning
    - 1 room for each class
    - Sinks in each classroom
    - Storage in each classroom
    - Natural lighting
    - Student Center – lounge and study area
    - Pleasant working environment
    - Large classrooms
    - Student Success Center
    - Handicap friendly
    - Warm learning areas
    - Drawing and Art Room
    - Student Lounge
    - Resource center
    - Outdoor study area
    - Walking trails
    - Pleasant surroundings
    - Flexibility
    - Ability to meet future needs
    - Science labs
    - Chemistry labs
    - Nursing classroom

- Excellent Academic Staff
    - More faculty members
    - Tutors and mentors for all students
    - Tutoring Center
    - Learning Center
    - Lifelong learning emphasized

- Programming
    - Art programs
    - Nursing
    - Career related programming
    - Library
    - Lifelong learning
    - Career Center
    - Job training interfaces with employers

  - Business resource center
  - Hands on training
  - Science program
  - Animal class
  - Senior Programming
  - Service sector programming
  - Community gathering and events area
  - Forestry
  - Focused subject areas

- Technology
  - Laptops available
  - Wireless access
  - State-of-the-art computer labs
  - Science labs

- Health and Fitness
  - Walking trails
  - Healthy food options
  - Exercise room
  - Large Gym
  - Food Court
  - Racquetball court
  - Dance area
  - Exercise area
  - Multipurpose room for sports and activities
  - Recreation facility
  - Bike paths
  - Walking track
  - Cafeteria

- Partnerships
  - K-12
  - OUS
  - Local business
  - Networking hub for community
  - Business center

- Transportation
  - Bike path to town
  - Transportation system

- Child Care (5 cards)

SOUTHWESTERN
Oregon Community College

College Now

College Now

Instructor Guide to SWOCC College Now

2011-
2012

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CONTACT INFORMATION

High School Relations Coordinator
Nathan Helland
ph. 541-888-7271
fx. 541-888-1590
nathan.helland@socc.edu

Dean of Curry Campus
Janet Pretti
ph. 541-813-1673
jpretti@socc.edu
420 Alder Street
Brookings, OR 97415

Administrative Assistant
Jen Skoglund
ph. 541-888-7328
fx. 541-888-1590
jskoglund@socc.edu

THE COLLEGE NOW PROGRAMS

Dual Credit

With Southwestern's Dual Credit (LDC) Lower Division Collegiate and CTE (Career & Technical Education) programs, high school students complete both a high school course and a college course simultaneously. LDC courses are courses that fulfill the freshman and sophomore college level transfer requirements. These academic courses are transferable to four year universities.

CTE courses help students gain the skills, technical knowledge, academic foundation, and real-world experience they need to prepare to enter high-skill, high-demand, high-wage careers.

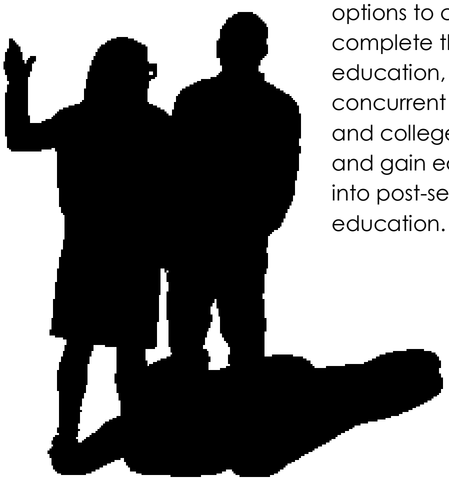
The Dual Credit program is perfect for students who want to begin earning college credits without having to leave their regular school routine.

Enhanced Options

High school juniors or seniors may also take a college class on the Southwestern campus or online with the Enhanced Options program.

High school students will apply, register, and attend classes just like a regular Southwestern student.

Enhanced Options is right for the high school age student who is ready for a challenge and ready for academic work in a college environment.



Expanded Options

Expanded Options, provides eligible high school students another opportunity for early entry into postsecondary education.

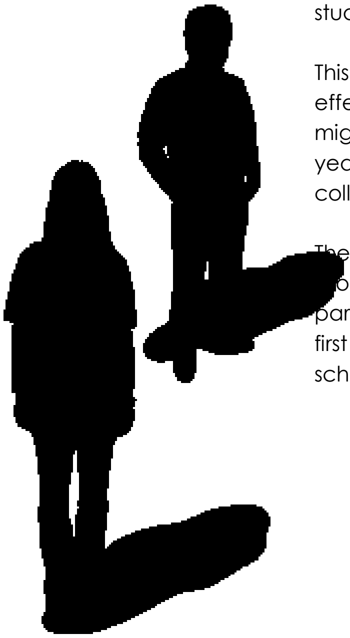
The Expanded Options student takes college courses, taught by Southwestern faculty, at their high school.

This program promotes a seamless education for 11th and 12th grade students. It provides them with additional options to continue or complete their education, earn concurrent high school and college credits, and gain early entry into post-secondary education.

Home School

Local homeschooled teens may also earned credits from Southwestern through the College Now program.

The Homeschooled student has the option of working with local high schools or directly through the college.



Advanced Diploma

There is a final option for high school seniors to get a head start on their college credits.

Local high-school students who graduate with a standard diploma can return for a fifth year of high school, enrolled concurrently as a high school and college student.

This option is particularly effective for seniors who might need an additional year of transition before college.

The Advanced Diploma program is something the parent and student should first discuss with their high school principal.

WELCOME TO COLLEGE NOW!

The College Now program enables high school students at participating in-district schools to receive college credit for some of their high school courses through an "articulated credit". By the time these students graduate from high school they will already have a running start on their post-secondary education, significantly reducing their overall costs and better preparing them for the future. SWOCC works with area high schools to offer college-level transfer courses in the high schools, taught by high school instructors, exclusively for high school students. The majority of the selected courses are lower-division, general education courses that have been certified as meeting the requirements of the SWOCC transfer curriculum. Classes can be used to meet SWOCC certificate or degree requirements, as well as for transfer to community colleges and most universities across the U.S.

Since SWOCC Dual Credit courses are the result of an alignment between high school and college courses requiring college level work, not all high school courses are eligible. Check with your high school counselor to find out which courses at your high school are partnered with the SWOCC Dual Credit program or visit www.socc.edu/collegenow/ and get a head start on your own college and career preparation!

VISION OF THE COLLEGE

Southwestern leads and inspires lifelong learning

THE MISSION OF THE COLLEGE

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

THE GOALS OF COLLEGE NOW

- Inspire increasing numbers of high school students to attend college
- Promote student self-confidence
- Provide advanced-learning opportunities for motivated students
- Introduce students to the procedures and protocol of the university setting
- Increase the probability of students completing a degree in four years or less
- Strengthen relationships between high schools and SWOCC

BENEFITS OF COLLEGE NOW FOR STUDENTS, INSTRUCTORS, SCHOOLS, AND SWOCC

To Students:

- Savings in time and money
- Motivation to stay in school
- Broader, stronger high school curriculum
- Greater opportunity for student achievement
- Increased readiness for college level work

To Instructors, Schools and the College:

- Facilitate a productive interaction between high schools and the college for curriculum development
- Enhanced college-school-community relations
- Coordinated curriculum helps to assure students meet college standards
- Reduce redundancy of courses between high school and college

APPLYING TO TEACH A COLLEGE NOW COURSE

College Now instructors must be approved for every course, in every discipline, and by individual departments. This discipline specific endorsement ensures that instructors have been trained, prepared, and mentored by college faculty in the discipline in which they will be teaching. This ensures that students will be held to the same standards as their on-campus counterparts. The following process, qualifications, and timelines apply to new College Now instructors.

INSTRUCTOR REQUIREMENTS

In order to establish an articulation agreement, the high school instructor must "qualify" to teach at the community college level, and the high school course must "articulate" to the SWOCC course.

For **Career & Technical Education (CTE)** instructors, the high school instructor would have to "qualify" as a college CTE instructor, with a combination of education and related work experience(s). The table below details the different criteria a CTE instructor would need in order to qualify.

Career & Technical Education
• Master's degree in a subject area and 3 years recent full time, non-teaching work experience in the field
• Bachelor's degree in subject area and 4 years recent full time, non-teaching work experience in field
• Bachelor's degree in related area plus 30 quarter hours of graduate credit in division coursework in subject area, and 4 years recent full-time, non-teaching work experience in field, non-teaching work experience in field
• AAS degree in subject area or professional education plus 5 years recent full time, teaching work experience in the field
• Demonstrated competency and/or qualifications set by licensing organizations in the field

For **Lower Division Collegiate** (**LDC)** instructors, the high school instructor would have to "qualify" as a college instructor. They must have a Master's degree in the subject area or related area. For example, a Mathematics instructor needs to have a Master's degree in Mathematics or related area such as Engineering with 24 graduate credits in Math.

The table below details the different criteria a Lower Division Transfer instructor would need to qualify.

Lower Division Transfer
• Master's degree in a subject area
• Master's degree in related area plus 24 quarter hours of graduate credits in related subject area

A high school instructor may be provisionally approved if he/she meets the following criteria:

Provisional Lower Division Transfer
• Master's degree in related area plus 12 quarter hours of graduate credits in related subject area, and agreement to complete 12 additional credits within three years.

Appropriate SWOCC department faculty will be consulted during this instructor certification process, along with the appropriate subject area Dean and the VP of Instruction.

INSTRUCTOR APPROVAL PROCESS

Before a high school instructor may teach a College Now course, he/she must go through the college approval process. This involves providing documentation that verifies he/she has the same education and training required of college instructors in the subject area.

Potential Dual Credit Instructors begin the process by completing the "College Now Faculty Information Form" and submit along with it, documentation consisting of:

1. College Now Faculty Information Form *(attached),*
2. Current resume or curriculum vitae,
3. Unofficial transcripts from each institution showing specific degrees awarded / conferred or showing specific updated coursework relevant to the discipline and/or content area.

If the instructor is a current College Now approved instructor, only updated or new transcripts and information needs to be submitted. Before a College Now instructor may teach a new course, his/her qualifications must by verified by SWOCC. Applications from potential College Now instructors are reviewed by the appropriate SWOCC academic department faculty All Dual Credit and Enhanced Option instructors must also be approved by Southwestern's Vice President of Instruction prior to the start of classes.

The Dual Credit instructor will then be notified by phone or email if they have been approved as a College Now instructor. Each new College Now instructor will be assigned a SWOCC WebAdvisor ID and an email address. How to set your forwarding options so that you receive your socc email is located on the SWOCC website. All Dual Credit instructors will be assigned a Southwestern Collegiate Partner.

High school instructors wishing to be considered for the College Now program should first contact the High School Coordinator, Nathan Helland, or for Curry County classes, the Dean of Curry Campus, Janet Pretti.

For Coos and Western Douglas instructors, fax information to:

Nathan Helland
1988 Newmark Avenue
Coos Bay, OR 97420
fax (541) 888-1590

Curry County instructors, fax information to:

Janet Pretti
420 Alder Street
Brookings, OR 97415
fax (541) 412-0150

PROVISIONAL APPROVAL AGREEMENT

A high school instructor may be considered for a "provisional" approval to teach a Dual Credit course through Southwestern if he/she meets certain requirements and agreements.

DUAL CREDIT INSTRUCTOR QUALIFICATIONS

A high school teacher must be within 6-12 credits of obtaining a master's degree, and/or the twenty-four (24) graduate credits, in the specific discipline and can complete the requirements within three (3) years or less.

Provisional/conditional approval requires an agreement to be completed with the administrator authorizing the provisional approval. The administrator specifies the classes or numbers of credits needed and the timeframe in which the work must be completed.

SWOCC PROVISIONALLY-APPROVED DUAL CREDIT INSTRUCTORS

For high school instructors who have not completed a master's degree or 24 graduate credits in a content area, but are within 6-12 credits of meeting that requirement, provisional college-approval may be granted using the following guidelines.

1. If the individual high school instructor and high school principal agree on an action plan to obtain the 6-12 (to equal the 24 graduate credits requisite) graduate credits in a 3-year period, provisional approval will be granted.
2. A SWOCC full-time instructor in the content area will serve as Collegiate Partner and work closely with the high school instructor to ensure course requirements and learning outcomes are met during the instructor's action plan period.
3. The SWOCC Office of Instruction will conduct an annual audit to determine if high school instructors on action plans are making incremental progress.

Instructors who fail to meet the action plan expectations will not be offered an opportunity to teach dual credit classes in the high school during the subsequent academic year.

HIGH SCHOOL RESPONSIBILITIES

Both the high school and SWOCC benefit from partnering through the College Now program. Working together we aim to provide the students and instructors with the appropriate tools to become successful in the college setting or workforce setting.

ARTICULATION PROCESS

The Articulation Agreement signifies the high school's intent to provide a Dual Credit course(s) during an academic school year and should be processed during the previous academic year.

The Articulation Agreement contains the SWOCC course name, course number and high school equivalent course. Each instructor must sign the agreement acknowledging their commitment to teach the College Now course. It must also be signed by the high school principal.

If a high school instructor is considering teaching a course that he/she has not been approved to teach, he/she must go through a separate course evaluation process. Instructors should contact Nathan Helland or Janet Preti and inform him/her of the proposed course. He/She will arrange a meeting with the Director of Workforce Development and a subject area specific SWOCC faculty member to discuss and go over the course proposal. The high school instructor member does not have to resubmit his/her official transcripts, as the documents are kept on file. The instructor must meet the same requirements for the new planned course.

The high principal will complete the Articulation Agreement (*see attached)*. The Agreement should be read carefully. Proposed courses should be listed on the form along with the corresponding SWOCC course name and information. A high school may only articulate courses that an instructor has been approved to teach. The principal must then sign the form and mail/fax it to address or fax number listed on the form. A copy will be returned to the principal once it has been signed by SWOCC personnel and approved.

Before teaching a course, the high school instructor must meet and correspond with his/her designated SWOCC college partner to ensure curriculum, grading, materials, and assessments are current for issuing college credit. The high school instructor and SWOCC Collegiate Partner must meet at least once per academic year.

THE HIGH SCHOOL & INSTRUCTOR

- Make available all necessary information and forms to students for the SWOCC Dual Credit program as supplied by SWOCC.
- Assist students with the Application and Registration process and procedures according to the appropriate deadlines outlined on the SWOCC Dual Credit Academic Calendar.
- Submit grades in WebAdvisor according to deadlines noted on the SWOCC Dual Credit Academic Calendar. See additional information under Grading.
- Meet on an annual basis with SWOCC department personnel.
- Provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.

STUDENT ELIGIBILITY

It is the high schools responsibility to ensure that students enrolling in College Now Dual Credit courses meet the following criteria:

- Must be at least 16 years of age
- Must fill out and submit the "High School New Student Record Form"
- Must be a junior or senior in high school

SWOCC & THE DUAL CREDIT PROGRAM

- The college will provide curriculum and assessment guidance through a formal agreement with high school partners
- Provide the high school teacher with materials necessary for registering and reporting grades
- Transcript college credit
- Provide an official transcript at student's request
- Assist students and high school instructors with access to their accounts
- Facilitate meetings between high school instructors and departments
- Create, maintain, and make available copies of the articulation agreements
- Complete observations and assessment of the high school class to verify that course outcomes are being met

OBSERVATION & ASSESSMENT

An important part of College Now success is providing Dual Credit Instructors teaching continuous collegial interaction with their SWOCC colleagues. This can take place through professional development, seminars, site visits, and ongoing communication by phone, email and in person. These interactions will address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. SWOCC will provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and dual credit administrative requirements.

Each dual credit course will be observed and assessed regularly by a SWOCC instructor to verify that the course outcomes are being met. Every section of a course offered through dual credit will be regularly reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet or exceed the on-campus courses. Dual credit students must be assessed using similar methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

The assigned Collegiate Partner will provide at a minimum:
- Introductory meeting prior to the start of the academic year.
- Contact information for resources.
- One classroom visit/observation.
- Review course syllabi, text books, assessments, grading.

COLLEGE NOW INSTRUCTOR RESPONSIBILITIES

This section of the Guide covers the policies and tools provided to help instructors monitor course data as well as provide a description of the expectations SWOCC has for professional development.

SWOCC EMAIL AND WEBADVISOR

High school instructors will be provided with a SWOCC ID as well as an email account. Using these services they can access class rosters and maintain effective communication with SWOCC. To eliminate the chore of checking multiple e-mail accounts, instructors may forward their email to another preferred email. Or it may be easier to set up a pop mail account so that your SWOCC email automatically downloads into your high school email. Speak with your school's technology specialist for help.

SWOCC GRADING

College Now instructors define grade standards for their courses in conformity with their SWOCC departmental policies. Grade definitions assume that instructors, knowing their course's basic requirements, can determine when students meet or exceed them. Grades describe levels of achievement:

A Excellent:	4 grade points
B Above Average:	3 grade points
C Average:	2 grade points
D Below Average:	1 grade point
F Failing:	0 grade points

Grades are assigned based on work completed at the end of the scheduled class time. Additional work or make-up after the ending date of the class is not justified unless an Incomplete was assigned.

Pluses and minuses are NOT used.

COLLEGE VERSUS HIGH SCHOOL GRADES

College Now instructors may choose to assign different grades for the high school course and the SWOCC course. Instructors should be guided by their school policies regarding advanced course grading for the high school grade.

COURSE MANAGEMENT

The College Now office will contact instructors primarily through SWOCC email. The College Now office will send out reminders about significant events; however, this section of the guide—in print and on the College Now Web site— should minimize reliance on e-mail notification. Please be alert to messages that you may need to save and consult a few weeks later.

COURSE MANAGEMENT CHECKLIST

Below is a list of the administrative steps instructors and liaisons take when conducting a College Now class.

1. Approve students per College Now student eligibility criteria
2. Please have the entire class fill out a "New Student Record Form" online at **www.socc.edu/highschool/**
3. Students will be emailed their WebAdvisor ID for registration purposes
4. In the month before the class start date, the College Now office will contact/email instructors a six digit Synonym (course) number. Please facilitate online student registration during the first three class periods of that semester
5. Monitor class enrollment via class roster in WebAdvisor and notify the High School Coordinator of any corrections immediately

When your finals are complete, submit final grades online at WebAdvisor.

STUDENT REGISTRATION

Each new College Now course will be assigned a unique course synonym. College Now instructors can access their own course synonym on WebAdvisor under "Class Schedule". Once College Now Instructors have received the course synonym, the course ID number, and student ID information, College Now students may initiate the registration process themselves by completing the College Now registration through WebAdvisor.

There is a step-by-step guide in the **Teaching Information** section of this document. Video tutorials are also available at the College Now web site.

The High School Coordinator will help with the registration process for each College Now course. Instructors will need to give each student a copy of the *College Now Student Manual* and go over it with them. The *College Now Student Manual* will cover the registration process as well. The College Now office is also available during regular work hours to assist College Now students and instructors through the registration process.

SWOCC COLLEGE NOW
Academic Calendar 2011-2012

FALL TERM 2011 (11 weeks)

DATE	EVENT
May 2 – Sept 30	Registration begins for fall
Oct 7	Last day for refunds and to withdraw without being assigned a “W”
Nov 30	Wednesday - Last day to withdraw
Dec 5-8	Finals Week
Dec 12-Jan 3	Term Break
Dec 13	Grades due in WebAdvisor

WINTER TERM 2012 (11 weeks)

DATE	EVENT
Nov 21-Jan 11	Registration for winter term
Jan 20 **March 14**	Last day for refunds and to withdraw without being assigned a “W” Wednesday - Last day to withdraw
March 19-22	Monday – Thursday - Final exam week
March 26-30	Term break
March 27	Grades due in WebAdvisor

SPRING TERM 2012 (11 weeks)

DATE	EVENT
March 5-April 4	Registration for Spring term
April 13 **June 6**	Last day for refunds and to withdraw without being assigned a “W” Wednesday - Last day to withdraw
June 11-14	Monday – Thursday - Final exam week
June 18-June 22	Term break
June 19	Grades due in WebAdvisor

Please Note:

If a student is registered in a SWOCC course and does not complete a Withdraw according to the scheduled dates above, the grade he/she receives (even if it is a D or F) will be posted on their SWOCC transcript.

STUDENTS WILL REGISTER IN THE SWOCC TERM THAT THEY RECEIVE A GRADE.

ADMINISTRATIVE WITHDRAWAL

College Now instructors must check their class rosters in WebAdvisor before the Administrative Withdrawal deadline. If there is a student that registered for the college course in error or just changed his/her mind, the College Now instructor may administratively withdraw them from the class any time before the deadline (the course will not appear on the student's transcript). The College Now instructor may administratively withdraw students using WebAdvisor and enter a "W" midterm grade. Instructions are included in the **Add/Drop Students** section of this document.

STUDENT DROP

It is a student's responsibility to drop a course. He/she must use his/her WebAdvisor account to drop courses before the deadline. A schedule and instructions are located on the back of the *College Now Student Manual.*

FINAL GRADES

College Now instructors must enter Final Grades into WebAdvisor by 9am on the dates listed in the Academic Calendar.

If you have questions contact the High School Coordinator:

For Coos and Western Douglas contact:

Nathan Helland
541-888-7271
nathan.helland@socc.edu
1988 Newmark Avenue
Coos Bay, OR 97420

For Curry County contact:

Brookings Campus
420 Alder Street
Brookings, OR 97415
541.469.5017

Gold Beach Campus
29392 Ellensburg
Gold Beach, OR 97444
541.247.2741

Port Orford Campus
1403 Oregon
Port Orford, OR 97465
541.332.3023

TEACHING INFORMATION

LOGGING INTO WEBADVISOR

1. The link to WebAdvisor is located in the upper right corner of the SWOCC homepage. Or using the full link: https://lakerlink.socc.edu/WebAdvisor/WebAdvisor
2. Click on “Log In” at the top of the page
3. Enter the WebAdvisor username and password

If the instructor is unsure of your ID, go to the WebAdvisor website and click on “What’s my user ID”, Or “forgot my password”.

REVIEWING YOUR CLASS LIST

TO REVIEW INSTRUCTOR’S COLLEGE CLASS ROSTER

1. Login to “WebAdvisor” by locating the link at the top right of the www.socc.edu homepage or using the full link: https://lakerlink.socc.edu/WebAdvisor/WebAdvisor
2. Click on “Log In” at the top of the page
3. Enter Log-In information
4. On left side of screen under the “Faculty Information” heading, click on “Class Roster**”**
5. Here instructors will be able to view all students registered in their courses. Please review and make sure students are registered who should be registered.
6. If the instructor does not recognize a name, please contact the College Now Administrative Assistant at 541-888-7328

ADMINISTRATIVE WITHDRAWALS

TO ADMINISTRATIVELY WITHDRAW STUDENTS FROM COLLEGE NOW COURSES:

1. Login to “WebAdvisor”
2. Click on “Log In” at the top of the page
3. Enter Log-In information
4. On left side of screen under the “Faculty Information” heading, click on “Grading”
5. Select “Midterm”
6. Select the specific course
7. Enter a “W” for a Midterm grade for students withdrawing
8. Review the grades and click “Confirm”

SUBMITTING FINAL GRADES

STEP-BY-STEP GRADING

1. Login to “WebAdvisor”
2. Click on “Log In” at the top of the page
3. Enter Log-In information
4. On left side of screen under the “Faculty Information” heading, click on “Grading”
5. Select appropriate Term (“Midterm” or “Final Grades”) and click submit
6. Select the course to enter grades, and click submit.
7. Enter final grade for each student listed. Remember to enter only letter grades. Do not use pluses (+) or minus (-) grades
8. Review the grades before submitting, and then click the “Submit” button to save changes.
9. Print a copy of final grades for your record.

CHECKLIST FOR HIGH SCHOOL INSTRUCTORS

AT THE BEGINNING OF THE COURSE

Share the following information with students:

- What is SWOCC Dual Credit
- Benefits to students for registering for college credit
- SWOCC Dual Credit Student Handbook
- The grade received in the high school course will be reflected on an official SWOCC transcript; unless student has formally requested to DROP or WITHDRAW from the course.
- How to request a SWOCC transcript
- Southwestern Dual Credit Academic Calendar, which lists the dates of when students need to REGISTER FOR CLASSES, DROP or WITHDRAW from a dual credit class, and may check their GRADES
- What is WebAdvisor, and how to login as a first time user

PLEASE NOTE! SWOCC will not be able to "retroactively" give credit for articulated courses if a student decides later that s/he should have taken advantage of this credit. Since student plans change and college transfer policies are sometimes flexible, students should be strongly encouraged to register for the credit as the opportunity is available to them now and won’t be later.

MIDWAY THROUGH THE COURSE

Students who registered to receive SWOCC credit for their high school class have the option of DROPPING or WITHDRAWING from the course according to the dates listed on the 2011-2012 SWOCC Dual Credit Academic Calendar.

The high school instructor needs to review their college class roster(s) and communicate to those students who aren’t doing well. Encourage those students to either DROP or WITHDRAW from the course as the student will be responsible for whatever grade they earn if no formal request has been made.

AT THE END OF THE COURSE

The high school instructor will submit final grades for all students listed on the college class roster in WebAdvisor by the appropriate date listed on the 2011-12 SWOCC Dual Credit Academic Calendar.

APPENDIX

ARTICULATED COURSES AVAILABLE

COLLEGE COURSE	Course Title	LOCATION
AH 111	Medical Terminology I	CHS/RHS
AH 112	Medical Terminology II	CHS/RHS
AH 121	Body Structures & Functions I	CHS
AH 122	Body Structures & Functions II	CHS
CHEM 110	Foundations of General, Organic, & Biochemistry	PHS
ENG 104	Introduction to Literature – Fiction	NBHS
ENG 105	Introduction to Literature – Drama	NBHS
ENG 106	Introduction to Literature - Poetry	NBHS
G 201	Physical Geology I	CHS
G 202	Physical Geology II	CHS
G203	Historical Geology	CHS
GS105	Physical Science	MHS
H 252	Standard First Aid and CPR for the Professional Rescuer	MHS
HST 201	History of the United States	NBHS
HST 202	History of the United States	NBHS
HST203	History of the United States	NBHS
J203	Writing for Media I	MHS
J215	Publishing Lab	MHS
MTH111	College Algebra	MHS/NBHS
MTH 112	Elementary Functions	MHS/NBHS
MTH 251	Calculus I	NBHS
MTH 252	Calculus II	NBHS
SPAN 101	First Year Spanish	NB/MHS/BHS
SPAN 102	First Year Spanish	NB/MHS/BHS
SPAN 103	First Year Spanish	NB/MHS/BHS
WLD 4061	Shielded Metal Arc Welding I	CHS/MHS/NBHS
WLD4010	Shielded Metal Arc Welding II	CHS/MHS/NBHS
WR 121	English Composition	CHS/MHS/NBHS/MPHS
WR 122	English Composition	CHS/MHS/NBHS/MPHS

**SOUTHWESTERN OREGON
COMMUNITY COLLEGE**
Community and Workforce Development
541-888-7328
1988 Newmark
Coos Bay, OR 97420

____
Type or print your name

____
High School

____
Date

Dual Credit Teacher
INFORMATION FORM

☐ **Dual Credit** **Attach Transcripts and Current Resume and all support documentation to this form.**

All course work or degrees required by the position must be completed prior to instruction of courses.

Social Security Number			
Instructor Name			
Address			
Phone Number	**Cell**	**Work**	
Email			
Have you worked for SWOCC before?	__________No	_____________ Yes, in __________year	
Current High School			
Current Teaching Position			
Unofficial transcripts from an accredited college are required.			
Name/location of Institution	**Fields of Study**	**Degree or Certificate**	**Dates Attended**
Additional Comments:			

SOUTHWESTERN
Oregon Community College

College Now
2011-2012
Articulation Agreement

High School *Date Initiated*

College Now/Dual Credit Agreement:

The following high school course(s) are being requested as equivalent to the listed Southwestern Oregon Community College course(s), as taught by the listed instructor(s): If request is approved SWOCC credits will be awarded to high school students upon successful completion of course(s) listed below and recommendation of the high school instructor.

SWOCC Course Number	Course Name	Credits	High School Course Title	High School Teacher	Teacher Signature

High School Principal Signature *Date*

Attach all required items and return this request to

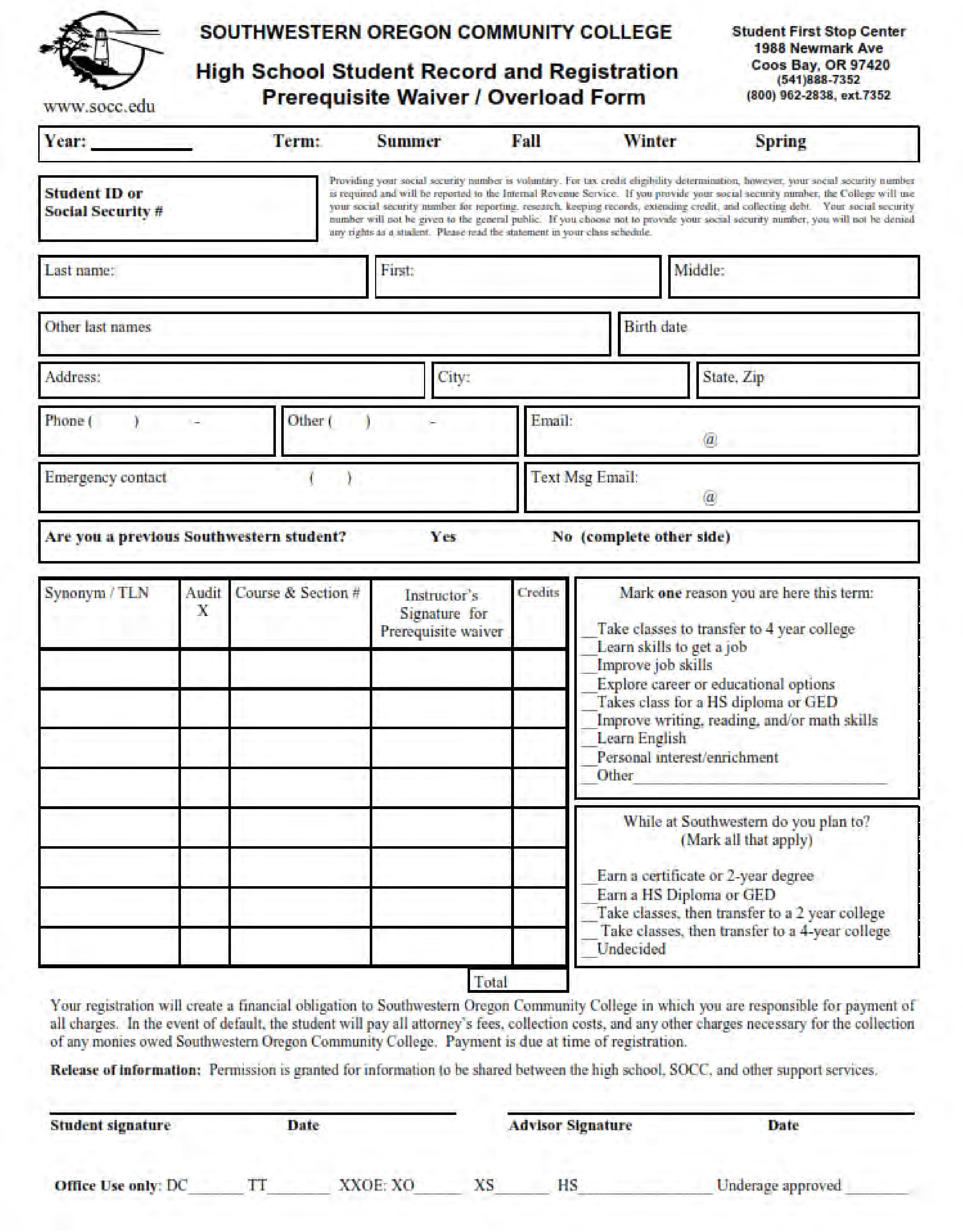
Nathan Helland—High School Liaison
1988 Newmark Avenue
Coos Bay, OR 97420
fax (541) 888-1590 or email
nathan.helland@socc.edu

SWOCC College Leader *Date*

SWOCC VP of Instruction *Date*

Southwestern Oregon Community College is an equal opportunity educator and employer.

HIGH SCHOOL STUDENT RECORD AND REGISTRATION FORM



www.socc.edu

SOUTHWESTERN OREGON COMMUNITY COLLEGE

High School Student Record and Registration Prerequisite Waiver / Overload Form

Student First Stop Center
1988 Newmark Ave
Coos Bay, OR 97420
(541)888-7352
(800) 962-2838, ext.7352

Year: ____________ **Term:** **Summer** **Fall** **Winter** **Spring**

Student ID or Social Security #

Providing your social security number is voluntary. For tax credit eligibility determination, however, your social security number is required and will be reported to the Internal Revenue Service. If you provide your social security number, the College will use your social security number for reporting, research, keeping records, extending credit, and collecting debt. Your social security number will not be given to the general public. If you choose not to provide your social security number, you will not be denied any rights as a student. Please read the statement in your class schedule.

Last name: First: Middle:

Other last names Birth date

Address: City: State, Zip

Phone ( ) - Other ( ) - Email: @

Emergency contact ( ) Text Msg Email: @

Are you a previous Southwestern student? **Yes** **No (complete other side)**

Synonym / TLN	Audit X	Course & Section #	Instructor's Signature for Prerequisite waiver	Credits
			Total	

Mark **one** reason you are here this term:

- __Take classes to transfer to 4 year college
- __Learn skills to get a job
- __Improve job skills
- __Explore career or educational options
- __Takes class for a HS diploma or GED
- __Improve writing, reading, and/or math skills
- __Learn English
- __Personal interest/enrichment
- __Other______________________________

While at Southwestern do you plan to?
(Mark all that apply)

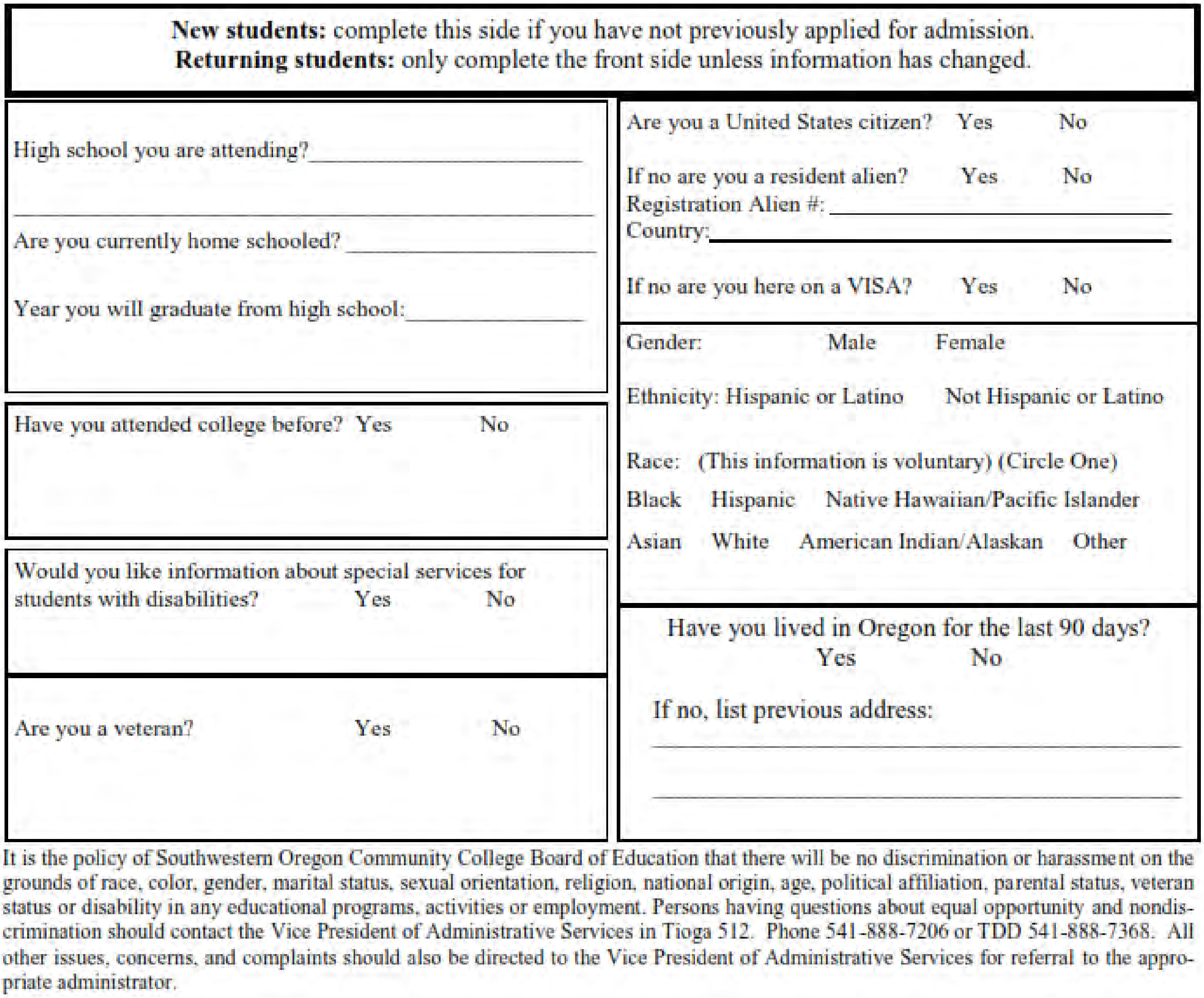
- __Earn a certificate or 2-year degree
- __Earn a HS Diploma or GED
- __Take classes, then transfer to a 2 year college
- __ Take classes, then transfer to a 4-year college
- __Undecided

Your registration will create a financial obligation to Southwestern Oregon Community College in which you are responsible for payment of all charges. In the event of default, the student will pay all attorney's fees, collection costs, and any other charges necessary for the collection of any monies owed Southwestern Oregon Community College. Payment is due at time of registration.

Release of information: Permission is granted for information to be shared between the high school, SOCC, and other support services.

Student signature **Date** **Advisor Signature** **Date**

Office Use only: DC______ TT_______ XXOE: XO_____ XS______ HS_______________ Underage approved _______



New students: complete this side if you have not previously applied for admission.
Returning students: only complete the front side unless information has changed.

High school you are attending?______________________
____

Are you currently home schooled? ___________________

Year you will graduate from high school:______________

Have you attended college before? Yes No

Would you like information about special services for students with disabilities? Yes No

Are you a veteran? Yes No

Are you a United States citizen? Yes No

If no are you a resident alien? Yes No
Registration Alien #: ______________________________
Country:______________________________________

If no are you here on a VISA? Yes No

Gender: Male Female

Ethnicity: Hispanic or Latino Not Hispanic or Latino

Race: (This information is voluntary) (Circle One)
Black Hispanic Native Hawaiian/Pacific Islander
Asian White American Indian/Alaskan Other

Have you lived in Oregon for the last 90 days?
Yes No

If no, list previous address:
____
____

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

Important dates to remember:

***Last date for a refund- end of the second week**

***Financial aid students' last day to add or drop- end of the second week**

***Last date to audit without instructor consent- end of the 6th week**

***Last date to drop- Wednesday before finals week**

NOTE: *AUDIT* is NOT available for Dual Credit Classes.

COURSE SYLLABUS TEMPLATE

SYLLABUS TEMPLATE

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Course Title and Number:		**Instructor:**
Year and Term:	**Course Credits:**	**Office Location:**
Office Phone:	**Office Hours:**	**Class Location:**
Meeting Time/Days:		**Email Address:**
Web Page Address: optional		Fax Number: optional

Course Description *(as it appears in the approved College Course Outline)*	May elaborate on the official description if appropriate. Class prerequisites and the required placement scores, if applicable.
Course Objectives Reflecting Expected Student Learning Outcomes	(Answers the question: Upon successful completion of this course, a student will be able to:)
Grading	**Course Requirements:** (i.e. class participation, homework assignments, quizzes, exams, papers and projects) Students who need reasonable accommodation should contact the instructor or call Disability Services for Students at 541-888-7405. **Policies on Missed Exams and Late Work:** **Grading Scale and Standards:** **Disclaimer Regarding Changes:**

	Optional Attendance/Participation, Late work, Make-up exam, Incomplete Contract Instructions, Return of student work
Text(s)	**Required Text(s), Title(s), Author(s) and Edition(s):** **Optional Text(s):** **Library Reserve Materials:** **Required Reading Assignments with Due or Discussion Dates:** **Optional Reading Assignment(s)**: *(Be sure to inform or confirm with the library)*
Required Materials	Tools/Calculators/Flash Drives, Etc.
Term Calendar *(The instructor reserves the right to alter dates of presentations and exams/projects.)*	**Topics to be Covered:** **Reading Assignments:** **Due dates for Major Requirements:** **Exam Dates:**

Recommended Supplemental Course Materials	optional
Unique Class Procedure/Structures	optional-Can include information on cooperative learning, peer review, panel presentations, portfolios, case studies, journals or learning logs, and others
Special Components	optional-Can include information on science and computer labs, tutorials, library and computer classroom
List of Important Dates	optional-i.e. dropping classes, etc.
Availability of Tutoring, Learning Lab, Academic Support	optional
Safety Issues	optional-may include information on Evacuation of buidling in case of emergency, Electrical shock prevention, Equipment handling (lifting, etc.), Field Safety Considerations, Material Safety Data Sheets (MSDS) availability

COURSE SYLLABUS EXAMPLE

Writing 121 // Fall 2011

Course Title and Number: Writing 121 Composition	Instructor:	
Year and Term: Fall 2011	Course Credits: 3	Office Location: Lampa
Office Phone:	Office Hours: T/Th 10:00 –10:50 M—F 11:00—11:50	Class Location: Sitkum
Meeting Time/Days: Tuesday/Thursday 11:00—12:20	Email Address:	

Course Description:

This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas.

Course Objectives:

Know the composing process: pre-writing, drafting, revision, and editing.
Know the varieties of expository prose.
Know the importance of audience and purpose of writing.
Write 3,000 words, a minimum 4 in at least 5 essays.
Show competence in concepts of rhetorical structure, such as collection of information, formulation of ideas, determination of relationships; shaping a thesis; choosing strategies of development adequate and appropriate for given audience; using rhetorical forms, such as descriptions, comparison/contrast, process, definition, classification and division, and cause/effect.
Show competence in developing coherent paragraphs; sequencing paragraphs for logical progression; composing effective introductions and conclusion; arranging consistent support and exemplification.
Will recognize such concepts of paragraph and sentence structure as transitions, subordination, coordination and parallelism to indicate the relationship and importance of ideas; and varying length and structure appropriately for different audiences and purpose and for avoiding monotony.
Will demonstrate competence in strategies for employing language for its appropriateness in different contexts; varying elements of style (vocabulary, syntax, tone) for different audiences and purposes; controlling word choice to avoid clichés, jargon, loaded words, and excess figurative language.
Will improve and unify writing by revising both content and form, with emphasis on rethinking and restructuring. Students will develop competence in correcting problems of mechanics and standard usage, as needed, in the context of student writing.
Be aware of the responsibility of the writer to audience.
Be aware that writing is a way to learn and to communicate.

Course requirements:	*(points)*
1. Revised rough drafts	50
2. Five essays	500
3. Seven quizzes	100
4. Final	100
5. Information Literacy	50

Accommodations: Students who need reasonable accommodation should contact the instructor or call Disability Services for Students at 541-888-7405.

Policies on Missed Exams and Late Work: The grade of an essay handed in late will be reduced by 10 points for each class the paper is late. Quizzes cannot be made up, but the two lowest quiz grades will be dropped. Pre-writing and rough drafts must be presented in class and cannot be made up. No late work is accepted during final's week.

Grading Scale and Standards:

100—90	A
89—80	B
79—70	C
69—60	D
59—0	F

Disclaimer Regarding Changes:
The instructor reserves the right to make changes in the schedule of assignments and nature of assignments in accordance to the demands of the material, the objectives of the course, and needs of the students.

Format: Use MLA style (p. 787 in your text). All final drafts of essays should be typed (double-spaced in a twelve point font) with one-inch margins all around. A centered title should be typed two spaces above the first line of the essay. The upper left-hand corner should include the student's name, the date, and the number of the essay (all typed two spaces above the title). All pages should have the student's last name typed in the upper right-hand corner. Essays should be stapled before class. Use MLA documentation style to indicate research sources.

Participation: Regular attendance and participation are important for success in this course. Students, even when absent, are responsible for all material presented in class and should obtain notes from other students or the instructor. Those absent when the grading criteria and requirements for assignments are presented will be at a disadvantage. Points given for rough drafts, quizzes, and in-class work cannot be made up.

Classroom Conduct: At Southwestern free and open discussion is essential to the exploration of ideas and intellectual growth. No ideas or opinions are off-limits, but they must be expressed with civility and respect for others.

Students should not engage in any type of behavior that disrupts the class or interferes with another student's ability to learn. Simple courtesy is expected of all students and the instructor.

Privacy: The grades and progress of students must be kept private; therefore, each student, not a friend or a classmate, must pick up all graded material. Discussions of a student's grades must be conducted privately. Actual essays, however, are written to be read by the entire class or even other classes. As a matter of courtesy, I will ask permission before using a student's essay as an example or part of instruction, but please regard your essays as public communication.

Required Text:
The St. Martin's Guide to Writing Ninth Edition
Rise B. Axelrod and Charles Cooper

Tentative Schedule of Assignments

Tu.	9/27	Introduction
	9/29	Sample writing Begin Essay One 14—41
Tu.	10/4	615—627 Narrating and
	10/6	Rough draft of essay #1 due
Tu.	10/11	Final draft of essay #1 due Begin Essay Two 64—98
	10/13	628—638 Describing
Tu.	10/18	Rough draft due

	10/20	Final draft of essay #2 due Begin Essay Three 126—160
Tu.	10/25	Defining and Classifying 639—658
	10/27	Rough draft of essay #3 due
Tu.	11/1	Final draft of essay #3 due Begin Essay Four 504—519
	11/3	Critical Judgment vs. Personal Taste
Tu.	11/8	Rough draft of essay #4 due
	11/10	Veteran's Day (no classes)
Tu.	11/15	Final draft of essay #4 due Begin Essay #5 716—727
	11/17	Learning to See
Tu.	11/22	Rough draft of essay #5 due
	11/24—25	Thanksgiving Vacation
Tu.	11/29	Final draft of essay #5 due 814—831 Essay Examinations
	12/1	Review for Final

December 5—8 Final Examinations

Cell Phone Use Policy

Given the disruptive potential posed by cell phones, students are required to keep cell phones off during class lectures. Use of cell phones during laboratory exercises are permissible, but please consider those around you.

Children in the Classroom

Children represent a disruptive element for the classroom. They also increase the risk of accidents occurring in the laboratory. For those reasons, children should not be brought to either the classroom or the laboratory.

Academic Honesty: Plagiarism And Cheating

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the responsibility to submit, in a written report to the Dean of Students any such incident that cannot be resolved between the instructor and student. The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition to expulsion from the class or college. In the policy, academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, student rights and responsibilities, penalties, and recourse through the Grievance Procedure can be found located in the Southwestern Oregon Student Handbook.

Classroom Behavior

Instructors have the responsibility to set and maintain standards of classroom behavior appropriate to the discipline and method of teaching. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Beepers, pagers, and cellular phones can be a nuisance and are not to be brought to the classroom. Instructors have the right to remove offending students from class. Repetition of the offense may result in expulsion from the course.

Student Conduct

Opt #1: Students must read and be familiar with the Code of Conduct as published in the Student Handbook, policies and procedures as outlined in campus publications, Southwestern Oregon policies.

Opt. #2: Students in this (or any) program of study should be especially aware of the severe consequences of plagiarism. Students that submit work that is not their own will be dealt with quickly and severely. It will be the recommendation of the faculty to

remove such students from the College. Opt. #3: Students that have a concern regarding any inappropriate conduct should bring it to the attention of their instructor, advisor, or Department Chair immediately. Inappropriate conduct situations will be reviewed immediately. Opt. #4: Students taking this course should be aware of the potential diversity of the artistic perception of the participants - particularly as applicable to violence, artistic statements, and nudity. Please keep your material and remarks professional and appropriate and be sensitive to individuals that have views different from your own.
Americans with Disability Act – Disability Accommodation Statement SWOCC recognizes the contribution that a diverse student body brings to the educational experience. If you have a documented disability that may require assistance, you will need to contact the Disability Services Office for coordination of your academic accommodations. The Disability Services Office is located on the Southwestern campus in Student Support Services, Stensland Hall. Please call the following number for more information 888-7405.
Equal Opportunity It is the policy of Southwestern Oregon to provide equal educational opportunity and employment opportunities and to provide service benefits to all students and employees without regard to race, color, religion, national origin, sex, age, disability or any other status or characteristic protected by applicable state of federal law.
Affirmative Action Inquiries regarding application of these and other regulations should be directed to the College’s Affirmative Action Office.

Discrimination/Harassment Policy

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

Course Cancellations

Notices of course cancellations at SWOCC are made through an automated system called ConnectEd. Notices of course cancellations will be sent to through the following messaging devices: voicemail – text to cell phone – email. To receive these important notices, please update your cell phone, telephone and email contact information through the front page of the SWOCC website or by logging into WebAdvisor, navigating to the User Account, choosing Address Change.

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Math 111: College Algebra, TLN: 358260
Winter Quarter, 2010
Course Credits: 4
M, T, W, F: 10:00 – 10:50
Sitkum 1

Instructor: Mrs. Billie Shannon
Office: Sitkum 2G
Office Hours: M, T, W, F: 2:00 – 2:50
Th: 10:00 – 10:50
Office Phone: 888-7608
email: bshannon@socc.edu

Course Description: A study of the concepts and principles considered in intermediate algebra. Topics include: linear equations and inequalities; the Cartesian plane, graphs of equations; functions and their graphs, polynomial operations and factorizations; rational expressions and equations.

Course Prerequisite: Completion of Math 70 with an A B, or C, or appropriate score on placement test [ASSET Intermediate Algebra 25-35, COMPASS Algebra 41-64 or ACT, 21-22].

Course Objectives:

A student will understand the place of college algebra in relationship to the larger body of mathematical knowledge including the significance and usefulness of polynomial functions, systems of linear equations, and sequences and series. The student will gain an improved appreciation for abstract forms and relationships in mathematics and analytical reasoning and critical thinking. The student will also gain an appreciation for the applicability of mathematics to real situations in their life.

Grading Scale and Standards:

Weighting		**Final Grades Ranking**	
Chapter Tests (4) –	*400 points*	585 points and above	**A**
Final –	*200 points*	520 -584	*B*
Homework –	*45 points*	*455 - 519*	*C*
Participation –	*5 points*	*390 -454*	*D*
		Less than 390	*F*
Total	*650 points*		

Sharing of test answers during a test will result in an **F** grade for that test and possibly for the course.

W	If you stop attending class, please withdraw officially.
I	Incomplete; a contract must be signed by you. See me if you have extenuating circumstances which do not allow you to complete the course.
AUD	It is possible for a student to change a grade option to audit.

Progress Reports: Progress Reports will be signed after class. Do not interrupt class to have them signed.

Expectations: You are expected to attend class every day. Please be punctual. It is important that you do not have any conflicts with the scheduled time of this class. Make sure that you have the phone numbers of at least two students in this class, so that if you are absent, you can find out what you have missed.

Tests:

There will be four in-class tests. These tests may be given in class or in the Testing Center.

- Do ***NOT*** miss class on test day. If you are sick or know you must be absent, let me know (call, email).
- Use of a scientific calculator is allowed during tests. Graphing calculators are ***NOT*** allowed. No books or calculator instructions are allowed on any test. *A 4"x6" note card is allowed*. ***No*** electronic devices are allowed during the test. **Bring two sharpened pencils and an eraser to each test.**
- Tests will generally be returned 2 – 4 class sessions after they are completed.
- Test grades will ***not*** be dropped. A ***Mercy Test*** at the end of the quarter may replace your lowest test score.
- Make-Up exam: If you miss a test for any reason, contact me immediately.

Homework:

- Weekly homework assignments will be assigned.
- Homework is due each Monday unless Monday is a holiday.
- Homework counts toward your final grade.
- Make sure that your work is legible and it is possible to follow the steps taken to solve the problem. ***Show your work.*** Homework that is turned in that is only answers will not be accepted.
- Homework will be returned. Keep your homework to review when preparing for tests.
- If you have a question about the homework, see me or a tutor.
- If you have difficulty completing your homework on time, see me.

Help: The Tutoring Center located in Randolph 4 is an excellent place to do your homework; someone is there to answer your questions as you work through the problems. There are videotapes keyed to your textbook available in the Library, 2nd floor. I am available assist you during office hours or at other times as arranged**.**

Also, the DVD's that came with your text book contain mini-lectures. If you did not understand a concept in class or missed class, use the DVD's. I am available assist you during office hours or at other times as arranged.

Text: Larson, R. & Hostetler, R.; Precalculus, 7th Edition

Calculator: A scientific calculator, costing $8 - $15 is recommended. My personal choice is the TI-30X IIS. Graphing calculators are not allowed on tests.

Cell Phones, Pagers, and I-Pods: All cell phones, pagers, and I-Pods must be turned off and stowed during class. If you have extenuating circumstances, *please* see me. No texting *or listening to music* is allowed during class. Not only are you not paying attention but it is distracting and disrespectful to others.

When taking a test, whether in the classroom or the Testing Center, make sure your cell phone is turned off and put away. A cell phone may not be used as your calculator. Apparent use of a cell phone in any manner will result in a zero for the test. A repeat offense will result in you being administratively withdrawn from the class.

Hints to Succeed:

- **Attend class regularly and *pay attention*.**
- Sit in the front.
- Read or skim-read the chapters prior to class; do the examples
- A math notebook is a useful tool. Include class handouts, homework, a synopsis of information, and worked out examples for reference.
- **Ask questions** until you understand the concepts being presented.
- Participate in classroom discussions and activities.
- **Do the homework** as soon after class as possible.
- If you a struggling with your homework, do additional problems until the concepts come easily.
- Spend at least **10 hours a week** working on your math assignments and reviewing.
- Use the Chapter Tests and Mid-Chapter Tests in the book to practice test-taking skills and prepare for tests.
- If you don't understand something, get help immediately. **Don't fall behind.**
- Gather a group of your classmates and head to the Tutoring Center after class. Help each other out as you work on the homework. The tutors will be available if you get stuck.

Dates to keep in mind:

Jan 8	Last day to register for class without instructor consent
Jan 15	Last day for refunds – if you change from one math class to another, do so by this date. Complete adds/drops.
Jan 15	Financial aid students must complete paperwork
Jan 18	CAMPUS CLOSED, Martin Luther King's Birthday
Feb 5	Spring Graduation Applications due

Feb 12	Last day to change to audit
Feb 15	CAMPUS CLOSED, Presidents' Day
Mar 10	Last day to withdraw
Mar 12	Last day of class
Mar 15 - 18	Final Exam week

Disability Accommodation Statement – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you have a documented disability that may require assistance, you will need to contact the Disability Services Office for coordination of your academic accommodations. The Disability Services Office is located on the Southwestern campus in Student Support Services, Stensland Hall. Please call the following number for more information 888-7405.

Academic Honesty: Plagiarism and Cheating **-** Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the responsibility to submit, in a written report to the Dean of Students any such incident that cannot be resolved between the instructor and student. The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition to expulsion from the class or college. In the policy, academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, student rights and responsibilities, penalties, and recourse through the Grievance Procedure can be found located in the Southwestern Oregon Student Handbook.

Math 111 Tentative Schedule

Section 01 TLN: 358260

Week	Day/Date	Sections
1	Mon., 1/4	Syllabus, A.4
	Tues., 1/5	A.4
	Wed., 1/6	A.5
	Fri., 1/8	A.5
2	Mon., 1/11	A.6
	Tues., 1/12	A.6
	Wed., 1/13	1.2
	Fri., 1/15	1.3
3	Mon., 1/18	**Campus Closed, MLK Day**
	Tues., 1/19	**Test 1 (Appendix)**
	Wed., 1/20	1.4
	Fri., 1/22	1.5
4	Mon., 1/25	1.6
	Tues., 1/26	1.7
	Wed., 1/27	1.8
	Fri., 1/29	1.9
5	Mon., 2/1	**Test 2 (Chapter 1)**
	Tues., 2/2	2.1
	Wed., 2/3	2.2
	Fri., 2/5	2.2
6	Mon., 2/8	2.3
	Tues., 2/9	2.4
	Wed., 2/10	2.5
	Fri., 2/12	2.5/2.6
7	Mon., 2/15	*Campus Closed, President's Day*
	Tues., 2/16	2.6

	Wed., 2/17	2.7
	Fri., 2/19	7.1
8	Mon., 2/22	**Test 3 (Chapter 2)**
	Tues., 2/23	7.2
	Wed., 2/24	7.2/7.3
	Fri., 2/26	7.3
9	Mon., 3/1	9.1
	Tues., 3/2	9.1
	Wed., 3/3	9.2
	Fri., 3/5	9.2/9.3
10	Mon., 3/8	9.3
	Tues., 3/9	Review
	Wed., 3/10	**Test 4 (Chapters 7 and 9)**
	Fri., 3/12	Review for final
Final	Wed., 3/17	Final (11:00 - 1:00)

Math 111 Tentative Weekly Homework Schedule

Section 01 TLN: 358260

Date	***Section***	***Problems (From Exercise Sets)***
Homework #1 Due Jan. 11	Appx. 4	Vocabulary Check 1-6, Exercises 1, 5, 7, 9, 13, 17, 21, 25, 29, 33, 35, 39, 41, 45, 49, 55, 61, 63, 69, 75
	Appx. 5	Vocabulary Check 1-7, Exercises 1, 7, 15, 19, 21, 23, 29, 33, 39, 47, 57, 61, 63, 69, 79, 83, 87, 91, 93, 103, 111, 121, 123, 125, 127, 131, 135, 141, 143, 149, 151, 153, 157, 165, 171, 175, 177, 179, 181
Homework #2 Due Jan. 19	Appx. 6	Vocabulary Check 1-6, Exercises 1, 3, 5, 15, 17, 21, 25, 29, 31, 33, 37, 39, 43, 45, 47, 49, 55, 57, 59, 75, 79, 91
	1.1 1.2	Vocabulary Check 1-4 Vocabulary Check 1-6 Exercises 1, 5, 7, 9, 11, 13, 17, 19, 21, 27, 33, 37, 57, 61, 63, 65, 67, 69
	1.3	Vocabulary Check 1-7 9, 15, 17, 19, 25, 27, 31, 33, 37, 39, 45, 47, 49, 51, 59, 63, 65, 67, 69, 75, 77, 95, 97, 107
Homework #3 Due Jan. 25	1.4	Vocabulary Check 1-6 13, 15, 17, 21, 25, 27, 31, 35, 37, 39, 43, 53, 57, 61, 67, 79, 97
	1.5	Vocabulary Check 1-8 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 31, 33, 35, 37, 55, 59, 61, 63, 65, 67, 69, 71, 73, 75,
Homework #4 Due Feb. 1	1.6	Vocabulary Check 1-9 1, 5, 7, 29, 33, 35, 37, 39, 43, 47, 49, 53 a & b, 55 a & b, 57 a & b, 59 a & b, 71
	1.7	Vocabulary Check 1-6 1, 5, 9, 11, 13, 15, 17, 19, 29, 33, 37, 43, 45, 47, 49, 51, 53, 55, 57, 59
	1.8	Vocabulary Check 1-4 1, 5, 9, 11, 13, 15, 17, 19, 21, 25, 27, 29, 31, 33, 35, 39, 41, 43, 45, 47, 49
	1.9	Vocabulary Check 1-5 1, 5, 9-12, 13, 15, 19, 21, 29, 31, 39, 43, 55, 57, 63
Homework #5 Due Feb. 8	2.1	Vocabulary Check 1-5 1-8, 9, 11, 13, 17, 19, 25, 27, 37, 39, 41, 43, 45, 47, 53, 55, 65, 67
	2.2	Vocabulary Check 1-4 1, 5, 9, 11, 13, 15, 19, 21, 27, 33, 35, 37, 39, 41, 47, 51, 57, 59, 61, 63, 65, 67, 69, 71, 75, 79

Homework #6 Due Feb. 16	2.3	Vocabulary Check 1-5 1, 5, 9, 13, 17, 19, 23, 27, 31, 33, 37, 41, 45, 49, 51, 69, 71
	2.4	Vocabulary Check 1-4 1, 3, 5, 9, 13, 17, 21, 27, 31, 35, 37, 39, 41, 43, 47, 49, 55, 57, 59, 63, 65, 69, 71, 75, 79, 85
	2.5	Vocabulary Check 1-7 1, 3, 5, 7, 9, 11, 15, 19, 23, 25, 27, 39, 41, 43, 45, 47, 51, 53, 55, 61, 65, 69, 79, 83, 85, 87, 89, 91, 93, 95, 97
Homework #7 Due Feb. 22	2.6	Vocabulary Check 1-3 1, 3, 5, 9, 11, 13-16, 17, 21, 25, 27, 31, 35, 41, 43
	2.7	Vocabulary Check 1-3 1, 3, 5, 7, 9, 113, 17, 21, 23, 25, 27, 31, 37, 43, 47, 49, 55, 59, 61, 63, 65
Homework #8 Due Mar. 1	7.1	Vocabulary Check 1-6 1, 5, 7, 9, 11, 15, 19, 23, 27, 29, 35, 49, 53, 57, 61, 63
	7.2	Vocabulary Check 1-5 1, 5, 7, 9, 11, 15, 19, 23, 27, 29, 35, 49, 53, 57, 61, 63
	7.3	Vocabulary Check 1-5 1, 3, 5, 7, 9, 11, 13, 15, 17, 19,21, 31, 35,
Homework #9 Due Mar. 10	9.1	Vocabulary Check 1-9 1, 5, 7, 11, 17, 21, 23, 25, 37, 41, 45, 49, 51, 55, 59, 63, 65, 69, 71, 79, 75, 79, 81, 83, 89, 93, 95, 99, 101, 103, 105
	9.2	Vocabulary Check 1-3 1, 3 ,5, 11, 15, 17, 19, 21, 23, 25, 29, 31, 35, 37, 39, 43, 57, 61, 63, 65, 67, 71
	9.3	Vocabulary Check 1-5 1, 3, 7, 11, 15, 21, 25, 27, 31, 33, 35, 39, 41, 53, 59, 63, 67, 71, 73, 75, 77, 79, 81, 83, 89

General Science (GS 105) Winter 2011

Southwestern Oregon Community College

Course Title and Number: GS 105		**Instructor:** Dr. Ann Sylvia
Year and Term: W/11	**Course Credits:** 3	**Office Location:** Coaledo 1
Office Phone: 541-888-7275	**Office Hours:** **M 1-2, T 12-1, W 9=-10, 2-3 F 9-10**	**Class Location:** Lecture C-3 Lab C-2
Meeting Time/Days: Lecture M,W,F 12-1 Lab Th 2-5		**Email Address:** asylvia@socc.edu

Course Description	GS 105 is an introduction to chemistry for non science majors. The course material covers atomic structure and theory, compounds, chemical bonds, states of matter, solutions and chemical reactions. . Mth 70 is a preq. to the course.
Grading	**Examinations:** Quizzes will be given every other Friday during the quarter.. In general, there will be no makeup quizzes or exams. You must take the exam at the time and on the date scheduled. **The only exceptions made will be for students who are on college sponsored trips and only with prior instructor approval.** The lowest quiz score will be dropped unless you miss a quiz and that will become your dropped quiz. The score on your final exam will replace your lowest exam score unless you miss an exam. If an exam is missed your grade on the final will replace that exam score. The final exam is cumulative. **Assignments:** Assignments will be given throughout the quarter and count as part of your grade in the class. The specific requirements for each will be given with the assignment. **Laboratory:** Lab write ups will be due the week following completion of the lab. **Late Assignments:** Labs and other class assignments will be accepted late up to two days beyond the due date. However, a 15% point deduction will be made for each day beyond the due date. **Returning Student Work:** Exams and quizzes will be returned within two class periods. Labs will be returned during the lab period one week after the turn in date. There may be exceptions to this rule.

	Grades: Grades will be assigned on the following basis. **Quizzes** 45% **Labs** 15% **Assignments** 10% **Comprehensive Final Exam** 30%
Grading (cont)	Grade — Percentage of Points A 90-100% B 80-89% C 70-79% D 60-69% F less than 60%
Text(s)	**Required Texts** An Introduction to Physical Science, Shipman, Wilson and Todd
Required Materials	Calculator and lab goggles (from the bookstore)
Academic Honesty: Plagiarism And Cheating	Please read the policy state in the student handbook and on the college website. Cheating in GS 105 includes using materials on exams and quizzes that are not allowed by the instructor, copying of other student's work and turning in assignments that are not the student's work. If a student is found to be cheating they will receive an F on that assignment.
Classroom Behavior .	Beepers, pagers, and cellular phones must be turned off. If you violate this policy you will be removed from class. Repetition of the offense may result in expulsion from the course
Student Conduct	It is your responsibility to read and be familiar with the Code of Conduct as published in the Student Handbook, policies and procedures as outlined in campus publications, Southwestern Oregon policies
Course Cancellations	Notices of course cancellations at SOCC are made through an automated system called ConnectEd. Notices of course cancellations will be sent to through the following messaging devices: voicemail – text to cell phone – email. To receive these important notices, please update your cell phone, telephone and email contact information through the front page of the SOCC website or by logging into WebAdvisor, navigating to the User Account, choosing Address Change.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
STUDENT FIRST STOP CENTER
1988 NEWMARK AVENUE, COOS BAY, OR 97420
(541) 888-7352 www.socc.edu 1-800-962-2838 ext 7352

WebAdvisor grading hints
To help avoid those mysteriously disappearing grades

- Give every student a grade – do not leave any students without grades
- Do not use plus or minus signs – only A, B, C, D…
- Only give grades as defined in Southwestern's 2010/2011 catalog, or refer to the Grading Instructions memo.
  But please do not grade with "Y", "W", or "X". – We know who you are!
- "I" grades require the "I" and the student's CURRENT GRADE AND the date the completed contract is to expire. Grade "IF" expiration date "06/12/11" for example. See the Grading Instructions memo for a better explanation.
- Do not enter a date under the expiration date column unless you are grading with an incomplete grade. So do not use this column as a "last day of attendance".
- We have a new column for last day of attendance. Please enter six digit dates for the students who stopped out before the term ended.
- Grade your classes quickly to keep WebAdvisor from "timing out".
- After you enter your grades and hit submit, you will see a grade confirmation form. Double check your entries. You may screen print them – just in case – and send the screen prints to the division director's secretary. You can also screen print into an email to save paper.
- If your computer is too slow and cannot load WebAdvisor properly, use another computer on campus. Refer to the Grading Instructions for alternatives.
- Most importantly - Having problems? Don't give up - Please call Rocky Lavoie, Ext. 7425 or Shawn Liggett, Ext. 7221. We are here to help!

SOUTHWESTERN
Oregon Community College

COLLEGE NOW

Student Handbook

2011-
2012

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CONTACT INFORMATION

Coordinator of High School Relations
Nathan Helland
ph. 541-888-7271
fx. 541-888-1590
nathan.helland@socc.edu

Dean of Curry Campus
Janet Pretti
ph. 541-813-1673
jpretti@socc.edu

Administrative Assistant
Jen Skoglund
ph. 541-888-7328
fx. 541-888-1590
jskoglund@socc.edu

WELCOME TO COLLEGE NOW!

Congratulations on making a great choice to prepare for your future! This handbook is designed to answer questions about the requirements, expectations, process, and services available to you through the College Now program.

Since SWOCC College Now courses are the result of an alignment between high school and college courses requiring college level work, not all high school courses are eligible. Check with your high school counselor to find out which courses at your high school have partnered with the SWOCC Dual Credit program or visit www.socc.edu/highschool/ and get a head start on your own college and career preparation!

VISION OF THE COLLEGE

SOUTHWESTERN LEADS AND INSPIRES LIFELONG LEARNING

THE MISSION OF THE COLLEGE

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Southwestern is dedicated to providing a variety of classes that fulfill Oregon's **Lower Division Transfer** requirements, and courses that meet CTE, or **Career Technical Education**, requirements. These courses, for juniors and seniors, earn you both high school and college credit. Courses offered vary by high school and there is no cost to the student for these dual credits.

ADVANTAGES TO COLLEGE NOW

Through Southwestern, you can earn:

- **Lower Division Transfer** credit that counts toward a Bachelor's degree in such subject areas as Literature, Writing, World Languages, History, Science and Mathematics, or
- Credit in **Career & Technical Education**, Associate of Applied Science programs, such as Automotive Service Technology, Computer Applications Systems, Early Childhood Education, Welding, Construction and many more!

Why you should consider becoming a College Now student:

- It allows you to earn college and high school credit simultaneously
- It's a great transition and introduction to university study
- It allows for more flexible scheduling when you enroll at the university
- It allows earlier completion of general education requirements
- It's a demonstration of a commitment to university admissions officials
- It may lead to early completion of a degree program

COLLEGE NOW REQUIREMENTS

- Students must be must be at least 16 years of age, or at a junior or senior level in High School.
- As a student taking classes you are choosing to complete college level course content.
- All Southwestern policies pertain to you and no exceptions will be made for you because of your age. Students will refer to the college website for all policies and procedures.
- Students will use WebAdvisor to register, confirm their schedule, view grades, and for any other information that can be obtained on WebAdvisor.

STUDENT RESPONSIBILITIES

Southwestern Dual Credit Students are responsible for:

- Reviewing and understanding the information provided in the SWOCC College Now Student Handbook.
- For knowing the Registration, Drop and Withdraw deadlines for the SWOCC Dual Credit program. It is the student's responsibility to meet these deadlines. Please make note of the separate calendar dates for Trimester classes, Semester classes and year long classes.
- Completing the online SWOCC Dual Credit New Student Record form to SWOCC if a new student. Completing an online application generates a SWOCC ID# and is the first step towards registering for credit.
- Maintaining complete and accurate account information including keeping track of your SWOCC ID#, user name, and password. It is important to update your college account information if you have a change in address or phone number. You can update your account information in WebAdvisor under the User Account tab by clicking on the Students Menu after logging in.
- Registering for the accurate college credits and within the scheduled registration window. Dual Credit course TLSs will be available to view at www.socc.edu/highschool/ within the Application and Registration window as detailed on the appropriate Trimester, Semester and Yearlong calendars. TLSs will also be made available to you by your high school dual credit instructor.
- Reading about and selecting a grading system option for each class they take at SWOCC as a condition of completing their registration for classes either on-line or in-person.
- Reading about and making any permitted changes to their grading system option selection subsequent to their registration.
- Ensuring the accuracy of their final grades on their Academic Transcripts.

GETTING STARTED

The first step is to set up a WebAdvisor account at *www.socc.edu*. Setting up a WebAdvisor account should be completed by a full term before you plan to begin taking a course or as soon as you know you plan to enroll in a College Now course.

NEW STUDENT REGISTRATION

The first part of the application process requires that students create an account at Southwestern. You need only go through this part of the enrollment process the first time you are a College Now student.

- You may complete the process online; or by completing a "New Student Record Form" by hand
- Use your full given name – nicknames are not valid
- You will need to provide a correct social security number
- You will need to have a valid email address
- You must complete the entire form
- After you complete the form, within a few days, you will receive an email with information about your account
- *You will need the ID and password you just created in your WebAdvisor account to work on the next stage.*

FORMS AND LINKS

- You will find the online student record form at: https://www.socc.edu/forms/nsrform.cfm

- You may also go to the College Now page: https://www.socc.edu/highschool/ and click on the "Under 18 or in High School" link.

COURSE ENROLLMENT

Your High School College Now Instructor will provide you with a six digit synonym for registration purposes. Enrolling into an actual class takes place according to the Registration Timeline set by the college. Keep in mind, if you are registered in a SWOCC course and do not complete a Withdraw according to the scheduled drop dates, the grade you receive (even if it is a D or F) will be posted on their SWOCC transcript.

Students will register in the SWOCC term that they receive a grade.

If you have difficulties with WebAdvisor, contact the High School Coordinator:

Main Campus - Nathan Helland (541) 888-7271 or nathan.helland@socc.edu.

Curry Campus - Janet Pretti (541) 813-1673 or jpretti@socc.edu

REGISTER FOR A COURSE

WebAdvisor is may be accessed through www.socc.edu then click on WebAdvisor in the upper right corner, or directly at http://lakerlink.socc.edu/WebAdvisor/WebAdvisor

LOGGING IN

- Select "Log In" from the top menu
- Log in using your WebAdvisor username
- Enter your password / if you have not used WebAdvisor before, enter your six digit birthdate as your password (no spaces, slashes, etc.)
- Then click on "Submit"

REGISTERING COURSES

- Click on the "Students" heading
- Click on the "Register for Classes" link
- If you agree to the Registration Disclaimer click the box and Submit
- Click on the "Express Registration" option
- Enter the six digit course Synonym that was given to you for this class and click "Submit"
- Next, select "Register" option in the dropdown action menu next to your course and click "OK"
- This process will register you for your College Now courses

If you have difficulties with WebAdvisor, contact the High School Coordinator:

Main Campus - Nathan Helland (541) 888-7271 or nathan.helland@socc.edu.

Curry Campus - Janet Pretti (541)813-1673 or jpretti@socc.edu

WITHDRAWING FROM A COURSE

WebAdvisor (Accessed through www.socc.edu then click on WebAdvisor)

- Log in using your WebAdvisor ID
- Enter your password
- Click on the "Students" menu
- Click on the "Register and Drop Classes" link
- Find the course you wish to drop and check the box on the right side of the class
- Click "Submit"

Students may withdraw from a course through the end of the second week of the term, according to Southwestern's Academic Calendar, or within the course's refund period without responsibility for a grade. Withdrawing after the refund period will result in "W" grades on transcripts. Students are strongly encouraged to consult the instructor before withdrawing to ascertain their status in the course.

GRADES AND TRANSFERRING CREDIT

THE TRANSFERABILITY OF SWOCC CREDITS

All institutions in the Oregon State Colleges and Universities system accept Southwestern transfer courses according to the articulation agreements. Although the receiving institution has the final decision on the transfer of credits, generally speaking, Southwestern credits are transferable throughout the state and nation.

GRADES

Students are able to look up grades for any completed class once a professor has entered the course grades through WebAdvisor. Simply access the Southwestern homepage, login to WebAdvisor, and locate the "Grades" link. Grades will be posted and accessible for students to review for any term, not just the current one in which they are enrolled.

TRANSFERRING CREDIT

Students must request a transcript be sent to the school they plan to attend.

Requesting your official transcripts:
- Online via WebAdvisor
- In person at the Student First Stop
- Mail or fax Transcript Request Form

Transcripts are confidential; therefore, your request must be signed and dated.

The first seven (7) transcripts requested per academic year are free of charge.

Additional transcripts cost $10 each. Please call the **Student First Stop Center** to pay by credit card when requesting your additional transcripts via fax or WebAdvisor. You may also record your credit card information on the Transcript Request form, or mail a check with your request.

Transcripts requested via WebAdvisor will be processed within two (2) business days. Transcripts ordered by mail or fax may take up to seven (7) business days (During non-peak times). Transcripts will only be processed if your account balance is current, all holds are resolved, and complete and legible addresses are provided. Unofficial transcripts may be obtained by accessing WebAdvisor.

TRANSCRIPTS

A transcript is a chronological listing of ALL Southwestern coursework taken by a student. Also included on a transcript are transfer credit amounts and cumulative credit totals and grade point averages.

UNOFFICIAL TRANSCRIPTS:

Unofficial transcripts can be obtained through your WebAdvisor account. Simply log in and click on Unofficial Transcript.

FREQUENTLY ASKED QUESTIONS

Q. Where can I get more information about College Now?
A. With your high school counselor and on the Southwestern's website www.socc.edu/highschool.

Q. Where can I get more information about College Now at my high school?
A. From your high school counselor or from the website www.socc.edu/highschool click on high schools.

Q. Are College Now students officially admitted college students?
A. Not yet. You are a current College Now student. Once you graduate you need to apply for admission to Southwestern, pay the application fee, take the college placement exam, and pay for tuition and fees.

Q. How will I be graded?
A. Course grading is explained by your teacher. The Southwestern Grading Policy is applied to all classes. For a complete explanation see the Southwestern Catalog at www.socc.edu, Grades/Academic Standing

Q. When will my final grade appear on my transcript?
A. As soon as the instructor submits grades to Southwestern. You can access WebAdvisor and view all your grades. See the Southwestern Academic Calendar for dates.

Q. Do I need to apply for admission to take a College Now course?
A. No: An application for Admission will be required once you graduate from high school and apply to college.

Q. How are distance education courses and distance degrees reflected on my transcript?
A. Your transcript will not appear any differently for an off-campus course than if you were on campus.

Q. What other benefits do I have as a College Now student?

A. As a SWOCC student you have a Southwestern email account. Full instructions to access the account are available at www.socc.edu under the IT page in the Student Technology Handbook. You also have access to the on campus computer lab. As a student at Southwestern you can use the computer lab in TIOGA Hall Room 409. For more information go to www.socc.edu/computerlab/.

COLLEGE NOW PROGRAMS

Dual Credit

With Southwestern's Dual Credit (LDT) Lower Division Transfer and CTE (Career & Technical Education) programs, high school students complete both a high school course and a college course simultaneously.

LDT courses are courses that fulfill the freshman and sophomore college level transfer requirements. These academic courses are transferable to four year universities.

CTE courses helps students gain the skills, technical knowledge, academic foundation, and real-world experience, they need to prepare to become high-skill, high-demand, high-wage careers

The Dual Credit program is perfect for students who want to begin earning college credits without having to leave their regular school routine.

Enhanced Options

High school juniors or seniors may also take a college class on the Southwestern campus or online with the Enhanced Options program.

High school students will apply, register, and attend classes just like a regular Southwestern student.

Enhanced Options is right for the high school age student who is ready for a challenge and ready for academic work in a college environment.

Expanded Options

Expanded Options, provides eligible high school students another opportunity for early entry into postsecondary education.

The Expanded Options student takes college courses, taught by Southwestern faculty, at their high school.

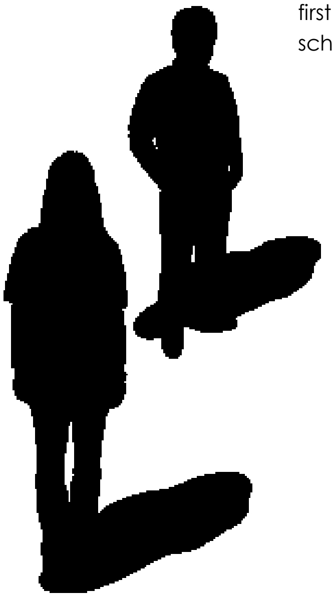
This program promotes a seamless education system for students enrolled in grades 11 and 12 to have additional options to continue or complete their education, earn concurrent high school and college credits, and gain early entry into post-secondary education.

Home School

Local homeschooled teens may also earned credits from Southwestern through the College Now program.

The Homeschooled student has the option of working with local high schools or directly through the college.

Parents and/or students should contact the Coordinator of High School Relations.



Advanced Diploma

There is a final option for high school seniors to get a head start on their college credits.

Local high students who graduate with a standard diploma can return for a fifth year of high school, enrolled concurrently as a high school and college student.

This option is particularly effective for seniors who might need an additional year of transition before college.

The Advanced Diploma program is something the parent and student should first discuss with their high school principal.

Live Link as of February 1, 2012: http://www.socc.edu/board/bb/audit/index.shtml

Home > Audit

Audit

Below are the College's audit documents:

- 09-10 Audit (3.5 MB)
- 08-09 Audit (685 KB)
- 07-08 Audit (616 KB)
- 06-07 Audit (471 KB)
- 05-06 Audit (517 KB)
- 04-05 Audit (474 KB)
- 03-04 Audit (491 KB)
- 02-03 Audit (2.3 MB)

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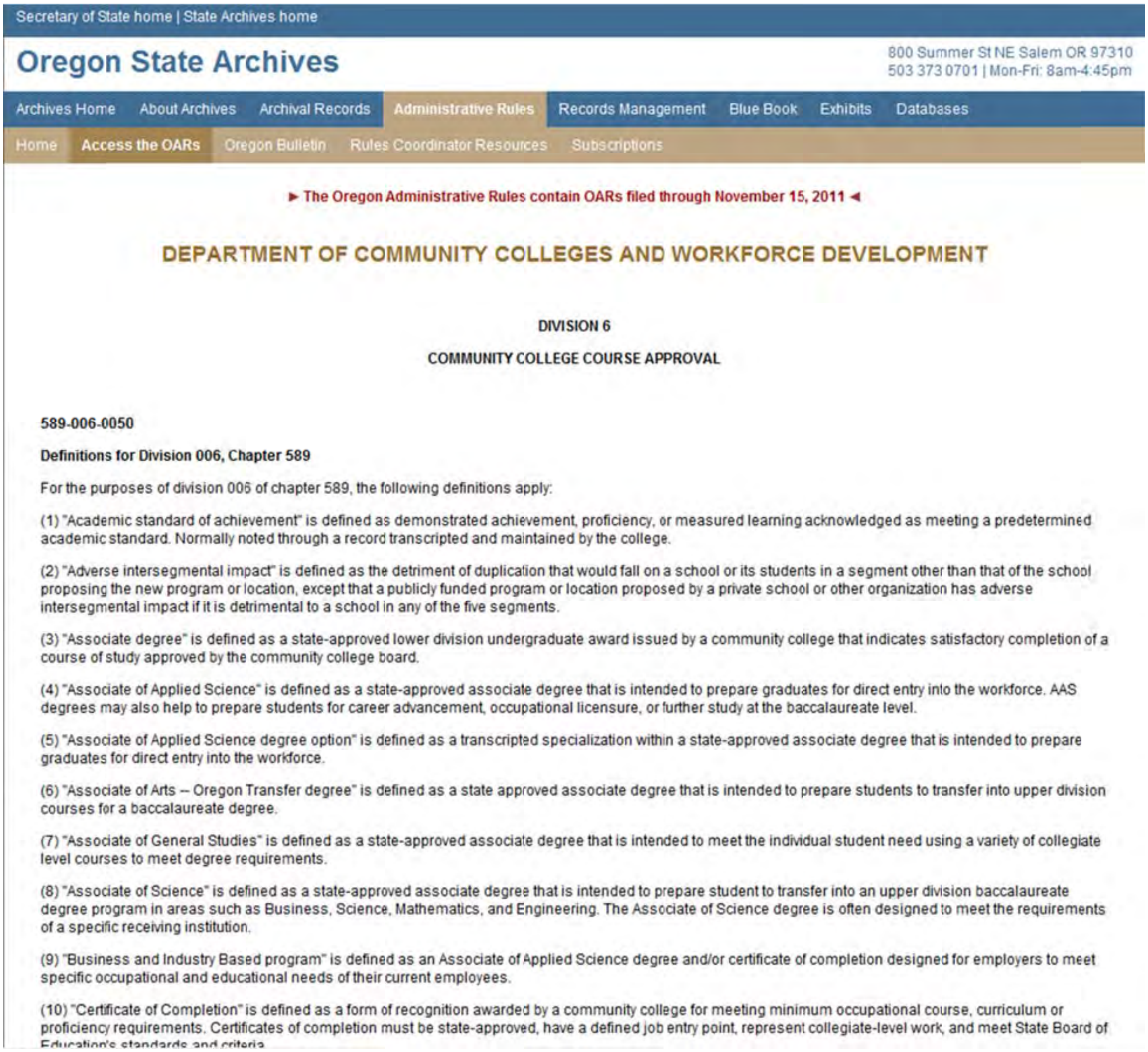
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_006.html



► The Oregon Administrative Rules contain OARs filed through November 15, 2011 ◄

DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

DIVISION 6

COMMUNITY COLLEGE COURSE APPROVAL

589-006-0050

Definitions for Division 006, Chapter 589

For the purposes of division 006 of chapter 589, the following definitions apply:

(1) "Academic standard of achievement" is defined as demonstrated achievement, proficiency, or measured learning acknowledged as meeting a predetermined academic standard. Normally noted through a record transcripted and maintained by the college.

(2) "Adverse intersegmental impact" is defined as the detriment of duplication that would fall on a school or its students in a segment other than that of the school proposing the new program or location, except that a publicly funded program or location proposed by a private school or other organization has adverse intersegmental impact if it is detrimental to a school in any of the five segments.

(3) "Associate degree" is defined as a state-approved lower division undergraduate award issued by a community college that indicates satisfactory completion of a course of study approved by the community college board.

(4) "Associate of Applied Science" is defined as a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS degrees may also help to prepare students for career advancement, occupational licensure, or further study at the baccalaureate level.

(5) "Associate of Applied Science degree option" is defined as a transcripted specialization within a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce.

(6) "Associate of Arts -- Oregon Transfer degree" is defined as a state approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree.

(7) "Associate of General Studies" is defined as a state-approved associate degree that is intended to meet the individual student need using a variety of collegiate level courses to meet degree requirements.

(8) "Associate of Science" is defined as a state-approved associate degree that is intended to prepare student to transfer into an upper division baccalaureate degree program in areas such as Business, Science, Mathematics, and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution.

(9) "Business and Industry Based program" is defined as an Associate of Applied Science degree and/or certificate of completion designed for employers to meet specific occupational and educational needs of their current employees.

(10) "Certificate of Completion" is defined as a form of recognition awarded by a community college for meeting minimum occupational course, curriculum or proficiency requirements. Certificates of completion must be state-approved, have a defined job entry point, represent collegiate-level work, and meet State Board of Education's standards and criteria

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Community
Education

Community Education at Southwestern

Start the New Year off right!
Register now for Fun and Exciting Classes!

NEW CLASSES:

- **Get Published Class (Synonym 378475)**
- **Better Bones & Balance Class™ (Synonym 342131)**
- **6:30AM Step Aerobics Bootcamp (Synonym 342132)**
- **Mini Calendar Scrapbook Class Jan 7th (Synonym 311003)**

Register for classes using **WebAdvisor**. If this is your first time using WebAdvisor please complete a New Student Record Form. Please call 541-888-7328 for questions.

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Announcements

Register now for Winter Term!
New classes!
Classes start Jan 9th

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Contact Info

Karen Helland ,MA
Director of Community and Workforce Development
Phone: 541.888.7212
Jennifer Skoglund, MBA
Community and Workforce Development Assistant
Phone: 541.888.7328
FAX: 541.888.1590
communityed@socc.edu
Office Location:
Dellwood 16

Office Hours

Monday - Friday
8:00 a.m. - 5:00 p.m.

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Core Theme: Community Engagement - Planning Exhibit

Community Engagement is an essential component of community college activities that includes planning for internal engagement opportunities as well as external engagement endeavors. Efforts to attract the local community to engage in activities sponsored or cosponsored by Southwestern are planned by all areas of the campus, including instructional related activities and support programs and services. All students and staff are encouraged to participate in external community engagement endeavors with specific planned activities throughout the year—from instructional service learning opportunities to student volunteers to (all) campus donations to local charities.

The fourth and final theme to complete Southwestern's support of the mission is ***Community Engagement***. The description statement for this core theme is:

> *Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.*

This core theme has two objectives:

CE1. Effective collaboration and partnerships with local and district organizations
CE2. Community engagement in diverse activities and events

This core theme has two associated strategic plan goals:

Goal 8: Sustain and build strong community, business, and agency partnerships.
Goal 9: Promote and provide opportunities for the community to engage in diverse activities and events.

This core theme has four annual priorities (APs) established by the Board in July 2011 for the academic years 2011-12 and 2012-13:

8.1: Develop and sustain community partnerships in response to emerging economic and workforce needs.
8.2: Create and sustain educational partnerships to promote shared resources for seamless educational opportunities.
9.1: Strengthen community relations by encouraging participation on College committees and at campus events.
9.2: Support and encourage participation in cultural activities, community events, and community organizations.

This core theme currently has eight planned accomplishments (PAs). These are established each year by the individual units and the reporting units and are aligned with the APs and the strategic plan goals. For academic year 2011-12, these are:

8.1A: Evaluate and prioritize current community partnerships.
8.2A: Improve communication and involvement with community stakeholders – e.g. school districts, business, and industry.
8.2B: Increase student transition opportunities.

9.1A: Explore collaborative projects with district cities.
9.1B: Increase and enhance activities for community attendance.
9.2A: Support community events and cultural activities.
9.2B: Improve communication with internal and external partners to increase student success.
9.2C: Explore new fundraising and friend raising opportunities.

The following is a narrative of the Community Engagement Core Theme broken out by standards 3.B.1 and 3.B.2 of how we plan, deliver, and monitor our degrees, programs, courses, services, and delivery systems to address the core theme and objectives in order to meet our annual priorities and strategic plan goals. Each section illustrates the alignment of core themes and objectives with strategic plan goals and the associated 2011-12 annual priorities and planned accomplishments. Within each section, specific planning initiatives are discussed to illustrate how planning is consistent with the comprehensive planning process and is aligned with core themes and objectives in conjunction with the strategic plan, annual priorities, and planned accomplishments.

Each planning initiative is directly followed by a table that maps the initiative to the core theme objectives and the success indicators along with program and services outcomes at the institutional, reporting unit, and unit levels as appropriate. The initiative is also mapped to the associated strategic plan goal, annual priority, and planned accomplishments for 2011-12**. Prior year annual priorities and prior year planned accomplishments** are also identified when appropriate. The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.1 (contribute to objectives):

Core Theme Objectives: CE1 and CE2	**Strategic Plan Goals: 8 and 9**
Course offerings (SI 3) Community and Student Satisfaction (SI 4) BITS Survey (SI 26)	Annual Priorities: 8.2 and 9.2 Planned Accomplishments: 8.2A and 9.2B

The following table is an example of a mapped initiative for the core theme access as illustrated in the exhibit for standard 3.B.2 and illustrated in standard 4.B.1 (aligned with and contributes to program outcomes and services outcomes):

Core Theme Objectives: CE1 and CE2	**Strategic Plan Goals: 8 and 9**
Reporting Unit Goals: *Enrollment Management:* Increase access to learning opportunities; quality student services *Instructional Administration*: Provide diverse learning activities *CTE:* Increase learning opportunities **Unit Outcomes:** *CTE programs:* Support program completion and student success *Admissions:* Increase access to learning opportunities *Student First Stop Center:* Provide online enrollment services	Annual Priorities: 8.2 and 9.2 Planned Accomplishments: 8.2A and 9.2B Prior Year Annual Priorities: Increase FTE by 3% Prior Year Planned Accomplishments: Increase high school student college course enrollments

3.B.1

Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning the activities to achieve the planned accomplishments for community engagement occurs in multiple ways in each unit and is consistent with and supports the institution's comprehensive strategic plan and guides the selection of programs and services.

Academic Planning

A strong partnership between Southwestern and the high schools in our district has flourished since the first **Skills Day** in 1973. Skills Day brings students from grades 9-12 to campus to compete in events built around art, science, math, and other skill areas. Over the last 40 years our partnership has grown to include an increasing number of programs and activities. **College Now** is a way high school students can take college classes. Southwestern has a strong partnership with the ten high schools in our district; over 800 students have taken classes at Southwestern while still enrolled in their respective high schools. Planning for this program evolves from the college's enrollment plan and is part of our overall high school relationship program. These activities support and contribute to:

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
Course offerings (SI 3) Community and Student Satisfaction (SI 4) Events (SI 22)	Annual Priorities: 8.2 and 9.2 Planned Accomplishments: 8.2A, 8.2B and 9.2B

In Curry County, the **17th Annual South Coast Writers Conference** is scheduled to convene in February 2012, organized and sponsored by Southwestern. Over the years, this has become an annual community event with three non-profits hosting related events during the same weekend to capture the 100 or so participants who come from out of the area to hear Northwest authors present their works and talk about writing. This activity is a great example of how Southwestern has engaged the community with a learning event that blossomed to include opportunities for others as well as meeting the College's mission and core theme objectives. These activities support and contribute to:

Objective: CE2	Strategic Plan Goal: 9
Community and Student Satisfaction (SI 4) Events (SI 22)	Annual Priorities: 9.1 and 9.2 Planned Accomplishments: 9.1B and 9.2A

The **Small Business Development Center** (SBDC) cultivates strong partnerships with the Chambers of Commerce in Coos and Curry Counties, the cities in both counties, the high schools in our district, and the media. The SBDC offers a diverse array of programs to meet the needs of local business and to assist those who are considering starting a small business. The program director writes a weekly business column in the local newspaper, which has district-wide distribution. The SBDC's workforce development and short-term job skills training opportunities, including flagger training, drivers' education, and tax preparation, were developed in response to perceived community needs or to meet the needs of their partners. Also, customized training courses are developed in conjunction with employers and employees to provide targeted skill development to groups of employees, often at the specific work sites. Our planning directs how we engage the community through building strong partnerships and meeting needs. These SBDC programs and training activities support and contribute to:

Core Theme Objectives: CE1 and CE2	Strategic Plan Goals: 8 and 9
Course offerings (SI 3) Community and Student Satisfaction (SI 4) BITS Survey (SI 26)	Annual Priorities: 8.2 and 9.2 Planned Accomplishments: 8.2A and 9.2B

Administrative Planning

For example, Southwestern took advantage of its **50th anniversary** in 2011 to plan diverse events that would engage all of our partners and a wide variety of community members. On October 8th the College celebrated its anniversary with events ranging from fun run to folk dancing, from face painting to soccer games. Community members and students young and old participated, along with our state legislators. These activities support and contribute to:

Core Theme Objective: CE2	Strategic Plan Goal: 9
Community and Student Satisfaction (SI 4) Events (SI 26)	Annual Priorities: 9.1 and 9.2Planned Accomplishments: 9.1B and 9.2C

Southwestern is committed to offering its facilities for diverse uses that support the mission and core themes. The Facilities Use Group (FUG) meets monthly with key campus stakeholders regarding facility reservations, access, and usage oversight to ensure that all campus and community partners have access to Southwestern's campus environment. Key to the group's work is allowing open access to campus facilities and grounds in responsible and cost effective ways. The group continually reviews facility requests, conducts policy review and updates, and sets various fee structures for campus facilities. Southwestern offers "in-kind' facilities to the community; these may include discounted facility fees for events and activities as a way of providing the community access to Southwestern and as a way of building partnerships. Such events include: Miss Coos County Pageant, North Bend High School Dance Group, the Youth Summit, and the Ford Leadership Institute. These activities support and contribute to:

Core Theme Objective: CE2	Strategic Plan Goal: 9
Community and Student Satisfaction (SI 4) Events (SI 22)	Annual Priorities: 9.1 and 9.2 Planned Accomplishments: 9.1B and 9.2A

The College **Foundation** is committed to nurturing diverse partnerships, such as engaging the Local Chapter of International Longshoremen's Union on the occasion of the 50th Anniversary Celebration and by encouraging the **Alumni Club** to be present at the Union's annual picnic. Through that partnership, the Foundation acknowledged the value of the advocacy of the union in the establishment of the College at a dinner and celebration (Southwestern's founder was a longshoreman). Since that event, the local Union representatives are not only participating in the **Legacy Brick campaign** supporting the alumni association, but are also encouraging other chapters on the West Coast to purchase legacy bricks. The Foundation activities support and contribute to:

Core Theme Objective: CE2	Strategic Plan Goal: 9
Community and Student Satisfaction (SI 4) Events (SI 22)	Annual Priority: 9.2 Planned Accomplishment: 9.2C

3.B.2

Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Southwestern was a strong community partner in the past, and endeavors to continue being a strong community partner in the present and in the future through a variety of means—including inviting community members to participate as advisors, champions, donors, and students. Success in these endeavors is measured through survey tools, increases in participation rates, and data collected through TracDat. Planning for community engagement programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals of this core theme and support the accomplishments of our strategic plan.

Academic Planning

Certificate and degree programs and outreach programs use advisory committees to plan for community and workforce needs. Each department arranges for the committee participants and meeting times each year for their respective committees: The **Retired Senior Volunteer Program** Advisory Committee meets monthly throughout the year; the SBDC Advisory Committee meets twice a year. The Entrepreneurship Degree Committee has had one focus group meeting to date and is in the process of establishing an advisory committee and coordinating a meeting schedule. Advisory committee functions may include planning, outreach, brainstorming, and evaluation. These functions support and contribute to:

Core Theme Objective: CE1	**Strategic Plan Goal: 8**
Reporting Unit Goals: *Presidential Administration:* Develop community partnerships in response to emerging economic/workforce needs. *Workforce and Community Development:* Promote continued community partnerships to support college and community needs. **Unit Outcomes:** *RSVP:* Continue to provide RSVP volunteer sites and volunteer participation through exploration of new opportunities and community needs. Provide seniors 55 years of age or older volunteer opportunities to meet the needs of community non-profits and public entities through volunteer service.	Annual Priority: 8.2 Planned Accomplishments: 8.2A

The **geology lecture series** at SWOCC has resulted in an increased level of community engagement and has fostered stronger partnerships in our area. While the geology department has hosted speakers for some time, the lecture series moved to the 500 seat Hales Center in 2005. Since that time, the series has hosted three to six speakers per academic year, with the past three years having an average audience of 200 people per lecture. The audience is a subcommunity that generates partnerships: Examples include strong contingents of Coquille High School and Coos Bay Middle School students who attend lectures, nurturing the potential for stronger bonds between the earth science instructor at Southwestern and K-12 faculty in the area. A similar cohort is a group in Curry County that frequently gathers to view the talks via the live web streaming that has been conducted the last few years. Community members that regularly attend lectures are an important facet of this core theme as the lecture series provides the opportunity for people to be on campus and see some of our facilities while continuing with life-long learning. Additionally, the speakers provide our college students exposure to cutting edge scientific research and a chance to hear about earth science from someone other than their instructor. A financial connection has been developed over the years with local earth science businesses; initially this involved the Methane Energy Corporation, though presently our sponsor is the Oregon Resources Corporation. Both companies have had a campus presence, with employees speaking to our students about the geology-related endeavors they are pursuing in the area. The relationship also provides potential for field trips and offers internship opportunities with representatives of sponsor companies. These activities support and contribute to:

Core Theme Objective: C1 and CE2	**Strategic Plan Goal: 8 and 9**
Reporting Unit Goals: *Presidential Administration:* Promote access to learning opportunities for students, staff and the community. *Workforce and Community Development:* Promote continued community partnerships to support college and community needs. **Unit Outcomes:** *Community Education:* Support internal and external requests to provide community education courses.	Annual Priority: 8.2 and 9.2 Planned Accomplishments: 8.2A, 9.1B, and 9.2A

Administrative Planning

The Community Engagement core theme relates to partnerships and opportunities for the community to participate in diverse activities and events through Southwestern. This is a pivotal way the College actively supports the economic health of the South Coast. Activities include but are not limited to:

- Facilities use by non-college organizations and individuals.
- Active participation by Southwestern personnel in community activities including as board members of local organizations.
- Non-credit community learning opportunities.
- Cultural events held on campus.
- Strong business and workforce outreach to enhance economic development.
- Engaging community members as active college advisory committee members.
- Structured work experience opportunities for students that positively impact businesses.
- Coordination with local high schools to provide dual credit for college-bound students.
- Management and support of diverse programs that meet the needs of community members, including the elderly, disadvantaged, and youth, through grants received by Southwestern.
- Development of innovative programs to meet the future needs of students and the community.

These partnerships support and contribute to:

Core Theme Objective: C1 and CE2	**Strategic Plan Goal: 8 and 9**
Reporting Unit Goals: *Presidential Administration:* Develop community partnerships in response to emerging economic/workforce needs	Annual Priority: 8.1, 8.2, 9.1, and 9.2 Planned Accomplishments: 8.1A, 8.2A, 8.2B, 9.1A, 9.1B, 9.2A, 9.2B, and 9.2C

Workforce and Community Development: Promote continued community partnerships to support college and community needs. **Unit Outcomes:** **Multiple Unit Outcomes** to support access, learning and achievement, and innovation and sustainability as well as community engagement.	

Facilities Planning

Use of the Coos Bay Southwestern facilities by community members is available through the facilities scheduler. The scheduler identifies the available facilities and works with FUG to schedule the College facilities to support the demand in the community and to offer a diverse array of activities. The scheduler accepts requests through an online process then works with the dining services and plant services to create a successful event—whether the patrons are using a single venue such as **OCCI** or a larger, multi-faceted venue such as the Hales Center for the Performing Arts. Data is collected and analyzed on the types of events held on campus, revenues collected, in-kind support provided, and satisfaction of services. The data is then used to adjust priorities for the upcoming year and to improve processes associated with facilities use. Quality facility use operation strengthens our community engagement and contributes to the following:

Core Theme Objective: C1 and CE2	**Strategic Plan Goal: 8 and 9**
Reporting Unit Goals: *Administrative Services:* Maintain buildings and grounds that provide a safe working, learning and living physical environment. *Curry County:* Maintain safe, welcoming college facilities and strong community partnerships for access to off-site facilities for academic and community education classes through supporting sustainability initiatives *Presidential Administration:* Develop community partnerships in response to emerging economic/workforce needs *Workforce and Community Development:* Promote continued community partnerships to support college and community needs. **Unit Outcomes:** **Multiple Unit Outcomes** to support access, learning and achievement, and innovation and sustainability as well as community engagement.	Annual Priority: 8.1, 9.1 and 9.2 Planned Accomplishments: 8.1A, 9.1B, and 9.2A

Southwestern Oregon Community College

Publication Years of the Book Collection by Subject: July 2011

Subject Division	Publication Year					
	2000s	1990s	1980s	1970s	Pre-1970s	Totals
AGRICULTURE	154	116	76	78	103	527
ANTHROPOLOGY	99	80	53	137	191	560
ART & ARCHITECTURE	338	240	138	383	838	1937
BIOLOGICAL SCIENCES	306	151	67	74	139	737
BUSINESS & ECONOMICS	517	351	240	274	504	1886
CHEMISTRY	20	8	3	2	16	49
COMPUTER SCIENCE	187	38	10	0	1	236
EDUCATION	305	288	107	127	426	1253
ENGINEERING & TECH.	458	224	161	207	174	1224
GEOGRAPHY & EARTH SCI.	210	234	119	160	178	901
HISTORY & AUXILIARY SCI.	695	621	671	1338	3201	6526
LANGUAGE, LINGUISTICS & LIT.	1090	979	1,108	2,062	7,019	12258
LAW	135	144	72	144	151	646
LIBRARY SCIENCE	160	72	38	48	150	468
MATHEMATICS	76	65	27	15	44	227
MEDICINE	859	373	73	39	46	1390
MUSIC	106	25	44	107	405	687
PERFORMING ARTS	65	54	88	122	207	536
PHILOSOPHY & RELIGION	213	214	139	208	809	1583
PHYSICAL EDUCATION & REC.	152	54	15	9	8	238
PHYSICAL SCIENCES	172	88	49	27	90	426
POLITICAL SCIENCES	108	170	151	176	354	959
PSYCHOLOGY	207	107	69	113	166	662
SOCIOLOGY	711	534	288	522	544	2599
TOTAL	7343	5230	3806	6372	15764	38515

Live Link as of February 1, 2012: http://www.socc.edu/core/

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- Events

Welcome to CORE: College of Remarkable Employees

By Presidential request, the **CORE Committee** formed in January 2008 to help manage the recognition and professional development activities at Southwestern Oregon Community College. The **CORE committee** focuses on strengthening collegiality, recognizing employee contributions, and supporting professional development for all employees.

The purpose of the committee is to serve as a steering committee with oversight of employee recognition and professional development sub-committees. To date, **CORE** oversees the activities of four campus sub-committees.

CORE encourages a culture of teamwork and congeniality between all employees and promotes individual excellence and opportunities for professional development across departments and employee classifications. ***The ultimate goal of CORE is to inspire excellence among all employees.***

CORE Steering Committee

- Shellie Brandt
- Vickie Brumit
- Anthony Collins
- Jessica Engelke-Ryan
- Deb Nicholls Chair
- Renee Menkens
- Janet Pretti
- Kari Robison
- Brenda Rogers
- Rachele Summerville

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- Program Review & Outcomes
- Resources
- Success Indicators
- News & Updates

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Core Themes

Southwestern is guided by four Core Themes which are associated with Strategic Plan Goals and measured by Success Indicators.

Access

Access is the pathway to learning opportunities for students and the community members through support services and diverse delivery methods.

Objectives

- Access to multiple learning opportunities
- Support services for students and community

Strategic Plan Association

Goal 1. Ensure access to diverse learning opportunities.
Goal 2. Provide access to support services for students and the community.

Learning and Achievement

Student learning and student achievement are at the core of the College Mission by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

Objectives

- Students achieve their academic goals
- Curriculum for academic courses and programs is relevant and current
- Students achieve course, program and institutional learning outcomes

Strategic Plan Association

Goal 3. Maintain and develop quality learning opportunities to encourage student success and achievement.
Goal 4. Support student lifelong learning and attainment of goals.

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Innovation and Sustainability

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Innovation and Sustainability embodies prudent and enduring resource stewardship, augmented by innovative resource development endeavors, to sustain a strong fiscal, human, physical, and technological infrastructure for a supportive learning, living, and working environment.

Objectives

- Long-term sustainability and growth
- Strong infrastructure of employees, technologies, and facilities

Strategic Plan Association

Goal 5. Create the vision and structure for long-term college sustainability and growth.
Goal 6. Support college growth through appropriate planning, budgeting, and assessment.
Goal 7. Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.

Community Engagement

Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Objectives

- Effective collaboration and partnerships with local and district organizations
- Community engagement in diverse activities and events

Strategic Plan Association

Goal 8. Sustain and build strong community, business, and agency partnerships.
Goal 9. Promote and provide opportunities for the community to engage in diverse activities and events.

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SOUTHWESTERN OREGON COMMUNITY COLLEGE
Course Challenge & Prior Learning Assessment Form

Student First Stop Center
1988 Newmark Ave
Coos Bay, OR 97420
541-888-7352 www.socc.edu

Student Name: ____ ID #____

Challenges and Prior Learning Assessments (PLA) are for students who want to receive college credit for their prior learning efforts. Students must be working towards a degree, be enrolled, and complete a minimum of three credits at Southwestern during the quarter in which a class is challenged or prior learning is assessed. Students may challenge/PLA up to 12 credits to satisfy 1-year certificate requirements and up to 24 credits to satisfy degree requirements. It is recommended that students check with their intended transfer school for acceptance of challenge/PLA credits. Challenge/PLA credits do not count towards determining financial aid or veteran's benefits. Payment is required before the Challenge/PLA process is started.

CHALLENGES The student arranges for the challenge, completes the requirements and/or test, and the results are graded. Grades are assigned by the instructor.

Course title	
Course number	
Grade	Term

Course title	
Course number	
Grade	Term

Course title	
Course number	
Grade	Term

Payment is required for challenges before testing begins

____
Instructor's signature Date

____
Vice President of Instruction Date

PRIOR LEARNING ASSESSMENT The student brings in a complete portfolio of his/her work history. This may require transcripts from the DPPST. Some classes may require an additional project or paper to ensure the concepts have been realized. This process can take three weeks or longer.

Course title	
Course number	
Grade	Term

Course title	
Course number	
Grade	Term

Course title	
Course number	
Grade	Term

Payment is required for the PLA before assessment begins

____
Instructor's signature Date

____
Vice President of Instruction Date

INSTRUCTIONS

1. Meet with the instructor for approval, and determine the number of course credits you will challenge/PLA.
2. Return this form to the Student First Stop Center, and pay the fee (1/2 the cost of tuition per course credit).
3. Submit this form and receipt to the instructor, and make arrangements to complete the challenge/PLA process.
5. Complete requirements as agreed upon.
6. The instructor will forward the completed form to the Vice President of Instruction for approval.
7. Grades earned are official and will be on your transcript at the end of the term. Grades range from "A" to "F".

I have read and understand the challenge/PLA rules and agree to the conditions and requirements.

____
Student's signature Date

Challenges and Prior Learning Assessment Fee:

Number of course credits _________ x ½ of current tuition __________ = $___________

Receipt number _______________
Amount _______________
Date _______________
Cashier _______________

Rev. 04/29/09

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Full Faith and Credit Obligations, Series 2010

Debt Service Analysis

April 26, 2010

Javier Fernandez
Senior Vice President
Ph: (503) 863-5094
Mobile: (503) 858-5891
Fax: (503) 210-0241
Two Centerpointe Drive, Suite 400
Lake Oswego, Oregon 97035
jfernandez@dadco.com

DAVIDSON COMPANIES
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Introduction

The Southwestern Oregon Community College is exploring the opportunity to issue up to $7,115,000 in full faith and credit obligations secured by all available resources (mainly the College's general fund) to partially fund construction of the Curry Campus.

Sources:		
State Match		2,300,000
2010 FFCO		7,115,000
Total	$	**9,415,000**
Uses:		
Curry Campus		9,000,000
Capitalized Interest		330,573
Costs of Issuance		84,427
Total	$	**9,415,000**

The College currently has seven long-term debt issues secured by its general fund (excluding the College's Pension Obligations) as follows:

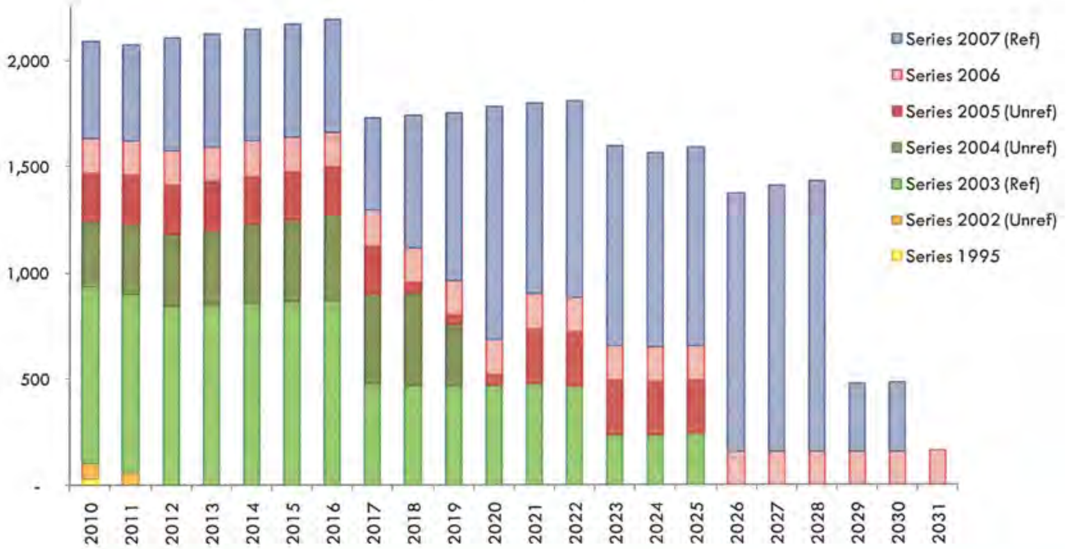
SOUTHWESTERN OREGON COMMUNITY COLLEGE SUMMARY OF LONG-TERM DEBT (AS OF JULY 1, 2009)

Issue	Issue Date	Final Maturity	Original Amount	Outstanding Amount
Series 1995 Obligations	6/1/1995	6/1/2010	315,000	30,000
Series 2002 Obligations	1/1/2002	6/1/2011	910,000	130,000
Series 2003 Refunding Obligations	10/1/2003	6/1/2025	9,980,000	7,335,000
Series 2004 Obligations	6/1/2004	6/1/2019	9,855,000	2,880,000
Series 2005 Obligations	3/29/2005	6/1/2025	4,800,000	2,355,000
Series 2006 Obligations	9/27/2006	6/1/1931	2,500,000	2,285,000
Series 2007 Refunding Obligations	9/27/2007	6/1/1930	9,995,000	9,765,000
Total FFCO			**38,355,000**	**24,780,000**

The College could issue a new series of Full Faith and Credit Obligations to partially finance construction and improvements to the Curry County campus.

This analysis includes two scenarios for the College to issue Full Faith and Credit Obligations, Series 2010 using different allocations of Recovery Zone Economic Development Bonds ("RZEDB") authorized by the American Recovery and Reinvestment Act of 2009.

All of the following scenarios are "wrapped around" the current debt service on the existing FFCO. These scenarios take into consideration the current schedules when the College will start retiring its outstanding FFCO debt as illustrated by the following graph:



SWOCC, FULL FAITH AND CREDIT DEBT SERVICE BY SERIES: AGGREGATED BY FISCAL YEAR (AS OF JULY 1, 2009)

Fiscal Year	1995	2002	2003	2004	2005	2006	2007	Total
2010	31,800	71,500	829,805	310,580	231,090	158,585	458,538	2,091,898
2011	-	68,250	832,093	327,980	231,703	160,985	456,138	2,077,148
2012	-	-	843,730	340,025	231,978	158,185	533,738	2,107,655
2013	-	-	847,905	350,860	231,903	160,385	533,138	2,124,190
2014	-	-	860,585	365,660	231,428	162,385	527,338	2,147,395
2015	-	-	866,350	384,180	230,615	159,385	531,538	2,172,068
2016	-	-	870,320	401,160	229,455	161,185	530,338	2,192,458
2017	-	-	477,435	421,710	232,030	162,785	438,938	1,732,898
2018	-	-	473,435	435,398	49,155	159,185	625,938	1,743,110
2019	-	-	468,585	287,375	49,155	160,585	790,338	1,756,038
2020	-	-	473,230	-	49,155	161,785	1,097,738	1,781,908
2021	-	-	476,655	-	259,155	162,660	902,138	1,800,608
2022	-	-	468,820	-	255,020	158,329	928,138	1,810,306
2023	-	-	240,130	-	255,668	158,998	942,138	1,596,933
2024	-	-	235,470	-	255,880	159,460	914,538	1,565,348
2025	-	-	240,580	-	255,658	159,716	936,593	1,592,546
2026	-	-	-	-	-	159,766	1,216,623	1,376,389
2027	-	-	-	-	-	159,610	1,253,310	1,412,920
2028	-	-	-	-	-	159,150	1,276,415	1,435,565
2029	-	-	-	-	-	158,480	321,015	479,495
2030	-	-	-	-	-	157,600	323,330	480,930
2031	-	-	-	-	-	161,510	-	161,510

Recovery Zone Economic Development Bonds

The American Recovery and Reinvestment Act of 2009 (ARRA) established the Recovery Zone Economic Development Bond (RZDEB) Program. The RZDEB Program was designed to provide tax incentives for State and local governmental borrowing at lower borrowing costs to promote job creation and economic recovery that is targeted to areas particularly affected by employment declines.

Section 1401 of Title I of Division B of ARRA authorizes State and local governments to issue RZDEBs. In general, Recovery Zone Economic Development Bonds may be used to finance certain "qualified economic development purposes", generally for use within designated "recovery zones".

The term "recovery zone" means:

1) any area designated by the issuer as having significant poverty, unemployment, rate of home foreclosures, or general distress;
2) any area designated by the issuer as economically distressed by reason of the closure or realignment of a military installation pursuant to the Defense Base Closure and Realignment Act of 1990; and
3) any area for which a designation as an empowerment zone or renewal community is in effect as of the effective date of ARRA, which effective date is February 17, 2009.

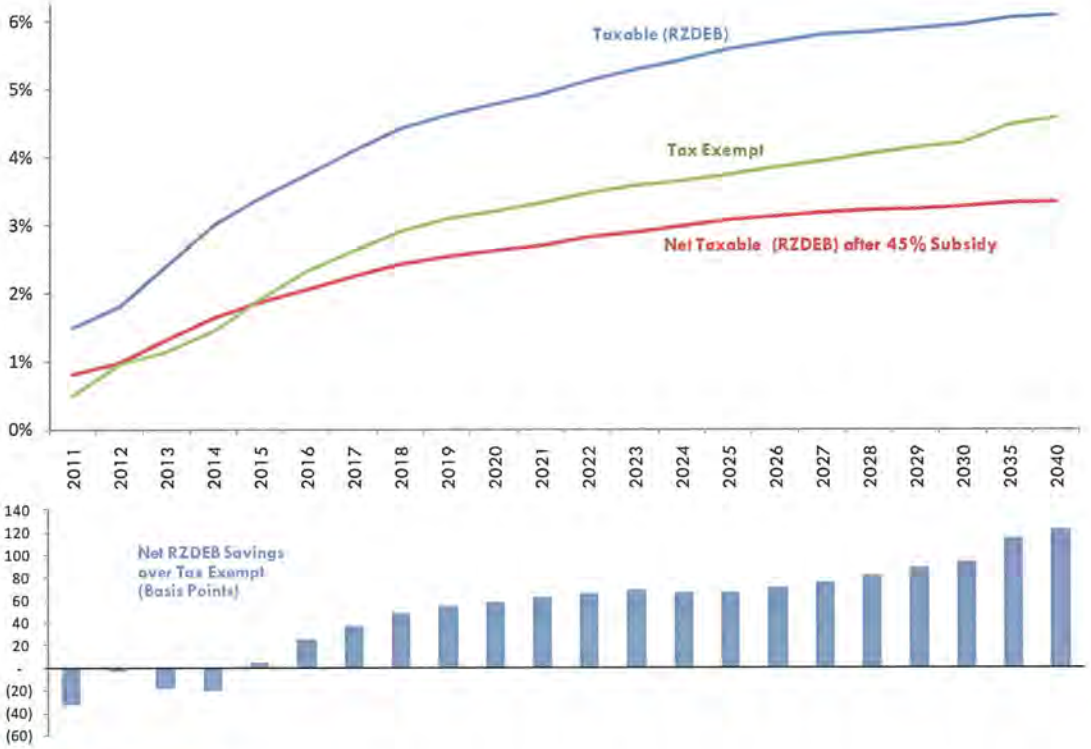
RZDEB represent a type of Build America Bond. RZDEB are comparable to Build America Bonds (Direct Payment), except that they provide for a deeper Federal subsidy through a refundable tax credit paid to State or local governmental issuers in an amount equal to 45 percent (rather than 35 percent) of the total coupon interest payable to investors in these taxable bonds and they have different program requirements regarding eligible uses of proceeds for qualified economic development purposes within recovery zones.

An issuer of RZDEB would issue debt in the taxable market. Taxable interest rates are typically (and by definition) higher than tax exempt interest rates. The College would be responsible for paying interest at the taxable interest rate level. However, the College would apply for a direct subsidy payment equal to 45% of the taxable interest payment, effectively lowering the College's borrowing cost.

To receive a direct subsidy payment, under currently existing procedures, the College (or the College's Paying Agent on behalf of the College)will file tax form 8038-CP between 90 and 45 days prior to the corresponding interest payment date. The direct subsidy payments are then expected to be received on the interest payment date. There may be different factors affecting the timing of the subsidy payment and it is possible that the subsidy payment is received by the College (or its paying agent) before ***or after*** the interest payment date.

> Issuance of RZDEB debt could significantly lower the College's borrowing costs. However, it is important to understand the mechanics of the direct subsidy payments as it will require an active management and tracking from the College's part to make sure the forms 8038-CP are filed on time and to track receipts of direct subsidy payments.

Options 1 and 2 were designed to be optimized to result in the lowest borrowing cost and deliver the desired debt service structure. The Net RZDEB Interest Rate after the 45% federal subsidy results in savings over a traditional tax exempt structure which vary depending on each maturity. As shown in the following graph, the longest maturities appear to have the greatest savings and therefore the financing model would start allocating principal to those maturities first.



Credit Ratings

Procuring an underlying credit rating will be paramount to successfully complete the 2010 FFCO. The College currently does not have an underlying rating from either Standard & Poor's or Moody's. The College has issued its previous FFCO debt issues along with municipal bond insurance policies issued by MBIA Insurance Company and Ambac Assurance Corporation which at the time of the bond sale had "AAA" ratings from Standard & Poor's. All municipal bond insurance companies (including MBIA and Ambac) were downgraded by Moody's (and most by S&P) during the past 18 months. If the College were to issue additional debt in the current market, the availability (and efficiency) of purchasing a municipal bond insurance policy may be limited, emphasizing the importance of the College's underlying credit rating.

Generally speaking, tax exempt investors are more familiar with the credit structures typically issued by Oregon community colleges. This type of investors will base their investment decisions on the College's underlying credit rating and on comparable tax exempt bond issues they can also chose to invest on.

Taxable investors are not as familiar with the credit structures typically issued by Oregon community colleges, and will rely more heavily on the College's underlying credit rating. Further, taxable investors have generally speaking more comparable options to invest on, making the college's credit rating even more important on the taxable RZDEB series than on the tax exempt series.

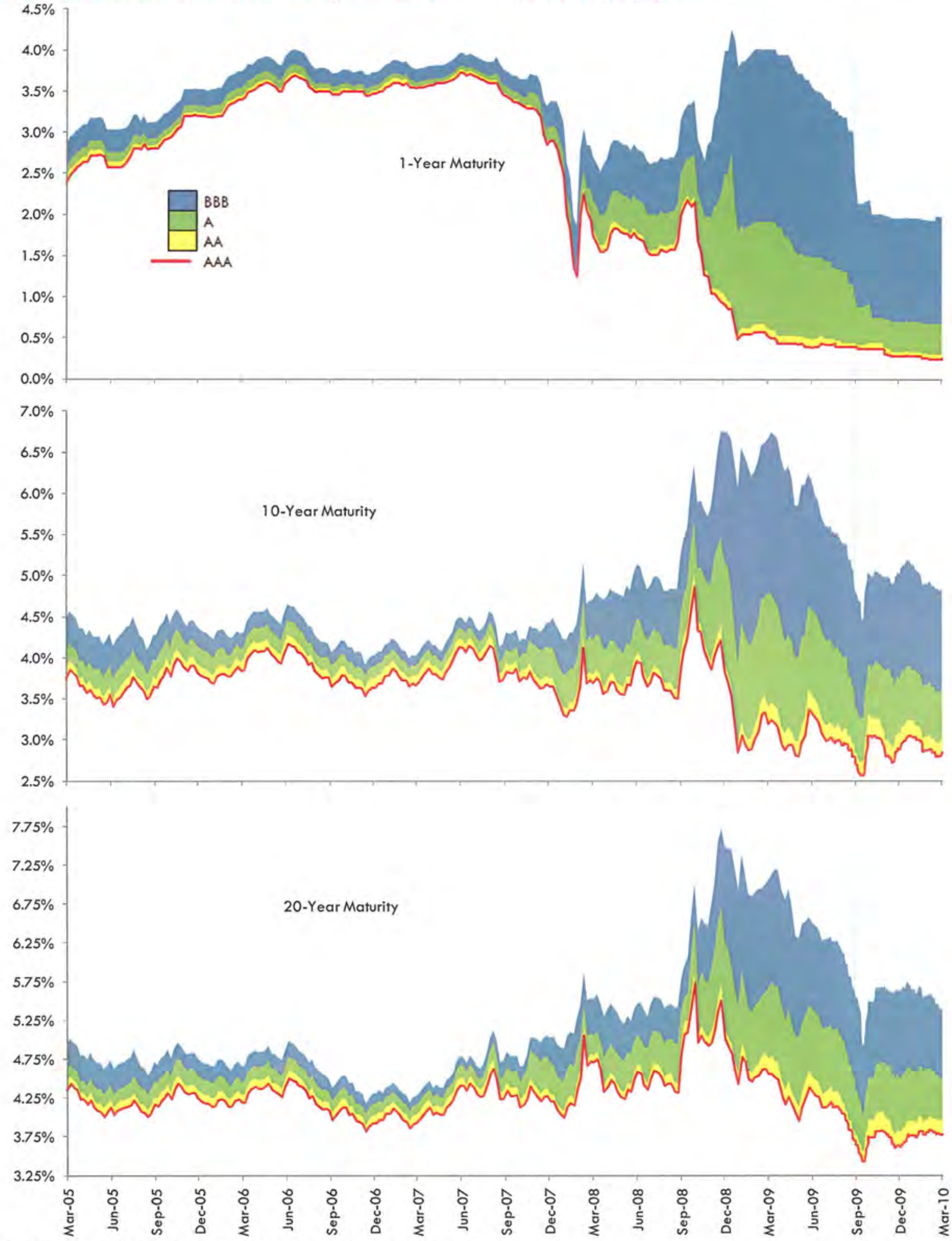
The efficiency of the RZDEB series versus a tax exempt series will be determined on prevailing market conditions, and based on the College' s Underlying credit rating.

The following table illustrates the different rating categories for Moody's Investors Service and Standard & Poor's:

Moody's	Standard & Poor's	
Aaa	AAA	Superior financial security. Highest safety
Aa1	AA+	Excellent financial security. High safety
Aa2	AA	
Aa3	AA-	
A1	A+	Good financial security. More susceptible to economic changes than highly rated issuers
A2	A	
A3	A-	
Baa1	BBB+	Adequate financial security. More vulerable to economic changes than highly rated issuers
Baa2	BBB	
Baa3	BBB-	
Ba1	BB+	Financial security may be adequate, but capacity to meet long-term requirements is vulnerable
Ba2	BB	
Ba3	BB-	
B1	B+	Vulnerable financial security
B2	B	
B3	B-	
Caa1	CCC	Extremely vulnerable

As mentioned above, the following graph illustrates the interest rate differential (spread) for different municipal bond credit ratings, emphasizing the importance of procuring an underlying credit rating for the College.

MUNICIPAL MARKET DATA INDEX (MMD) BY CREDIT SPREAD: 3/18/05 – 3/18/10



Source: Reuters, Thomson Financial (TM3). Prepared by D.A. Davidson & Co.

Based on the following matrix with comparable Full Faith and Credit Obligations issued by other community colleges in Oregon in the past 10 months, it is not unreasonable to expect that the College would receive a favorable rating (probably in the mid-A category) from either Standard & Poor's or Moody's.

OREGON COMMUNITY COLLEGES WITH RECENT RATINGS ON FULL FAITH AND CREDIT OBLIGATIONS

	SOCC	Clackamas CC	Mt. Hood CC	Klamath CC
Reimbursable FTE	3,213	7,969	9,497	1,405
Population	88,750	334,400	300,000	66,180
Real Market Value				
2009	13,203,583,868	43,265,033,919	33,819,495,801	8,011,943,472
2004	6,460,635,691	24,846,144,614	21,422,140,994	4,120,611,061
Average annual growth	21%	15%	12%	19%
RMV per Capita	148,773	129,381	112,732	121,063
Assessed Value (2009)	6,843,564,528	24,423,503,455	19,689,118,704	4,550,262,297
AV / RMV Ratio	51.83%	56.45%	58.22%	56.79%
	2008 CAFR	2009 (FFCO)	2009 (FFCO)	2009 (FFCO)
Total G.F. Revenues	15,845,487	43,181,390	49,763,000	8,248,506
Total G.F. Expenses	16,072,539	40,734,647	48,177,000	6,254,340
G.F. Ending Fund Balance	708,431	8,905,161	1,249,000	5,478,927
EFB as % of Revenues	4.47%	20.62%	2.51%	66.42%
Outstanding Long-Term Debt	37,840,000	52,175,000	68,879,303	8,310,000
Debt per capita	426	156	230	126
FFCO Rating	---	AA-	A2	AA-

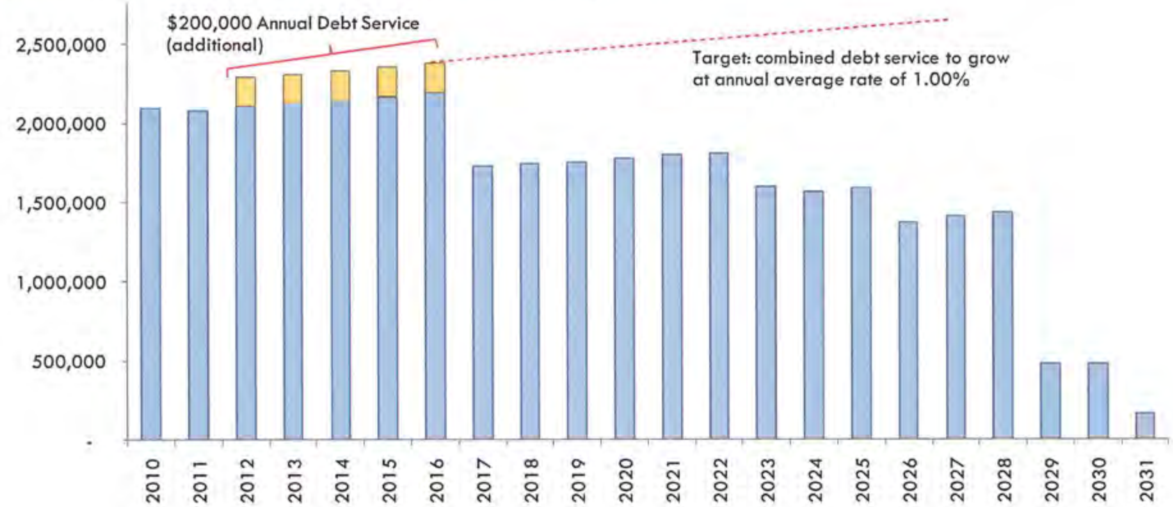
Source: Municipal Securities Rulemaking Board (Final Official Statements) and SOCC 2008 Audited Financial Statements.

Full Faith and Credit Obligations, Series 2010: Sizing Parameters

Based on the College's outstanding FFCO debt service and on its additional debt service capacity, the 2010 FFCO would have the following features:

a) Issue date: June 16, 2010 (funds available to the College)
b) Target funding amount for Curry Campus: $9,415,000. The final borrowing amount will subtract the $2,300,000 State match and fund raising results for the Curry Campus project.
c) Capitalized interest fund through June 1, 2011. The College's first cash debt service payment will start on December 1, 2012.
d) Average annual debt service target on fiscal years 2012 through 2016: $200,000
e) Target for a combined level debt service after fiscal year 2016 taking advantage of the debt service 'window' available starting on fiscal year 2017. Combined debt service to grow at an average annual rate of 1.00%

SWOCC: Outstanding FFCO Debt and New Debt Sizing Parameters



Full Faith and Credit Obligations, Series 2010: Summary of Financing Scenarios

The analysis includes a pro-forma schedule of events that would provide **funding by July 1, 2010** and includes the following financing scenarios:

a) Option A: $6,985,000 total par amount amortized over 16 years with incremental debt service issued as follows:
   a. No tax exempt debt
   b. $6,985,000 of RZEDB allocation

b) Option B: $6,985,000 total par amount amortized over **17** years with level debt service (2017-2027) issued as follows:
   a. No tax exempt debt
   $6,985,000 of RZEDB allocation

c) Option C: $6,975,000 total par amount amortized over 16 years with incremental debt service issued as follows:
   a. $860,000 of tax exempt debt
   b. $6,115,000 of RZEDB allocation

d) Option D: $6,975,000 total par amount amortized over **17** years with level debt service (2017-2027) issued as follows:
   a. $860,000 of tax exempt debt
   b. $6,115,000 of RZEDB allocation

Full Faith and Credit Obligations, Series 2010: Summary of Financing Scenarios (Market Conditions as of April 26, 2010)

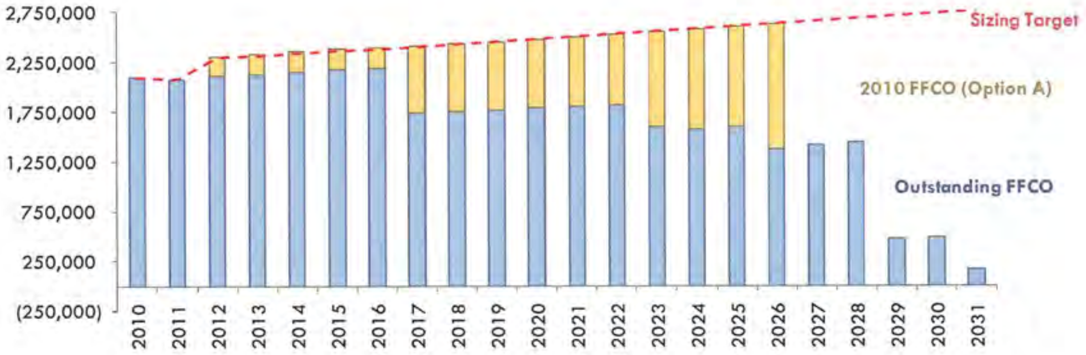
Financing Statistics	Option A: $6.985 MM RZEDB		Option B: $6.985 MM RZEDB	Option C: $6.115 MM RZEDB		Option D: $6.115 MM RZEDB Longer maturity
Total Par Amount:	6,985,000		6,985,000	6,975,000		6,975,000
Available for Curry Campus:	6,700,000		6,700,000	6,700,000		6,700,000
Tax Exempt:	-	2018-2026	-	860,000	2018-2026	860,000
Taxable RZEDB:	6,985,000	Combined annual	6,985,000	6,115,000	Combined annual	6,115,000
Combined Net Interest Cost:	2,574,928	DS Growth:	2,717,936	2,639,562	DS Growth:	2,782,564
Net True Interest Cost:	3.043%	1.00%	3.084%	3.101%	0.98%	3.139%

		Option A		Option B		Option C		Option D	
Fiscal Year	FFCO Outstanding	2010 FFCO Net Debt Service	Combined Net Debt Service	2010 FFCO Net Debt Service	Combined Net Debt Service	2010 FFCO Net Debt Service	Combined Net Debt Service	2010 FFCO Net Debt Service	Combined Net Debt Service
2011	2,077,148	-	2,077,148	-	2,077,148	-	2,077,148	-	2,077,148
2012	2,107,655	198,994	2,306,649	201,336	2,308,991	207,376	2,315,031	209,711	2,317,366
2013	2,124,190	203,153	2,327,343	205,604	2,329,794	211,797	2,335,987	214,239	2,338,429
2014	2,147,395	203,153	2,350,548	205,604	2,352,999	211,797	2,359,192	214,239	2,361,634
2015	2,172,068	203,153	2,375,220	205,604	2,377,672	211,797	2,383,865	214,239	2,386,307
2016	2,192,458	203,153	2,395,610	205,604	2,398,062	211,797	2,404,255	214,239	2,406,697
2017	1,732,898	668,153	2,401,050	680,604	2,413,502	671,797	2,404,695	679,239	2,412,137
2018	1,743,110	682,365	2,425,475	669,584	2,412,694	681,847	2,424,957	674,127	2,417,237
2019	1,756,038	690,850	2,446,887	658,422	2,414,459	690,850	2,446,887	658,422	2,414,459
2020	1,781,908	693,049	2,474,956	636,499	2,418,407	693,049	2,474,956	636,499	2,418,407
2021	1,800,608	693,979	2,494,586	614,037	2,414,645	693,979	2,494,586	614,037	2,414,645
2022	1,810,306	713,805	2,524,111	601,252	2,411,558	713,805	2,524,111	601,252	2,411,558
2023	1,596,933	947,360	2,544,292	823,239	2,420,171	947,360	2,544,292	823,239	2,420,171
2024	1,565,348	1,007,115	2,572,462	862,125	2,427,472	1,007,115	2,572,462	862,125	2,427,472
2025	1,592,546	1,003,723	2,596,269	828,725	2,421,271	1,003,723	2,596,269	828,725	2,421,271
2026	1,376,389	1,249,083	2,625,472	1,060,267	2,436,655	1,249,083	2,625,472	1,060,267	2,436,655
2027	1,412,920	-	1,412,920	1,043,128	2,456,048	-	1,412,920	1,043,128	2,456,048
2028	1,435,565	-	1,435,565	-	1,435,565	-	1,435,565		1,435,565
2029	479,495	-	479,495	-	479,495	-	479,495	-	479,495
2030	480,930	-	480,930	-	480,930	-	480,930	-	480,930
2031	161,510	-	161,510	-	161,510	-	161,510	-	161,510

	Option A	Option B	Option C	Option D
	Sources:	**Sources:**	**Sources:**	**Sources:**
State Match	2,300,000	2,300,000	2,300,000	2,300,000
2010 FFCO Par	6,985,000	6,985,000	6,975,000	6,975,000
2010 FFCO Premium	-	-	18,422	18,413
Total	**$ 9,285,000**	**$ 9,285,000**	**$ 9,293,422**	**$ 9,293,413**
	Uses:	**Uses:**	**Uses:**	**Uses:**
Curry County Campus	9,000,000	9,000,000	9,000,000	9,000,000
Capitalized Interest	198,846	201,305	207,393	209,840
Costs of Issuance & Cont.	86,154	83,695	86,029	83,573
Total	**$ 9,285,000**	**$ 9,285,000**	**$ 9,293,422**	**$ 9,293,413**

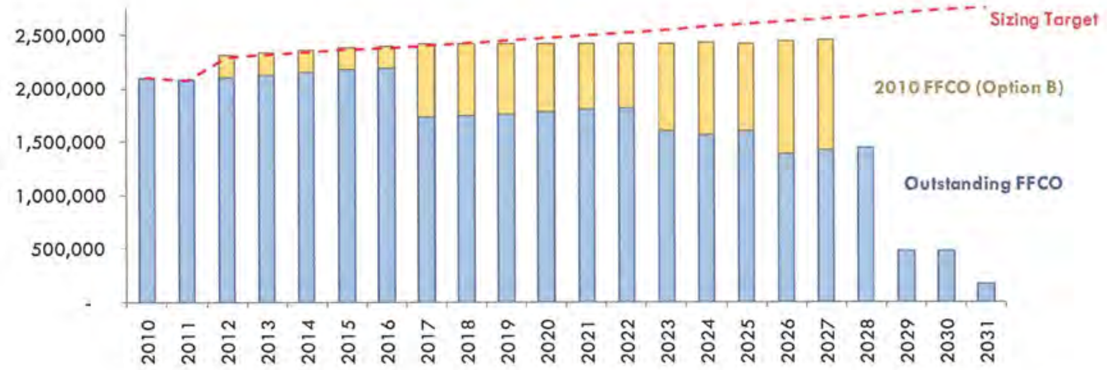
Full Faith and Credit Obligations, Series 2010: Option A (Market Conditions as of April 26, 2010)

RZEDB Taxable Series B							
Period Ending	Principal	Gross Interest	Debt Service	Less: RZEDB Direct Subsidy	Debt Service Net of RZEDB Direct Payment	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	353,978	353,978	159,290	194,688	194,688	-
6/30/2012	-	369,368	369,368	166,216	203,153	4,158	198,994
6/30/2013	-	369,368	369,368	166,216	203,153	-	203,153
6/30/2014	-	369,368	369,368	166,216	203,153	-	203,153
6/30/2015	-	369,368	369,368	166,216	203,153	-	203,153
6/30/2016	-	369,368	369,368	166,216	203,153	-	203,153
6/30/2017	465,000	369,368	834,368	166,216	668,153	-	668,153
6/30/2018	490,000	349,754	839,754	157,389	682,365	-	682,365
6/30/2019	510,000	328,817	838,817	147,968	690,850	-	690,850
6/30/2020	525,000	305,543	830,543	137,494	693,049	-	693,049
6/30/2021	540,000	279,961	819,961	125,982	693,979	-	693,979
6/30/2022	575,000	252,372	827,372	113,567	713,805	-	713,805
6/30/2023	825,000	222,472	1,047,472	100,112	947,360	-	947,360
6/30/2024	910,000	176,572	1,086,572	79,457	1,007,115	-	1,007,115
6/30/2025	935,000	124,950	1,059,950	56,228	1,003,723	-	1,003,723
6/30/2026	1,210,000	71,060	1,281,060	31,977	1,249,083	-	1,249,083
6/30/2027	-	-	-	-	-	-	-
Total	$ 6,985,000	$ 4,681,687	$ 11,666,687	$ 2,106,759	$ 9,559,928	$ 198,846	$ 9,361,082



Full Faith and Credit Obligations, Series 2010: Option B (Market Conditions as of April 26, 2010)

RZEDB Taxable Series B							
Period Ending	Principal	Gross Interest	Debt Service	Less: RZEDB Direct Subsidy	Debt Service Net of RZEDB Direct Payment	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	358,249	358,249	161,212	197,037	197,037	-
6/30/2012	-	373,825	373,825	168,221	205,604	4,268	201,336
6/30/2013	-	373,825	373,825	168,221	205,604	-	205,604
6/30/2014	-	373,825	373,825	168,221	205,604	-	205,604
6/30/2015	-	373,825	373,825	168,221	205,604	-	205,604
6/30/2016	-	373,825	373,825	168,221	205,604	-	205,604
6/30/2017	475,000	373,825	848,825	168,221	680,604	-	680,604
6/30/2018	475,000	353,789	828,789	159,205	669,584	-	669,584
6/30/2019	475,000	333,494	808,494	150,072	658,422	-	658,422
6/30/2020	465,000	311,816	776,816	140,317	636,499	-	636,499
6/30/2021	455,000	289,158	744,158	130,121	614,037	-	614,037
6/30/2022	455,000	265,912	720,912	119,660	601,252	-	601,252
6/30/2023	690,000	242,252	932,252	109,013	823,239	-	823,239
6/30/2024	750,000	203,863	953,863	91,738	862,125	-	862,125
6/30/2025	740,000	161,317	901,317	72,593	828,725	-	828,725
6/30/2026	995,000	118,666	1,113,666	53,400	1,060,267	-	1,060,267
6/30/2027	1,010,000	60,233	1,070,233	27,105	1,043,128	-	1,043,128
Total	$ 6,985,000	$ 4,941,702	$ 11,926,702	$ 2,223,766	$ 9,702,936	$ 201,305	$ 9,501,631



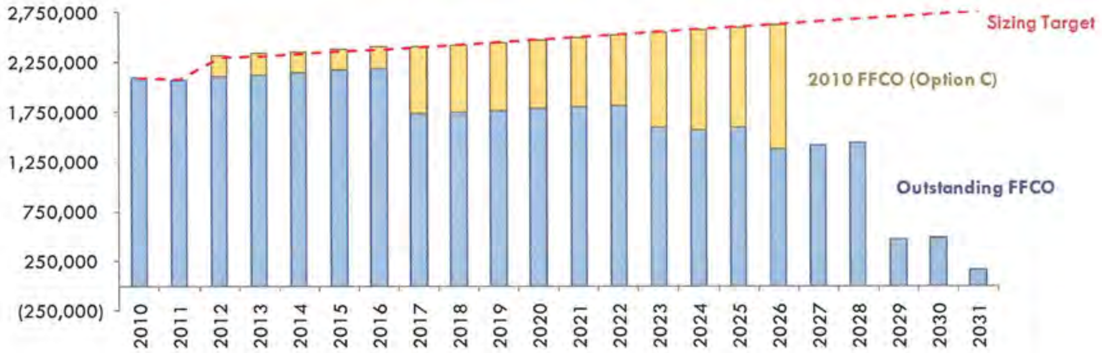
Full Faith and Credit Obligations, Series 2010: Option C (Market Conditions as of April 26, 2010)

Tax Exempt Series A

Period Ending	Principal	Interest	Compounded Interest	Debt Service	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	27,744	-	27,744	27,744	-
6/30/2012	-	28,950	-	28,950	608	28,342
6/30/2013	-	28,950	-	28,950	-	28,950
6/30/2014	-	28,950	-	28,950	-	28,950
6/30/2015	-	28,950	-	28,950	-	28,950
6/30/2016	-	28,950	-	28,950	-	28,950
6/30/2017	460,000	28,950	-	488,950	-	488,950
6/30/2018	400,000	14,000	-	414,000	-	414,000
Total	**$ 860,000**	**$ 215,444**	**$ -**	**$ 1,075,444**	**$ 28,352**	**$ 1,047,092**

RZEDB Taxable Series B

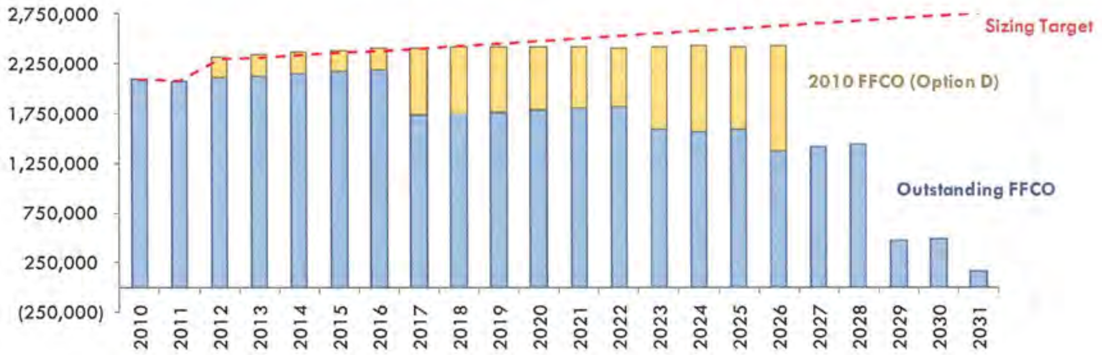
Period Ending	Principal	Gross Interest	Debt Service	Less: RZEDB Direct Subsidy	Debt Service Net of RZEDB Direct Payment	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	318,597	318,597	143,369	175,228	175,228	-
6/30/2012	-	332,449	332,449	149,602	182,847	3,813	179,034
6/30/2013	-	332,449	332,449	149,602	182,847	-	182,847
6/30/2014	-	332,449	332,449	149,602	182,847	-	182,847
6/30/2015	-	332,449	332,449	149,602	182,847	-	182,847
6/30/2016	-	332,449	332,449	149,602	182,847	-	182,847
6/30/2017	-	332,449	332,449	149,602	182,847	-	182,847
6/30/2018	85,000	332,449	417,449	149,602	267,847	-	267,847
6/30/2019	510,000	328,817	838,817	147,968	690,850	-	690,850
6/30/2020	525,000	305,543	830,543	137,494	693,049	-	693,049
6/30/2021	540,000	279,961	819,961	125,982	693,979	-	693,979
6/30/2022	575,000	252,372	827,372	113,567	713,805	-	713,805
6/30/2023	825,000	222,472	1,047,472	100,112	947,360	-	947,360
6/30/2024	910,000	176,572	1,086,572	79,457	1,007,115	-	1,007,115
6/30/2025	935,000	124,950	1,059,950	56,228	1,003,723	-	1,003,723
6/30/2026	1,210,000	71,060	1,281,060	31,977	1,249,083	-	1,249,083
Total	**$ 6,115,000**	**$ 4,407,487**	**$ 10,522,487**	**$ 1,983,369**	**$ 8,539,118**	**$ 179,041**	**$ 8,360,077**



Full Faith and Credit Obligations, Series 2010: Option D
(Market Conditions as of April 26, 2010)

Tax Exempt Series A					
Period Ending	Principal	Interest	Debt Service	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	27,732	27,732	27,732	-
6/30/2012	-	28,938	28,938	608	28,330
6/30/2013	-	28,938	28,938	-	28,938
6/30/2014	-	28,938	28,938	-	28,938
6/30/2015	-	28,938	28,938	-	28,938
6/30/2016	-	28,938	28,938	-	28,938
6/30/2017	465,000	28,938	493,938	-	493,938
6/30/2018	395,000	13,825	408,825	-	408,825
Total	$ 860,000	$ 215,182	$ 1,075,182	$ 28,340	$ 1,046,842

RZEDB Taxable Series B							
Period Ending	Principal	Gross Interest	Debt Service	Less: RZEDB Direct Subsidy	Debt Service Net of RZEDB Direct Payment	Less Capitalized Interest Fund Contributions	Net Debt Service
6/30/2011	-	322,874	322,874	145,293	177,581	177,581	-
6/30/2012	-	336,912	336,912	151,610	185,302	3,920	181,381
6/30/2013	-	336,912	336,912	151,610	185,302	-	185,302
6/30/2014	-	336,912	336,912	151,610	185,302	-	185,302
6/30/2015	-	336,912	336,912	151,610	185,302	-	185,302
6/30/2016	-	336,912	336,912	151,610	185,302	-	185,302
6/30/2017	-	336,912	336,912	151,610	185,302	-	185,302
6/30/2018	80,000	336,912	416,912	151,610	265,302	-	265,302
6/30/2019	475,000	333,494	808,494	150,072	658,422	-	658,422
6/30/2020	465,000	311,816	776,816	140,317	636,499	-	636,499
6/30/2021	455,000	289,158	744,158	130,121	614,037	-	614,037
6/30/2022	455,000	265,912	720,912	119,660	601,252	-	601,252
6/30/2023	690,000	242,252	932,252	109,013	823,239	-	823,239
6/30/2024	750,000	203,863	953,863	91,738	862,125	-	862,125
6/30/2025	740,000	161,317	901,317	72,593	828,725	-	828,725
6/30/2026	995,000	118,666	1,113,666	53,400	1,060,267	-	1,060,267
6/30/2027	1,010,000	60,233	1,070,233	27,105	1,043,128	-	1,043,128
Total	$ 6,115,000	$ 4,667,967	$ 10,782,967	$ 2,100,585	$ 8,682,382	$ 181,501	$ 8,500,881



Learning Outcomes Comparison Chart

May 1, 2007

Several tools are available to assess student learning outcomes. The general education outcomes assessment tools provided by the main test providers include:

- **CAAP -** The **Collegiate Assessment of Academic Proficiency (CAAP)** is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to ***assess***, ***evaluate***, and ***enhance*** the outcomes of their general education programs.

- **CLA – Collegiate Learning Assessment**

About the CLA Measures

The CLA focuses on a set of common areas that comprise what is central to most notions of collegiate education. These areas are:

- **critical thinking**
- **analytic reasoning**
- **written communication**

MAPP - Measure of Academic Proficiency and Progress

The Measure of Academic Proficiency and Progress (MAPP) test is a measure of college-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences.

Assessment Area	Assessment Tool			
	CAAP	CLA	MAPP	GOAL
Learning Outcome				
Communication	X	X	X	X = Pilot
Computation	X		X	X = Pilot
Analytical Thinking	X	X	X	X = Pilot
Global				

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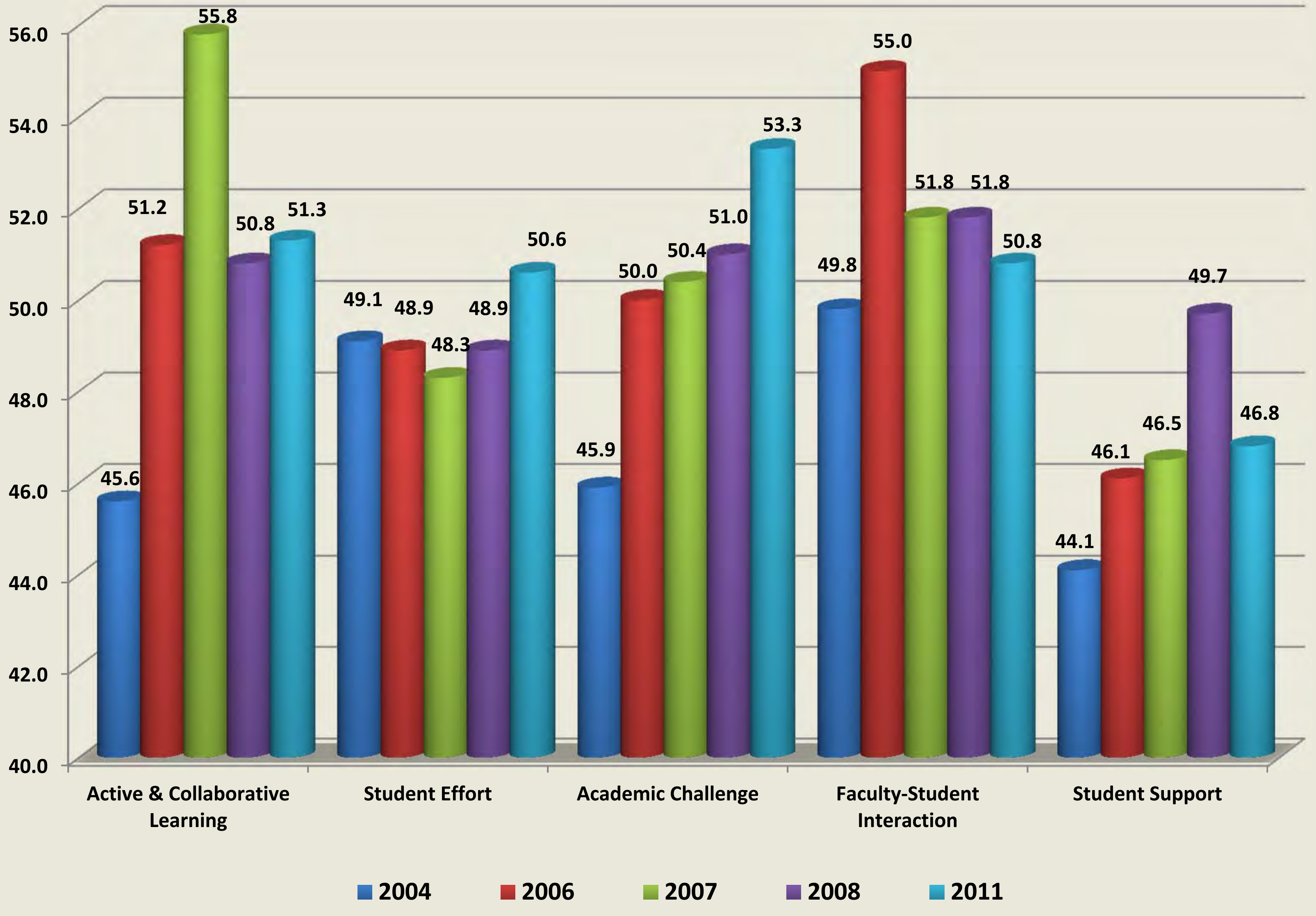
Assessment Area	Assessment Tool			
	CAAP	CLA	MAPP	GOAL
Discipline Content				X = Pilot
Associated Assessment Areas				
Placement Test – COMPASS and ASSET	X			
Reading	X		X	
Writing Essay	X			
Science	X			
Comparative Data	X – SAT / ACT		Academic Profile	
Assessment Tool Specifics				
Company	ACT	CAE	ETS	CAI
Module	X		X	
Assessment Length - Standard	40 minutes per module	90 minutes	2 hours / may be taken in 2 60 minute sessions	
Assessment Alternative – Abbreviated			40 minutes	
Online or Paper	Paper	Online	Both	
Additional Local Questions	X		X	
Aggregate Group Data	X	X	X – Both Versions	
Area Group Data	X		X - Standard	
Pricing - Standard	$18.55 – 3 modules		$15.50 per test	
Pricing - Abbreviated			$13.50 per test	
Reports - Standard	3 reports included			
Scaled Scores/Nationally Normed	X		X	
Contact Information	CAAP	CLA	MAPP	

CCSSE Southwestern Benchmark Comparison