

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
March 4, 2015
Sylvania, CC, Conference Rm B

Information Items from the Curriculum Office:
(These items do not require curriculum committee recommendation)

Experimental Courses:

NA

Course Inactivation:

NA

Available Grading Option:

NA

Curricular item from Oregon Coast Community College (see attached at end of agenda)

NUR 102 – Certified Nursing Assistant Level 2 – title, description, outcomes

Directions for accessing Courseleaf: Log into MyPCC, open the electronic approval queue link. You can also copy and paste this link directly into the Course Management window.
https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum_Chair

AM 201: Auto Shop Lab I

AM 202: Auto Shop Lab II

AM 203: Auto Shop Lab III

CAS 206: Principles of HTML and CSS

CAS 215: Intermediate CSS and Preprocessors

CIS 179: Data Communication Concepts I

CS 162: Computer Science II

ED 214: Practicum: Outdoor School

EMS 116: Emergency Medical Services Rescue

HST 218: American Indian History

HST 278: Russian History I

HST 297: Special Studies: History

ITP 180: Field Experience

LAT 264: Landscape Estimating and Bidding

MLT 115: Clinical Laboratory Math

PE 181E: Circuit Interval Training 2

PE 182P: Pilates I

PE 182Q: Self-Paced Fitness

PE 182W: Physical Activity for Weight Control

PE 183N: Racquet Sports

PE 184E: Intermediate Skiing – Alpine

PE 185B: Intermediate Basketball

SPA 271A: Readings in Spanish Literature (Women Writers)

Discussion Items:

Approval of February 18 discussion minutes

Equivalent courses/Mutually exclusive course/Cross-listed courses (see attached document)

Review of current draft document of style guide

Possible optional field for ‘date last revised’ for course outcomes (if time)

Review of guidelines for reading outcomes (if time)

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- course number
- title
- description (include requisites)
- outcomes
- prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	OCCC Nursing	Submitter name	Linda Mollino
		Phone	541-867-8513
		Email	lmollino@occc.cc.or.us
Current prefix and number	NUR 102	Proposed prefix and number	NUR 102
Current course title	Certified Nursing Assistant level 2	Proposed title (60 characters max)	Certified Nursing Assistant Level 2
# Credits	6	Proposed transcript title (30 characters max)	Nursing Assistant Level 2
Reason for title change	Required curriculum changes from the Oregon State Board of Nursing		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers knowledge and skills necessary for a Certified Nursing Assistant 2 to work in an acute-care facility. This course meets the Oregon State Board of Nursing (OSBN) requirements for the Certified Nursing Assistant 2 registry.	Covers knowledge and skills necessary for a Certified Nursing Assistant Level 2 to work in a variety of healthcare environments including acute care environments, This course meets the Oregon State Board of Nursing (OSBN) requirements for the Certified Nursing Assistant 2 registry.

Reason for change	Required curriculum changes from the Oregon State Board of Nursing (OSBN). The OSBN has now revised the curriculum for certified nursing assistant programs. The Level 2 course is now required to have content covering acute, restorative and dementia components thus increasing the required hours for certification.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Communicate effectively with patients and the health care team using therapeutic and professional communication techniques in the clinical setting. 2. Recognize and report normal and abnormal patterns in clinical findings and behaviors of clients to members of the health care team. 3. Provide care through adherence to clients’ plan of care through taking action within designated responsibilities and as directed by the Registered Nurse. 4. Show evidence of emerging understanding of anatomy and physiology of body systems, treatments, symptoms including pain and their mutual relationships. 5. Apply proper use of diagnostic, safety, and therapeutic devices within the Nursing Assistant’s scope of care. 6. Distinguish between personal and professional values and legal/ethical responsibilities in practice. 	<ol style="list-style-type: none"> 1. Deliver healthcare with relevant cultural knowledge and communicate between people from culturally diverse backgrounds using therapeutic and professional communication techniques in the clinical setting. 2. Recognize and report normal and abnormal patterns in clinical findings and behaviors of clients to members of the health care team. 3. Provide care through adherence to clients’ plan of care through taking action within designated responsibilities and as directed by the Registered Nurse. 4. Demonstrate person-centered care by meeting the individual person’s needs, preferences and abilities. 5. Demonstrate proficiency in skills related to common disease processes and conditions that affect body system function and the person functional ability. 6. Apply proper use of diagnostic, safety, and therapeutic devices within the Nursing Assistant’s scope of care. 7. Distinguish between personal and professional values and legal/ethical responsibilities in practice.

Reason for change	Based on the curriculum changes instituted by the Oregon State Board of Nursing
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	
Proposed prerequisites, corequisites and concurrent	
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
<input type="checkbox"/> Placement into:	

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
OCCC SAC Chair (type name)	Email	Date
Linda Mollino	lmollino@occc.cc.or.us	2/12/2015
OCCC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Current Equivalent Courses

Definition: Current equivalent courses are identical courses offered under the auspices of two or more departments. The title, course description, course outcomes, prerequisite(s), and credit hours for two equivalent courses **are identical**. Course attributes such as CTE or LDC designation and applicability to General Education requirements **are also identical**.

- Equivalent courses are ***always cross-listed/co-scheduled*** – they are taught by the same instructor and meet in the same location and at the same time. Students may simply choose which designator under which they register.
- A student enrolling in the course a second time under the other designator will be subject to the course repeat policy.
- Such courses will be identified in the course description with the notation “**This course is also offered as XYZ ###; a student who enrolls in this course a second time under either designator will be subject to the course repeat policy**”.

Equivalency is a definitional term; sets of courses that have identical title, course description, outcomes, pre-reqs, and credit hours are by definition equivalent.

Generally, equivalency is used to allow students with different academic pathways/needs to enroll in the same course under different designators, and to allow for curriculum efficiencies between closely-related departments.

Examples

@ PCC: Many Dance and PE courses are equivalent to each other, for example D 150 Jazz Dance I is equivalent to PE 186F Jazz Dance I. A single instructor teaches both in the same room at the same time; students can enroll in either the PE or the D designator.

Historic Equivalent Courses

- Historic equivalent courses are pairs of courses, one active and one inactive, where the active course fills exactly the same role in the curriculum as the inactive course, and the content has been formally evaluated as sufficient to meet this purpose.
- The title, course description, course outcomes, prerequisite(s), and credit hours for historic equivalent courses may be different.
- Course attributes such as CTE or LDC designation and applicability to General Education requirements in general will be identical.
- A student who has previously taken the inactive course of a historic equivalent pair and who subsequently enrolls in the active course of the pair will be subject to the course repeat policy.

Mutually Exclusive Courses

Definition: Mutually exclusive courses are courses which are distinct, but whose content is so similar that the department(s) have determined that students who have taken one will be repeating the material if they take the other. Mutually exclusive courses may have similar characteristics, but the title, course description, and outcomes will **not** be identical.

- Course attributes such as CTE or LDC designation and applicability to General Education requirements **may or may not** be identical.
- Only one course of any set of mutually exclusive courses can be applied towards a degree or certificate requirement.
- Such courses are identified in the course description with the notation “**This course and course ABC XXX cover similar material and both cannot be applied to graduation requirements.**”

Mutually exclusive is a policy choice. Generally, Mutually Exclusive is used to prevent students from getting duplicative credit for essentially similar coursework. A college may set parameters that are more or less rigid regarding how “essentially similar” two courses must be to be designated “mutually exclusive”.

Examples

@ institutions which use this definition:

- A language course for heritage/native speakers and a parallel course for non-native speakers are designated as mutually exclusive; students who have taken one may not get credit in the language major/minor or towards graduation for the other
- A statistics course taught by the mathematics department and a statistics course taught by the education department are mutually exclusive
- A biology course for biology majors and a parallel biology course for physical science majors are mutually exclusive

Cross-listed/Co-scheduled Courses

Definition: Cross-listed/Co-scheduled courses are courses which may be taught at the same time and in the same location by a single instructor or instructional team.

- Cross-listing/Co-scheduling decisions are made on a term-by-term basis.
- **All** current equivalent courses are cross-listed/co-scheduled. However, cross-listing/co-scheduled courses **may or may not be** equivalent, **and may or may not be** mutually exclusive.

Examples

@ PCC:

- “Studio”/“Shop” courses, such as Welding, Art, etc.: A single instructor is in the classroom guiding students who are working individually on a variety of tools/machines/projects, towards different course credit/outcomes.
- “Group activity/Level” courses, such as ensemble Music, Dance, PE, etc.: A single instructor is in the classroom guiding students who are participating in a shared activity (playing an ensemble piece, dancing together, etc.) but who are at different levels of experience/expertise and working towards different course/credit outcomes based on their individual starting points.