

Curriculum Committee Meeting Agenda

Voting Committee Members

Pam Morse (Chair)

Kristen Booth

P.K. Hoffman

Katy Jablonski

Linnea Jaeger

Doris Jepson (Vice Chair)

Tom Lieurance

Emilie Miller

John Schoppert

Stephen Shwiff

Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

November 16, 2017 3:30 am – 5:00 pm

The Dalles Campus, room 3.218 (student services conference room)

Hood River Campus, room 1.209 (conference room)

Information items (no voting required):

1. Course Inactivations (NUR 60, NUR 110, NUR 111, NUR 112)

Business:

1. Approval of November 2, 2017 minutes ¹

Submissions ² (times are estimates):

1. Doris Jepson (3:35 – 4:35 pm)
 - a. NRS 110 Foundations of Nursing – Health Promotion (Contact Hour Change)
 - b. NRS 110 Foundations of Nursing – Health Promotion (Course Revision: out)
 - c. NRS 111 Foundations of Nursing in Chronic Illness I (Course Revision: des, req, out)
 - d. NRS 112 Foundations of Nursing in Acute Care I (Course Revision: des, req, out)
 - e. NRS 221 Nursing in Chronic Illness II and End-of-Life Care (Contact Hour Change)
 - f. NRS 221 Nursing in Chronic Illness II and End-of-Life Care (Course Revision: title, des, out)
 - g. NRS 222 Nursing in Acute Care II and End-of-Life Care (Contact Hour Change)
 - h. NRS 222 Nursing in Acute Care II and End-of-Life Care (Course Revision: title, des, req)
 - i. NRS 224 Integrative Practicum (Course Revision: out)
 - j. NRS 231 Clinical Pharmacology II (Course Revision: des)
 - k. NRS 232 Pathophysiological Processes I (Course Revision: des, out)
 - l. NRS 233 Pathophysiological Processes II (Course Revision: des, out)
 - m. Nursing SAAS (degree revision: terms, titles)
 - n. Practical Nursing (Certificate Suspension, Teach Out Plan, Termination Checklist)

Discussion Items:

1. Definitions of “In-Depth” and “Minimally” ³ (Kristen & P.K.: 4:35 – 4:55 pm)

Next Meeting: December 7, 2017

Attachments: ¹November 2, 2017 minutes; ²3 Contact Hour Changes, 9 Course Revision, 1 Degree Revision, 1 Certificate Suspension; ³Proposed Definition of In-depth and Minimally

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Course prefix and number	NUR 60	Course title	Nursing Success Strategies
Department	Nursing & Health Occupations	Submitter name: phone: email:	Doris Jepson 541-506-6140 Djepson@cgcc.edu
Reason for Inactivation	Changing to the Oregon Consortium for Nursing Education Curriculum; this course is not part of that curriculum.		

Section #2 Impact on other departments	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Will last be offered Summer 2017 – inactivate after that.

Section #3 Approval		
The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
Lorie Saito	lsaito@cgcc.edu	10.18.17
Department Director	Approved	Date
Doris Jepson	djepson@cgcc.edu	10.18.17

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us.
2. Print a hard copy and obtain signatures in Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.

Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Course prefix and number	NUR 110	Course title	Nursing I: Fundamentals of Nursing
Department	Nursing & Health Occupations	Submitter name: phone: email:	Doris Jepson 541-506-6140 Djepson@cgcc.edu
Reason for Inactivation	Changing to the Oregon Consortium for Nursing Education Curriculum; this course is not part of that curriculum.		

Section #2 Impact on other departments	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Will last be offered Fall 2017 –inactivate after that.

Section #3 Approval		
The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
Lorie Saito	lsaito@cgcc.edu	10.18.17
Department Director	Approved	Date
Doris Jepson	djepson@cgcc.edu	10.18.17

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us.
2. Print a hard copy and obtain signatures in Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.

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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Course prefix and number	NUR 111	Course title	Nursing II: Care Across the Lifespan
Department	Nursing & Health Occupations	Submitter name: phone: email:	Doris Jepson 541-506-6140 Djepson@cgcc.edu
Reason for Inactivation	Changing to the Oregon Consortium for Nursing Education Curriculum; this course is not part of that curriculum.		

Section #2 Impact on other departments	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Will last be offered Winter 2018–inactivate after that.

Section #3 Approval		
The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
Lorie Saito	lsaito@cgcc.edu	10.18.17
Department Director	Approved	Date
Doris Jepson	djepson@cgcc.edu	10.18.17

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us.
2. Print a hard copy and obtain signatures in Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.

Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Course prefix and number	NUR 112	Course title	Nursing III: Obstetrics & Chronic Healthcare
Department	Nursing & Health Occupations	Submitter name: phone: email:	Doris Jepson 541-506-6140 Djepson@cgcc.edu
Reason for Inactivation	Changing to the Oregon Consortium for Nursing Education Curriculum; this course is not part of that curriculum.		

Section #2 Impact on other departments	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	
Have you consulted with Department Chairs from other disciplines who may be using this course as part of a degree/certificate?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, provide details	N/A
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term: Will last be offered Spring 2018—inactivate after that.

Section #3 Approval		
The Department Chair and Department Director endorse this inactivation.		
Department Chair	Approved	Date
Lorie Saito	lsaito@cgcc.edu	10.18.17
Department Director	Approved	Date
Doris Jepson	djepson@cgcc.edu	10.18.17

Next steps:

1. Submit electronically to curriculum@cgcc.cc.or.us.
2. Print a hard copy and obtain signatures in Section #3 from Department Chair and Director.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.

Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Curriculum Committee Minutes

November 2, 2017

3:30pm – 5:00pm

Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)

PRESENT

Voting Committee Members

Pam Morse (Chair)
Kristen Booth
P.K. Hoffman

Linnea Jaeger
Doris Jepson (Vice Chair)
Tom Lieurance

Emilie Miller
John Schoppert

Non-Voting Committee Members

Susan Lewis (Curriculum)

Support Staff

Gail Gilliland (Curriculum)

Guests

Andrea Ware, Monica Pope

ABSENT

Voting Committee Members

Stephen Shwiff
Katy Jablonski

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order by Pam at 3:35pm	
Informational item: none		
Business		
	Motion: approve October 19, 2017 minutes as written	Motion: Linnea 2 nd : John Action: 7 in favor – 0 opposed – 0 abstentions

Submissions		
<p>CAS 105 Writing for the Web (New Course) Andrea Ware</p>	<p>In the description “accessibility” addresses ADA or universal design and “search engine” addresses web site accessibility.</p> <p>The description is brief due to the ever-changing nature of the field. However, the description does address all that needs to be covered in the course and allows for it not to need to be rewritten often over time.</p> <p>There was concern that “proof reading” is mentioned in the course content but was not addressed specifically in the outcomes. It was decided that Outcome #3 “Apply knowledge of grammar conventions” sufficiently implied the ability to proofread.</p> <p>It was questioned whether recommended WR 115 as a prerequisite was sufficient. Noted that this course does not require students to write essays. Web writing requires authors to effectively get to the point in a concise manner using simple sentence structure with headings and bulleted lists. Agreed that students would be able to be successful in this course without a writing prerequisite because the specific writing skills will be taught in the course.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Doris 2nd: Tom Action: 7 in favor – 0 opposed – 0 abstentions</p>
<p>Web Development (Certificate Revision: course work, credits) Andrea Ware</p>	<p>WR 227 was replaced with CAS 105 because WR 227 with a prerequisite of WR 121 adds hidden requirements. Additionally, WR 227 is over kill for this one-year certificate.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: John 2nd Kristen Action: 7 in favor – 0 opposed – 0 abstentions</p>
<p>CIS 120 Computer Concepts I (Course revision: requisites, description, outcomes) Andrea Ware</p>	<p>Description and Outcome #4 revised to resolve confusion around the OER language in both.</p> <p>There was brief discussion regarding how a student would know if they had the recommended skills (basic computer skills equivalent to CAS 133 or BA 131) for entering the course. The committee was satisfied that the student could look in the catalog to find the description of CAS 133 and/or BA 131 in order to understand the skills that those courses represent.</p>	<p>Motion: Doris 2nd: Emily Action: 7 in favor – 0 opposed – 0 abstentions</p>

	<p>Susan noted that this course is currently listed as an LDC course; however, since it lost its Gen Ed designation, it makes more sense that it be considered a CTE course and be pulled from the LDC list. In the future the CC will discuss removing it and CIS 121 and 122 from the LDC list.</p> <p>Future Agenda Item: Designation of CIS 120, 121 and 122 as CTE rather than LDC.</p> <p>Motion: approve with following revisions</p> <p>Description: Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes Open Educational Resources (OER) and key applications, such as word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment. Recommended: placement into WR 115, RD 115 and MTH 20; basic computer skills equivalent to CAS 133 or BA 131. Audit available.</p> <p>Outcome #4: Introduces computing fundamentals from older, mature technologies through recent and emerging technologies. Utilizes Open Educational Resources (OER) and key applications, such as Open Educational Resources (OER), word processing, spread sheet, database, and presentation software, to solve realistic problems. Explores the benefits and risks of the online environment. Recommended: placement into WR 115, RD 115 and MTH 20; basic computer skills equivalent to CAS 133 or BA 131. Audit available.</p>	
<p>CAS 107 Basic Spreadsheets (New Course) Andrea Ware</p>	<p>Extensive discussion ensued regarding the need for a new “Basic Spreadsheets” course when we already have a “Beginning” and an “Intermediate” course. Concerns included:</p> <ul style="list-style-type: none"> • Insertion of a "pre-beginning" course confusing students who would expect that a "Beginning Spreadsheets" course would start at the "beginning." • Repetition of outcome and content language from CAS 170 indicating that instruction would be covering the same material • Lack of clarity regarding whether this course is meant to be a prerequisite to CAS 170; placement in Spreadsheet Support certificate seems to indicate this. 	<p>Motion: Tom 2nd: Kristen Action: 7 in favor – 0 opposed – 0 abstentions</p>

	<ul style="list-style-type: none">• The current direction in curriculum/program development is to make every effort to shorten pathways for students. For example, math sequencing has been developed to shorten the pathway for students through developmental math. The addition of another credit of spreadsheets was of concern, especially as it appeared to repeat content from another course.• The committee appreciated that there is an issue that is trying to be solved; however, the members have concern that this is not the appropriate solution. Some other possible solutions to consider may be:<ul style="list-style-type: none">○ If the issue is that students do not have the appropriate math skills upon entry, then revising the course prerequisites may be what is needed. Instead of having recommended placement into MTH 20, have a prerequisite of MTH 20. This would be two steps up in the MTH requirement.○ If there is too much content to be covered in CAS 170, a credit could be added to it. The committee is somewhat hesitant to suggest this as this still results in an additional credit that students will have to pay for; however, it does resolve the issue of having an introductory course to a beginning course○ Adjust the contact hours of CAS 170 to 60 hours of Lec/Lab rather than 40 hours of Lec/Lab and 10 hours of Lecture. This would provide 10 additional hours of directed contact with students.○ Review the series of spreadsheet courses (CAS 170 and 270) to determine if content is appropriately spread across the two levels. Check to see that content hasn't expanded beyond the intermediate level resulting in a need to elevate the requirements of the beginning course. Instead of a pre-beginning course, an advanced course may be needed.○ If the course is meant to be a shortened version of CAS 170 so that students who only want a taste of spreadsheets have a one credit option, it then becomes problematic that the course is placed in the Spreadsheet Support certificate as a requirement. It would be difficult to find an appropriate certificate/degree in which to	
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	<p>include this course. The thought then may be that it is actually more of a community ed course rather than a credit course.</p> <p>Andrea explained that PCC has this same course. The purpose and need for this course is to bring students up to speed to be prepared with mathematical concepts prior to taking CAS 170.</p> <p>It was concluded that more information needs to be gathered for further discussion regarding this course.</p> <p>Andrea will take this back to Eric with the suggestion of teaching the concepts from CAS 107 in the beginning of CAS 170 and possibly changing the prerequisites. Another possibility could be to add another credit or reconsider the clock hours to CAS 170 with the changes.</p> <p>It was suggested that it could be helpful if Eric were able to be present if the course is to come forward again.</p> <p style="text-align: center;">Motion: postpone decision on CAS 107 pending resolution of committee concerns</p>	
<p>Spreadsheet Support (Certificate Revision: course work, credits) Andrea Ware</p>	<p>Andrea officially withdrew the Spreadsheet Support Certificate revision submission.</p>	
Discussion Items		
<p>1. Next steps for updating CLO information in CCOGs</p>	<p>Susan is on the IC agenda tomorrow and will present the new Gen Ed requirements and next steps for updating CLO information in the CCOGs.</p> <p>Responding to October 19th CC meeting questions, Susan informed the committee that she will be the responsible person for coordinating the steps in the plan. Susan will be responsible for #1, notifying the Department Chairs. #2 will be the responsibility of the Department Chairs to notify their own faculty. This process will proceed similarly to how IICA was carried out. The Curriculum Office will make a schedule in collaboration with the Department Chairs.</p>	

	<p>There are around 170 classes that need to be addressed. There are 9 courses that do not meet Gen Ed status under the new requirements. 5 additional classes need to complete Gen Ed Requests because the CO does not have information on how they address the CLOs (early CC requirements made it possible that some courses did not need to complete Gen Ed Requests for initial approval). All Gen Ed designated courses with need to be submitted in order to have responses to the new Quantitative Literacy CLO.</p> <p>To help faculty/Dept Chairs complete the abbreviated Gen Ed Request form, Susan will provide the most recent Gen Ed Request responses for each course to the respective Department Chair. In many cases, no changes will be required to CLOs 1, 2, 4 & 5. The submitter will be able to copy and paste the previous response. A new response will be required for CLO #3; however, many courses will be responding that it is not addressed. Some courses will need to update responses to CLOs 1, 2, 4 and/or 5 in order to meet new requirements.</p>	
	Pam 4:20-4:25pm	
2. Abbreviated Gen Ed Request form	<p>Susan presented the abbreviated Gen Ed Request form to the CC.</p> <p>It was suggested that the “minimally” check box for CLO #1 and #2 should be removed since it was mandatory that they be both addressed “in-depth”. Susan will remove these checkboxes.</p> <p>Action Item: Susan will remove the “minimally” check box from CLO #1 and #2.</p>	
	Pam 4:25 – 4:40pm	
3. Definitions of “In-Depth” and “Minimally”	<p>The first 2 CLOs are In-depth only. All others are either In-depth, Minimal or N/A</p> <p>In depth could mean that it is done all the time, it is consistently brought up in class on a weekly basis or every other week.</p> <p>Minimally would suggest that it is just touched on infrequently, only once or twice a term. However, all course outcomes should be covered in-depth. Therefore, “minimally” could also mean that the CLO is addressed a little less but still thoroughly.</p> <p>A subcommittee was formed to craft an initial definition for “in-depth” and “minimally.” Kristen and PK volunteered. Requested that Susan help get them started.</p>	

	Action item: Kristen and PK will meet with Susan before next CC meeting.	
	Pam 4:40 – 4:55pm	
<p>4. Format (by outcome or concepts/skills) and robustness of “content” section on CCOG</p> <p>CCOG Examples of Content by:</p> <p>a. Theme/concepts/skills: BI 211 and Ath 101</p> <p>b. Outcomes: ENG 201</p> <p>c. Less robust content: ENG 237, CH121 and ENG 214</p>	<p>Initiated discussion regarding format and robustness of CCOG Content description. Format options include organization by outcomes, skills, themes, concepts.</p> <p>The purpose of the Content is to provide faculty (particularly new faculty) with:</p> <ul style="list-style-type: none"> • A description of the required content to be covered in the course • Guidance/support for the development of course lessons, assignments, etc. • Guidance/support for ensuring that course outcomes are addressed <p>The discussion of format is linked with the discussion of robustness and adequacy of Content description.</p> <p>Insufficient time for discussion item. Will table for future meeting.</p>	
Adjourn: 5:00pm	Tom moves, PK seconds 7 yes	
Next Meeting: November 16, 2017 3:30pm – 5:00pm Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		

Columbia Gorge Community College

Contact and/or Credit Hour Change

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department	Nursing & Health Occupations	Submitter name: Phone: Email:	Doris Jepson 541-506-6140 djepson@cgcc.edu
Course prefix and number	NRS 110	Course title	Foundations of Nursing – Health Promotion
Contact and Credit Hours <ul style="list-style-type: none"> 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr 			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	50	Lecture	40
Lab	120	Lab	150
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	17	Total weekly contact hours	19
Total credits	9	Total credits	9
Reason for change:	As we are developing courses for the OCNE curriculum rollout in Fall 2018, we are finding that the Consortium allows for some variance in how the 9 credit hours are distributed. We believe that this change in hours and types of hours will better fit the model being developed for our curriculum engaging students in more clinical hands-on application rather than lecture.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with Department Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	Not applicable.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term - summer 2018	

Section #2 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.23.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.23.17

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 110	Proposed prefix and number	No change.
Current course title	Foundations of Nursing – Health Promotion	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	No change.

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the learner to the framework of the Oregon Consortium for Nursing Education (OCNE) curriculum. Emphasizes health promotion across the life span and includes learning about self-health as well as patient health practices. Promotes accessing research evidence about healthy lifestyle patterns and risk factors for disease/illness; applying growth and development theory; interviewing patients in a culturally sensitive manner; working as members of a multidisciplinary team giving and receiving feedback about performance; and using reflective thinking about their practice as nursing students. Studies populations including: children, adults, older adults, and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills. Prerequisites: formal admission into the CGCC AAS Nursing Program.	No change.
Reason for change	

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), not in the classroom outcomes. Three to six outcomes are recommended. See the Writing Learning Outcomes guidelines on the curriculum office webpage for more guidance.	
Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns family functioning.	1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns family functioning.
2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient’s health behavior change.	2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient’s health behavior change.
3. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.	3. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.
4. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data.	4. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data.
5. Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.	5. Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.
6. Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.	6. Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.
7. Demonstrate use of effective learning strategies in a performance-based curriculum.	7. Demonstrate use of effective learning strategies in a performance-based curriculum.
8. Demonstrate use of the importance of fulfilling commitments to the team in completing assignments.	8. Demonstrate the importance of fulfilling commitments to the team by timely completion of assignments.
9. Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.	9. Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.
Reason for change	Updated to match revised outcomes from OCNE Consortium.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

Section #2 Impact on Other Departments

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Please provide details, who was contacted and the resolution.

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term (summer 2018)

Allow 4-6 months to complete the approval process before scheduling the course.

Section #3 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 111	Proposed prefix and number	No change.
Current course title	Foundations of Nursing in Chronic Illness I	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	No change.

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in major multiple ethnic groups. Explores the patient's and family's "lived experience" of the condition. Includes use of clinical practice guidelines and research evidence to guide clinical judgments in care of individuals with chronic conditions. Explores multidisciplinary team roles and responsibilities in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Examines cultural, ethical, legal and health care delivery issues-through case	Introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in major multiple ethnic groups. Explores the patient's and family's "lived experience" of the condition. Includes use of clinical practice guidelines and research evidence to guide clinical judgments in care of individuals with chronic conditions. Explores multidisciplinary team roles and responsibilities in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Examines cultural, ethical, legal and health care delivery issues-through case

scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. Includes classroom and clinical learning experiences. Prerequisites: NRS 110.	scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. Includes classroom and clinical learning experiences. Prerequisites: NRS 110, NRS 232 .
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Reason for change	Update to match revised prerequisites. Successful course completion of both courses is needed to be successful in NRS 111.
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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), not in the classroom outcomes. Three to six outcomes are recommended. See the [Writing Learning Outcomes](#) guidelines on the curriculum office webpage for more guidance.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Conduct a health assessment that is family-centered and both developmentally and culturally appropriate, interpret and use the resulting health data.	1. Conduct a health assessment that is patient-and family-centered and both developmentally and culturally appropriate, interpret, and use the resulting health data.
2. Provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness.	2. Provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness.
3. Develop and implement a family-centered plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient’s perspective and illness experience within the framework of exacerbation, trajectory, and plateau.	3. Develop and implement a patient-centered and family-oriented plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient’s perspective and illness experience within the framework of exacerbation, trajectory, and plateau.
4. Apply ANA Code of Ethics in the care of persons with a chronic illness or disability.	4. Apply ANA Code of Ethics and nursing values in the care of persons with a chronic illness or disability.
5. Identify roles and functions of members of the health care team in order to provide care for the chronically ill.	5. Identify roles and functions of members of the health care team in order to provide care for the chronically ill.
6. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.	6. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
7. Recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.	7. Recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.

Reason for change	Updated to match revised outcomes from OCNE Consortium.
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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

requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number: NRS 110	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number: NRS 110	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: NRS 232	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

Section #2 Impact on Other Departments

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Please provide details, who was contacted and the resolution.

Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)
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Allow 4-6 months to complete the approval process before scheduling the course.

Section #3 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

- NEXT STEPS:**
1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 112	Proposed prefix and number	No change.
Current course title	Foundations of Nursing in Acute Care I	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span who require acute care, including normal childbirth. Considers disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences. Prerequisites: NRS 110.	Introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span who require acute care, including normal childbirth. Considers disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences. Prerequisites: NRS 111, NRS 230, NRS 233.
Reason for change	Update to match revised prerequisites. Successful course completion of these courses is needed to be successful in NRS 112.

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), not in the classroom outcomes. Three to six outcomes are recommended. See the Writing Learning Outcomes guidelines on the curriculum office webpage for more guidance.	
Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patients response to acute conditions/processes.	1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes.
2. Develop plans of care that are family-centered, developmentally and culturally appropriate, using evidence including clinical guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes.	2. Develop plans of care that are family/patient-centered , developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes.
3. Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings.	3. Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings.
4. Apply ANA Code of Ethics to care of patients with acute conditions/processes.	4. Apply ANA Code of Ethics and nursing values to care of patients.
5. Use therapeutic communication skills in the development of therapeutic relationships with patient and families.	5. Use therapeutic communication skills in the development of relationships with patients, families, & the care team.
6. Identify roles and interact appropriately with members of the health care team involved in providing care to patients with acute conditions/processes and their families.	6. Identify roles of the nurse within the healthcare team as well as roles of all members of the healthcare team, patients, and families.
7. Discuss need for delegation of patient care with experienced nurses.	7. Discuss need for delegation of patient care with experienced nurses.
	8. Demonstrate professional behaviors in all interactions with members of the healthcare team, including peers, faculty, and staff.
Reason for change	Updated to match revised outcomes from OCNE Consortium.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.	
Current prerequisites, corequisites and concurrent (if no change, leave blank)	
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.	

Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: NRS 110	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: NRS 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: NRS 230	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: NRS 233	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)
Allow 4-6 months to complete the approval process before scheduling the course.	

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Contact and/or Credit Hour Change

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department	Nursing & Health Occupations	Submitter name: Phone: Email:	Doris Jepson 541-506-6140 djepson@cgcc.edu
Course prefix and number	NRS 221	Course title	Nursing in Chronic Illness II and End-of-Life Care
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	50	Lecture	40
Lab	120	Lab	150
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	17	Total weekly contact hours	19
Total credits	9	Total credits	9
Reason for change:	As we are developing courses for the OCNE curriculum rollout in Fall 2018, we are finding that the Consortium allows for some variance in how the 9 credit hours are distributed. We believe that this change in hours and types of hours will better fit the model being developed for our curriculum.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with Department Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	Not applicable.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term (summer 2018)	

Section #2 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 221	Proposed prefix and number	No change.
Current course title	Nursing in Chronic Illness II and End of Life	Proposed title (60 characters max)	Nursing in Chronic Illness II and End-of-Life Care
Reason for title change	To match revision made by OCNE Consortium since this course was submitted here.	Proposed transcript title (30 characters max)	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Builds on NRS 111 Foundations of Nursing in Chronic Illness I. Expands the student's knowledge related to family care giving, symptom management and end of life concepts. Focuses on these concepts as a basis for nursing interventions with patients and families. Explores ethical issues related to advocacy, self-determination, and autonomy. Develops complex skills associated with the assessment and management of concurrent illnesses and conditions within the context of patient and family preferences and needs. Explores skills related to enhancing communication and collaboration as a member of an interdisciplinary team are. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities	Builds on NRS 111 Foundations of Nursing in Chronic Illness I. Expands the student's knowledge related to family care giving, symptom management and end of life concepts. Focuses on these concepts as a basis for nursing interventions with patients and families. Explores ethical issues related to advocacy, self-determination, and autonomy. Develops complex skills associated with the assessment and management of concurrent illnesses and conditions within the context of patient and family preferences and needs. Explores skills related to enhancing communication and collaboration as a member of an interprofessional team and across health care settings . Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and

affecting functional status and family relationships. Includes classroom and clinical learning experiences. Prerequisites: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.	disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences. Prerequisites: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.
Reason for change	Updated to match revised course description from OCNE Consortium.

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), not in the classroom outcomes. Three to six outcomes are recommended. See the [Writing Learning Outcomes](#) guidelines on the curriculum office webpage for more guidance.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate and interpret health data collected.	1. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, and interpret health data.
2. Apply evidence-based nursing practices in support of patient and family in self health care management across the lifespan.	2. Apply evidence-based nursing practices in support of patient and family in self-health care management across the lifespan.
3. Incorporate measures to enhance quality of life in the plan of care by: facilitating patient in developing their personal definition of quality of life; and addressing patient needs for preparedness and predictability.	3. Incorporate measures to enhance quality of life in the plan of care by: facilitating patient in developing their personal definition of quality of life; and addressing patient needs for preparedness and predictability.
4. Identify and use community resources to provide support for patient and family caregiving.	4. Identify and use community resources to provide support for the patient and family caregiving.
5. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g. schools, day care, adult foster care, etc.) by: negotiating with others to modify care; and advocating for patients.	5. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g., schools, day care, adult foster care, etc.) by negotiating with others to modify care; and advocating for patients.
6. Utilize nursing and interprofessional based-knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions at the end of life.	6. Utilize nursing- and interprofessional-based knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions at the end of life.
7. Analyze the impact of health care delivery system issues, policy and financing on individual and family health care needs for chronic illness and end of life care.	7. Analyze the impact of health care delivery system issues, policy and financing on individual and family health care needs for chronic illness and end of life care.

Reason for change	Updated outcomes from OCNE Consortium revision completed this past academic year.
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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 requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out

of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Yes No

If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.

Section #2 Impact on Other Departments

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates? Yes No

Please provide details, who was contacted and the resolution.

Implementation term	<input type="checkbox"/> Next available term after approval
	<input checked="" type="checkbox"/> Specify term (summer 2018)

Allow 4-6 months to complete the approval process before scheduling the course.

Section #3 Department Review

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.

Columbia Gorge Community College

Contact and/or Credit Hour Change

(Double click on check boxes to activate dialog box)

Section #1 General Information			
Department	Nursing & Health Occupations	Submitter name: Phone: Email:	Doris Jepson 541-506-6140 djepson@cgcc.edu
Course prefix and number	NRS 222	Course title	Nursing in Acute Care II and End-of-Life Care
Contact and Credit Hours • 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr • 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr • 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr			
Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	50	Lecture	40
Lab	120	Lab	150
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	17	Total weekly contact hours	19
Total credits	9	Total credits	9
Reason for change:	As we are developing courses for the OCNE curriculum rollout in Fall 2018, we are finding that the Consortium allows for some variance in how the 9 credit hours are distributed. We believe that this change in hours and types of hours will better fit the model being developed for our curriculum.		
LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.		
IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, complete a degree/certificate change form located on the curriculum website.		
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?			

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with Department Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	Not applicable.
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term (summer 2018)	

Section #2 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
<input type="checkbox"/> Course number <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Prerequisites and co-requisites <input type="checkbox"/> Outcomes

Section #1 General Information

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson 541-506-6140 djepson@cgcc.edu
Current prefix and number	NRS 222	Proposed prefix and number	No change.
Current course title	Nursing in Acute Care II and End-of-Life	Proposed title (60 characters max)	Nursing in Acute Care II and End-of-Life Care
Reason for title change	To match revision made by OCNE Consortium since this course was submitted here.	Proposed transcript title (30 characters max)	No change

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Builds on NRS 112 Foundations of Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death, and require strong observational and rapid decision making skills. Uses evidence base to support appropriate focused assessments, and effective, efficient nursing interventions. Integrates life span and developmental factors, cultural variables, and legal aspects of care to frame the ethical decision-making employed in patient choices for treatment or palliative care with an acute trajectory. Utilizes case scenarios that incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for	Builds on NRS 112 Foundations of Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death, and require strong noticing and rapid decision making skills. Uses evidence base to support appropriate focused assessments, and effective, efficient nursing interventions. Integrates life span and developmental factors, cultural variables, and legal aspects of care to frame the ethical decision-making employed in patient choices for treatment or palliative care for disorders with an acute trajectory. Utilizes case scenarios that incorporate prioritizing care needs, delegation and

<p>either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. Prerequisite: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.</p>	<p>supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. Prerequisite: NRS 221.</p>
<p>Reason for change</p>	<p>Change word to what is in OCNE Consortium approved course description. The word “noticing” is one of 4 foundational principles in the OCNE Clinical Judgment Model developed by one of the founders, Dr. Chris Tanner. Its use is discussed in the article, “Thinking Like a Nurse: A Research-Based Model of Clinical Judgment in Nursing.” To update to match revised prerequisites.</p>

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), not in the classroom outcomes. Three to six outcomes are recommended. See the [Writing Learning Outcomes](#) guidelines on the curriculum office webpage for more guidance.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Conduct evidence-based assessment, using age, and developmentally and culturally appropriate communication skills.	No change to any outcomes.
2. Develop and use evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of patient and family.	
3. Collaborate with health care team members to provide comfort and symptom management.	
4. Develop discharge plans in collaboration with patient, family, health care team members, and service providing agencies.	
5. Reflect on experiences in caring for patients with acute conditions.	

Reason for change	
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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 requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)

Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121

Placement into:

prefix & number: Completion of first year of the OCNE Nursing curriculum or admission by advanced placement.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: NRS 221	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)
Allow 4-6 months to complete the approval process before scheduling the course.	

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 224	Proposed prefix and number	No change.
Current course title	Integrative Practicum	Proposed title (60 characters max)	No change
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Formalizes the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Provides Faculty/Clinical Teaching Associate/Student Triad Model context that allows the student to experience the nursing role in a selected setting, balancing demands of professional nursing and lifelong learner. Incorporates analysis and reflection throughout the clinical experience to provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience. Prerequisites: NRS 221, NRS 222.	No change.

Reason for change	
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<p>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), not in the classroom outcomes. Three to six outcomes are recommended. See the Writing Learning Outcomes guidelines on the curriculum office webpage for more guidance.</p>			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
1. Make sound clinical judgments based on an increasingly complex knowledge base and experience in care selected populations.		1. Make sound clinical judgments based on an increasingly complex knowledge base, best practice evidence , and experience in care of selected populations.	
2. Set priorities in the provision of care with attention to patient needs and available resources.		2. Set priorities in the provision of care with attention to patient needs and preferences , available resources and ethical aspects of patient care .	
3. Practice self-reflection and self-analysis and identify areas for improvement.		3. Practice self-reflection and self-analysis to identify areas for improvement.	
4. Advocate for inclusion of patient/family uniqueness in all aspects of care.		4. Advocate for and provide individualized care for patients and families .	
5. Regularly evaluate and augment own leadership in collaboration with interprofessional and team situations in the selected population.		5. Evaluate and improve own leadership skills through collaboration with the health care team .	
6. Delegate to and evaluate others ensuring that the task is within their scope of practice.		6. Delegate or assign responsibilities appropriately, taking into consideration the other’s scope of practice or training .	
7. Integrate concepts of resource utilization, quality improvement and systems to enhance care delivery.		7. Integrate concepts of resource utilization, quality improvement, and systems to enhance care delivery across the continuum of care .	
8. Articulate a vision of nursing practice to exemplify quality of care.		8. Articulate a personal view of nursing practice that exemplifies quality and safety in care .	
9. Demonstrate competent performance when evaluated against national standards and criteria.		9. Demonstrate competent performance when evaluated against national standards and criteria.	
Reason for change	Outcomes for this course were revised and updated by the OCNE Consortium this past year in the interim of the original submission.		
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.</p>			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)
Allow 4-6 months to complete the approval process before scheduling the course.	

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name	Doris Jepson
		Phone	541-506-6140
		Email	djepson@cgcc.edu
Current prefix and number	NRS 231	Proposed prefix and number	No change.
Current course title	Clinical Pharmacology II	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Promotes clinical decision-making in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Addresses additional classes of drugs and related natural products not contained in Clinical Pharmacology I. Prerequisite: NRS 230.	Continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Promotes selected clinical decision-making in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Addresses additional classes of drugs and related natural products not contained in Clinical Pharmacology I. Prerequisite: NRS 230
Reason for change	Update to match revised course description from OCNE Consortium.

<p>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), not in the classroom outcomes. Three to six outcomes are recommended. See the Writing Learning Outcomes guidelines on the curriculum office webpage for more guidance.</p>			
<p>Current learning outcomes (required whether being revised or not)</p>		<p>New learning outcomes</p>	
<p>1. Use current, reliable sources of information to access pertinent information about drugs and natural products.</p>		<p>No change.</p>	
<p>2. Monitor and evaluate the effectiveness of drug therapy.</p>			
<p>3. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products.</p>			
<p>4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy.</p>			
<p>5. Communicate appropriately with other health professionals regarding drug therapy.</p>			
<p>Reason for change</p>			
<p>REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.</p>			
<p>Current prerequisites, corequisites and concurrent (if no change, leave blank)</p>			
<p><input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121</p>			
<p><input type="checkbox"/> Placement into:</p>			
<p>prefix & number:</p>	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>prefix & number:</p>	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>Proposed prerequisites, corequisites and concurrent</p>			
<p><input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121</p>			
<p><input type="checkbox"/> Placement into:</p>			
<p>prefix & number:</p>	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>prefix & number:</p>	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p>Is this course used for related instruction?</p>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.</p>			

Section #2 Impact on Other Departments		
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.		
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)	
Allow 4-6 months to complete the approval process before scheduling the course.		

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
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Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes

Section #1 General Information

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson 541-506-6140 djepson@cgcc.edu
Current prefix and number	NRS 232	Proposed prefix and number	No change.
Current course title	Pathophysiological Processes I	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Includes the foundational concepts of cellular adaption, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors and pain, as well as additional pathophysiological processes. Promotes selective clinical decision-making in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based	Introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Includes the foundational concepts of cellular adaption, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors and pain, as well as additional pathophysiological processes. Promotes selective clinical decision-making in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on

on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. Includes modules covering pathophysiology of the following body systems: blood vessels and blood pressure; cardiac; oxygen transport; and respiratory. Prerequisite/concurrent: NRS 110.	knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. Includes modules covering oxygen transport; blood vessels and blood pressure; and the pathophysiology of the endocrine, respiratory and musculoskeletal body systems. Prerequisite/concurrent: NRS 110.
Reason for change	Update based on planned curriculum presentation.

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), not in the classroom outcomes. Three to six outcomes are recommended. See the [Writing Learning Outcomes](#) guidelines on the curriculum office webpage for more guidance.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; pathophysiology of following: blood vessels and blood pressure; cardiac system; oxygen transport; and respiratory system.	1. Access current, reliable information about selected pathophysiological processes, including: cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; as well as the pathophysiology of the following: oxygen transport, blood vessels and blood pressure; and endocrine, respiratory and musculoskeletal systems.
2. Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients across the life span.	2. Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients across the life span.
3. Teach persons from diverse populations regarding selected pathophysiological processes.	3. Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes.	4. Communicate effectively with other health professionals regarding selected pathophysiological processes.

Reason for change	Outcome 1 based on new course description. Outcome 3 based on revised outcomes received from OCNE Consortium.
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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 requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)	
<input type="checkbox"/>	Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121
<input type="checkbox"/>	Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term (summer 2018)
Allow 4-6 months to complete the approval process before scheduling the course.	

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
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3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input type="checkbox"/> Prerequisites and co-requisites <input checked="" type="checkbox"/> Outcomes
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Section #1 General Information

Department	Nursing & Health Occupations	Submitter name Phone Email	Doris Jepson 541-506-6140 djepson@cgcc.edu
Current prefix and number	NRS 233	Proposed prefix and number	No change.
Current course title	Pathophysiological Processes II	Proposed title (60 characters max)	No change.
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations and requisites in description. Guidelines for writing descriptions can be found at [Writing a Course Description](#).

Current Description (required whether being revised or not)	Proposed Description
Continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Builds on content presented in foundational modules to promote selective clinical decision-making in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding	Continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Builds on content presented in foundational modules to promote selective clinical decision-making in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding

pathophysiological processes. Includes modules covering acid-base imbalances; neoplasia principles; immune and autoimmune disorders; and pathophysiology of the following body systems: endocrine, gastrointestinal, renal and bladder, neurological, neuropsychologic, reproductive and musculoskeletal. Prerequisite: NRS 232.	pathophysiological processes. Includes modules covering acid-base imbalances; neoplasia principles; immune and autoimmune disorders; and the pathophysiology of the cardiac , gastrointestinal, renal and bladder, neurological, neuropsychologic, and reproductive body systems . Prerequisite: NRS 232.
Reason for change	Update based on planned curriculum presentation.

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), not in the classroom outcomes. Three to six outcomes are recommended. See the Writing Learning Outcomes guidelines on the curriculum office webpage for more guidance.	
Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Access and interpret current, reliable information about selected pathophysiological processes, including acid-base imbalances; neoplasia principles; immune and autoimmune disorders; and pathophysiology of the following body systems: endocrine, gastrointestinal, renal and bladder, neurological, neuropsychologic, reproductive and musculoskeletal.	1. Access and interpret current, reliable information about selected pathophysiological processes, including: acid-base imbalances; neoplasia principles; and immune and autoimmune disorders; as well as the pathophysiology of the following: cardiac , gastrointestinal, renal and bladder, neurological, neuropsychologic, and reproductive body systems .
2. Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in clients across the lifespan.	2. Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.
3. Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.	3. Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes.	4. Communicate effectively with other health professionals regarding selected pathophysiological processes.
Reason for change	Outcome 1 based on new course description. Outcome 2 based on revised outcomes received from OCNE Consortium.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: “Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.” If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.	
Current prerequisites, corequisites and concurrent (if no change, leave blank)	
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121	
<input type="checkbox"/> Placement into:	

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

Section #2 Impact on Other Departments	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term(Summer 2018)
Allow 4-6 months to complete the approval process before scheduling the course.	

Section #3 Department Review		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.31.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.31.17

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or RET 112). Send completed form electronically to curriculum@cgcc.cc.or.us.
2. Complete the Course Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submission will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Doris Jepson	Email: djepson@cgcc.edu	Phone: 541-506-6140	Department: Nursing & Health Occupations & Nursing
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(Double click on check boxes to activate dialog box)

SECTION # 1 OVERVIEW			
Current Title:	Nursing	Proposed Title:	Nursing
Current Credits:	94	Proposed Credits:	94
Overview and rationale for proposed changes:	Mutual revision based on prerequisite changes and reordering of courses. We are requesting these changes based on the best available information and mentoring we have received.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	<ol style="list-style-type: none"> 1. Change in term when some courses are offered. 2. Title change of NRS 221 and 222 		
Is this a statewide degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Are there any career pathway(s) or related certificates attached to this degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, title of career pathway(s) or related certificate(s)	
Requested Implementation Term	Next available term after approval.		

SECTION # 2 REVISION AREAS

Does the revision involve changing degree prerequisites? Yes No

**CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)**

Course Number	Course Title or Placement level	Credits
Summer & Fall Terms		
BI 211* ^	Principles of Biology (<i>has pre/concurrent requirements – see college catalog</i>)	4-5
	Genetics: A genetics course or genetics module within a course is a required prerequisite. Current CGCC courses that fulfill this requirement are BI 122 (4 cr), BI 211 (5 cr), or BI 212 (5 cr).	
WR 121#	English Composition	3-4
MTH 95*	Intermediate Algebra (or higher course in which MTH 95 is a prerequisite; MTH 105 not eligible) or math competency placement test into MTH 111 or higher (must be taken after 6/15 of the year prior to application). <i>Placement test scores may be used for admission to the Nursing Program but do not meet AAS graduation requirement.</i>	4
PSY 201A	Introduction to Psychology – Part 1	3-4
BI 231* ^	Human Anatomy & Physiology I (<i>At CGCC BI 211 is a prerequisite to BI 231</i>)	4
	<p>Course Completion and GPA Requirement by end of fall term year prior to application submission:</p> <p><u>Students are eligible to apply for admission to the Nursing Program after completion of a minimum of 30 quarter college credits of courses from the prerequisite list. Application to the Nursing Program requires a minimum GPA of 3.0 for all completed prerequisite/preparatory courses. The 30 credits must include BI 231 (Human Anatomy and Physiology I) and MTH 95 competency, both within 7 years of application. The minimum requirements must be met by the end of fall term in the year prior to</u></p>	

	submission of program application (application deadline is February 15th). If a course has been taken more than once, the <u>most recent grade</u> received will be the course considered.	
Winter Term		
BI 232* ^	Human Anatomy & Physiology II	
WR 122#	English Composition	
PSY 215*	Human Development	
Spring & Summer Terms		
BI 233* ^	Human Anatomy & Physiology III	4
BI 234* ^	Microbiology (<i>At CGCC BI 211 is a prerequisite to BI 234</i>)	4-5
FN 225*	Nutrition (prerequisite BI 101 or BI 211)	3-4
Electives	Any college-level (100 or 200 numbered) transferable non-studio Humanities, Social Science, or Natural Science electives. Students may need to take elective credits in order to meet the minimum of 45 credits required (see GPA requirement below).	0-6
	<i>*Credits need to have been taken within the past 7 years–no exceptions.</i>	
	<i>^Virtual labs are not accepted for lab science courses.</i>	
	<i>#WR 121 and either WR 122 or WR 227 (must include research component). A student must have at least 8 credits of Writing.</i>	
	Course Completion and GPA Requirement by end of summer term in year of application: Completion of a minimum of 45 quarter college credits of courses from the prerequisite list must be completed by the end of summer term in the year of application. Application to the Nursing Program requires a minimum GPA of 3.0 for all completed prerequisite/preparatory courses. If a course has been taken more than once, the <u>most recent grade</u> received will be the course considered.	
	Total Prerequisite Credits	45 or more
Co-requisites		
MTH	MTH requirement: MTH 95 or higher (excluding MTH 98 and MTH 105) or any course with a prerequisite of MTH 65 or higher	4
WR 227	Technical and Professional Writing	4
	General Education Electives (Students must earn a minimum of 16 credits of approved General Education. The 16 credits must include at least one course with a minimum of 3	16

	credits from each of the following three discipline areas: Arts & Letters; Social Sciences; Natural Science.)	
	Nursing Program Electives – any Gen Ed course	10
PROPOSED PREREQUISITES (No change, leave blank.)		
Course Number	Course Title or Placement level	Credits
DEGREE OUTCOMES		
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.		
Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See writing learning outcomes on the curriculum website.		
Does the revision involve changing degree outcomes?		<input type="checkbox"/> Yes <input type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)		
<i>Students who complete this degree will be able to:</i>		
Meet the professional standards for Nursing as determined by Oregon Consortium for Nursing Education (OCNE) and can be found at: Oregon Consortium for Nursing Education https://sakai.ohsu.edu/access/content/group/32698984-10de-44e0-0038-5cc768716e6e/Agreements%20-%20Curriculum/Curriculum%20Competency%20Approved%205-11-2012.pdf		
1. Base personal and professional actions on a set of shared core nursing values, including social justice, caring, advocacy, protection from harm, respect for self and others, collegiality, and ethical behavior; notice, interpret, respond and reflect on ethical dilemmas using ethical principles and frameworks as a guideline.		
2. Develop insight through reflection, self-analysis, and self-care.		
3. Engage in intentional learning, developing self-awareness of learning and effects on client care, seeking new, relevant knowledge and skills.		
4. Demonstrate leadership in nursing and health care to meet client needs, improve the health care system, and facilitate community problem solving.		
5. Collaborate as part of a health care team, receiving, using and giving constructive feedback.		

6. Practice within, utilize, and contribute to the broader health care system.
7. Practice relationship-centered care, based on empathy and caring, deep understanding of the care experience, and mutual trust and respect for the autonomy of the client.
8. Communicate effectively and therapeutically, with attention to elements of cultural influences, and using appropriate modalities and technologies.
9. Make sound clinical judgments through noticing, interpreting and responding, using best available evidence, frameworks and systems to organize data and knowledge; accurately perform skills while maintaining patient and personal safety.
10. Locate, evaluate, and use the best available evidence.
PROPOSED DEGREE OUTCOMES
<i>Students who complete this degree will be able to:</i>
No change.

SECTION # 3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the [catalog](#) degree map. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.

If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.

If you are removing a course, identify the course with (remove) and bold the text.

If the course title is changed, identify the course with (title change) and bold the text.

If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.

If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	Year One of Nursing Courses			Year One of Nursing Courses	
Fall Term		17	Fall Term		16
NRS 110	Foundations of Nursing – Health Promotion	9	NRS 110	Foundations of Nursing – Health Promotion	9
	General Education Electives ¹ (moved to spring term)	4	NRS 232	Pathophysiological Processes I (moved from winter term)	3
	MTH requirement: MTH 95 or higher	4		MTH requirement: MTH 95 or higher	4

	(excluding MTH 98 and MTH 105) or any course with a prerequisite of MTH 65 or higher			(excluding MTH 98 and MTH 105) or any course with a prerequisite of MTH 65 or higher	
Winter Term			Winter Term		
NRS 111	Foundations of Nursing in Chronic Illness I	6	NRS 111	Foundations of Nursing in Chronic Illness I	6
NRS 230	Clinical Pharmacology I	3	NRS 230	Clinical Pharmacology I	3
NRS 232	Pathophysiological Processes I (moved to fall term)	3	NRS 233	Pathophysiological Processes II (moved from spring term)	3
	General Education Electives ¹	4		General Education Electives ¹	4
Spring Term			Spring Term		
NRS 112	Foundations of Nursing in Acute Care I	6	NRS 112	Foundations of Nursing in Acute Care I	6
NRS 231	Clinical Pharmacology II	3	NRS 231	Clinical Pharmacology II	3
NRS 233	Pathophysiological Processes II (moved to winter term)	3		General Education Electives ¹ (moved from fall term)	4
WR 227	Technical and Professional Writing	4	WR 227	Technical and Professional Writing	4
	Year Two of Nursing Courses			Year Two of Nursing Courses	
Fall Term			Fall Term		
NRS 221	Nursing in Chronic Illness II & End of Life	9	NRS 221	Nursing in Chronic Illness II & End-of-Life Care (title change)	9
	General Education Electives ¹	4		General Education Electives ¹	4
	Nursing Program Electives	3		Nursing Program Electives	3
Winter Term			Winter Term		
NRS 222	Nursing in Acute Care II & End of Life	9	NRS 222	Nursing in Acute Care II & End-of-Life Care (title change)	9
	General Education Electives ¹	4		General Education Electives ¹	4
	Nursing Program Electives	3		Nursing Program Electives	3
Spring Term			Spring Term		
NRS 224	Integrative Practicum	9	NRS 224	Integrative Practicum	9
	Nursing Program Electives	4		Nursing Program Electives	4
	¹ General Education electives: Students must earn a minimum of 16 credits of			¹ General Education electives: Students must earn a minimum of 16 credits of	

	approved General Education. The 16 credits must include at least one course with a minimum of 3 credits from each of the following three discipline areas: Arts & Letters; Social Sciences; Natural Science.			approved General Education. The 16 credits must include at least one course with a minimum of 3 credits from each of the following three discipline areas: Arts & Letters; Social Sciences; Natural Science.	
	Credit Total	94		Credit Total	94

ELECTIVE LIST

Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
	Nursing Program Electives			Nursing Program Electives	
	Any General Education Elective			Any General Education Elective	

SECTION #5 DEPARTMENT REVIEW

This proposal has been reviewed at the Director level and approved for submission.

Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.23.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.23.17

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.cc.or.us.
2. Complete the Degree/Certificate Signature form found in [Forms](#) on the curriculum website. Obtain required electronic or inked signatures and deliver to curriculum office by posted deadline. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CERTIFICATE SUSPENSION

Submitted by: Doris Jepson	Email: djepson@cgcc.edu	Phone: 541-506-6140	Department: Nursing & Health Occupations
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Certificate Title:	Practical Nursing (LPN)	Credits:	51
Overview and rationale for suspension:	<p>The CGCC Nursing Program is joining the Oregon Consortium for Nursing Education and we are adopting the statewide curriculum. This provides a stronger link to OHSU (co-admission) and RN-to-BS in Nursing completion.</p> <p>A PN certificate is not part of that curriculum. The job market and projections for employment trends for the LPN are decreasing according to the OCN's 2016 publication Oregon's Licensed Practical Nurse Workforce. http://oregoncenterfornursing.org/wp-content/uploads/2014/09/Oregons-Licensed-Practical-Nurse-Workforce.pdf</p> <p>"...the supply of LPNs is projected to exceed demand almost immediately [in Oregon]. By 2025, it is predicted there will be a surplus of almost 1,000 LPNs in Oregon," p. 5 (source HRSA.gov)</p>		
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what is the base degree?	Nursing AAS		
Will the proposed suspension affect the base degree or certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, how?	It is the first year of the Nursing AAS. However, the Nursing AAS is also being suspended and replaced by the Statewide Nursing AAS (OCNE), and therefore no impact of note.		
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, has the consortium been notified of the proposed suspension?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Requested term for start of suspension	Fall 2019		

Certificate Coursework			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
NUR 110	Nursing I: Fundamentals of Nursing	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
NUR 111	Nursing II: Care Across the Lifespan	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
NUR 112	Nursing III: Obstetrics & Chronic Healthcare	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
PSY 201A	Introduction to Psychology, Part I	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BI 232	Human Anatomy & Physiology II	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
PSY 215	Human Development	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BI 233	Human Anatomy & Physiology III	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
BI 234	Microbiology	5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
Electives			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
	N/A		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other*
*Provide explanation of "Other"			

Section #5 DEPARTMENT REVIEW		
This proposal has been reviewed at the Director level and approved for submission.		
Department Chair	Email	Date
Lorie Saito	lsaito@cgcc.edu	10.18.17
Department Director	Email	Date
Doris Jepson	djepson@cgcc.edu	10.18.17

Next steps:

1. Save the completed Certificate Suspension Request Form and submit as an e-mail attachment to curriculum@cgcc.cc.or.us.

PN Certificate

What	Information Collected	Status
Enrollment Information: work with the Registrar's office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1 st yr., 2 nd yr., within 8 credits, etc.)	23 (fall 2017 cohort)	2017 cohort – scheduled to complete no later than summer 2018
List the program courses the 2 nd year students have not completed	N/A	
Provide enrollment comparison of the past 3-5 years of the program	21-24 per year	
The program is being considered for termination due to low enrollment?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Advisory Committee: instructional dept. works with advisory committee regarding the need to suspend. Collects and determine the following information:		
list changes in employment opportunities or workforce needs unfavorable to the program	The job market and projections for employment trends for the LPN are decreasing according to the OCN's 2016 publication Oregon's Licensed Practical Nurse Workforce. http://oregoncenterfornursing.org/wp-content/uploads/2014/09/Oregons-Licensed-Practical-Nurse-Workforce.pdf "...the supply of LPNs is projected to exceed demand almost immediately [in Oregon]. By 2025, it is predicted there will be a surplus of almost 1,000 LPNs in Oregon," p. 5 (source HRSA.gov); change in curriculum and suspension of PN certificate has been discussed at Nursing Program Advisory Committee – that body is in support of changing to the OCNE curriculum.	
Is there a lack of financial resources? Please identify	N/A	
The program is being considered for termination due to a change in workforce needs?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Instruction Department:		
Difficult to recruit qualified instructors. If so please explain	no	
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	attached
Funding going away for the program? If so identify the funding source, amount	no	PN budget is embedded in Nursing budget which is not

		changing upon the move to the OCNE program.
Provide program budget and Identify any funding that is no longer available.	The CGCC Nursing Program is joining the Oregon Consortium for Nursing Education and we are adopting the statewide AAS Nursing curriculum. The PN certificate is not part of that curriculum. Future projected funding remains the same and cannot support both programs.	Spreadsheet attached
Identify any potential curricular or academic consequences	CGCC will no longer offer a one-year certificate program, resulting in less college-wide completions.	
The program is being considered for termination due to lack of qualified instructors		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
The program is being considered for termination due to lack of funding		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
A "Teach Out" Plan has been drafted for implementation		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

The Instructional Department of the program being considered for termination is responsible for the checklist completion.

Teach Out Planning Document

Certificate/Degree Title: Practical Nursing (LPN) Certificate	Date 10.18.17
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Section 1: Instructional Department

The Nursing & Health Occupations Department recommends that Practical Nursing (LPN) Certificate be officially suspended as of September 1, 2018.

Rationale:

The CGCC Nursing Program is joining the Oregon Consortium for Nursing Education and we are adopting the statewide curriculum. This provides a stronger link to OHSU (co-admission) and RN-to-BS in Nursing completion.

A PN certificate is not part of that curriculum. The job market and projections for employment trends for the LPN are decreasing according to the OCN's 2016 publication Oregon's Licensed Practical Nurse Workforce.

<http://oregoncenterfornursing.org/wp-content/uploads/2014/09/Oregons-Licensed-Practical-Nurse-Workforce.pdf>

"...the supply of LPNs is projected to exceed demand almost immediately [in Oregon]. By 2025, it is predicted there will be a surplus of almost 1,000 LPNs in Oregon," p. 5 (source HRSA.gov)

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Current Nursing students have been provided information regarding upcoming suspension, limitation of reentry if Nursing courses are not completed successfully, and how CGCC may support students in their timely completion of the PN certificate. Students that are unsuccessful in Nursing courses are dismissed from the program (being unsuccessful in Nursing courses is defined as not earning a "C" or higher or not taking courses according to the predetermined schedule). Reentry is not available to the 2017-18 cohort. Unsuccessful completion of courses other than Nursing may be taken following suspension	Instructional Director and Dept. Chair	fall/17
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.)		6/30/18
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	11/16/17

Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to CAO, college president and Board of Education	Email with appropriate documentation attached	12/12/17 Board meeting
Section 2: Curriculum Office			
Notification to Program Instructors	Formal letter sent to all program instructors	Faculty are already aware of proposed revisions to the program. Positions are not being eliminated. Current faculty will teach the new OCNE curriculum.	done
Revise/update the webpage		Curriculum Office and Nursing Dept	Upon approval from NWCCU
Letter to CCWD		Instructional Director, Curriculum office, and CAO	1/2018
Formal announcement	Notifying stakeholders of the official start date for suspension and the "teach out" plan	Email – Instructional Director	Upon approval from NWCCU
Update webforms		Curriculum Office	Upon approval from NWCCU
Notify NWCCU		Curriculum Office	2/2018
Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: <ul style="list-style-type: none"> • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements 	Send an email to each student	spring/18
Catalog Information	Teach out statement	Catalog/website	Upon approval from NWCCU 2018-19 cat
	Deleted from the catalog	Catalog	2018-2019 catalog
Documentation of contact with students	Advisors will work with students and document in student record NOTE: All students enrolled under the traditional curriculum will have an opportunity to complete the PN Certificate. They will be		Winter/Spring, 2018

	advised upon admission to the 2017-2019 cohort that Summer of 2018 is the last opportunity complete classes and be awarded the PN certificate.		
	Registrar's office will scan letters to student record		Upon approval from NWCCU

2017-18 Nursing & Health Occupations	
Faculty & Staff Directory	
Staff Name	Title
Agidius, Dawn RN, BSN Part-Time Clinical	2nd Year Clinical Faculty
Bolton, Mercedes, RN, BSN Full-time Faculty	2nd year Clinical Faculty; Skills Lab Coordinator both years
Harter, Maureen, RN, BSN Full-Time Clinical	2nd Year Clinical Faculty; SIM Lab Coordinator both years
Jepson, Doris RN, MSN Full-time Director	Director of Nursing & Health Occupations; teaches both years
Jones, Angela BA Full-time Adm. Asst.	Nursing Health Occupations Administrative Assistant
Johnston, Gwen RN, MSN, CNOR Full-Time Faculty	1st Year Faculty
Manzo De Garcia, Griselda, RN, BSN Part-time Clinical	1st Year Clinical Faculty
Nelson, Gillian, RN, BSN Part-Time Clinical	1st Year Clinical Faculty
Quinn, Erinn RN, MSN, FNP-C Part-time Faculty	1st Year Theory instructor
Schutt, K. Seri RN, BSN Part-Time Clinical	1st Year Clinical Faculty
Saito, Lorie RN, MSN, FNP Full-Time Faculty	2nd Year Faculty
Schluter, Pat RN Part-time Faculty	1st Year Skills Lab Assistant
Stager, Jennifer, RN, MS Full-Time Faculty	1st Year Faculty
Webb, Jessica RN, MSN, PMHNP Part-time Faculty	2nd Year Theory Faculty
White, Lori RN, MS Part-time Clinical Faculty	2nd Year Theory & Clinical Faculty
Pulido, Schlee	Sim Lab Pyxis Assistant

COLUMBIA GORGE COMMUNITY COLLEGE

Account Number	Prj	Description	Actual 2014-15	Actual 2015-16	Adjusted 2016-17	Proposed 2017-18	% of T Bgt	\$Chg Incr(Decr)	% of Prior Bgt
NURSING									
PERSONNEL SERVICES									
SALARY EXPENSE									
100-12-127-00-6105	0000	DIRECTOR SALARIES	81,932	81,932	0	81,896		81,896	na
100-12-127-00-6108	0000	PT PROFESSIONAL SUPPORT SALARIES	1,029	912	1,725	884		(841)	51%
100-12-127-00-6301	0000	FULL TIME CLASSIFIED WAGES	28,308	32,524	32,885	37,877		4,992	115%
100-12-127-00-6302	0000	PART TIME CLASSIFIED WAGES	0	0	0	300		300	na
100-12-127-00-6401	0000	FULL TIME INSTRUCTOR SALARIES	302,110	325,764	328,119	334,896		6,777	102%
100-12-127-00-6403	0000	FTF OVERLOAD PAY	0	0	5,500	0		(5,500)	na
100-12-127-00-6421	0000	PART TIME INSTRUCTOR WAGES	66,036	79,707	64,457	87,594		23,137	136%
100-12-127-00-6441	0000	CURRICULUM DEVELOPMENT WAGES	0	0	5,500	0		(5,500)	na
100-12-127-00-6442	0000	SPECIAL PROJECT WAGES	16,261	15,081	19,815	4,426		(15,389)	22%
100-12-127-00-6801	0000	EMPLOYEE TAXABLE ALLOWANCE	839	592	0	510		510	na
TOTAL SALARY EXPENSE			496,515	536,513	458,001	548,383		90,382	
OTHER PAYROLL EXPENSE									
100-12-127-00-6901	0000	SOCIAL SECURITY	37,360	39,862	34,616	32,427		(2,189)	94%
100-12-127-00-6902	0000	WORKERS' COMPENSATION INS	2,404	2,842	3,815	4,410		595	116%
100-12-127-00-6903	0000	STATE WORKERS BENEFIT FUND	206	248	259	2,186		1,927	844%
100-12-127-00-6904	0000	UNEMPLOYMENT INSURANCE	6,192	5,841	7,786	6,454		(1,332)	83%
100-12-127-00-6905	0000	PERS	47,738	56,777	44,829	65,110		20,281	145%
100-12-127-00-6906	0000	DISABILITY INSURANCE	958	1,035	852	2,996		2,144	352%
100-12-127-00-6907	0000	LIFE INSURANCE	111	119	95	2,188		2,093	2303%
100-12-127-00-6908	0000	HEALTH INSURANCE	88,604	107,481	99,450	109,925		10,475	111%
100-12-127-00-6951	0000	PERS BENEFIT EQUALIZATION FUND	27,380	23,594	22,383	19,897		(2,486)	89%
TOTAL OTHER PAYROLL EXPENSE			210,953	237,799	214,085	245,593		31,508	
TOTAL PERSONNEL SERVICES			707,468	774,313	672,086	793,976		121,890	
MATERIALS & SERVICES									
INSTRUCTIONAL CONTRACTED SERVICES									
100-12-127-00-7206	0000	POSTAGE	15,313	13,234	17,457	2,873		(14,584)	16%
100-12-127-00-7510	0000	SHIPPING & FREIGHT	0	0	146	75		(71)	51%
100-12-127-00-7521	0000	PRINTING & DUPLICATING	626	853	667	250		(417)	37%
100-12-127-00-7601	0000	SUBSCRIPTIONS	0	0	830	3,880		3,050	467%
100-12-127-00-7901	0000	INSTRUCTIONAL SUPPLIES	103	2,494	2,886	3,040		154	105%
100-12-127-00-8006	0000	OFFICE SUPPLIES	13,292	10,563	11,360	7,500		(3,860)	66%
100-12-127-00-8009	0000	CELLULAR TELECOMMUNICATIONS	395	861	914	500		(414)	55%
100-12-127-00-8101	0000	TELECOMMUNICATIONS SERVICES	0	0	25	0		(25)	na
100-12-127-00-8103	0000	CONFERENCE FEES	0	57	0	0		0	na
100-12-127-00-8201	0000	EMPLOYEE TRAVEL	507	513	4,400	250		(4,150)	6%
100-12-127-00-8205	0000	EQUIPMENT REPAIR	527	1,491	2,500	2,200		(300)	88%
100-12-127-00-8508	0000	EQUIPMENT REPAIR	183	335	988	350		(638)	35%

COLUMBIA GORGE COMMUNITY COLLEGE

Account Number	Prj	Description	Actual 2014-15	Actual 2015-16	Adjusted 2016-17	Proposed 2017-18	% of T Bgt	\$Chg Incr(Decr)	% of Prior Bgt
100-12-127-00-8512	0000	GIFTS EXPENSE	392	493	450	500		50	111%
100-12-127-00-8516	0000	MEMBERSHIP FEES & DUES	120	120	325	350		25	108%
100-12-127-00-8523	0000	STUDENT ACTIVITIES & EVENT	0	1,056	1,000	1,000		0	100%
100-12-127-00-8803	0000	INSTRUCTIONAL EQUIPMENT <\$5000	0	126	1,052	0		(1,052)	na
		TOTAL MATERIAL & SERVICES	31,458	32,197	45,000	22,768		(22,232)	
		TOTAL EXPENDITURES	738,926	806,509	717,086	816,744		99,658	
TRANSFERS									
100-11-127-00-9951	0000	INTR DEPT SVCS IT	0	0	18,276	0			
		TOTAL TRANSFERS	0	0	18,276	0			
		TOTAL EXPENDITURES	738,926	806,509	735,362	816,744			
		TOTAL NURSING	738,926	806,509	735,362	816,744	8.7%		