



**Section 1. Proposed Course Outline** (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **APR 106** Full Course Title for print catalog: **Plumbing Trade Introduction**

Abbreviated Course Title for Banner: **Plumbing Trade Introduction** (30 character limit)

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>3</u> Lecture	<u>30</u> hours (lecture credits x 10)	<u>36</u> hours (lecture credits x 12)	<u>33</u> hours (lecture credits x 11)
<u>0</u> Lec/Lab	<u>   </u> hours (lec-lab credits x 20)	<u>   </u> hours (lec-lab credits x 24)	<u>   </u> hours (lec-lab credits x 22)
<u>1</u> Lab	<u>30</u> hours (lab credits x 30)	<u>36</u> hours (lab credits x 36)	<u>33</u> hours (lab credits x 33)
<u>4</u> Total credits (sum)	<u>60</u> Total hours (sum)	<u>72</u> Total hours (sum)	<u>66</u> Total hours (sum)

**Course Description (300 character limit):** **Course Description (300 character limit):** This course is designed to familiarize the student with basic plumbing practices and completion of minor repairs. In this beginning course, basic plumbing concepts and exposure to tools, safety practices, materials, codes and plumbing opportunities will be explored. This course does not require any previous knowledge or skill in plumbing. For those seeking a career in plumbing, successful class completion may earn points that are recognized by plumbing Joint Apprenticeship and Training Committees in the state of Oregon.

## Assessments Planned

## Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

**Upon successful completion of this course, the student will:**

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

**How each outcome will be assessed:**

Identify opportunities in the plumbing trade.	Written Report
Demonstrate basic safety techniques.	Graded homework and written tests.
Identify conditions requiring permits and work completion to Uniform Plumbing Code specifications.	Graded homework and written tests.
Identify components used in plumbing drainage	Graded homework and written tests.

and water systems.	
Select plumbing fixtures for specific applications.	Graded homework and written tests.
Understand the basic principles of water wells and sprinkler systems.	Graded homework and written tests.
Gain knowledge of maintenance as it applies to different types of plumbing systems.	Graded homework and written tests.
Perform both replacements and repairs of simple faucets and fixtures.	Lab Performance

### Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?  
(See sample at <http://www.lanecc.edu/cops/format3.htm>.)

#### Topics:

#### Overview of the Plumbing Trade

#### Plumbing Codes and Permits

#### Plumbing Systems, Drainage and Water

#### Private water Wells and Sprinkler Systems

#### Plumbing Tools and Safety

#### Maintaining Plumbing Systems

#### General Plumbing Repairs

## Section 2. Proposal Information

#### Course Developer:

Rick Dobson

Date: 8/10/11

Catalog year to take effect:

2010-11

#### Type of Proposal

☒ New course

☐ Currently 199 or 299

☐ Experimental Course

☐ 199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

#### Type of Course:

☐ Lower Division Collegiate (transfer)

☒ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

#### Rationale:

How does this proposal further the goals of the program or department?

As an introductory class, Plumbing Trade Introduction offers the student a chance to explore the plumbing trade as a career option. Employers in the plumbing trade would like to entice younger applicants into the trade along with women and minorities. This class will provide basic information and insight into the trade so the student can make an informed decision as to his/her suitability for being a plumber.

What assessment evidence supports this proposal?

Local employers have requested that lane continue to offer pre-apprenticeship classes specific to trade areas so that potential applicants will already have acquired some basic knowledge of that particular trade. Acceptance into a plumbing apprenticeship represents a 4 year commitment between the employer and successful candidate. The information provided in this class will provide realistic job expectations as well as some basic skills to give the student a "head start" in that career.

How do you know there is a demand for this course?

The Joint Apprenticeship and Training Committees (JATC), comprised of local employers, and the Lane Apprenticeship Advisory Committee have been collaborating on ways to attract more qualified and, in some cases, younger applicants, females and minorities. The Area III JATC has included this class as a pathway for potential apprentices to collect points that will give them a higher standing in the selection process. This will make the class very attractive for local students who wish to become plumbers.

In addition, local high school students have expressed an interest in introduction trade classes such as this one. Classes such as Trade skill Fundamentals and Residential Wiring are similar trade introduction classes and have both proven to be successful.

Finally, as a practical course, any person that uses a faucet might be interested to take this class as a means to do some of their own repairs and plumbing improvements. If this class saved someone 1 or 2 calls to a plumber for a basic repair, it would more than pay for the course in labor charges.

### Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

**To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):**

This class textbook uses pictures and language involving women and minorities involved as active and vital members in the plumbing trade without bias towards any particular group of people.

### Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: \_\_\_\_\_ Course Title in Banner: \_\_\_\_\_ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

### Course Description:

What will change? ☐ Course Number ☐ Title ☐ Course Description ☐ Credit hours ☐ Contact hours

**Section 5. Support Courses (New Professional/Technical course proposals must complete.)**

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
none	

**Section 6. Overlap Courses (New course proposals must complete.)**

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:

1. No overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
none					

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanecc.edu/currsched/index.html> and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

**AAOT, ASOT-Bus, OTM:**

- ☐ Arts & Letters
- ☐ Social Sciences
- ☐ Science /Computer Science
- ☐ Mathematics

**AAOT:**

- ☐ Cultural Literacy Option

**AAS, 1-year and 2-year certificates:**

- ☐ Human Relations

## Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

### What assignments will require the use of library and information resources?

None specifically but students are encouraged to use the library as a resource to be used with their studies.

Each academic area has a Liaison Librarian (<http://www.lanecc.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

### To be completed by Liaison Librarian:

- ☐ Library resources are adequate to support this proposal.  
☐ Additional resources are needed but can be obtained from current funds.  
☐ Significant additional Library funds/resources are required to support this proposal.

\_\_\_\_\_  
Liaison Librarian

\_\_\_\_\_  
Date

## Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

### Human, Physical, and Financial Resources:

☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

### Required Certifications:

☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.

☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

### Fees:

- ☒ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"  
☐ No special fees will be required for this course.

### Divisional Recommendation:

☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☐ Faculty review of this course was completed within the division on \_\_\_\_ (date).

☐ Pass

☐ Do Not Pass

\_\_\_\_\_  
Administrative Assistant/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Date

## Section 10. College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean for Academic Affairs

\_\_\_\_\_  
Date

Curriculum Approval Committee hearing:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Academic &  
Student Affairs

\_\_\_\_\_  
Date