

	Presenter	Action
1. Welcome and Introductions	Chair	
2. Approval of Minutes	Chair	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
4. Course and Program Approvals a. New Course – PS-241 b. Hours/Instructional Method Change – RET-200 c. AS Engineering Amendments i. AS, Civil Engineering, PSU ii. AS, Computer Engineering, PSU iii. AS, Electrical Engineering, OIT iv. AS, Electrical Engineering, PSU v. AS, Environmental Engineering, PSU vi. AS, Mechanical Engineering, PSU d. Nursing (RN) AAS Program Learning Outcomes (PLOs)	SOSI Department <i>Abe Fouhy</i> Eric Lee <i>Virginia Chambers</i>	Approval/24.WI Approval/24.WI Approval/24.SU Info/24.SU
5. Old Business a. CourseLeaf Check-In b. General Education and Related Instruction Review c. Learning Outcomes Framework	Curriculum Office Lisa Reynolds Elizabeth Carney	Informational Informational Informational
6. New Business a.		
7. Closing Comments		

Present: ASG (Stephani Dale), Dustin Bare, Nora Brodnicki, Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Juan Cortes, Megan Feagles (Recorder), Sue Goff, Erin Gravelle, Jordan Gulley, Dawn Hendricks, Kari Hiatt, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Mike Mattson, Kelly Mercer, Deanna Myers, Tracy Nelson, Lisa Reynolds, Charles Siegfried, Aundrea Snitker, Tara Sprehe, Sarah Steidl, Chris Sweet, Dru Urbassik, Andrea Vergun

Guests: Dave Mount, Tana Sawzak, DW Wood

Absent: Patricia McFarland, David Plotkin, Terrie Sanne, Wryann Van Riper

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the October 6, 2023 minutes
Motion to approve, approved

3. Consent Agenda

4. Course and Program Approvals

a. **EMT Program Learning Outcomes (PLOs)**

Tana Sawzak presented

- i. Emergency Medical Technician CPCC
- ii. Emergency Medical Technology CC
 - 1. The state is undergoing a project to update and standardize the PLO for all programs within the statewide degree. Schools can begin now with the new PLO, but all will be required to transition by the 2024-2025 school year
 - 2. Proposed PLOs are the same for both programs. The target learning levels are different. They are more basic for the CPCC.
 - 3. More information: <https://sites.google.com/sou.edu/oregon-ems-cba-project/home>

5. Old Business

a. CourseLeaf Check-In

- i. Curriculum Office presented
- ii. After using the system as approvers for a week, how is it going?
- iii. Going ok so far. Review Teams are still figuring out their own workflow.

b. Proposed Change to Approval Deadlines

- i. Curriculum Office presented
- ii. Continuation of discussion from last meeting about moving program deadlines earlier in the year.
- iii. Program amendments, program “overhauls”, and new programs should be completed in time for the March 1, 2024 meeting.

Motion to approve, approved

c. Learning Outcomes Framework

- i. Elizabeth Carney presented
- ii. Dave Mount has served as an Assessment Coach for the Center for Teaching and Learning and is helping out while Elizabeth is on sabbatical winter and spring terms.
- iii. Reminder of new outcomes framework

- 1. Student-centered
- 2. Measurable
- 3. Inclusive
- 4. Higher-order
- 5. Portable

iv. Break out groups to practice reviewing learning outcomes

- v. <https://docs.google.com/document/d/1zsFpGaNt3jmit9xD-lZrDsmcdAEUtP0Qs5JihHyJxrU/edit>

Motion to approve, approved

d. Supplemental Forms

- i. Lisa Reynolds presented
- ii. Still seeking faculty to help out with General Education and Related Instruction review.
- iii. Link to sign up sheet: https://docs.google.com/spreadsheets/d/1uTJq9xnb8klD4ppYtl51-e_okJk_H6TzaOFUyzP7p4E/edit#gid=0
- iv.

6. New Business

a.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: November 3, 2023 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title
ASE-061	General Science/Frogs	General Science/Environment
ENG-225	Creative Nonfiction Literature	Literary Nonfiction

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ASE-015	Basic English	2024/WI
ASE-016	Intermediate English	2024/WI
ASE-017	Advanced English	2024/WI
ASE-020	Literature I	2024/WI
ASE-026	Health I	2024/WI
ASE-037	Basic Developmental Reading	2024/WI
ASE-038	Intermediate Reading	2024/WI
ASE-039	Advanced Reading	2024/WI
ASE-042	Job Skills Competency Lab	2024/WI
ASE-061	General Science/Environment	2024/WI
ASE-066	Technology I	2024/WI
ASE-071A	Algebra 1A	2024/WI
CJA-122	Criminal Law	2024/WI
CS-135W	Microsoft Word	2024/WI
DA-101L	Dental Radiology I Lab	2024/WI
EMT-101	Emergency Medical Technician Part I	2024/WI
EMT-102	Emergency Medical Technician Part II	2024/WI
EMT-105	Introduction to Emergency Medical Services	2024/WI
ENG-225	Literary Nonfiction	2024/WI
G-101	General Geology	2024/WI
G-102	General Geology	2024/WI
G-103	General Geology	2024/WI
G-201	General Geology	2024/WI
G-202	General Geology	2024/WI
G-203	General Geology	2024/WI
GER-102	First-Year German II	2024/WI
GER-103	First-Year German III	2024/WI
GRN-181	Issues in Aging	2024/WI
GRN-182	Aging and the Body	2024/WI
GRN-183	Death and Dying	2024/WI
GRN-184	Aging & the Individual	2024/WI
GRN-290	Special Topics in Gerontology	2024/WI
HD-154	Building Self-Confidence	2024/WI
MFG-103	Machining for Fabrication & Maintenance	2024/WI

Course Change Request

Date Submitted: 09/18/23 7:41 am

Viewing: **ASE-015 : Basic English**

Last edit: 10/16/23 9:33 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-015: Basic English](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 015

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Basic English

Approval Path

1. 10/10/23 8:21 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:20 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Review of English fundamentals of grammar, spelling, capitalization, and punctuation through English literature and writing. Builds a better understanding of audience and purpose for writing. May be repeated for up to 1.5 high school credits. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 1.5

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog No

When do you plan to offer this course?
 Summer/Fall/Winter/Spring

Will this class use library resources?
 Yes

Have you talked with a librarian regarding that impact?
 No

Course Certifications

Is this a Related Instruction course?
 No

Are you going to seek General Education Certification after course approval?
 No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate steps in the writing <u>process</u> ; process ;
2	apply basic rules of capitalization and <u>punctuation</u> ; punctuation ;
3	write sentences using correct grammar, word usage, and construction;
4	construct complete and varied <u>sentences</u> ; sentences ;
5	organize ideas in writing that clearly communicate purpose and intended <u>audience</u> ; audience ;
6	read and analyze a short story and <u>poem</u> ; poem ;
7	draft, edit, and finalize a narrative.

Major Topic Outline 1. Writing process. 2. Sentence structure. 4. Short story analysis. 5. Poetry analysis. 5. Narrative.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency
 No

Produce Renewable Energy
 No

Prevent Environmental Degradation

NO

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 227

[Preview Bridge](#)

Date Submitted: 09/18/23 7:41 am

Viewing: **ASE-016 : Intermediate English**

Last edit: 10/16/23 9:33 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd:

[ASE-016: Intermediate English](#)Catalog Pages
referencing this
course[Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

lisan@clackamas.edu

Course Prefix

ASE - High School Diploma (AHSD)

Course Number

016

Department

Skills Development

Division

Academic Foundations and Connections
(AFAC)

Course Title

Intermediate English

Approval Path

1. 10/10/23 8:21 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 10/20/23 12:21 pm
Tracy Nelson
(tracyn): Approved
for DAFC Curriculum
Committee Outline
Review Team

Grading

Grade Scheme

Standard (STND)

Credit Type

Adult Secondary Education

Allow Pass/No Pass

Yes

Only Pass/No Pass

Yes

Audit

Yes

Min Credit

0.50

Variable Credit

No

Contact hours

Lecture

Lec/Lab

60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Review instruction in standard written English with emphasis on paragraph construction and editing. Includes practical applications of complex sentence patterns, subject and verb agreement, ownership, writing development, and **other** writing practice, skills. May be repeated for up to 1.5 high school credits. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 1.5

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	write with clarity for intended audience by editing for appropriate grammar, punctuation, capitalization, and spelling patterns and by providing purpose, main idea(s), relevant supporting details, and examples;
2	use complex sentence patterns/structure effectively for clear <u>writing</u> ; writing ;
3	demonstrate paragraph structure and construction of <u>paragraphs</u> ; paragraphs ;
4	employ multiple strategies to generate and organize ideas, construct and organize sentences, and develop paragraphs;
5	write multiple paragraphs to form a short essay for appropriate assigned audiences.

Major Topic Outline 1. Editing for Standard Written English. 2. Complex sentence structure. 3. Writing process. 4. Strategies. 5. Short Essays.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 228

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:41 am

Viewing: **ASE-017 : Advanced English**

Last edit: 10/16/23 9:33 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-017: Advanced English](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?
No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 017

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Advanced English

Approval Path

1. 10/10/23 8:21 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:22 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Language arts course covering English literary analysis, strategies to improve comprehension and writing skills. Addresses a variety of writing modes including creative, descriptive, expository and persuasive. Builds on strategies for reading, writing and editing. May be repeated for up to 1.0 high school credit. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

Language

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 1

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule

Hide course in catalog
No

When do you plan to offer this course?
Summer/Fall/Winter/Spring

Will this class use library resources?
Yes

Have you talked with a librarian regarding that impact?
No

Course Certifications

Is this a Related Instruction course?
No

Are you going to seek General Education Certification after course approval?
No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze context clues and imagery in literary <u>analysis</u> ; analysis ;
2	evaluate media messages and propaganda as evidence of persuasive <u>techniques</u> ; techniques ;
3	utilize previously presented strategies to improve reading <u>comprehension</u> ; comprehension ;
4	differentiate between fact and <u>opinion</u> ; opinion ;
5	analyze writing <u>techniques</u> ; techniques ;
6	make valid <u>inferences</u> ; inferences ;
7	explore forms of <u>poetry</u> ; poetry ;
8	identify use of dialogue as a method to further <u>plot</u> ; plot ;
9	employ previously studies strategies to craft an edited original essay.

Major Topic Outline 1. Literary analysis. 2. Persuasive techniques. 3. Strategies. 4. Analyze writing techniques. 5. Poetry. 6. Essay.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency
No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 229

[Preview Bridge](#)

Date Submitted: 09/18/23 7:42 am

Viewing: **ASE-020 : Literature I**

Last edit: 10/16/23 9:33 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd:

[ASE-020: Literature I](#)Catalog Pages
referencing this
course[Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

lisan@clackamas.edu

Course Prefix

ASE - High School Diploma (AHSD)

Course Number

020

Department

Skills Development

Division

Academic Foundations and Connections
(AFAC)

Course Title

Literature I

Approval Path

1. 10/10/23 8:21 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 10/20/23 12:24 pm
Tracy Nelson
(tracyn): Approved
for DAFC Curriculum
Committee Outline
Review Team

Grading

Grade Scheme

Standard (STND)

Credit Type

Adult Secondary Education

Allow Pass/No Pass

Yes

Only Pass/No Pass

Yes

Audit

Yes

Min Credit

0.50

Variable Credit

No

Contact hours

Lecture

Lec/Lab

60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. ~~Course focuses on literature from US History from the American Indians to presentday.~~ Course focuses on literature from US History. ~~literature is~~ linked to significant historical events and gives insight to the authors' mindsets. Addresses how literature facilitates understanding of political, economic, and religious forces. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	read and respond to a variety of literary forms and genres from various cultures throughout US <u>history</u> ; history ;
2	describe the emergence of various literary movements in US <u>History</u> ; History ;
3	evaluate the purpose of <u>autobiographies</u> ; autobiographies ;
4	analyze works of literature from various literary <u>movements</u> ; movements ;
5	identify thematic characteristics of slave <u>narratives</u> ; narratives ;
6	analyze literary techniques.

Major Topic Outline 1. Revolutionary writing. 2. Romanticism. 3. Gothic writing. 4. Transcendentalism. 5. Realism. 6. Naturalism. 7. Pastoral writing.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

No
Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 230

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:42 am

Viewing: **ASE-026 : Health I**

Last edit: 10/16/23 9:33 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd:

[ASE-026: Health I](#)

Catalog Pages referencing this course

[Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 026

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Health I

Approval Path

1. 10/10/23 8:21 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:25 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)
Credit Type: Adult Secondary Education
Allow Pass/No Pass: Yes
Only Pass/No Pass: Yes
Audit: Yes
Min Credit: 0.50
Variable Credit: No

Contact hours

Lecture
Lec/Lab: 60.00
Lab
Activity
Clinical
Field
CWE Seminar
CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Presents issues impacting psychosocial health; addresses lifestyle choices and strategies to evaluate long term positive and negative impacts on health. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify characteristics of and guidelines for healthy <u>diets</u> ; diets ;
2	identify the relationships among nutrition, physical activity and <u>disease</u> ; disease ;
3	develop strategies for preventing disease and <u>injury</u> ; injury ;
4	evaluate the impact of peer pressure during teen <u>years</u> ; years ;
5	evaluate healthy sexual practices including <u>abstinence</u> ; abstinence ;
6	identify misuse of medicine and <u>supplements</u> ; supplements ;
7	describe mental and emotional health issues.

Major Topic Outline 1. Nutrition 2. Physical activity 3. Lifestyle issues 4. Mental and emotional health

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 232

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:43 am

Viewing: **ASE-037 : Basic Developmental Reading**

Last edit: 10/16/23 9:35 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-037: Basic Developmental Reading](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 037

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Basic Developmental Reading

Approval Path

1. 10/10/23 8:21 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:29 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)
Credit Type: Adult Secondary Education
Allow Pass/No Pass: Yes
Only Pass/No Pass: Yes
Audit: Yes
Min Credit: 0.50
Variable Credit: No

Contact hours

Lecture
Lec/Lab: 60.00
Lab
Activity
Clinical
Field
CWE Seminar
CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Develops basic reading skills, including word parts, pronunciation, spelling, basic vocabulary, and comprehension skills. Employs strategies to assist students in becoming more proficient readers. Elective high school credit in the AHSD program. May be repeated for up to 1.5 high school credits. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

Language

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 1.5

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply strategies to increase word recognition and reading <u>fluency</u> ; fluency ;
2	determine meaning of words by using word parts, e.g., prefix / suffix / root, and contextual clues and visual clues;
3	employ active reading/study techniques, e.g., previewing, questioning, summarizing, using parts of a book, and interpreting graphics and the author's purpose to increase reading comprehension;
4	identify the core of a sentence and pertinent punctuation to comprehend complex <u>sentences</u> ; sentences ;
5	identify topic, main idea, topic sentence, implied topic sentence, and supporting details of paragraphs.

Major Topic Outline 1. Word parts and patterns. 2. Strategies. 3. Main sentence parts. 4. Paragraph structure.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 241

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:43 am

Viewing: **ASE-038 : Intermediate Reading**

Last edit: 10/16/23 9:35 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-038: Intermediate Reading](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 038

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Intermediate Reading

Approval Path

1. 10/10/23 8:22 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:30 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. This course builds on deciphering word attack vocabulary, spelling, and reading comprehension skills to improve basic reading fluency and reading strategies. Introduces genre and focuses on academic texts. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

Language

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply knowledge of prefixes, suffixes, roots, contextual clues, and visual printed cues to improve <u>reading</u> ; reading ;
2	apply active reading strategies to increase reading <u>comprehension</u> ; comprehension ;
3	adjust reading strategies to reading purpose to become an effective, flexible <u>reader</u> ; reader ;
4	identify different genres of <u>reading</u> ; reading ;
5	read a passage and identify the topic, main idea, topic sentence, implied main idea, and supporting details of paragraphs.

Major Topic Outline 1. Intermediate word parts. 2. Active reading strategies. 3. Identify reading purpose. 4. Genres. 5. Paragraph structure.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 242

[Preview Bridge](#)

Date Submitted: 09/18/23 7:43 am

Viewing: **ASE-039 : Advanced Reading**

Last edit: 10/16/23 9:35 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-039: Advanced Reading](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 039

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Advanced Reading

Approval Path

1. 10/10/23 8:22 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:31 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Develops advanced vocabulary, reading comprehension skills, critical reading, and study skills. Explores reading in various genres including drama, poetry, fiction and non-fiction. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

Language

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Do Not Print in Schedule
Schedule

Hide course in catalog

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	read and comprehend a variety of different materials <u>fluently</u> ; fluently ;
2	utilize reading strategies to understand and analyze <u>readings</u> ; readings ;
3	employ active reading <u>strategies</u> ; strategies ;
4	identify topic, main idea, topic sentence, implied main idea, and supporting details of <u>paragraphs</u> ; paragraphs ;
5	determine the different purposes and applications of reading.

Major Topic Outline 1. Fluency. 2. Comprehension. 3. Advanced reading strategies. 4. Figurative language. 5. Strategies for specific genres. 6. Paragraph structure. 7. Analysis.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Course Transferability

Please attach documentation

Reviewer Comments

Key: 243

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:43 am

Viewing: **ASE-042 : Job Skills Competency Lab**

Last edit: 10/16/23 9:35 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-042: Job Skills Competency Lab](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 042

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Job Skills Competency Lab

Approval Path

1. 10/10/23 8:22 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:31 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)
Credit Type: Adult Secondary Education
Allow Pass/No Pass: Yes
Only Pass/No Pass: Yes
Audit: Yes
Min Credit: 0.50
Variable Credit: No

Contact hours

Lecture
Lec/Lab: 60.00
Lab
Activity
Clinical
Field
CWE Seminar
CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Provides overview of college and career processes and expectations including cooperative work experience for employed high school students to earn elective credit. Focuses on appropriate work and college behaviors, decision making techniques, communication skills, and teamwork. May be repeated for up to 2 high school credits.
Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 2

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog
No

When do you plan to offer this course?
 Summer/Fall/Winter/Spring

Will this class use library resources?
Yes

Have you talked with a librarian regarding that impact?
No

Course Certifications

Is this a Related Instruction course?
No

Are you going to seek General Education Certification after course approval?
No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate appropriate behavior for school, community and <u>workplace</u> ; workplace ;
2	analyze factors to make beneficial decisions for school, community and <u>workplace</u> ; workplace ;
3	demonstrate effective communication <u>skills</u> ; skills ;
4	participate effectively on a <u>team</u> ; team ;
5	demonstrate skills necessary for successful <u>employment</u> ; employment ;
6	implement steps for employment or further education.

Major Topic Outline 1. Appropriate Behavior and Work Ethic 2. Decision-making and Problem-solving Techniques 3. Effective Communication 4. Teamwork 5. Next Steps

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency
No

Produce Renewable Energy
No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 244

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:44 am

Viewing: **ASE-061 : General Science/Environment Science/Frogs**

Last edit: 10/16/23 9:36 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:22 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:33 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Related GenEd: [ASE-061: General Science/Frogs](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?
No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 061

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: General Science/Environment Science/Frogs

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Presents principles of biodiversity diversity and interdependence of life, the importance of the food chain anatomy and food web, physiology, and succession, animal structure and function through virtual dissection: Describes the effects of climate change and different relevant cycles in the global environment. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>describe the importance</u> identify and label all of <u>biodiversity for the survival</u> the <u>major bodily systems</u> of <u>organisms, the food chain, and the food web in the ecosystem</u> ; a frog ;
2	<u>analyze ecological interactions and succession</u> ; compare and contrast bodily systems in a frog to humans ;
3	<u>identify effects of climate change and different types of adaptation</u> ; analyze anomalies as they relate to indicator species ;
4	<u>describe the steps of the water cycle, and how carbon, oxygen, nitrogen, and phosphorous cycle in the global environment</u> ; analyze the interdependence of major bodily systems ;

Major Topic Outline

1. ~~Major Bodily Systems~~a.circulatory systemb.control systemc.digestive systemd.endocrine systeme.immune systemf.nervous systemg.respiratory systemh.Ecosystems irogenital system
2. Major Earth biomes
3. Biodiversity
4. Succession
5. Climate change
6. Adaptation ~~Interdependence of systems~~ 3.Environmental impacts

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 252

[Preview Bridge](#)

Date Submitted: 09/18/23 7:45 am

Viewing: **ASE-066 : Technology I**

Last edit: 10/16/23 9:37 am

Changes proposed by: Megan Feagles (megan.feagles)

Related GenEd:

[ASE-066: Technology I](#)

Catalog Pages
referencing this
course

[Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:22 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/20/23 12:35 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team
3. 10/23/23 7:43 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Faculty Contact

Email

lisan@clackamas.edu

Course Prefix	ASE - High School Diploma (AHSD)
Course Number	066
Department	Skills Development
Division	Academic Foundations and Connections (AFAC)
Course Title	Technology I

Grading

Grade Scheme	Standard (STND)
Credit Type	Adult Secondary Education
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	Yes
Min Credit	0.50
Variable Credit	No

Contact hours

Lecture

Lec/Lab 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. Focuses on the use of computers, understanding their structure and components, and word processing skills needed for academic environments. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce
Life Skills

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Do Not Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify main components of a <u>computer</u> ; computer ;
2	identify different types of drives and <u>storage</u> ; storage ;
3	explain the general structure of the <u>Internet</u> ; Internet ;
4	format a document in a word processing <u>program</u> ; program ;
5	upload a document to a <u>website</u> ; website ;
6	edit a document using change trackers and other tools.

Major Topic Outline

1. Introduction to computers 2. Overview of technology 3. Word processing

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 255

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/18/23 7:45 am

Viewing: **ASE-071A : Algebra 1A**

Last edit: 10/16/23 9:37 am

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd: [ASE-071A: Algebra 1A](#)

Catalog Pages referencing this course: [Adult Secondary Education \(ASE\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: lisan@clackamas.edu

Course Prefix: ASE - High School Diploma (AHSD)

Course Number: 071A

Department: Skills Development

Division: Academic Foundations and Connections (AFAC)

Course Title: Algebra 1A

Approval Path

1. 10/10/23 8:23 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:37 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Grading

Grade Scheme: Standard (STND)

Credit Type: Adult Secondary Education

Allow Pass/No Pass: Yes

Only Pass/No Pass: Yes

Audit: Yes

Min Credit: 0.50

Variable Credit: No

Contact hours

Lecture

Lec/Lab: 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 60

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

High school credit only. This course Algebra 1A explores the relationship between mathematical quantities, reasoning with equations and inequalities, graphing, functions and mathematical modeling. Required: Student Petition.

Type of Course (ACTI Code)

340 - Adult High School

Choose all that apply:

General Workforce
Life Skills

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	perform addition, subtraction, multiplication, and division with various expressions;
2	find the slope and intercepts of a linear equation using varied <u>strategies</u> ; strategies ;
3	graph a system of linear equations and <u>inequalities</u> ; inequalities ;
4	use patterns and sequences to predict <u>outcomes</u> ; outcomes ;
5	find the domain and range of a <u>function</u> ; function ;
6	relate functions to equations, tables and graphs;
7	express real world scenarios using <u>functions</u> ; functions ;
8	solve problems using <u>functions</u> ; functions ;
9	transform and translate <u>functions</u> ; functions ;
10	simplify rational exponents.

Major Topic Outline 1. Isolating the variable using addition, subtraction, multiplication, and division. 2. Graphing linear equations and inequalities. 3. Functions. 4. Applying algebraic reasoning in real world problems.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 259

[Preview Bridge](#)

Date Submitted: 10/23/23 11:58 am

Viewing: **CJA-122 : Criminal Law**

Last edit: 10/23/23 11:58 am

Changes proposed by: Joanna Crawford (joanna.crawford)

Related GenEd: [CJA-122: Criminal Law](#)

Catalog Pages referencing this course: [Criminal Justice \(CJA\)](#)

Programs referencing this course: [AAS.CRIMJUSTICE: Criminal Justice](#), [AAS.CORRECTIONS: Criminal Justice AAS, Corrections Option](#), [AAS.EMP: Emergency Management Professional](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email: Scotth@clackamas.edu

Course Prefix: CJA - Criminal Justice

Course Number: 122

Department: Education, Human Services and Criminal Justice

Division: Technology, Applied Science and Public Services (TAPS)

Course Title: Criminal Law

Grading

Grade Scheme: Standard (STND)

Credit Type: Credit Course

Allow Pass/No Pass: Yes

Only Pass/No Pass: No

Audit: Yes

Min Credit: 4.00

Variable Credit: No

Contact hours

Lecture: 44.00

Lec/Lab

Lab

Activity

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/23/23 11:57 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 10/23/23 11:59 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 10/30/23 9:09 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course examines the elements, purpose and functions of criminal, traffic, juvenile and liquor laws. Studies historical development, philosophy of law, and constitutional provisions. Examines definition and classification of crime, application of administration of justice, legal research, study of case law, methodology and concepts of law as a social force.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	determine what is crime/causation;
2	identify the culpable mental states and statutory construction;
3	analyze important court decisions impacting law enforcement, criminal investigation, sentencing and punishment;
4	identify Ballot Measure 11 crimes and its effect on charging decisions and sentencing;
5	determine appropriate criminal charges based on scenario situations;
6	cite trends in national and local crime statistics.

Major Topic Outline

1. Introduction to the courts and criminal procedures. 2. Classification of crimes, jurisdiction, venue, proof and criminal elements. 3. Crime/causation, the culpable mental states, and statutory construction. 4. Property crimes, investigation, sentence and punishment. 5. Weapon, drug, traffic and inchoate crimes. 6. Crimes against persons, investigation, sentence and punishment. 7. Ballot Measure 11 crimes. 8. Sex crimes, investigation, sentence and punishment (including Ballot measure 11 effects). 9. Oregon crime statistics. 10. Constitutional rights and protections. 11. Criminal trial and sentencing. 12. Juvenile justice.

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (10/23/23 11:57 am): Rollback: Can you please remove "N/A" from the requisite fields? Please leave them blank if they don't apply. Thanks.

Date Submitted: 10/11/23 9:30 am

Viewing: **CS-135W : Microsoft Word**

Last edit: 10/19/23 2:17 pm

Changes proposed by: Debra Carino (dcarino)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/11/23 9:31 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/19/23 2:15 pm
Eric Lee (elee):
Approved for DASC Curriculum Committee Outline Review Team
3. 10/19/23 2:17 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Related GenEd: [CS-135W: Microsoft Word](#)

Catalog Pages referencing this course: [Computer Science \(CS\)](#)

Programs referencing this course: [CC.COMPAPPSPECIAL: Computer Application Specialist, Certificate](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 135W

Department Computer Science

Division Arts and Sciences

Course Title Microsoft Word

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

Summer

Community
Education/Drivers
Ed

Community
Education/Adult

Total 33

Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course focuses on advanced word processing features using the latest version of Microsoft Word. Topics include using tables, merging form letters and data source files, desktop publishing, large document capabilities including master documents and indexes, and linking and embedding objects between Office applications.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites CS-120 or [higher or BA-131 or](#) placement into CS-135W

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	use advanced character, paragraph and page formatting techniques to create attractive, functional documents;
2	implement desktop publishing features including the use of sections, columns, tables and lists;
3	understand and use styles to enhance consistency and functionality of documents;
4	understand and insert automatic field codes;
5	understand and use the Mail Merge utility;
6	exchange information between Word and other applications;
7	automate processes in Word using recorded macros and the Visual Basic Editor.

Major Topic Outline 1. Creating a document. 2. Editing and formatting a document. 3. Creating a multiple-page report. 4. Desktop publishing a newsletter. 5. Creating styles, outlines, tables, and tables of contents. 6. Creating form letters and mailing labels. 7. Integrating Word with other programs and with the World Wide Web. 8. Customizing Word and automating your work. 9. Creating on-screen forms using advanced table techniques. 10. Managing long documents.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 459

[Preview Bridge](#)

Course Change Request

Date Submitted: 09/15/23 11:04 am

Viewing: **DA-101L : Dental Radiology I Lab**

Last edit: 10/16/23 7:20 am

Changes proposed by: Kari Hiatt (kari.hiatt)

Related GenEd:

[DA-101L: Dental Radiology I Lab](#)

Catalog Pages
referencing this
course

[Dental Assistant \(DA\)](#)

Programs
referencing this
course

[CC.DENTALASST: Dental Assistant, Certificate](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DA - Dental Assistant

Course Number 101L

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Dental Radiology I Lab

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 1.00

Variable Credit No

Contact hours

Lecture

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course covers practical instruction in radiation health and safety, types of films, receptor film holders, processing and mounting of dental films, use of x-ray equipment, infection control techniques, disposal of hazardous waste, and exposure techniques on x-ray manikans. ~~waste.~~ Introduces ~~the use of~~ digital and conventional x-ray exposures. ~~radiation.~~ All exposure techniques performed on x-ray manikins. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites Acceptance into Dental Assistant program

Corequisites DA-101

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

~~No~~ Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	utilize proper operator technique to prevent operator exposure; demonstrate ability to follow radiation safety measures when exposing periapical and bitewing films on a manikin;
2	use infection control protocol for exposure, processing and mounting for radiographic films;
3	demonstrate the use of various film holding devices; identify possible exposure and processing errors, and make corrections;
4	identify film/digital mounting errors and make corrections; corrections;
5	expose two full mouth sets of radiographs on a radiographic mannequin; identify major oral landmarks to assist with mounting of radiographs;
6	utilize examine the Oregon Board quality of Dentistry (OBD) grading sheet dental radiographs relative to assess diagnostic quality radiographs; exposure and development;
7	solve receptor placement and PID positioning problems. solve problems independently.

Major Topic Outline

- Dental X-ray Machine Function/Operation
- Operator Protection
- Infection Control
- Intra-Oral Radiographic Techniques
 - infection control
 - film/digital and PID positioning
 - paralleling and bitewing techniques
 - common errors
- Film Processing and Mounting
 - infection control
 - ~~darkroom and film~~ processing conventional film
 - ~~quality control;~~ mounting diagnostic quality films
- Basic Lab Skills Development
 - application of basic dental anatomy
 - demonstration of periapical exposures and bitewing films on manikins
 - demonstration of increase accuracy and speed
 - problem solve errors with exposure, processing and mounting.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Dru Urbassik (dru.urbassik) (10/17/23 8:46 pm): Rollback: Sending back so that the DTSP Review Team can review the course outline.

Course Change Request

Date Submitted: 09/21/23 3:04 pm

Viewing: **EMT-101 : Emergency Medical Technician Part I**

Last edit: 10/23/23 11:50 am

Changes proposed by: Tana Sawzak (tanass)

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 09/08/23 1:54 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 10/10/23 8:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 10/11/23 3:07 pm
Kari Hiatt (kari.hiatt):
Approved for DTPS Curriculum Committee Outline Review Team
4. 10/12/23 9:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 10/17/23 8:46 pm
Dru Urbassik (dru.urbassik):
Rollback to DTPS Curriculum Committee Outline Review Team for Curriculum Committee Approval
6. 10/23/23 10:36 am
Erin Gravelle (erin.gravelle):
Rollback to Curriculum Office for DTPS Curriculum Committee Outline Review Team
7. 10/23/23 11:02 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Related GenEd:	EMT-101: Emergency Medical Technician Part I
Catalog Pages referencing this course	Emergency Medical Technology (EMT) Emergency Medical Technology, Certificate
Programs referencing this course	CC.EMTECH: Emergency Medical Technician AAS.EMP: Emergency Management Professional CC.EMT: Emergency Medical Technology

Credits/Hours/Instructional Method Change	No
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Is Topic Shell Course?	
------------------------	--

Are you the Faculty Contact Person?	Yes
Course Prefix	EMT - Emergency Medical Technology
Course Number	101
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Emergency Medical Technician Part I

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No Yes
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	48.00
Lec/Lab	24.00
Lab	36.00
Activity	
Clinical	
Field	
CWE Seminar	
CPR	

Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 108

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is the first of a ~~two-part~~ ~~two-part~~ series that will prepare students to enter the workforce as an emergency medical service provider. Topics include airway management, patient assessment, and treatment/stabilization for common medical emergencies. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites WRD-098 ~~MTH-060~~ with a C or better or placement in WR-121Z. ~~MTH-065~~ MTH-060 with a C
~~WRD-098~~ or better or placement in MTH-065. ~~WR-121Z:~~ EMT 105 with a C or better ~~MTH-060~~
~~with a C or better or placement in MTH-065~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

~~EMT-105 and MA-110~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the current EMT cohort

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule

Hide course in catalog
No

When do you plan to offer this course?
Fall/Winter

Will this class use library resources?
Yes

Have you talked with a librarian regarding that impact?
No

Course Certifications

Is this a Related Instruction course?
No

Are you going to seek General Education Certification after course approval?
No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>independently conduct a prehospital patient assessment and adapt elements of the scene, primary, secondary, and ongoing assessments to a patient's chief complaint, nature of illness, or mechanism of injury;</u> summarize the role and responsibility of the EMS provider, including applicable state regulatory statutes and administrative rules;
2	<u>initiate care that correctly reflects</u> summarize the <u>severity</u> definition of a <u>bloodborne pathogen</u> and <u>priorities of how to reduce the acute patient condition(s) risk of transmission</u> in <u>accordance with accepted prehospital standards of care;</u> a healthcare setting;
3	<u>perform interventions within the national and Oregon scope of practice without causing uncorrectable risk or harm to a patient;</u> summarize applicable medical legal considerations and the importance of proper communication and documentation;
4	<u>generate a field impression that is logically based on the obvious, acute signs and symptoms presented by the patient and aligns with correct medical knowledge of the condition(s);</u> demonstrate proper patient lifting and moving techniques;
5	<u>use clinical knowledge and nationally recognized clinical standards, scope of practice, standing orders, and/or medical direction when examining the risks and benefits of interventions and transport decisions;</u> demonstrate proper airway management in both a conscious and unconscious patient utilizing positioning, suction, airway adjuncts, and supra-glottic advanced airway devices;
6	demonstrate actions regarding patient interventions that reflect the correct

	<u>indicate general respiratory assessment criteria and correct</u> <u>indications, precautions, and contraindications outlined in current medical</u> <u>standards and knowledge; demonstrate proper supplemental and positive pressure</u> <u>oxygen administration in both a conscious and unconscious patient utilizing a face</u> <u>mask, bag-valve-mask, nasal canula, and non-rebreather mask;</u>
7	<u>actively assess for relevant hazards and safety risks during a patient encounter and</u> <u>communicate findings and take actions to prevent or minimize said risk;</u> <u>demonstrate how to provide a complete assessment on a patient experiencing an</u> <u>acute medical illness or injury in an out-of-hospital situation;</u>
8	<u>identify the need for additional resources or a higher level of care and request</u> <u>assistance in a timely manner; summarize appropriate medical care to stabilize a</u> <u>patient experiencing an acute respiratory, cardiac, or altered mental status</u> <u>condition;</u>
9	<u>recognize a time-sensitive emergency and initiate steps to activate a regional</u> <u>system of care; list the medications that fall within the EMT's national and state</u> <u>scope of practice and summarize their indications, contraindications, and</u> <u>administration procedure;</u>
10	<u>demonstrate, implement, and practice the principles of empathy, cultural</u> <u>sensitivity, and responsiveness during interactions with patients and family</u> <u>members in real and simulated situations; demonstrate how to manage a patient</u> <u>experiencing hypoperfusion (shock);</u>
11	<u>demonstrate, implement, and practice therapeutic communication throughout a</u> <u>patient encounter in real and simulated situations; demonstrate management of a</u> <u>cardiac arrest patient including providing Cardio-Pulmonary Resuscitation (CPR) and</u> <u>use of an Automated External Defibrillator (AED);</u>
<u>12</u>	<u>examine their personal barriers to effective communication in their own practice</u> <u>and develop a plan for improvement;</u>
<u>13</u>	<u>contribute to the patient encounter as a team member in ways that benefit the</u> <u>coordination and direction of the tasks required for care and transport;</u>
<u>14</u>	<u>take on leadership responsibilities including the setting and communicating of</u> <u>scene priorities, delegation of tasks, and meaningful engagement with team</u> <u>members when practicing as a team leader;</u>
<u>15</u>	<u>provide a patient hand-off report in a clear and concise fashion when transferring</u> <u>care;</u>
<u>16</u>	<u>document a patient encounter accurately and in line with national and state</u> <u>standards;</u>
<u>17</u>	<u>assess their own strengths, weaknesses, and limits in their knowledge, abilities,</u> <u>and performance as an EMT;</u>
<u>18</u>	<u>set realistic learning goals within the course with success criteria and revise goals</u> <u>and criteria based on reflection and feedback from instructors and students;</u>
<u>19</u>	<u>demonstrate national, state, and program standards for professional behavior in all</u> <u>learning environments (clinical and classroom);</u>
<u>20</u>	<u>employ the correct ethical and medicolegal principles within the processes of</u> <u>critical thinking when addressing situational, cultural, interpersonal, or treatment-</u> <u>related ethical dilemmas;</u>
<u>21</u>	<u>provide objective observations and constructive feedback to fellow students when</u> <u>evaluating individual and team performance.</u>

Major Topic Outline

1. The EMS system, EMS Provider role and responsibilities.
2. EMS Provider role and responsibilities, EMS Providers safety.
3. EMS Provider safety, EMS communication and documentation.
4. EMS communication and documentation, Medical-Legal considerations in responding to emergencies.
5. Medical-Legal considerations in responding to emergencies, Airway management.
6. Airway management, positive pressure ventilation, and oxygenation.
7. Patient assessment and care for the medical patient.
8. Patient assessment and care for the medical patient, Pharmacology for the EMT.
9. Cardiac arrest

management.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

[OIT - Oregon Institute of Technology](#)

Comparable
course(s)

[EMS 151](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

[Correspondence with receiving institution \(mail, fax, email, etc.\)](#)

Please attach documentation

[CCC to OIT Transferability.docx](#)

Reviewer Comments

Megan Feagles (megan.feagles) (09/08/23 1:54 pm): Rollback: What application does the student need to submit to get into this class? How do they find that information? I'm thinking we just delete everything in "Required" and just put Student Petition back on this course so that the instructor can decide who can register for the class.

Dru Urbassik (dru.urbassik) (10/17/23 8:46 pm): Rollback: Sending back so that the DTPS Review Team can review the course outline.

Erin Gravelle (erin.gravelle) (10/23/23 10:36 am): Rollback: We have the same question regarding SLO's and if this is the place to have them or if they should be elsewhere on the syllabus?

Megan Feagles (megan.feagles) (10/23/23 11:02 am): There is no limit on SLOs. It would be up to the course submitter if they wanted to change the SLOs and major topic outline.

Course Change Request

Date Submitted: 09/21/23 3:04 pm

Viewing: **EMT-102 : Emergency Medical Technician Part II**

Last edit: 10/16/23 7:21 am

Changes proposed by: Tana Sawzak (tanass)

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 09/10/23 6:50 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 10/10/23 8:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 10/11/23 3:21 pm
Kari Hiatt (kari.hiatt):
Approved for DTPS Curriculum Committee Outline Review Team
4. 10/12/23 9:15 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 10/17/23 8:47 pm
Dru Urbassik (dru.urbassik):
Rollback to DTPS Curriculum Committee Outline Review Team for Curriculum Committee Approval
6. 10/23/23 10:35 am
Erin Gravelle (erin.gravelle):
Rollback to Curriculum Office for DTPS Curriculum Committee Outline Review Team
7. 10/23/23 11:02 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Related GenEd: [EMT-102: Emergency Medical Technician Part II](#)

Catalog Pages referencing this course: [Emergency Medical Technology \(EMT\)](#), [Emergency Medical Technology, Certificate](#)

Programs referencing this course: [CC.EMTECH: Emergency Medical Technician](#), [AAS.EMP: Emergency Management Professional](#), [CC.EMT: Emergency Medical Technology](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?
Yes

Course Prefix: EMT - Emergency Medical Technology

Course Number: 102

Department: Health Sciences

Division: Technology, Applied Science and Public Services (TAPS)

Course Title: Emergency Medical Technician Part II

Grading

Grade Scheme: Standard (STND)

Credit Type: Credit Course

Allow Pass/No Pass: ~~No~~ Yes

Audit: Yes

Min Credit: 6.00

Variable Credit: No

Contact hours

Lecture: 48.00

Lec/Lab: 24.00

Lab: 36.00

Activity

Clinical

Field

CWE Seminar

CPR

8. 10/23/23 11:45 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Seminar
Community
Education/Drivers
Ed
Community
Education/Adult

Total 108
Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is the second of the two-part ~~two part~~ series that will prepare students to enter the workforce as an emergency medical service provider. Topics include patient assessment, treatment/stabilization for environmental and trauma emergencies, providing emergency care to special patient populations, ~~populations~~ and EMS operations. Includes 20 hours of observational time in an emergency department and with an EMS unit. Upon successful completion, students will qualify to take the National Registry of Emergency Medical Technicians cognitive certification exam. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites E~~MT~~-101 with a C or better ~~E~~MT~~-101~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Completion and documentation of all OHA Health Profession Student Clinical Training
Administrative Requirements

Recommended

Is Student Petition required?

Yes ~~No~~

Show course in Schedule Print in Schedule

Hide course in catalog
No

When do you plan to offer this course?
Winter/Spring

Will this class use library resources?
Yes

Have you talked with a librarian regarding that impact?
No

Course Certifications

Is this a Related Instruction course?
No

Are you going to seek General Education Certification after course approval?
No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>independently conduct</u> demonstrate how to provide a <u>prehospital patient complete</u> assessment <u>and adapt elements</u> on a patient experiencing an acute medical illness or injury in an out of <u>the scene, primary, secondary, and ongoing assessments to a patient's chief complaint, nature of illness, or mechanism of injury;</u> hospital situation;
2	<u>initiate care that correctly reflects the severity and priorities of the acute patient condition(s) in accordance with accepted prehospital standards of care;</u> demonstrate how to stop severe bleeding and bandage soft tissue wounds;
3	<u>perform interventions within the national and Oregon scope of practice without causing uncorrectable risk or harm to a patient;</u> demonstrate how to treat superficial, partial thickness, and full thickness burns;
4	<u>generate a field impression that is logically based on the obvious, acute signs and symptoms presented by the patient and aligns with correct medical knowledge of the condition(s);</u> demonstrate how to stabilize orthopedic fractures and dislocations;
5	<u>use clinical knowledge and nationally recognized clinical standards, scope of practice, standing orders, and/or medical direction when examining the risks and benefits of interventions and transport decisions;</u> summarize how to prioritize and provide appropriate medical care to stabilize a patient experiencing an acute trauma to the head, chest, abdomen and extremities;

6	<u>demonstrate actions regarding patient interventions that reflect the correct indications, precautions, and contraindications outlined in current medical standards and knowledge;</u> demonstrate how to manage a patient experiencing hypoperfusion (shock);
7	<u>actively assess for relevant hazards and safety risks during a patient encounter, communicate findings and take actions to prevent or minimize;</u> demonstrate how to care for a patient experiencing an obstetrical emergency;
8	<u>identify the need for additional resources or a higher level of care and request assistance in a timely manner;</u> demonstrate how provide EMS assistance for emergency childbirth;
9	<u>recognize a time-sensitive emergency and initiate steps to activate a regional system of care;</u> summarize how to provide an assessment and care for special patient populations including pediatrics, geriatrics, and patients with special needs;
10	<u>demonstrate, implement, and practice the principles of empathy, cultural sensitivity, and responsiveness during interactions with patients and family members in real and simulated situations;</u> summarize how to maintain and operate an emergency vehicle safely;
11	<u>demonstrate, implement, and practice therapeutic communication throughout a patient encounter in real and simulated situations;</u> summarize the EMT's role and limitations at a Hazardous materials incident;
12	<u>examine their personal barriers to effective communication in their own practice and develop a plan for improvement;</u> summarize the Incident Command Structure and the role of the Operations Division at a multiple patient incident;
<u>13</u>	<u>contribute to the patient encounter as a team member in ways that benefit the coordination and direction of the tasks required for care and transport;</u>
<u>14</u>	<u>take on leadership responsibilities including the setting and communicating of scene priorities, delegation of tasks, and meaningful engagement with team members when practicing as a team leader;</u>
<u>15</u>	<u>provide a patient hand-off report in a clear and concise fashion when transferring care;</u>
<u>16</u>	<u>document a patient encounter accurately and in line with national and state standards;</u>
<u>17</u>	<u>assess their own strengths, weaknesses, and limits in their knowledge, abilities, and performance as an EMT;</u>
<u>18</u>	<u>set realistic learning goals within the course with success criteria and revise goals and criteria based on reflection and feedback from instructors and students;</u>
<u>19</u>	<u>demonstrate national, state, and program standards for professional behavior in all learning environments (clinical and classroom);</u>
<u>20</u>	<u>employ the correct ethical and medicolegal principles within the processes of critical thinking when addressing situational, cultural, interpersonal, or treatment-related ethical dilemmas;</u>
<u>21</u>	<u>provide objective observations and constructive feedback to fellow students when evaluating individual and team performance.</u>

Major Topic Outline 1. Patient assessment and emergency care for acute anaphylactic, toxicologic, environmental, ~~evnrionmental~~, abdominal and gyneco-urinary conditions. 2. Patient assessment and care for the trauma patient including ~~icluding~~ management of bleeding, burns, fractures/dislocations, ~~fractures/dislocations~~ and specific injuries to the head, chest, ~~chest~~ and abdomen. 3. Childbirth, pediatrics, geriatrics, ~~geriatrics~~ and patients with special needs. 4. Gaining access, extrication, spinal motion restriction, ~~immobilization~~ and patient packaging. 5. Patient transport options and safe ambulance operations 6. Multiple causality incidents ~~incident~~ and triage.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

[OIT - Oregon Institute of Technology](#)

Comparable course(s)

[EMS 152](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

[Correspondence with receiving institution \(mail, fax, email, etc.\)](#)

Please attach documentation

[CCC to OIT Transferability.docx](#)

Reviewer Comments

Megan Feagles (megan.feagles) (09/10/23 6:50 am): Rollback: per Tana's request

Dru Urbassik (dru.urbassik) (10/17/23 8:47 pm): Rollback: Sending back so that the DTTPS Review Team can review the course outline.

Erin Gravelle (erin.gravelle) (10/23/23 10:35 am): Rollback: We have the same question regarding if this is the place for 22 SLO's. Also, we're wondering if we can separate out the 8 hours of clinical out of lab and put it in clinical instead?

Megan Feagles (megan.feagles) (10/23/23 11:02 am): There is no limit on SLOs. It would be up to the course submitter if they wanted to change the SLOs and major topic outline. It would be up to the course submitter if they wanted to change the course instructional method.

Course Change Request

Date Submitted: 09/08/23 1:34 pm

Viewing: **EMT-105 : Introduction to Emergency Medical Services**

Last edit: 10/16/23 7:21 am

Changes proposed by: Tana Sawzak (tanaz)

In Workflow

- 1. Curriculum Office
- 2. DTSP Curriculum Committee Outline Review Team
- 3. Curriculum Office
- 4. Curriculum Committee Approval
- 5. Colleague

Approval Path

- 1. 10/10/23 8:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
- 2. 10/11/23 3:26 pm
Kari Hiatt (kari.hiatt):
Approved for DTSP Curriculum Committee Outline Review Team
- 3. 10/12/23 9:15 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
- 4. 10/17/23 8:47 pm
Dru Urbassik (dru.urbassik):
Rollback to DTSP Curriculum Committee Outline Review Team for Curriculum Committee Approval
- 5. 10/23/23 10:29 am
Erin Gravelle (erin.gravelle):
Rollback to Curriculum Office for DTSP Curriculum Committee Outline Review Team
- 6. 10/23/23 11:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
- 7. 10/23/23 11:45 am
Erin Gravelle (erin.gravelle):
Approved for DTSP

Related GenEd: [EMT-105: Introduction to Emergency Medical Services](#)

Catalog Pages referencing this course: [Emergency Medical Technology \(EMT\)](#), [Emergency Medical Technology, Certificate](#)

Programs referencing this course: [CC.EMTECH: Emergency Medical Technician](#), [AAS.EMP: Emergency Management Professional](#), [CC.EMT: Emergency Medical Technology](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?
Yes

Course Prefix: EMT - Emergency Medical Technology

Course Number: 105

Department: Health Sciences

Division: Technology, Applied Science and Public Services (TAPS)

Course Title: Introduction to Emergency Medical Services

Grading

Grade Scheme: Standard (STND)

Credit Type: Credit Course

Allow Pass/No Pass: Yes

Only Pass/No Pass: No

Audit: Yes

Min Credit: 3.00

Variable Credit: No

Contact hours

Lecture: 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWF Seminar

CVE Summer

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Introduces the student to Emergency Medical Services (EMS). Explores ~~Examines~~ the career pathways path for EMTs and Paramedics. ~~paramedics~~. Examines the history, structure. ~~Explores structure~~ and function of our modern-day EMS system. ~~systems~~. Includes provider roles and responsibilities, operations, safety, legal considerations. ~~medical-legal consideration, stress management, blood-borne pathogens;~~ and career opportunities. ~~other Oregon-specific content.~~ In addition, this class provides a foundation for the EMT certification course by including a review of anatomy and physiology; where things are and how they are supposed to work, pathophysiology; what happens when disease or injury causes those systems to fail, and patient assessment; how EMS providers evaluate for those conditions and make treatment and transport decisions.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Curriculum

Committee Outline

Review Team

8. 10/23/23 11:54 am

Megan Feagles

(megan.feagles):

Approved for

Curriculum Office

recommenaea

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>describe</u> explain the <u>key historical events that have shaped the development</u> basic <u>structure and function</u> of <u>the Emergency Medical Services (EMS)</u> an EMS system;
2	<u>briefly</u> explain <u>each of the components of</u> the <u>Technical Assistance Program Assessment Standards</u> ; role of the EMT within the EMS system;
3	<u>explain the meaning and symbolism behind the Star of Life</u> ; explain the educational requirements for national certification and state licensure as an EMT;
4	<u>discuss the roles responsibilities and professional attributes of the EMS provider</u> ; explain the continuing educational requirements for maintaining national certification and state licensure as an EMT;
5	<u>list the daily tasks that EMT providers perform while on shift</u> ; describe the roll of both the National Registry of EMT's and the State EMS authority;
6	<u>explain the educational requirements for national certification and Oregon state licensure as an EMS provider</u> ; summarize the history of the development of EMS in both the USA and in Oregon;
7	<u>explain the continuing educational requirements for maintaining national certification and Oregon state licensure as an EMS provider</u> ; explain the role of the

	<u>physician adviser;</u>
8	<u>describe summarize the role of both the National Registry of EMTs difference between off-line, on-line, and the State EMS authority; standing orders/protocols;</u>
9	explain the <u>role process</u> of <u>the physician adviser/medical director; QA/QI in EMS;</u>
10	<u>discuss the purpose of medical oversight, protocols, and standing orders within an EMS system; discuss the role of research in EMS;</u>
11	<u>describe the purpose of, and the EMS provider's role in quality improvement programs in EMS; explain the Star of Life;</u>
12	<u>explain the role of the EMS provider in developing evidence-based guidelines; define the terms: consent, duty to act, negligence, and abandonment;</u>
13	<u>discuss the role of Mobile Integrated Healthcare and Community Paramedicine in the current EMS system and in the future of EMS; Explain the Good Samaritan Law;</u>
14	<u>explain the risks involved in common prehospital emergencies and the measures EMS providers can take to protect themselves against these hazards; compare scope of practice vs. standard of care;</u>
15	<u>compare and contrast the characteristics of acute, delayed and cumulative stress reactions; understand advance directives such as a living will, DNR, and POLST plan;</u>
16	<u>describe ways in which EMS providers can protect themselves from exposure to diseases caused by pathogens as well as from accidental and work-related injuries; describe blood borne pathogens and how they are transmitted;</u>
17	<u>describe the components of physical and mental wellness in EMS; list PPE, safe work practices, and engineering controls designed to limit the transmission of blood borne pathogens;</u>
18	<u>recognize situations in which an EMS provider would have a duty to act; discuss the importance of proper documentation;</u>
19	<u>describe the intent of the Good Samaritan Law; define HIPPA;</u>
20	<u>list and describe each type of patient consent as it relates to prehospital care;</u> <u>summarize EMS responder health risks such as stress, fatigue, and scene safety;</u>
21	<u>explain the concept of negligence; continue on the educational tract for the AAS-EMT degree;</u>
22	<u>define the terms anatomy and physiology and discuss how they relate to each other;</u>
23	<u>list and describe each of the terms used for describing the positioning of the patient;</u>
24	<u>state the function of each of the structures that comprise the musculoskeletal system;</u>
25	<u>list and identify the components of the human skeleton that comprise the axial and appendicular skeletal systems;</u>
26	<u>differentiate between skeletal (voluntary), smooth (involuntary), and cardiac muscle;</u>
27	<u>identify the basic functions of the respiratory system and the structures that comprise the upper and lower airways;</u>
28	<u>describe the basic mechanics and physiology of normal ventilation, respiration, and oxygenation;</u>
29	<u>describe the anatomy and physiology of the circulatory system;</u>
30	<u>describe the basic functions of the nervous system;</u>
31	<u>differentiate between the structural and functional components of the central and</u>

	<u>peripheral nervous system;</u>
<u>32</u>	<u>Identify the general functions, layers, and structures of the integumentary system;</u>
<u>33</u>	<u>list and describe the anatomy and physiology of each major component that comprises the digestive system;</u>
<u>34</u>	<u>list and describe the anatomy and physiology of each major component that comprises the urinary system;</u>
<u>35</u>	<u>differentiate between the processes of aerobic and anaerobic cellular metabolism;</u>
<u>36</u>	<u>explain the concept of perfusion, including the components necessary to maintain perfusion;</u>
<u>37</u>	<u>explain the importance of developing a systematic patient assessment routine, and list the four main phases of the patient assessment process;</u>
<u>38</u>	<u>compare and contrast private, public, and hospital-based ambulance agencies;</u>
<u>39</u>	<u>list the local ambulance agencies in the Portland Metro Area;</u>
<u>40</u>	<u>list the phases of an EMS call for service;</u>
<u>41</u>	<u>list the various types of ambulances used in EMS response;</u>
<u>42</u>	<u>list several reasons why patients may be transported by air ambulance instead of ground ambulance;</u>
<u>43</u>	<u>list the personnel who make up the flight crew on an air ambulance;</u>
<u>44</u>	<u>explain the difference between a single service EMS provider and an EMS/firefighter;</u>
<u>45</u>	<u>list the Fire/EMS agencies in the Portland Metro Area;</u>
<u>46</u>	<u>explain the purpose of a public service answering point (PSAP);</u>
<u>47</u>	<u>list 4 local PSAPs in Portland Metro Area;</u>
<u>48</u>	<u>explain the role, and responsibilities of Emergency Medical Dispatchers (EMD);</u>
<u>49</u>	<u>explain the role and responsibilities of an Emergency Department Technician (ED-TECH);</u>
<u>50</u>	<u>explain the role and responsibilities of EMS providers that work in ambulatory clinics and urgent care centers;</u>
<u>51</u>	<u>explain the role and responsibilities of EMS providers that work for Event Medical Services;</u>
<u>52</u>	<u>explain the role and responsibilities of EMS providers in Search and Rescue (SAR);</u>
<u>53</u>	<u>list the local SAR organizations in the Portland Metro Area;</u>
<u>54</u>	<u>explain what the State Emergency Registry of Volunteers in Oregon (SERV-OR) does and how EMS providers can sign up to volunteer;</u>
<u>55</u>	<u>explain the purpose of EMS Agenda 2050;</u>
<u>56</u>	<u>list and explain each of the 6 guiding principles in EMS Agenda 2050;</u>
<u>57</u>	<u>explain how to tell time using the 24-hour clock.</u>

Major Topic Outline

1-History, structure, Roles and function Responsibilities of the modern-day EMS system, EMT:
a.The role of the EMT.b.Professional ethics.c.Benefits and responsibilities of continuing education for the EMT and major benefits of subscribing to professional journals.d.Major purpose of the National Registry of Emergency Medical Technicians.d1.EMS Systems.d2.Meaning and symbolism behind Development of the Star of Life, EMS system in the United States: Policy Facilities and regulation, resources: Provider role, responsibilities, and attributes.
2.Components of an EMS system:a.QA/QI.b.Responsibilities of the physician medical director regarding direct-line and indirect-line medical control.3.Professionalism, social media and ethics Research in EMS, EMS provider training, certification, licensure, Responsibilities of the physician medical oversight director regarding direct-line and scope of practice, indirect-line medical control: Continuous quality improvement, and evidence-based guidelines, Provider

[safety and wellness](#), [Medical-legal considerations](#), [Career exploration](#), [4-Facilities and resources](#).a.STAB/ATAB.b.Hospital designation/specialty.5.The future [Medical-Legal Considerations](#) of EMS. [Anatomy and Physiology review](#), [Pathophysiology](#), [Patient Assessment](#). a.Categories of law in the United States.b.Medical practice act and its implications in pre hospital care.c.Define the following legal terms.c1.Duty to act.c2.Negligence.c3.Abandonment.c4.Standard of care.c5.Implied consent.c6.Informed consent.6.State motor vehicle laws that apply to emergency vehicles.7.Directives for health care.a.Living Will.b.Durable Power of Attorney.c.Advanced Directive.d.DNR (Do Not Resuscitate) order.e.POLST (Physicians Order for Life Sustaining Treatment).8.Scope of Practice.9.The importance of the medical record.a.HIPAA (Health Information Portability and Accountability Act).10.Incident Response.a.Organization.a1.IC sectors.a2.Responsibilities.b.Triage.11.Stress Management in EMS.a.Define and describe stress.b.Causes of job stress for the EMT.c.Critical incident stress debriefing.d.Grief Process overview.d1.Patient.d2.Family.d3.EMT.12.Blood-Born Pathogens/Communicable Diseases and Safety Precautions.a.Bodies immune system.b.Transmission of disease.c.Precautions to protect pre-hospital personnel from Communicable/Infectious disease and Universal precautions.d.College's protocol if injury or exposure occurs during training.13.Demonstrate knowledge of statute and rules of Oregon EMS.a.ORS vs.OAR.b.Certification requirements.c.Recertification requirements.d.Disciplinary actions.e.Reporting requirements.f.Ethics:

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

[OIT - Oregon Institute of Technology](#)

Comparable course(s) [EMS 115 Introduction to EMS 3 credits](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[All schools within the Oregon EMS education consortium accept EMT-related classes from each other.](#)

Please attach documentation [CCC to OIT Transferability.docx](#)

Reviewer Comments

Dru Urbassik (dru.urbassik) (10/17/23 8:47 pm): Rollback: Sending back so that the DTPS Review Team can review the course outline.

Eric Cavella (eric.cavella) (10/23/23 10:30 am): Rollback: The committee would like to know

Erin Gravelle (erin.gravelle) (10/23/23 10:29 am): Followup: The committee would like to know if 57 student learning outcomes are acceptable for a 3 credit course? For OHA/EMS state licensure these SLO's need to be somewhere in the syllabus, but we're wondering if these could be elsewhere like a main topics area?

Megan Feagles (megan.feagles) (10/23/23 11:01 am): There is no limit on SLOs. It would be up to the course submitter if they wanted to change the SLOs and major topic outline.

Key: 635

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/15/23 11:07 am

Viewing: **ENG-225 : Literary Creative Nonfiction Literature**

Last edit: 10/15/23 11:07 am

Changes proposed by: Amanda Coffey (amandac)

Related GenEd: [ENG-225: Creative Nonfiction Literature](#)

Catalog Pages referencing this course: [English Literature \(ENG\)](#)

Programs referencing this course: [AS.PSUENGLISH: English Emphasis, AS - with Portland State University](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 225

Department English

Division Academic Foundations and Connections (AFAC)

Course Title [Literary](#) Creative Nonfiction ~~Literature~~

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/16/23 7:11 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/17/23 12:45 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team
3. 10/20/23 8:34 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWF Seminar

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

Students read, discuss, and analyze texts that explore true events and experiences in various creative styles and forms. Genres may include: memoir, personal essay. Discussion and analysis of various types of creative nonfiction such as literary journalism, memoirs, nature or science writing, literary travel writing, and literary journalism, personal essays.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

~~Foundational Requirement~~

Elective Only

Is this class challengeable?

No Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

NI

No

Show course in Schedule
Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Year

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	read and analyze various types of <u>literary creative</u> nonfiction, such as <u>literary journalism</u> ; memoir, <u>personal essay</u> , nature or science writing, travel writing, and <u>literary journalism</u> ; <u>personal essay</u> ;
2	practice literary criticism based on close readings of the text;
3	recognize and discuss elements <u>common in literary</u> of the types of creative nonfiction, including description, narration, process analysis, comparative analysis, analogy, metaphor, dialogue, etc.;
4	articulate ideas about <u>course reading nonfiction literature</u> in <u>class discussion</u> <u>logically organized oral</u> and written work using relevant technical and critical vocabulary;
5	relate the content, form, and themes of a variety of nonfiction works to modern events, other media, and their own lives.

Major Topic Outline 1. Selected fourth genre readings. Assignments, exercises, and discussions designed to explore types of creative nonfiction, to include the following. a. Memoirs and Personal Essays. b. Nature and Science Writing. c. Literary Journalism (Immersion Writing). d. Literary Travel Writing. 2. Writing projects. a. Two to three essays of analysis and/or creative response. b. Informal writings (in-class writings, journaling). 3. Presentations. a. Individual and group presentations exploring writers' lives, locations, subject matter, or writing. b. Outside Reading Project. Report or presentation on a book chosen from a pre-selected list.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s) OSU: ENG-107 UO: ENG-205 (reference: current catalogs)

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s) OSU: ENG-107 UO: ENG-205 (reference: current catalogs)

How does it transfer?

general elective

required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Key:

[Preview Btl](#)

Course Change Request

Date Submitted: 10/18/23 11:07 am

Viewing: **G-101 : General Geology**

Last edit: 10/18/23 11:07 am

Changes proposed by: Sarah Hoover (sarahh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/18/23 11:11 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 8:35 am
Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 8:37 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Related GenEd: [G-101: General Geology](#)

Catalog Pages referencing this course: [Geology.\(G\)](#)

Programs referencing this course:
[AS.PSUMUSIC: Music Emphasis, AS - with Portland State University](#)
[AS.OSUBIOLOGY: Biology Emphasis, AS - with Oregon State University](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OTBUSINESS: Business.\(ASOT\)](#)
[AS.TCOMPSCI: Computer Science.\(AST\)](#)
[AS.TBUSINESS: Business.\(AST\)](#)
[AS.OTCOMPSCIENCE: Computer Science.\(ASOT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer.\(AAOT\)](#)
[AA.OTELEMED: Elementary Education.\(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies.\(AGS\)](#)
[AA.ENGLIT: English Literature.\(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix: G - Geology

Course Number: 101

Department: Science

Division: Arts and Sciences

Course Title: General Geology

Grading

Grade Scheme: Standard (STND)

Credit Type: Credit Course

Allow Pass/No Pass: Yes

Only Pass/No Pass: No

Audit: Yes

Min Credit: 4.00

Variable Credit: No

Contact hours

Lecture: 33.00

Lec/Lab

Lab
Activity
Clinical
Field
CWE Seminar
CPR
Seminar
Community
Education/Drivers
Ed
Community
Education/Adult

Total 33
Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For non-science majors. A lab course introducing geologic principles and concepts; Earth structure, igneous, sedimentary, and metamorphic rock environments, volcanic activity, and landforms. Lab requires students to identify ore minerals, rock forming minerals, igneous, metamorphic and sedimentary rocks.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies
~~Elective Only~~

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites G-101L

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	think critically about rock forming environments and predict, using the scientific method, which rocks would form in these environments and why; (SC1)(SC2)
2	observe tectonic plate interactions and clearly explain features found at each location, why they are found there, and predict any volcanic activity/ hazards that affect society caused by these interactions; (SC1)(SC2)
3	apply scientific methods to gather information about the properties of minerals and rock in order to correctly identify unknown samples; (SC2)
4	demonstrate an understanding of the basic geologic concepts of plate tectonics and the earth's interior structure and explain the importance of these concepts to the field of geology and society; (SC1)(SC3)
5	predict, using the uniformitarianism model, past geological environment based on the sedimentary rocks and structures found in a region; (SC1)
6	explain the relationship between the geological sciences, environmental sustainability and society; (SC3)

	sustainability and society; (SC3)
7	discuss the various uses and importance of minerals in society and know which mineral provides which ore; (SC3)(SC1)
8	explain the formation of soil, the geologic processes involved and the importance of soil to society. (SC3)(SC1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Other Assessment Tools

Other Assessment Tools

[Practical lab exams and activities](#)

Major Topic Outline

- Introduction: a. The scientific method and geology. b. Geology's role in society and sustainability. c. The rock cycle.
- Earth's formation/structure and plate tectonic overview: a. Regions of the Earth and the physical/chemical characteristics. b. Plate boundaries, interaction, structures that form, and hazards to society. c. Scientific methods and mechanisms of plate motion.
- Introduction to chemistry and minerals: a. Atomic structure and chemical bonding. b. Chemical formulas, mineral properties and crystal structures. c. Silicate & non-silicate minerals.
- Igneous Processes and Rocks: a. Classification of igneous rocks. b. Igneous activity and plate tectonics. c. Magma differentiation processes. d. Plutonic structures.
- Volcanoes: a.

Volcanic systems and structures. b. Plate tectonics and volcanoes. c. Volcanic hazards, society and the Northwest. d. Distribution and causes of volcanoes. e. Classification of volcanic rocks. 6. Weathering Processes: a. Chemical and physical weathering processes of rocks. b. Environments associated with weathering. c. Products of weathering, soil formation and soil types. 7. Sedimentation and Sedimentary Rocks: a. Properties of sediments, transport and deposition, and lithification. b. Sedimentary rocks and environments that form sedimentary rocks. c. Classification of clastic and non-clastic rocks. d. Sedimentary structures and geological significance. e. Mineral resources of sedimentary rock environments and society. 8. Metamorphism and Metamorphic Rocks: a. Metamorphic processes and types of metamorphism. b. Classification of metamorphic rocks. c. Geographic distribution of metamorphic environments. d. Metamorphism and mountain building.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G101 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

college catalogs

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

G101 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
college catalogs

OUS school to which the course will transfer
OSU - Oregon State University

Comparable course(s)
G101 and lab

How does it transfer?
general education or distribution requirement
general elective

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
college catalogs

OUS school to which the course will transfer
OSU-C - OSU-Cascade

Comparable course(s)
G101 and lab

How does it transfer?
general education or distribution requirement
general elective

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
college catalogs

OUS school to which the course will transfer
PSU - Portland State University

Comparable course(s)
G101 and lab

How does it transfer?
general education or distribution requirement
general elective

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
college catalogs

OUS school to which the course will transfer
SOU - Southern Oregon University

Comparable course(s)
G101 and lab

How does it transfer?

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

college catalogs

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

G101 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

college catalogs

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

G101 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

college catalogs

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 10/18/23 11:18 am

Viewing: **G-102 : General Geology**

Last edit: 10/18/23 11:18 am

Changes proposed by: Sarah Hoover (sarahh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/18/23 11:28 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 8:33 am
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 8:35 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Related GenEd: [G-102: General Geology](#)

Catalog Pages referencing this course: [Geology.\(G\)](#)

Programs referencing this course:
[AS.PSUMUSIC: Music Emphasis, AS - with Portland State University](#)
[AS.OSUBIOLOGY: Biology Emphasis, AS - with Oregon State University](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OTBUSINESS: Business.\(ASOT\)](#)
[AS.TCOMPSCI: Computer Science.\(AST\)](#)
[AS.TBUSINESS: Business.\(AST\)](#)
[AS.OTCOMPSCIENCE: Computer Science.\(ASOT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer.\(AAOT\)](#)
[AA.OTELEMED: Elementary Education.\(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies.\(AGS\)](#)
[AA.ENGLIT: English Literature.\(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix G - Geology

Course Number 102

Department Science

Division Arts and Sciences

Course Title General Geology

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab
Activity
Clinical
Field
CWE Seminar
CPR
Seminar
Community
Education/Drivers
Ed
Community
Education/Adult

Total 33
Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For non-science majors. An introductory lab course that explores the Earth's systems and surface features. Systems/processes/hazards explored include rivers, mass wasting, glaciers, groundwater, and deserts. Labs focus on geologic and topographic maps and how they are used to understand geologic features and local geology.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies
~~Elective Only~~

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites G-102L

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	observe hydrological processes that occur on earth and explain how they contribute to the formation of surface features and geologic hazards. Assess the impact these features and hazards have on society; (SC1)(SC2)(SC3)
2	apply and develop models of stream systems to gather data and discuss the impact society has on rivers with regards to water quality, ecosystems and flooding processes as well as surface features created by erosion/deposition; (SC1)(SC2)(SC3)
3	critically evaluate the geologic controls on ground water systems and explain/hypothesis how society is affected by or affects these systems; (SC2)(SC3)
4	apply scientific methods/concepts to clearly explain the formation of desert systems, why deserts expand through the process of desertification, and the impact desertification has on the world's population; (SC1)(SC3)
5	critically evaluate models on global climate change, explain the effects this process is having on the world's glaciers/oceans/beaches and demonstrate an

	understanding of the impact of this process on society; (SC1)(SC2)(SC3)
6	demonstrate an ability to use topographic and geologic maps to interpret what surface features are present, explain the formation of those surface features and also the geologic hazards associated with them; (SC1)(SC2)
7	locate and report positions on a map through the use of longitude/latitude coordinates, UTM coordinates and the rectangular survey system. (SC2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Other Assessment Tools

Other Assessment Tools

[Practical lab exams and activities](#)

Major Topic Outline

1. Mass wasting: a. Types and controls of mass movement. b. Influence of water on mass wasting. c. Sediments and mass wasting. d. Recognizing mass wasting in process. e. Remediation techniques for mass wasting. f. The effects on society and the NW. 2. Deserts and Wind Activity: a. Types of deserts and how deserts form. b. Characteristics and features of deserts. c. Erosion processes and cycles in deserts. d. Wind activity. e. Sand dune formation. f. World distribution of deserts. g. Desertification and the effect on society. 3. Stream Processes: a. Hydrologic cycle. b. Stream energy and erosion. c. Stream flow dynamics. d. Stream

a. Hydrologic cycle. b. Stream energy and erosion. c. Stream flow dynamics. d. Stream depositional processes. e. Fluvial cycle and landforms. f. Flooding and societal concerns. 4. Groundwater: a. Groundwater accumulation and movement. b. Aquifers. c. Dynamics between surface water and groundwater. d. Groundwater solution and deposition. e. Thermal springs and geysers. f. Environmental and societal concerns. 5. Glaciers and Climate Change: a. Formation of glaciers. b. Types of glaciers. c. Glacial movement. d. Glacial erosion. e. Glacial deposition. f. Pleistocene glaciation. g. Causes of climatic changes. *G 102 Lab—Major Topic Outline* 1. Map reading techniques: [Introduction to topographic maps 2. Rectangular survey system coordinates system](#) 2. Map reading techniques: [Longitude and Latitude coordinate system](#) 3. Using remote sensing, satellite images and maps to interpret environment Maps and map making. [3. Topographic map interpretation, stereoscopes and topographic profiles 4. profiles](#) 4. Maps and map reading: [reading: Rectangular Survey Coordinates 5. Map reading techniques: Longitude and Latitude coordinate system](#) 5. Map reading techniques: [UTM coordinate system and topographic map intro](#) 6. [Topographic map interpretation, stereoscopes and topographic profiles](#) 7. Exploring stream systems and flood planes, recognizing stream features using maps and the influence of flooding on society. [7. 8. Introduction to geologic maps. 8. Geology of Oregon City](#) 9. [Map reading techniques: UTM coordinate system and topographic map intro intro: Geology of Oregon City](#)

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G102 and lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

G102 and lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

G102 and lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 10/18/23 11:27 am

Viewing: **G-103 : General Geology**

Last edit: 10/18/23 11:29 am

Changes proposed by: Sarah Hoover (sarahlh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Related GenEd:

[G-103: General Geology](#)

Catalog Pages referencing this course

[Geology.\(G\)](#)

Programs referencing this course

[AS.PSUMUSIC: Music Emphasis, AS - with Portland State University](#)
[AS.OSUBIOLOGY: Biology Emphasis, AS - with Oregon State University](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OTBUSINESS: Business.\(ASOT\)](#)
[AS.TCOMPSCI: Computer Science.\(AST\)](#)
[AS.TBUSINESS: Business.\(AST\)](#)
[AS.OTCOMPSCIENCE: Computer Science.\(ASOT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer.\(AAOT\)](#)
[AA.OTELEMED: Elementary Education.\(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies.\(AGS\)](#)
[AA.ENGLIT: English Literature.\(AAT\)](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix G - Geology

Course Number 103

Department Science

Division Arts and Sciences

Course Title General Geology

Approval Path

1. 10/18/23 11:29 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/20/23 10:36 am
Charles Siegfried (csiegfried):
Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 10:40 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab
Activity
Clinical
Field
CWE Seminar
CPR
Seminar
Community
Education/Drivers
Ed
Community
Education/Adult

Total 33
Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For non-science majors. A lab course that examines the geological development of the North American continent through topics such as geologic time, plate tectonics, mountain building earthquakes/faults, and fossils. Examines important events in each geologic era and includes fossil ID, compass use, field techniques and GPS.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies
Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites G-103L

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	Apply the theory of plate tectonics to clearly explain how plate interaction over geologic time has influenced the development of the continents and mountain ranges on Earth; (SC1)
2	Map geologic structures and evaluate data to explain how the structures formed relative to crustal stresses, what types of plate boundaries formed them, and any potential hazards associated with them; (SC2)
3	Clearly explain the relationship between plate boundaries and earthquakes, evaluate and communicate to others hazards associated with these earthquakes, and develop an emergency readiness plan for themselves and their family; (SC1)(SC2)(SC3)
4	Use fundamental concepts/tools from geology such as plate tectonics, seismic wave theory, radiometric dating, compasses, maps and GPSs to problem solve geologic questions; (SC1)(SC2)
5	Identify fossils and evaluate the process of fossil formation to explain how a fossil

	formed and what geologic environment was present at the time of formation; (SC2)
6	Apply geologic mapping/field techniques, fossil identification, correlation and stratigraphic sections to interpret the geologic history of a region; (SC2)
7	Discuss the formation and development of the geologic time table and be able to use the time table to help explain the geologic history of the earth. (SC1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Other Assessment Tools

Other Assessment Tools

[Lab practical exam and lab activities](#)

Major Topic Outline

1. Geologic time. a. Formation of the geologic time table. b. Stratigraphy. c. Relative dating techniques. d. Radiometric dating techniques. e. Fossil formation. 2. Earth's Interior and Structure: a. General structure. b. Internal regions and composition. c. Seismic evidence on how we know the structure. d. Evidence for composition of Earth regions. 3. Plate Tectonics: a. The development of continental drift hypothesis. b. The development of the theory of plate tectonics. c. The theory of plate tectonics. d. Lithosphere boundaries and plate collisions. e. Features found at plate boundaries. f. Mechanisms of plate motion. 4. Earthquakes. a. Elastic

features found at plate boundaries. 1. Mechanisms of plate motion. 4. Earthquakes. a. Elastic strain hypothesis. b. Measuring strength of earthquakes (Richter and Moment magnitude). c. World distribution of earthquakes. d. Earthquakes and society (Mercalli scale). e. Prediction, forecasting and remediation. f. Building structures and reinforcement. g. Northwest and earthquakes. 5. Mountains and Mountain Building: a. Types of mountains. b. Mountain forming environments. c. World distribution of mountains. d. Plate tectonics and mountain building. e. Continental accretion and NW mountains. 6. Continental Development: a. Precambrian Earth history. b. Cooling of the Earth. c. Formation of atmosphere, oceans and crust. d. Formation of continents. 7. Earth History: a. Paleozoic events. b. Mesozoic events. c. Cenozoic events. G 103 Lab--Major Topic Outline* 1. [Geologic time, correlation and relative dating](#). [Geologic time](#): 2. [Fossils formation, identification, use and dating with fossils](#). [Correlation and relative dating](#): 3. [Map reading and compass coordinates](#). [Fossils formation, identification and use](#): 4. The Brunton Compass and [compass course](#) navigation 5. [Introduction to geologic structure](#) 6. [Dip and Strike](#): 6. Structural [Geology](#): [Geology](#): [Strike Dip and Dip Strike](#): 7. Geologic maps and N. America's geologic structures. 8. GPS introduction (Global Positioning System). 9. GPS waypoints and [routes](#), [routes](#)

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G103 and Lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

G103 and Lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

G103 and Lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

G103 and Lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

G103 and Lab

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s) G103 and Lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s) G103 and Lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s) G103 and Lab

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

Catalog

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 10/20/23 11:04 am

Viewing: **G-201 : General Geology**

Last edit: 10/20/23 11:04 am

Changes proposed by: Sarah Hoover (sarahh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/18/23 11:31 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 10:27 am
Nora Brodnicki (norab): Rollback to Initiator
3. 10/20/23 11:06 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 10/26/23 2:01 pm
Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team
5. 10/27/23 5:11 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Related GenEd:	G-201: General Geology
Catalog Pages referencing this course	Geology.(G)
Programs referencing this course	AS.PSUMUSIC: AS, Music, PSU AS.OSUBIOLOGY: AS, Biology, OSU NA.OTM: Oregon Transfer Module AS.PSUBIOLOGY: AS, Biology, PSU AS.OTBUSINESS: Business (ASOT) AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST) AS.TBUSINESS: Business (AST) AS.OTCOMPSCIENCE: Computer Science (ASOT) AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT) AA.OTELEMED: Elementary Education (AAOT) AS.PSUENGLISH: AS, English, PSU AGS.GENERAL: Associate of General Studies AA.ENGLIT: English Literature (AAT) AS.PSUGEOLOGY: AS, Geology, PSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?
Yes

Course Prefix: G - Geology
Course Number: 201
Department: Science
Division: Arts and Sciences
Course Title: General Geology

Grading

Grade Scheme: Standard (STND)
Credit Type: Credit Course
Allow Pass/No Pass: Yes
Only Pass/No Pass: No
Audit: Yes
Min Credit: 4.00
Variable Credit: No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For science majors. A lab course introducing geologic principles and concepts; weathering, soils, Earth structure, igneous, sedimentary, metamorphic rocks, volcanic activity, and landforms. Lab requires students to identify ore minerals, rock forming minerals, igneous, metamorphic and sedimentary rocks.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

~~Foundational Requirement~~

Discipline Studies

~~Elective Only~~

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites WRD-090 or placement in WRD-098

Corequisites G-201L

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	think critically about rock forming environments and predict, using the scientific method, which rocks would form in these environments and why; (SC1)(SC2)
2	observe tectonic plate interactions and clearly explain features found at each location, why they are found there, and predict any volcanic activity/ hazards that affect society caused by these interactions; (SC1)(SC2)
3	apply scientific methods to gather information about the properties of minerals and rock in order to correctly identify unknown samples; (SC2)
4	demonstrate an understanding of the basic geologic <u>concept</u> concepts of plate tectonics and the earth's interior structure and explain the importance of these

	concepts to the field of geology and society; (SC1)(SC3)
5	predict, using the uniformitarianism model, past geological surface conditions based on the sedimentary rocks and structures found in a region; (SC1)
6	explain the <u>relationship</u> relationship, both good and bad ; between the geological sciences, environmental sustainability and society; (SC3)
7	discuss the various uses and importance of minerals in society and know which mineral provides which ore; (SC3)(SC1)
8	explain the formation of soil, the geologic processes involved and the importance of soil to society; (SC3)(SC1)
9	critically evaluate scientific literature to assess and critic the validity of a hypothesis. (SC3)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences. P

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

- General Examination
- Multiple Choice Test
- Projects
- Writing Assignments
- Other Assessment Tools

Other Assessment Tools

- Lab practical exams and lab activities

Major Topic Outline 1. Introduction: a. The scientific method and geology. b. Geology's role in society and sustainability. c. Rock cycle. 2. Earth's formation/structure and plate tectonic overview: a. Regions of the Earth and their physical/chemical characteristics. b. Plate boundaries, interaction, structures that form, and hazards to society. c. Scientific methods and mechanisms of plate motion. 3. Introduction to chemistry and minerals: a. Atomic structure and chemical bonding. b. Chemical formulas. c. Mineral properties and Crystal structures. d. Silicate & non-silicate minerals. 4. Igneous Processes and Rocks: a. Classification of igneous rocks. b. Igneous activity and plate tectonics. c. Magma differentiation processes. e. Plutonic structures. 5. Volcanoes: a. Volcanic systems and structures. b. Plate tectonics and volcanoes. c. Volcanic hazards, society and the Northwest. d. Distribution and causes of volcanoes. e. Classification of volcanic rocks. 6. Weathering Processes: a. Chemical and physical weathering processes of rocks. b. Environments associated with weathering. c. Products of weathering, soil formation and soil types. 7. Sedimentation and Sedimentary Rocks: a. Properties of sediments, transport and deposition, and lithification. b. Sedimentary rocks and environments that form sedimentary rocks. c. Classification of clastic and non-clastic rocks. d. Sedimentary structures and historical significance. e. Mineral resources of sedimentary rock environments and society. 8. Metamorphism and Metamorphic Rocks: a. Metamorphic processes and types of Metamorphism. b. Classification of metamorphic rocks. c. Geographic distribution of metamorphic environments. d. Metamorphism and mountain building. G-201L Lab—Major Topic Outline 1. Scientific methods used ~~use~~ to determine mineral properties. 2. Using scientific methods to determine the properties for and the identification of ore forming minerals. 3. Using scientific methods for the identification and classification of the framework silicates. 4. Using scientific methods for the identification and classification of the remaining silicate minerals. 5. Introduction to igneous rock compositions, textures and classification. 6. Identification of igneous rocks though composition and textures. 7. Introduction and identification of sedimentary rocks using sediment classification techniques. 8. Introduction and identification of metamorphic rocks using index minerals and textures.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail fax email etc)

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
course catalogs

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)
G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
course catalogs

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)
G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
course catalogs

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)
G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
course catalogs

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s) G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

course catalogs

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s) G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

course catalogs

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s) G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

course catalogs

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s) G201 and Lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability

course catalogs

Please attach documentation

Reviewer Comments

Nora Brodnicki (norab) (10/20/23 10:27 am): Rollback: Hi Sarah, In reviewing your SLOs I wondered about editing #4 from "demonstrate understanding of" to "describe" or "identify". And for #6 I wondered why "good and bad" needs to be in the outcome and if it should be there. Nora

Megan Feagles (megan.feagles) (10/23/23 8:56 am): from Sarah Hoover: Thanks Nora, So I looked over your suggestions...thank you! I did remove the "good and bad" from number six but I think the "demonstrate an understanding of" is better than "describe" or "identify" for the theory of plate tectonics. The reason for this is that there are many different processes and details embedded in the theory of plate tectonics, and while most people can give a basic description of the theory and what it states, truly understanding the different processes that are occurring and why they are occurring is a bit higher level.

Key: 828

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/18/23 11:41 am

Viewing: **G-202 : General Geology**

Last edit: 10/20/23 12:49 pm

Changes proposed by: Sarah Hoover (sarahh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/18/23 11:42 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/20/23 12:53 pm
Deanna Myers (deanna.myers):
Approved for DASC Curriculum Committee Outline Review Team

Related GenEd:	G-202: General Geology
Catalog Pages referencing this course	Geology_(G)
Programs referencing this course	AS.PSUMUSIC: Music Emphasis, AS - with Portland State University AS.OSUBIOLOGY: Biology Emphasis, AS - with Oregon State University NA.OTM: Oregon Transfer Module AS.PSUBIOLOGY: Biology Emphasis, AS - with Portland State University AS.OTBUSINESS: Business (ASOT) AS.TCOMPSCI: Computer Science (AST) AS.TBUSINESS: Business (AST) AS.OTCOMPSCIENCE: Computer Science (ASOT) AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT) AA.OTELEMED: Elementary Education (AAOT) AS.PSUENGLISH: English Emphasis, AS - with Portland State University AGS.GENERAL: Associate of General Studies (AGS) AA.ENGLIT: English Literature (AAT) AS.PSUGEOLOGY: Geology Emphasis, AS - with Portland State University

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes	
Course Prefix	G - Geology
Course Number	202
Department	Science
Division	Arts and Sciences
Course Title	General Geology

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	4.00
Variable Credit	No

Contact hours

Contact Hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For science majors. A lab course that explores surface features of the Earth and the systems that form those features. Systems/processes/hazards explored include rivers, mass wasting, glaciers, groundwater and deserts. Topographic/geologic maps are used to understand geologic features and local geology.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

~~Foundational Requirement~~

Discipline Studies

~~Elective-Only~~

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites G-201 with a C or better

Corequisites G-202L

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	observe hydrological processes that occur on earth and explain how they contribute to the formation of surface features and geologic hazards. Assess the impact these features and hazards have on society; (SC1)(SC2)(SC3)
2	apply and develop models of stream systems to gather data and discuss the impact society has on rivers with regards to water quality, ecosystems and flooding processes as well as surface features created by erosion/deposition; (SC1)(SC2)(SC3)
3	critically evaluate the geologic controls on ground water systems and <u>explain/hypothesize</u> explain/hypothesis how society is affected by or affects these

	systems; (SC2)(SC3)
4	apply scientific methods/concepts to clearly explain the formation of desert systems, why deserts expand through the process of desertification, and the impact desertification has on the world's population; (SC1)(SC3)
5	critically evaluate models on global climate change, explain the effects this process is having on the world's glaciers/oceans/beaches and demonstrate an understanding of the impact of this process on society; (SC1)(SC2)(SC3)
6	demonstrate an ability to use topographic and geologic maps to interpret what surface features are present, explain the formation of those surface features and also the geologic hazards associated with them; (SC1)(SC2)
7	locate and report positions on a map through the use of longitude/latitude coordinates, UTM coordinates and the rectangular survey system; (SC2)
8	read actively, think critically and write analytically about complex geologic scenarios associated with hazard assessment and society. (SC1)(SC3)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences. P

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Writing Assignments

Other Assessment Tools

[Practical lab exam and lab activities](#)

Major Topic Outline

1. Mass Wasting: a. Types and controls of mass movement. b. Influence of water on mass wasting. c. Sediments and mass wasting. d. Recognizing mass wasting in process. e. Remediation techniques for mass wasting. f. The effects on society and the NW. 2. Deserts and Wind Activity: a. Types of deserts and how deserts form. b. Characteristics and features of deserts. c. Erosion processes and cycles in deserts. d. Wind activity. e. Sand dune formation. f. World distribution of deserts. g. Desertification and the effect on society. 3. Stream Processes: a. Hydrologic cycle. b. Stream energy and erosion. c. Stream flow dynamics. d. Stream depositional processes. e. Fluvial cycle and landforms. f. Flooding and societal concerns. 4. Groundwater: a. Groundwater accumulation and movement. b. Aquifers. c. Dynamics between surface water and groundwater. d. Groundwater solution and deposition. e. Thermal springs and geysers. f. Environmental and societal concerns. 5. Glaciers and Climatic Change: a. Formation of glaciers. b. Types of glaciers. c. Glacial movement. d. Glacial erosion. e. Glacial deposition. f. Pleistocene glaciation. g. Causes of climatic changes. G-202L Lab--Major Topic Outline 1. Map reading techniques: [Introduction to topographic maps. Rectangular survey system coordinatesystem](#).2. [Using remote sensing, satellite images and maps to interpret environment. Map reading techniques: Longitude and Latitude coordinatesystem](#).3. [Map reading techniques: Topographic map interpretation, stereoscopes and topographic profiles. Using remote sensing, satellite images and maps to interpret environment](#).4. [Maps and mapmaking](#).5. [Map reading techniques: Rectangular survey coordinate system 5. coordinate system. Map reading techniques: Longitude and Latitude coordinate system. UTM coordinate system and topographic mapintro](#).6. [Topographic map interpretation, stereoscopes and topographic profiles](#).7. Exploring stream systems and flood planes, recognizing stream features using maps. [7. 8. Influence of flooding on society](#).9. Introduction to geologic maps. [8. 10. Geology of Oregon City. 9. Map reading techniques: UTM coordinate system.](#)

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G202 and lab

How does it transfer?

general education or distribution requirement
 general elective
 required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

Explanation of other evidence of transferability
catalog

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalog

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalog

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalog

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s) G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalog

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s) G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalog

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s) G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalog

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s) G202 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalog

Please attach documentation

Reviewer Comments

Key: 830

[Preview Bridge](#)



Course Change Request

Date Submitted: 10/18/23 11:50 am

Viewing: **G-203 : General Geology**

Last edit: 10/18/23 11:51 am

Changes proposed by: Sarah Hoover (sarahh)

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/18/23 11:52 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 8:37 am
Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 8:38 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Related GenEd: [G-203: General Geology](#)

Catalog Pages referencing this course: [Geology.\(G\)](#)

Programs referencing this course:
[AS.PSUMUSIC: Music Emphasis, AS - with Portland State University](#)
[AS.OSUBIOLOGY: Biology Emphasis, AS - with Oregon State University](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.PSUBIOLOGY: Biology Emphasis, AS - with Portland State University](#)
[AS.OTBUSINESS: Business.\(ASOT\)](#)
[AS.TCOMPSCI: Computer Science.\(AST\)](#)
[AS.TBUSINESS: Business.\(AST\)](#)
[AS.OTCOMPSCIENCE: Computer Science.\(ASOT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer.\(AAOT\)](#)
[AA.OTELEMED: Elementary Education.\(AAOT\)](#)
[AS.PSUENGLISH: English Emphasis, AS - with Portland State University](#)
[AGS.GENERAL: Associate of General Studies.\(AGS\)](#)
[AA.ENGLIT: English Literature.\(AAT\)](#)
[AS.PSUGEOLOGY: Geology Emphasis, AS - with Portland State University](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix G - Geology

Course Number 203

Department Science

Division Arts and Sciences

Course Title General Geology

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Contact Hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

For science majors. A lab course that examines the geological development of the North American continent through topics such as geologic time, plate tectonics, mountain building earthquakes/faults, and fossils. Examines important events in each geologic era and includes fossil ID, compass use, field techniques and GPS.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

~~Foundational Requirement~~

Discipline Studies

~~Elective Only~~

Is this class challengeable?

Yes ~~No~~

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites G-202 with a C or better

Corequisites G-203L

Prerequisites or Corequisites

Recommended

Prerequisites

MTH-065 or placement in MTH-080 or MTH-095

Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply the theory of plate tectonics to clearly explain how plate interactions over geologic time has affected the development of the continents and mountain ranges on Earth; (SC1)
2	map geologic structures and evaluate data to explain how the structures formed relative to crustal stresses, what types of plate boundaries formed them, and any potential hazards associated with them; (SC2)
3	clearly explain the relationship between plate boundaries and earthquakes, evaluate and communicate to others hazards associated with these earthquakes, and develop an emergency readiness plan for themselves and their family; (SC1)(SC2)(SC3)

4	use fundamental concepts/tools from geology such as plate tectonics, seismic wave theory, radiometric dating, compasses, maps and GPSs to problem solve geologic questions; (SC1)(SC2)
5	identify fossils and evaluate the process of fossil formation to explain how a fossil formed and what geologic environment was present at the time of formation; (SC2)
6	apply geologic mapping/field techniques, fossil identification, correlation and stratigraphic sections to interpret the geologic history of a region; (SC2)
7	discuss the formation and development of the geologic time table and be able to use the time table to help explain the geologic history of the earth; (SC1)
8	evaluate/interpret scientific data to explain current geologic processes. (SC1)(SC2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences. P

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals. P

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

Use appropriate mathematics to solve problems. P

Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SC: Science or Computer Science Outcomes

Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. S

Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment. S

Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Writing Assignments

Other Assessment Tools

Other Assessment Tools

[practical lab exam and lab activities](#)

Major Topic Outline

1. Geologic time: a. Formation of the geologic time table. b. Stratigraphy. c. Relative dating techniques. d. Radiometric dating techniques. e. Fossil formation and uses.
2. Earth's Interior and Structure: a. General structure. b. Internal regions and composition. c. Seismic evidence on how we know the structure. d. Evidence for composition of Earth's various regions.
3. Plate Tectonics: a. The development of continental drift hypothesis. b. The development of the theory of plate tectonics. c. The theory of plate tectonics. d. Lithosphere boundaries and plate collisions. e. Features found at plate boundaries. f. Mechanisms of plate motion.
4. Earthquakes: a. Elastic strain hypothesis. b. Measuring strength of earthquakes (Richter and Moment magnitude). c. World distribution of earthquakes. d. Earthquakes and society (Mercalli scale). e. Prediction and forecasting. f. Building structures and reinforcement. g. Northwest and earthquakes.
5. Mountains and Mountain Building: a. Types of mountains. b. Mountain forming environments. c. World distribution of mountains. d. Plate tectonics and mountain building. e. Continental accretion and NW mountains.
6. Continental Development: a. Precambrian Earth history. b. Cooling of the Earth. c. Formation of atmosphere, oceans and crust. d. Formation of continents.
7. Earth History: a. Key Paleozoic events (tectonic, biological, atmosphere/climate and extinctions). b. Mesozoic events (tectonic, biological, atmosphere/climate and extinctions). c. Cenozoic events (tectonic, biological, atmosphere/climate and extinctions). d. Climate variations in Earth's history and Global Climate change today.

G-203L Lab—Major Topic Outline

1. [Geologic time, correlation and relative dating](#). [Geologic time](#).
2. [Fossils formation, identification, use and dating with fossils](#). [Correlation and relative dating](#).
3. [Maps and compass coordinates](#). [Fossils formation, identification and use](#).
4. The Brunton compass and [compass courses, use](#).
5. [Introduction to geologic structure](#). [Dip and Strike](#).
6. [Geologic structure and strike and dip](#). [Structural Geology](#).
7. Geologic maps and N. America's geologic structures.
8. GPS Introduction (Global Positioning System).
9. GPS Waypoints and Routes.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

G203 and lab

How does it transfer?

general education or distribution requirement
 general elective
 required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
 Other. Please explain.

Explanation of other evidence of transferability

catalogs

OUS school to which the course will transfer
OIT - Oregon Institute of Technology

Comparable course(s)
G203 and lab

How does it transfer?
general education or distribution requirement
general elective
required or support for major

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalogs

OUS school to which the course will transfer
OSU - Oregon State University

Comparable course(s)
G203 and lab

How does it transfer?
general education or distribution requirement
general elective
required or support for major

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalogs

OUS school to which the course will transfer
OSU-C - OSU-Cascade

Comparable course(s)
G203 and lab

How does it transfer?
general education or distribution requirement
general elective
required or support for major

Evidence of transferability
Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalogs

OUS school to which the course will transfer
PSU - Portland State University

Comparable course(s)
G203 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalogs

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

G203 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalogs

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

G203 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability

catalogs

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

G203 and lab

How does it transfer?

general education or distribution requirement
general elective
required or support for major

Evidence of transferability

Correspondence with receiving institution (mail, fax, email, etc.)
Other. Please explain.

Explanation of other evidence of transferability
catalogs

Please attach documentation

Reviewer Comments

Key: 832

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/08/23 12:07 pm

Viewing: **GER-102 : First-Year German II**

Last edit: 10/20/23 12:26 pm

Changes proposed by: Ernesto Hernandez (ernesto.hernandez)

Related GenEd: [GER-102: First-Year German II](#)

Catalog Pages referencing this course: [Engineering Emphasis, AS - with George Fox University, German \(GER\).](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GER - German

Course Number 102

Department World Languages

Division Arts and Sciences

Course Title First-Year German II

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/19/23 2:18 pm
Eric Lee (elee):
Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 8:35 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

Second term of a three-term foundational sequence in beginning German designed to give students basic communicative proficiency in the target language. Students will practice all four skills: introduces the sound system and basic structural patterns of German: listening. Develops the skills of listening comprehension, speaking, reading, and writing. Special attention is paid to pronunciation, essential grammar structures, and cross-cultural discussion and analysis. Teaches recognition of cultural similarities and differences. Second of a three-term 1st year sequence.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites GER-101 or Student Petition

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>demonstrate knowledge of and correctly use food and cuisine vocabulary for proper interaction in German-speaking restaurants, cafés, shops, or home meals;</u> identify and describe the major food groups plus individual foods within the groups;
2	<u>ask and answer questions about food choices or preferences for self and others as well as making suggestions using grammar like the imperative, expressions with 'möchten' and/or 'gern' and nouns in the accusative case;</u> demonstrate how s/he would order food in a restaurant, request and pay the check, and tip the waiter;
3	<u>identify, describe, discuss, or make ask and answer questions about leisure or routine activities for self preferences in food and others drink using appropriate verbs mochten and expressions of time and frequency as presented in class materials;</u> gern plus nouns in the accusative case;
4	<u>demonstrate knowledge of and start basic use of common modal verbs [können, müssen, sollen, etc.] and separable-prefix verbs [aussehen, einladen, mitbringen, etc.], especially in the context of making, accepting, declining or considering invitations;</u> use imperative verb forms and nouns in the accusative case to encourage people, formally and informally, to order, take, eat, drink, and pay for various foods;
5	<u>give simple descriptions, explanations or opinions in English and/or the target language on selected cultural topics of the term such as food preferences, differences, and/or similarities among German-speaking countries or between North American and German society.</u> use at least 10 different verbs and correct word order to discuss her/his own and ask others about their leisure and routine activities, including their time, frequency, and duration;
6	use modal verbs as well as nicht and kein to correctly interpret various signs relating activities in certain public spaces;

	regiating activities in certain public areas;
7	use at least 3 verbs with separable prefixes to make, accept, decline and equivocate about an invitations;
8	describe, in English, some differences between American and German culture in relation to the conduct of the above activities.

Major Topic Outline 1. Food and cuisine vocabulary and meal etiquette in public and private situations. Names, types and description of foods and drinks. 2. Leisure and routine activities. Ordering, paying and tipping in a restaurant. 3. Talking Asking about another's preferences in food choices and preferences. drink. 4. Talking about invitations. Imperative forms of verbs. 5. Telling time and using frequency vocabulary. Stating preferences. 6. Using imperatives, modal verbs, and separable-prefix verbs. Leisure activities. 7. Public signage. 8. Offering and responding to invitations. 9. Clock time.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable

PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s) PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s) PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s) PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s) PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s) PSU - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

How does it transfer?

How does it transfer:

general elective

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 846

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/08/23 12:21 pm

Viewing: **GER-103 : First-Year German III**

Last edit: 10/20/23 12:28 pm

Changes proposed by: Ernesto Hernandez (ernesto.hernandez)

Related GenEd: [GER-103: First-Year German III](#)

Catalog Pages referencing this course: [Engineering Emphasis, AS - with George Fox University, German \(GER\)](#).

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GER - German

Course Number 103

Department World Languages

Division Arts and Sciences

Course Title First-Year German III

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:20 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 8:32 am
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/23 8:35 am
Megan Feagles (megan.feagles): Approved for Curriculum Office

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

Third term of a three-term foundational sequence in beginning German designed to give students basic communicative proficiency in the target language. Students will practice all four skills: introduces the sound system and basic structural patterns of German: listening. Develops the skills of listening comprehension, speaking, reading, and writing. Special attention is paid to pronunciation, essential grammar structures, and cross-cultural discussion and analysis. Teaches recognition of cultural similarities and differences.Third of a three-term 1st-year sequence:

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies

~~Elective Only~~

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites GER-102 or Student Petition ~~GER-102~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Show course in Print in schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use definite/indefinite/negative pronouns and adjectives [e.g. ein, kein, viel, etc.] as well as the present perfect [e.g. ich habe gesehen] use definite and indefinite pronouns to act out positive and negative daily life situations a situation such as a shopping trip for furniture in shopping, apartment living, medical visits, or accidents in a German-speaking context as presented in course materials; which they express both likes and dislikes;</u>
2	<u>correctly use common the prepositions [auf, in, an, für, über, etc.] 'in, auf, an and the expression für' and the idiom 'es gibt' to talk about location describe the locations of objects, people, rooms, or rooms and various articles of furniture in within a house or building as presented in course materials; residence;</u>
3	<u>use health and human body vocabulary to describe and/or ask and answer questions about the health of self and others; act out a situation in which neighbors discuss difficulties around activities which are and are not permitted in a building or neighborhood;</u>
4	<u>give simple descriptions, explanations, or opinions in English and/or the target language on selected cultural topics of the term such as differences and/or similarities of daily life and institutions among German-speaking countries or between North American and German society. identify the external parts of the male and female bodies;</u>
5	<u>ask/answer questions about their own state of health and that of others;</u>
6	<u>describe a real or imaginary visit to the doctor and what the doctors orders are;</u>
7	<u>use the perfect past tense to act out an exchange of stories about real or imaginary accidents;</u>
8	<u>describe in English significant differences between the U.S and German health</u>

o describe, in English, significant differences between the U.S. and German health care systems:

Major Topic Outline 1. Daily life vocabulary and interpersonal interactions such as in shopping, medical visits, accidents, apartment and family life. ~~Houses and apartments.~~ 2. Vocabulary for house, rooms, furniture, and other daily life items such as clothes. ~~Rooms and furnishings.~~ 3. Health and body vocabulary. ~~Discussing relations with parents.~~ 4. Definite, indefinite and negative pronouns and/or adjectives (e.g. ein, kein, viel, etc). ~~Discussing relations with neighbors.~~ 5. Present perfect tense. ~~Indefinite and negative pronouns (e.g. eine, keine, welche).~~ 6. Stating preferences while shopping. 7. Identifying body parts and medical conditions. 8. Describing accidents and injuries in the Perfekt tense. 9. Obtaining medical care. 10. Giving advice. 11. Use of informal verb imperative with two or more people. 12. Winter clothing and gear. 13. Plural possessive adjectives and pronouns.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

GER 103 First-Year GERMAN III at PSU; GL110 Introduction to German Literature in Translation at WOU; 1st Year German AEH Gen Ed-Aesthetics and Humanities at EOU; LDT Lower Division Transfer Elective at SOU; GER 103 1st Year German at UO; FOR1 Foreign Language 1st Year at WOU

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 10/23/23 11:13 am

Viewing: **GRN-181 : Issues in Aging**

Last edit: 10/23/23 11:22 am

Changes proposed by: Yvonne Smith (yvones)

Related GenEd: [GRN-181: Issues in Aging](#)

Catalog Pages referencing this course: [Gerontology.\(GRN\)](#)

Programs referencing this course: [CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#), [CC.GERHLCAREPRO: Gerontology for Health Care Professionals](#), [CC.GERONTOLOGY: Gerontology.](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GRN - Gerontology

Course Number 181

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Issues in Aging

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

In Workflow

1. Curriculum (
2. DTPS Currici
3. Curriculum (
4. Curriculum
5. Colleague

Approval Pat

1. 10/23/23 11
Megan Feag
(megan.feag
Approved fo
Curriculum (
2. 10/30/23 9:1
Erin Gravelle
(erin.gravell
Approved fo
Curriculum
Committee (

CWE Seminar

CPR

Seminar

Community
Education/Drivers

Ed

Community
Education/Adult

Total 33

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Provides an introduction to gerontology including the history of aging and current issues.
Covers: myths, stereotypes, economic and political aspects, demographics and service availability for aging populations.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes No

Have you talked with a librarian regarding that impact?

Yes No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply the vocabulary and basic concepts of <u>gerontology</u> ; gerontology ;
2	trace the history of societal attitudes towards <u>aging</u> ; aging ;
3	summarize the issues related to research in <u>aging</u> ; aging ;
4	<u>examine the impact of ageism on the aging process</u> ; discuss current trends in aging services and related careers ;
5	discuss the relationship between aging and social policy.

Major Topic Outline 1. Historical Attitudes about Aging. 2. Myths and Stereotypes. 3. Research in Aging. 4. Population Demographics. 5. The Baby Boom and the Impact of an Aging Population. 6. Current Issues in Aging. 7. Social Services for the Elderly.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

..

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Date Submitted: 10/23/23 11:15 am

Viewing: **GRN-182 : Aging and the Body**

Last approved: 09/15/23 4:34 am

Last edit: 10/23/23 11:23 am

Changes proposed by: Yvonne Smith (yvones)

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/23/23 11:23 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/30/23 9:07 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Sep 15, 2023 by
Megan Feagles (megan.feagles)

Related GenEd: [GRN-182: Aging and the Body](#)

Catalog Pages referencing this course: [Gerontology \(GRN\)](#)

Programs referencing this course: [CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#), [CC.FITNESSSPEC: Fitness Specialist](#), [CC.GERHLCAREPRO: Gerontology for Health Care Professionals](#), [CC.GERONTOLOGY: Gerontology](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?**Are you the Faculty Contact Person?**

Yes

Course Prefix: GRN - Gerontology

Course Number: 182

Department: Education, Human Services and Criminal Justice

Division: Technology, Applied Science and Public Services (TAPS)

Course Title: Aging and the Body

Grading

Grade Scheme: Standard (STND)

Credit Type: Credit Course

Allow Pass/No Pass: Yes

Only Pass/No Pass: No

Audit: Yes

Min Credit: 3.00

Variable Credit: No

Contact hours

Lecture: 33.00

Lec/Lab:

Lab:

Activity:

Clinical:

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Focuses on how aging affects physical health and well-being; impact on body systems, illness, disability, longevity research, wellness and health promotion. For students interested in working with the elderly and those in the field.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes ~~No~~

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	describe age-related changes in the body, as opposed to disease related changes;
2	demonstrate an understanding of the impact of environment on successful <u>aging</u> ; aging ;
3	evaluate and discuss current research in <u>longevity</u> ; longevity ;
4	develop health promotion and wellness activities aimed at an older <u>population</u> ; population ;
5	understand issues in sexuality and aging.

Major Topic Outline 1. Theories of Biological Aging. 2. Longevity-Is Dying Optional? 3. Aging and Body Systems. 4. Sexuality and the Older Adult. 5. Physical Activity. 6. Medication Use. 7. Chronic Illness. 8. Acute Illness. 9. Medical Care for the Elderly. 10. Promoting Health for Older Adults.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 862

[Preview Bridge](#)

Date Submitted: 10/23/23 11:16 am

Viewing: **GRN-183 : Death and Dying**

Last edit: 10/23/23 11:23 am

Changes proposed by: Yvonne Smith (yvones)

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/23/23 11:24 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/30/23 9:07 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Related GenEd: [GRN-183: Death and Dying](#)

Catalog Pages referencing this course: [Gerontology \(GRN\)](#)

Programs referencing this course: [CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#), [AAS.CRIMJUSTICE: Criminal Justice](#), [CC.GERHLCAREPRO: Gerontology for Health Care Professionals](#), [CC.GERONTOLOGY: Gerontology](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GRN - Gerontology

Course Number 183

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Death and Dying

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 33

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Introduces effective interaction with those experiencing death or grief process. Includes: historical and cross cultural perspectives, funeral and death rites, grief across the lifespan, hospice and palliative care, ethical considerations and physician aid in dying.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes No

Have you talked with a librarian regarding that impact?

Yes No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	discuss cross-cultural perspectives on death and mourning rituals;
2	demonstrate an understanding of the grief process;
3	explain the legal and social implications of funeral rites;
4	trace the history of attitudes towards death in Western culture;
5	analyze the ethical implications of end-of-life decision-making;
6	discuss their own attitudes and values around death and dying and how this may influence <u>them</u> him/her professionally.

Major Topic Outline 1. Perspectives on Death: Cross Cultural & Historical. 2. Hospice and Palliative Care. 3. Medical Ethics. 4. Grief and Bereavement. 5. Last Rites: Funerals & Body Disposition. 6. Legal Issues. 7. Death Across the Lifespan. 8. Traumatic Death 9. Physician Assisted Suicide—Oregon and around the world. 10. Beyond Death/After Life. 11. Personal and Social Choices.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 863

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/23/23 11:17 am

Viewing: **GRN-184 : Aging & the Individual**

Last edit: 10/23/23 11:24 am

Changes proposed by: Yvonne Smith (yvones)

Related GenEd: [GRN-184: Aging & the Individual](#)

Catalog Pages
referencing this
course: [Gerontology.\(GRN\)](#)

Programs
referencing this
course: [CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#)
[CC.GERHLCAREPRO: Gerontology for Health Care Professionals](#)
[CC.GERONTOLOGY: Gerontology.](#)
[CC.HUMANSERVGEN: Human Services Generalist](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GRN - Gerontology

Course Number 184

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Aging & the Individual

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 33

Proposed Effective Term Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course explores the impact of aging on the individual as well as family members, caregivers, and professionals. Topics include: dementia, cognitive issues, stress, coping, life transitions, and intelligence. Course will also discuss the concept of successful aging from cross-cultural perspectives.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Show course in print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes No

Have you talked with a librarian regarding that impact?

Yes No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze the role of family in adaptation to <u>aging</u> ; aging ;
2	discuss and evaluate possible interventions to enhance life span adjustment with a diverse aging <u>population</u> ; population ;
3	explain the various mental health concerns common in the elderly.

Major Topic Outline 1. Life Span Transitions. 2. Self-Concept and Self Esteem in Aging. 3. Stress and the Elderly. 4. Coping with the Aging Process. 5. Dementia and other Cognitive Issues. 6. Depression and Mental Illness in the Elderly. 7. Impact of the Family on Aging. 8. Multicultural Views on Successful Aging.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Date Submitted: 10/23/23 11:19 am

Viewing: **GRN-290 : Special Topics in Gerontology**

Last approved: 06/09/23 5:25 am

Last edit: 10/23/23 11:25 am

Changes proposed by: Yvonne Smith (yvonne)

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/23/23 11:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/30/23 9:06 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 9, 2023 by
Megan Feagles (megan.feagles)

Related GenEd:	GRN-290: Special Topics in Gerontology.
Catalog Pages referencing this course	Gerontology (GRN).
Programs referencing this course	CC.GERHLCAREPRO: Gerontology for Health Care Professionals CC.GERONTOLOGY: Gerontology.

Credits/Hours/Instructional Method Change	No
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Is Topic Shell Course?	
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Are you the Faculty Contact Person?	Yes
Course Prefix	GRN - Gerontology
Course Number	290
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Special Topics in Gerontology

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	1.00
Variable Credit	Yes
Max Credit	3.00
Variable Credit Increment	1

Contact hours

Lecture	33.00
Lec/Lab	

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course gives students an opportunity to gain knowledge in a specific area relevant to the field of aging. This topic will be pulled from a comprehensive list of areas identified by gerontology and healthcare professionals as having importance for students pursuing work in the field. Variable Credit: 1-3 credits. May be repeated for up to 6 credits.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

~~No~~ Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify and articulate current information regarding a specific contemporary issue in gerontology per course topic content;
2	recognize circumstances related to a specific contemporary issue in aged care and identify skills and knowledge needed in those circumstances;
3	apply information learned in class to case scenarios.

Major Topic Outline 1. Specific contemporary issue or topic on aging 2. Impact on individuals 3. Impact on systems
4. Skills and information needed for gerontology practitioners 5. Applying theory to practice-
case studies in gerontology

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 866

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/23/23 12:22 pm

Viewing: **HD-154 : Building Self-Confidence**

Last edit: 10/23/23 12:25 pm

Changes proposed by: Guadalupe Martinez (lupem)

Related GenEd: [HD 154: Building Self-Confidence](#)
Catalog Pages referencing this course: [Human Development/Career Planning \(HD\)](#)

Credits/Hours/Instructional Method Change
No

Is Topic Shell Course?

Are you the Faculty Contact Person?
Yes

Course Prefix: HD - Human Development/Career Planning
Course Number: 154
Department: Counseling
Division: Academic Foundations and Connections (AFAC)
Course Title: Building Self-Confidence

Grading

Grade Scheme: Standard (STND)
Credit Type: Credit Course
Allow Pass/No Pass: Yes
Only Pass/No Pass: No
Audit: Yes
Min Credit: 1.00
Variable Credit: No

Contact hours

Lecture: 11.00
Lec/Lab
Lab
Activity
Clinical
Field
CWE Seminar
CPR
Seminar

In Workflow

1. Curriculum Office
2. DAFC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/23/23 12:25 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/29/23 1:04 pm
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Community
Education/Drivers
Ed

Community
Education/Adult

Total 11

Proposed Effective Winter 2024
Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is designed to address the elements forming and influencing self-confidence as well as practicing techniques on disarming your inner critic, dealing with fear, reflection of confidence on self-esteem, personal power, and building on personal accomplishments and assets.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Foundational Requirement

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	define self-confidence;
2	identify personal fears which hinder self-confidence;
3	review healthy coping mechanisms for personal fears which hinder self-confidence;
4	list and practice two methods of increasing personal self-confidence.

Major Topic Outline 1. Defining self-confidence and how it relates to self- esteem. 2. Inventory of personal fears and challenges that stunt a healthy self-confidence. 3. Recognizing personal power. 4. Tools for building self-confidence. 5. Application of Mindfulness techniques to enhance self-confidence.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 887

[Preview Bridge](#)

Date Submitted: 06/05/23 11:46 am

Viewing: **MFG-103 : Machining for Fabrication & Maintenance**

Last edit: 10/16/23 7:21 am

Changes proposed by: Deby McDowell (debyw)

Related GenEd:	MFG-103: Machining for Fabrication & Maintenance
Catalog Pages referencing this course	Manufacturing Technology (MFG) Welding Technology, AAS
Programs referencing this course	CC.IMTMECHMAIN: Industrial Maintenance Technology, Mechanical Maintenance AAS.INDMAINTECH: Industrial Maintenance Technology, AAS CC.INDMAINTECH: Industrial Maintenance Technology, Certificate AAS.MACHTECH: Machine Tool Technology, AAS AAS.RNEWNRGYTECH: Renewable Energy Technology, AAS AAS.WELDINGTECH: Welding Technology CC.WELDINGTECH: Welding Technology, Certificate CC.ENSYSMAINTECH: Energy Systems Maintenance Technician, Career Pathway Certificate

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email	mattsonm@clackamas.edu
Course Prefix	MFG - Manufacturing Technology
Course Number	103
Department	Industrial Technology
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Machining for Fabrication & Maintenance

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	<u>No</u>
Audit	Yes
Min Credit	3.00
Variable Credit	No

Contact hours**In Workflow**

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:21 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/11/23 2:58 pm
Kari Hiatt (kari.hiatt):
Approved for DTPS Curriculum Committee Outline Review Team
3. 10/12/23 9:17 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 10/17/23 8:47 pm
Dru Urbassik (dru.urbassik):
Rollback to DTPS Curriculum Committee Outline Review Team for Curriculum Committee Approval
5. 10/23/23 10:16 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course is an introduction to metal working for welders, fabricators, maintenance personnel and others who need to understand simple machining principles. Students will be introduced to precision measurement with calipers and micrometers. Combination squares, protractor dividers and scribes will be used for semi-precision layout of workpieces in preparation for machining. The elementary use of the drill press, band saw, milling machine and lathe, as well as hand tools, will be practiced during hands-on labs. A discussion of thread systems will include nomenclature, measurement, tapping, chasing and repair.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites MTH-050 or higher

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	use precision measuring tools to measure to a tolerances of ± 0.001 ;
2	perform measurements with a ruler to an accuracy of 1/64 of an inch;
3	perform semi-precision layout of bolt hole circles and patterns, square and angular features with the use of a combination square, scribe, protractor and dividers;
4	determine the limitations of machining operations and identify situations when professional, precision machining is required;
5	safely setup and operate a drill press, vertical and horizontal bandsaw;
6	calculate cutting speeds for high speed steel tooling;
7	properly identify and apply cutting tools for hole-making, turning and milling operations;

	including creating keyways, turning, facing and grooving operations;
9	create working sketches of common machine elements to include relevant dimensions;
10	measure and identify screw threads;
11	drill and tap internal threads with the proper cutting tools;
12	chase external threads using threading dies;
13	repair stripped internal threads using threaded inserts.

Major Topic Outline 1. Safety. 2. Measurement. a. Fractional measurement to 1/32 of an inch. b. Dial/Digital calipers. c. Reading an outside micrometer. 3. Layout, semi-precision. a. Square and inclined features. b. Working from center lines. c. Bolt-hole patterns. 4. Power Tools. a. Drill motors. b. Table saw. 5. Machine Tools. a. Horizontal band saw. b. Vertical band saw. c. Drill press. d. Vertical milling machine. e. Engine lathe. 6. Hole-making. a. Drills and drilling. b. Sharpening a twist drill. c. Counter sinks and bores, reamers, taper reamer. 7. Speed and feed calculations. 8. Threads. a. Systems and nomenclature. b. Measurement. c. Tapping and chasing. d. Repair.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

Yes

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

Yes

Percent of Course 25

Course Transferability

Please attach documentation

Reviewer Comments

Dru Urbassik (dru.urbassik) (10/17/23 8:47 pm): Rollback: Sending back so that the DTPS Review Team can review the course outline.

Course Number	Title	Implementation
PS-241	Introduction to Political Terrorism	2024/WI

Course Change Request

New Course Proposal

Date Submitted: 10/11/23 9:40 am

Viewing: **PS-241 : Introduction to Political Terrorism**

Last edit: 10/20/23 12:30 pm

Changes proposed by: James Hite (jhite)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix PS - Political Science

Course Number 241

Department Social Sciences

Division Arts and Sciences

Course Title Introduction to Political Terrorism

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024
Term

In Workflow

1. Curriculum Office
2. DASC Dean
3. DASC Curriculum Committee Outline Review Team
4. Curriculum Office
5. Curriculum Committee Approval
6. Colleague

Approval Path

1. 10/11/23 9:40 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 10/11/23 9:41 am
Sue Goff (sue.goff):
Approved for DASC
Dean
3. 10/20/23 10:10 am
Charles Siegfried
(csiegfried):
Approved for DASC
Curriculum
Committee Outline
Review Team
4. 10/20/23 10:11 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Introduces the political science perspective on terrorism and terrorist activities. Examines the different dynamics of international and domestic terrorism. Assesses the role of terrorist actors, groups, and states. Studies the historical and cultural dynamics of terrorism and provides a synthesis of the political, ideological, religious, and economic factors that influence the development and implementation of terrorism. In addition, explores the counterterrorism measures governments utilize to try to achieve state security.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Foundational Requirement

Reason for the Proposal

The reason for the course is to provide students an opportunity to study the dynamics of international and domestic terrorism and to facilitate an academic perspective on the impact terrorism has on politics, governance, and society.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

Yes

General Education Outcome(s)

Social Sciences

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	describe and apply the political science perspective on terrorism; (SS1) (SS2)
2	identify and discuss the principal political actors involved in terrorism; (SS1)
3	identify and describe the historical and cultural dynamics of terrorism and terrorist activities; (SS1) (SS2) (CL1)
4	evaluate the political, ideological, religious and economic factors that influence the development and implementation of terrorism; (SS1) (SS2) (CL1)
5	discuss the counterterrorism measures used by governments; (SS1)
6	analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

Locate, evaluate, and ethically utilize information to communicate effectively.

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

Apply analytical skills to social phenomena in order to understand human behavior. C

Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. C

Outcome Assessment Strategies

Outcomes Assessment Strategies

Multiple Choice Test

Projects

Writing Assignments

Major Topic Outline

1. The Political Science Perspective on Terrorism.
2. The Historical and Cultural Dynamics of Terrorism.
3. Terrorism as Ideology.
4. Terrorist Methods and Activities.
5. Governments and Counterterrorism.
6. Factors that Contribute to Terrorism.
7. State Sponsors of Terror.
8. Terrorism, Politics, and Governance.

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective
other (provide details)

Details of how course transfers

U of O codes PS 241 as a social sciences area course similar to other General Education courses, such as PS 200. At SOU, PS 241 transfers as part of its General Education Groups. And at EOU, PS 241 transfers as Gen Ed-Social Sciences. At PSU, PS 241 transfers as a political science department elective. At OSU, OSU-Cascade, OIT, and WOU, PS 241 transfers as an elective.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Evidence of transferability was documented via institutional transfer lists provided by the colleges and universities and via the Transferology college transfer system.

Please attach documentation

Reviewer Comments

Course	Current Hours/Credits	Proposed Hours/Credits
RET-200	22 LECT/2 Credits	44 LE/LA/2 Credits

Course Change Request

Date Submitted: 10/11/23 9:47 am

Viewing: **RET-200 : Renewable Energy Systems**

Last edit: 10/16/23 9:18 am

Changes proposed by: Abe Fouhy (abef)

Related GenEd: [RET-200: Renewable Energy Systems](#)

Catalog Pages referencing this course: [Renewable Energy Technology \(RET\)](#)

Programs referencing this course: [AAS.RNEWNRGYTECH: Renewable Energy Technology, AAS](#)
[CC.RNEWNRGYTECH: Renewable Energy Technology, Certificate](#)
[CC.ENSYSMAINTECH: Energy Systems Maintenance Technician, Career Pathway Certificate](#)

Credits/Hours/Instructional Method Change

Yes

Reason for proposal

There was a mistake in making it 22 LE vs 22LE/LA when it was entered, we tried to teach it that way but doesn't have enough hours to teach it appropriately.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix RET - Renewable Energy Technology

Course Number 200

Department Industrial Technology

Division Technology, Applied Science and Public Services (TAPS)

Course Title Renewable Energy Systems

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit No

Contact hours

Lecture ~~22.00~~

Lec/Lab 44.00

Lab

Activity

Clinical
Field
CWE Seminar
CPR
Seminar
Community
Education/Drivers
Ed
Community
Education/Adult
Total
Proposed Effective
Term

44

Winter 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course provides a survey of various renewable energy systems. Participants will learn about the benefits and limitations of each type of energy source as well as their functional principles. Students will participate in several field learning exercises related to energy systems. The intended audiences are technical students wishing to explore the Renewable Energy field and students from the humanities and social sciences wanting a better understanding of this socially important technology.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain the First Law of <u>Thermodynamics</u> ; Thermodynamics ;
2	list the four basic energy <u>forms</u> ; forms ;
3	describe 8 major sources of renewable <u>energy</u> ; energy ;
4	describe the principles of each of the sources of renewable <u>energy</u> ; energy ;
5	explain benefits of each of the sources of renewable <u>energy</u> ; energy ;
6	explain environmental impact and safety of each source of renewable <u>energy</u> ; energy ;
7	identify issues around sustainable energy <u>sources</u> ; sources ;
8	evaluate an energy system based on economic and environmental <u>considerations</u> ; considerations ;
9	create a model of a small energy <u>system</u> ; system ;
10	design and develop a small-scale renewable energy system to power a device.

Major Topic Outline 1. Introduction to Renewable Energy. 2. Solar Thermal Energy. 3. Solar Photovoltaics. 4. Bioenergy. 5. Hydroelectricity. 6. Tidal Power. 7. Wind Energy. 8. Wave Energy. 9. Geothermal Energy. 10. Energy System Integration

Green Course Management

Does the content of this class relate to job skills in any of the following areas:

Increased Energy Efficiency

Yes

Produce Renewable Energy

Yes

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

Yes

Percent of Course 100

Course Transferability

Please attach documentation

Reviewer Comments

Dru Urbassik (dru.urbassik) (10/17/23 8:48 pm): Rollback: Sending back so that the DTSP Review Team can review the course outline.

	Implementation
AS, Civil Engineering, PSU	2024/SU
AS, Computer Engineering, PSU	2024/SU
AS, Electrical Engineering, OIT	2024/SU
AS, Electrical Engineering, PSU	2024/SU
AS, Environmental Engineering, PSU	2024/SU
AS, Mechanical Engineering, PSU	2024/SU

Date Submitted: 09/29/23 1:26 pm

Viewing: **AS.PSUCIVILENGR : AS, Civil Engineering, PSU**

Last approved: 06/05/23 1:23 pm

Last edit: 10/02/23 8:17 am

Changes proposed by: Eric Lee (elee)

Catalog Pages Using [Civil Engineering Emphasis, AS - with Portland State University](#)
this Program

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program

AS, Civil Engineering, PSU

Program Code

AS.PSUCIVILENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program
(CCC)

Associate of Science (AS)

Educational Focus
Area

Science, Technology, Engineering and Math
(STEM)

Effective Catalog
Edition

2024-2025

Career Area

Industrial and Engineering Systems

Department

Engineering Sciences

Division

Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code

14.0101 - Engineering, General.

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 10/16/23 8:25 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 10/24/23 10:41 am
Matt LaForce
(laforce): Approved
for ENGR Chair
3. 10/24/23 11:10 am
Sue Goff (sue.goff):
Approved for DASC
Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Nov 28, 2022 by
Megan Feagles
(megan.feagles)
3. Dec 2, 2022 by
Megan Feagles
(megan.feagles)
4. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
5. Jun 5, 2023 by
Megan Feagles
(megan.feagles)

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful
completion of this
program, students
should be able to:

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;
 articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year		Credits
Fall Term		
CH-221	General Chemistry	5
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
WR-121Z	Composition I	4
	Credits	17
Winter Term		
CH-222	General Chemistry	5
ENGR-112	Engineering Programming	3
MTH-252	Calculus II	5
	Credits	13
Spring Term		
COMM-111Z	Public Speaking	4
MTH-254	Vector Calculus	5
WR-227Z	Technical Writing	4
Arts & Letters Electives		4
	Credits	17
Second Year		
Fall Term		
ENGR-211	Statics	4
GIS-201	Introduction to Geographic Information Systems	3
PH-211	General Physics With Calculus	5
Social Science Electives		4
	Credits	16
Winter Term		
CDT-103	Computer-Aided Drafting I	3
ENGR-212	Dynamics	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
	Credits	16
Spring Term		
ENGR-213	Strength of Materials	4
MTH-261	Linear Algebra	4
PH-213	General Physics With Calculus	5
Select one of the following:		3-4
Arts & Letters Electives		
Social Science Electives		
	Credits	16-17
	Total Credits	95-96

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses
 Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3

MUS-205 Music Literature: History of Jazz	4
MUS-206 Music Literature: History of Rock	4
MUS-230 Music and Media: Sex, Drugs, Rock & Roll	4
TA-101 Appreciation of Theatre	4
TA-102 Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#).

Recommended

Take [CE-211 Plane Surveying and Mapping](#) at PSU before beginning their junior year at PSU. Take one additional Arts & Letters or Social Science elective.

Reviewer

Comments

Date Submitted: 09/29/23 8:50 am

Viewing: **AS.PSUCOMPENGR : AS, Computer Engineering, PSU**

Last approved: 06/05/23 1:23 pm

Last edit: 10/02/23 7:45 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using this Program [Computer Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program

AS, Computer Engineering, PSU

Program Code

AS.PSUCOMPENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program (CCC)

Associate of Science (AS)

Educational Focus Area

Science, Technology, Engineering and Math (STEM)

Effective Catalog Edition

2024-2025

Career Area

Industrial and Engineering Systems

Department

Engineering Sciences

Division

Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code

14.0101 - Engineering, General.

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/24/23 10:41 am
Matt LaForce (laforce): Approved for ENGR Chair
3. 10/24/23 11:10 am
Sue Goff (sue.goff): Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 28, 2022 by Megan Feagles (megan.feagles)
3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful completion of this program, students should be able to:

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;
 articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year		Credits
Fall Term		
CH-221	General Chemistry	5
CS-161	Computer Science I	4
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
	Credits	17
Winter Term		
CS-162	Computer Science II	4
ENGR-112	Engineering Programming	3
ENGR-171	Digital Logic	4
MTH-252	Calculus II	5
	Credits	16
Spring Term		
COMM-111Z	Public Speaking	4
ENGR-271	Digital Systems	4
MTH-261	Linear Algebra	4
WR-121Z	Composition I	4
	Credits	16
Summer Term		
WR-122Z	Composition II	4
	or WR-227Z or Technical Writing	
	Credits	0
Second Year		
Fall Term		
ENGR-221	Electrical Circuit Analysis I	4
MTH-253	Calculus III	5
PH-211	General Physics With Calculus	5
	Arts & Letters Electives	4
WR-227Z	Technical Writing	4
	Credits	18
Winter Term		
ENGR-222	Electrical Circuit Analysis II	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
	Social Science Electives	4
	Credits	17
Spring Term		
ENGR-223	Electrical Circuit Analysis III	4
MTH-253	Calculus III	
PH-213	General Physics With Calculus	5
	Arts & Letters Electives	3-4
	Select one of the following:	3-4
	Arts & Letters Electives	
	Social Science Electives	
	Credits	15-17
	Total Credits	99-101

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses.
 Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3
MUS-205	Music Literature: History of Jazz	4
MUS-206	Music Literature: History of Rock	4
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	4
TA-101	Appreciation of Theatre	4
TA-102	Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#)

Reviewer
Comments

Date Submitted: 09/29/23 8:49 am

Viewing: **AS.OITELECENGR : AS, Electrical**

Engineering, OIT

Last approved: 06/05/23 1:27 pm

Last edit: 09/29/23 8:49 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using
this Program

[Electrical Engineering Emphasis, AS - with Oregon Institute of Technology \(Oregon Tec](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/24/23 10:41 am
Matt LaForce (laforce): Approved for ENGR Chair
3. 10/24/23 11:10 am
Sue Goff (sue.goff): Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Apr 18, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)
4. Jun 5, 2023 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

AS, Electrical Engineering, OIT

Program Code AS.OITELECENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program Associate of Science (AS)
(CCC)

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2024-2025
Edition

Career Area Industrial and Engineering Systems

Department Engineering Sciences

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 14.0101 - Engineering, General.

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful
completion of this
program, students
should be able to:

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;

articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term Credits

CH-221	General Chemistry	5
CS-161	Computer Science I	4
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
	Credits	17

Winter Term

CH-222	General Chemistry	5
ENGR-112	Engineering Programming	3
ENGR-171	Digital Logic	4
MTH-252	Calculus II	5
	Credits	17

Spring Term

COMM-111Z	Public Speaking	4
ENGR-271	Digital Systems	4
MTH-261	Linear Algebra	4
WR-121Z	Composition I	4
	Credits	16

Summer Term

WR-227Z	Technical Writing	4
	Social Science Electives	3-4
	Credits	3-4

Second Year

Fall Term

ENGR-221	Electrical Circuit Analysis I	4
MTH-254	Vector Calculus	5
PH-211	General Physics With Calculus	5

Select one of the following: 3-4

[Humanities Electives](#)

[Social Science Electives](#)

Credits 17-18

Winter Term

ENGR-222	Electrical Circuit Analysis II	4
--------------------------	--------------------------------	---

MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
WR-122Z	Composition II	4
WR-227Z	Technical Writing	4
	Credits	17

Spring Term

ENGR-223	Electrical Circuit Analysis III	4
MTH-253	Calculus III	5
PH-213	General Physics With Calculus	5
	Credits	14
	Total Credits	101-103

HUMANITIES ELECTIVES

Any course from [ART](#), [ASL](#) (200-level), [ENG](#), [FR](#) (200-level), [GER](#) (200-level), [HUM](#), [MUS](#), [PHL](#), [R](#), [SPN](#) (200-level), [TA](#)

Social Science Electives

Any course from [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), [WS](#)

Optional

While not required for the AS degree, students may complete additional coursework at CCC that will meet requirements for the Bachelor of Science degree at Institute of Technology and is listed below.

[COMM-219](#) Small Group Discussion

Up to 9 additional Social Science Elective credits

Up to 6 additional Humanities Elective credits

Reviewer

Comments

Date Submitted: 09/29/23 8:50 am

Viewing: **AS.PSUELECTENGR : AS, Electrical Engineering, PSU**

Last approved: 06/05/23 1:28 pm

Last edit: 09/29/23 8:50 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using this Program [Electrical Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program	AS, Electrical Engineering, PSU
Program Code	AS.PSUELECTENGR
Award (CCWD)	Associate of Science (90-108 credits) (AS)
Type of Program (CCC)	Associate of Science (AS)
Educational Focus Area	Science, Technology, Engineering and Math (STEM)
Effective Catalog Edition	2024-2025
Career Area	Industrial and Engineering Systems
Department	Engineering Sciences
Division	Arts and Sciences
Other locations (institutions) this Program will be offered	
CIP Code	14.0101 - Engineering, General.

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful completion of this program, students should be able to:

- apply the fundamental elements of engineering design;
- employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;
- conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 09/26/23 1:40 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 10/16/23 8:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 10/24/23 10:41 am
Matt LaForce (laforce): Approved for ENGR Chair
4. 10/24/23 11:10 am
Sue Goff (sue.goff):
Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 28, 2022 by Megan Feagles (megan.feagles)
3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)

exhibit good teamwork skills and serve as effective members of laboratory and project teams;
 articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year		Credits
Fall Term		
CH-221	General Chemistry	5
CS-161	Computer Science I	4
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
	Credits	17
Winter Term		
CS-162	Computer Science II	4
ENGR-112	Engineering Programming	3
ENGR-171	Digital Logic	4
MTH-252	Calculus II	5
	Credits	16
Spring Term		
COMM-111Z	Public Speaking	4
ENGR-271	Digital Systems	4
MTH-261	Linear Algebra	4
WR-121Z	Composition I	4
	Credits	16
Summer Term		
WR-122Z	Composition II	4
	or WR-227Z	or Technical Writing
MTH-254	Vector Calculus	<u>5</u>
	Credits	5
Second Year		
Fall Term		
ENGR-221	Electrical Circuit Analysis I	4
MTH-254	Vector Calculus	5
MTH-253	Calculus III	<u>5</u>
PH-211	General Physics With Calculus	5
Arts & Letters Electives		4
WR-227Z	Technical Writing	<u>4</u>
	Credits	18
Winter Term		
ENGR-222	Electrical Circuit Analysis II	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
Social Science Electives		4
	Credits	17
Spring Term		
ENGR-223	Electrical Circuit Analysis III	4
MTH-253	Calculus III	5
PH-213	General Physics With Calculus	5
Arts & Letters Electives		<u>3-4</u>
Select one of the following:		3-4
Arts & Letters Electives		
Social Science Electives		
	Credits	15-17
	Total Credits	104-106

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses.

Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	<u>4</u>
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3
MUS-205	Music Literature: History of Jazz	4
MUS-206	Music Literature: History of Rock	4
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	4
TA-101	Appreciation of Theatre	4
TA-102	Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#)

Reviewer **Megan Feagles (megan.feagles) (09/26/23 1:40 pm):** Rollback: Hi Mike, I don't see that
Comments anything was changed on this program. Maybe you clicked "start workflow" before you were
done? Please let me know if you did make changes and I'm just not seeing them. Thanks. -
Megan

Date Submitted: 09/29/23 1:27 pm

Viewing: **AS.PSUENVIRENGR : AS, Environmental Engineering, PSU**

Last approved: 06/05/23 1:29 pm

Last edit: 10/02/23 8:20 am

Changes proposed by: Eric Lee (elee)

Catalog Pages Using this Program [Environmental Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program

AS, Environmental Engineering, PSU

Program Code

AS.PSUENVIRENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program (CCC)

Associate of Science (AS)

Educational Focus Area

Science, Technology, Engineering and Math (STEM)

Effective Catalog Edition

2024-2025

Career Area

Industrial and Engineering Systems

Department

Engineering Sciences

Division

Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code

14.0101 - Engineering, General.

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/24/23 10:41 am
Matt LaForce (laforce): Approved for ENGR Chair
3. 10/24/23 11:10 am
Sue Goff (sue.goff): Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 28, 2022 by Megan Feagles (megan.feagles)
3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful completion of this program, students should be able to:

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;
 articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year		
Fall Term		
CH-221	General Chemistry	5
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
WR-121Z	Composition I	4
	Credits	17
Winter Term		
BI-204	Elementary Microbiology	4
CH-222	General Chemistry	5
ENGR-112	Engineering Programming	3
MTH-252	Calculus II	5
	Credits	17
Spring Term		
COMM-111Z	Public Speaking	4
MTH-254	Vector Calculus	5
WR-227Z	Technical Writing	4
Arts & Letters Electives		4
	Credits	17
Second Year		
Fall Term		
ENGR-211	Statics	4
GIS-201	Introduction to Geographic Information Systems	3
PH-211	General Physics With Calculus	5
Social Science Electives		4
	Credits	16
Winter Term		
CDT-103	Computer-Aided Drafting I	3
ENGR-212	Dynamics	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
	Credits	16
Spring Term		
ENGR-213	Strength of Materials	4
MTH-261	Linear Algebra	4
PH-213	General Physics With Calculus	5
Select one of the following:		3-4
Arts & Letters Electives		
Social Science Electives		
	Credits	16-17
	Total Credits	99-100

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses
 Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3

MUS-141 Introduction to the Music Business	3
MUS-205 Music Literature: History of Jazz	4
MUS-206 Music Literature: History of Rock	4
MUS-230 Music and Media: Sex, Drugs, Rock & Roll	4
TA-101 Appreciation of Theatre	4
TA-102 Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#).

Recommended

Take one additional Arts & Letters or Social Science elective.

Reviewer

Comments

Date Submitted: 09/29/23 1:25 pm

Viewing: **AS.PSUMECHENGR : AS, Mechanical Engineering, PSU**

Last approved: 08/21/23 10:54 am

Last edit: 10/02/23 8:22 am

Changes proposed by: Eric Lee (elee)

Catalog Pages Using this Program [Mechanical Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program

AS, Mechanical Engineering, PSU

Program Code

AS.PSUMECHENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program (CCC)

Associate of Science (AS)

Educational Focus Area

Science, Technology, Engineering and Math (STEM)

Effective Catalog Edition

2024-2025

Career Area

Industrial and Engineering Systems

Department

Engineering Sciences

Division

Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code

14.0101 - Engineering, General.

Program Award Information

Program Learning Outcomes (PLOs)

Upon successful completion of this program, students should be able to:

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Committee Approval
5. CCWD

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/24/23 10:41 am
Matt LaForce (laforce): Approved for ENGR Chair
3. 10/24/23 11:10 am
Sue Goff (sue.goff): Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 28, 2022 by Megan Feagles (megan.feagles)
3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Dec 2, 2022 by Megan Feagles (megan.feagles)
5. Dec 2, 2022 by Megan Feagles (megan.feagles)
6. Apr 18, 2023 by Megan Feagles (megan.feagles)
7. Jun 5, 2023 by Megan Feagles (megan.feagles)
8. Aug 21, 2023 by Dru Urbassik (dru.urbassik)

exhibit good teamwork skills and serve as effective members of laboratory and project teams;
 articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year		
Fall Term		Credits
CH-221	General Chemistry	5
ENGR-111	Introduction to Engineering	3
MTH-251	Calculus I	5
WR-121Z	Composition I	4
	Credits	17
Winter Term		
CH-222	General Chemistry	5
ENGR-112	Engineering Programming	3
ENGR-231	Properties of Materials	4
MTH-252	Calculus II	5
	Credits	17
Spring Term		
COMM-111Z	Public Speaking	4
ENGR-115	Engineering Graphics	3
MTH-254	Vector Calculus	5
	Select one of the following:	4
	Arts & Letters Elective	
	Social Science Electives	
	Credits	16
Second Year		
Fall Term		
ENGR-211	Statics	4
MTH-261	Linear Algebra	4
PH-211	General Physics With Calculus	5
	Arts & Letters Elective	4
	Credits	17
Winter Term		
ENGR-212	Dynamics	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
	Social Science Elective	4
	Credits	17
Spring Term		
ENGR-201	Electrical Fundamentals	4
ENGR-213	Strength of Materials	4
PH-213	General Physics With Calculus	5
	Select one of the following:	3-4
	Arts & Letters Elective	
	Social Science Elective	
	Credits	16-17
	Total Credits	100-101

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses.
 Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4

J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3
MUS-205	Music Literature: History of Jazz	4
MUS-206	Music Literature: History of Rock	4
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	4
TA-101	Appreciation of Theatre	4
TA-102	Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#)

Optional

While not required for the AS degree, mechanical engineering students may complete additional coursework at CCC that will meet requirements for the Bachelor of Science degree at Portland State University.

Additional courses include (1) One additional Arts & Letters or Social Science elective and (2) Approved Science Elective: Any minimum 4 credit course from [BI](#), [CH](#), [ESR](#), [GEO](#), or [PH](#).

Reviewer

Comments

Program	Implementation
Nursing (RN) AAS	2024/SU

Nursing (RN) AAS

Upon successful completion of this program, students should be able to:

Current	Proposed
1. practice personal and professional actions that are based on a set of shared core nursing values;	1. practice personal and professional actions that are based on a set of shared core nursing values;
2. locate, evaluate, and ethically utilize information to communicate effectively;	2. communicate effectively across health care settings;
3. develop the use of reflection, self-analysis and self-care to deliver culturally appropriate nursing care;	3. develop the use of reflection, self-analysis and self-care to deliver culturally appropriate nursing care;
4. utilize techniques in motivational interviewing and therapeutic communication to practice relationship-centered nursing care;	4. utilize techniques in therapeutic communication to practice relationship-centered nursing care;
5. apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner;	5. utilize clinical judgment model to evaluate healthcare scenarios and develop evidence-based nursing plans of care;
6. recognize which mathematical concepts are applicable to a scenario apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results;	6. collaborate as part of a health care team, by demonstrating effective leadership in nursing and health care;
7. collaborate as part of a healthcare team, by demonstrating effective leadership in nursing and health care;	7. demonstrate understanding of the nurse's role in and contribution to the broader health-care system.
8. utilize knowledge and analysis to make sound clinical judgments;	
9. practice reflects utilization and contribution to the broader health-care system;	
10. engage in intentional, life-long learning;	
11. apply analytical skills to social phenomena in order to understand human behavior.	

GE/RI* Supplement Forms and Review Teams

**GE/RI = General Education and Related Instruction*

The Issues Addressed

The “Test” Forms and Rollout Plans

The Faculty Participation Needed

Curriculum Committee presentation 10/20/23

Seeking Faculty with Area Expertise

Gen Ed (Transfer) Area

Arts & Letters (2?)

Cultural Literacy (2?)

Mathematics

Social Sciences (2?)

Science or Computer Science

Speech/Oral Communication

Writing and Information Literacy

Review Team Faculty Members

Patricia McFarland (History)

Kerrie Hughes (Communication)

Seeking Faculty with Area Expertise

Related Instruction Area

Written Communication

Mathematical Computation

Human Relations

Health/Safety/PE

Review Team Faculty Members

Kerrie Hughes (Communication)

Tracy Nelson (Fitness Technology, PE)

Form and Process Revisions: Primary Purpose

Clearly demonstrate CCC meets state and NWCCU accreditation standards for Core Competencies (General Education and Related Instruction courses)

AND ALSO

- continue to improve student learning in GE/RI areas
- support a more cohesive curriculum
- provide better information about GE and RI, with examples, for instructors
- make learning assessment, and completing the assessment cycle to improve student learning, easier and more effective

Supplement Form: Transferable General Education Courses

Created to

- **Reflect** the [Oregon criteria for effective gen ed](#) (*criteria = ways in which the course is designed as a learning environment to ensure students have opportunities to achieve the general education learning outcomes*)
- **Foreground** the alignment of course-level SLOs to the general education learning outcomes (*rather than the reverse*)
- **Ensure** the department has at least one way to assess how well students have met the intended learning outcomes associated with the course's gen ed categories
 - **Asks for an EXAMPLE assessment (assignment, project, performance, etc) which demonstrates a student's attainment of the gen ed learning outcomes, and**
 - **Asks for the corresponding rubric/evaluation tool by which student achievement of the learning outcomes is differentiated and measured**

Supplement Form: CCC's Related Instruction Courses (*Gen Ed in CTE*)

Created to

- **Reflect** the [CCC-adopted criteria for Related Instruction](#) (*criteria = ways in which the course is designed as a learning environment that ensures students have opportunities to achieve our Related Instruction learning outcome*)
- **Foreground** the alignment of course-level SLOs to the Related Instruction learning outcome (**rather than ... not identifying this at all!**)
- **Ensure** the department has at least one way to assess how well students have met the intended learning outcome associated with the course's RI category
 - **Asks for an EXAMPLE assessment (assignment, project, performance, etc) which demonstrates a student's attainment of the RI learning outcome, and**
 - **Asks for the corresponding rubric/evaluation tool by which student achievement of the learning outcomes is differentiated and measured**

Let's look at some mock-ups in the Courseleaf "test" site!



Related GenEd Request Management

Related GenEd Request

Name of the Course Auto Restoration

Course Code AB-101

Person submitting the course outline:

Is General Education certification being sought?

Yes No

If yes, in which area(s)?

- Arts & Letters
- Cultural Literacy
- Mathematics
- Oral Communication/Speech
- Sciences
- Social Sciences
- Writing +Info Literacy

Is Related Instruction certification being sought?

Yes No

General Education Area: Arts & Letters (AL)

General Education Area: Arts & Letters (AL)

"Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

AL-1. Supporting Documentation (optional):

Please attach any supporting documentation for section AL-1. eg: course syllabus.

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

Any additional notes/comments:

AL-1. General Education Criteria:

A. Does the course design "Introduce the fundamental ideas and practices of the discipline and allow students to apply them"?

Yes No

Where is that aspect evident in your course outline?

Course Description

Major Topics

SLOs

Any additional notes/comments:

M-1. General Education Criteria:

A. Does the course design require students to “Use the tools of arithmetic and algebra to work with more complex mathematical concepts”?

Yes No

B. Does the course design require students to “Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results”?

Yes No

C. Does the course design require students to “Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions”?

Yes No

D. Does the course design require students to “Compare a variety of mathematical tools, including technology, to determine an effective method of analysis”?

Yes No

E. Does the course design require students to “Analyze and communicate both problems and solutions in ways that are useful to themselves and to others”?

Yes No

F. Does the course design require students to “Use mathematical terminology, notation and symbolic processes appropriately and correctly”?

Yes No

G. Does the course design require students to “make mathematical connections to, and solve problems from, other disciplines”?

Yes No

SC-2. General Education Outcomes – Student Learning Outcomes Crosswalk:

(SCS1) Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   

(SCS2) Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   


(SCS3) Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment

SLOs	Comments	
<input type="text"/>	<input type="text"/>	   

SC-3. General Education Assessment:

SS-3. General Education Assessment:

A. Provide an example of a summative assessment method used in this course which enables students to demonstrate their achievement of each learning outcome for Gen Ed-Social Sciences (the GEOs in the table above). Assignment documentation for each general education outcome (SS1, SS2) Please attach the assignment prompt/directions that students will receive. A comprehensive example that provides sufficient opportunity to assess student achievement of multiple outcomes may be used. Alternatively, distinct summative examples can be provided for each general education outcome.

A. Assignment documentation for each general education outcome 

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

B. In the example(s) provided above, what basis is used to determine student achievement? If a rubric or other department-approved/shared evaluation tool will be used, please attach it. Otherwise, please provide an example which explains the characteristics of the learning product/artifact/performance results that would indicate, and be used to differentiate, the level and scope of demonstrated success.

B. Evaluation documentation for each general education outcome 📎

Attach File(s)

Uploaded Files:

Files To Be Uploaded:

Requirements for the Specific General Education Area: Social Science

APPENDIX E - OUTCOMES AND CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON

Upon completion of four credits of a Social Science designated course, students should be able to...

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. (These are the intended Social Science Learning Outcome)

In order to help students achieve the learning outcome above, a designated Social Science course should...

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

Cancel

Save Changes

Start Workflow

Related Instruction example: Human Relations

RI-1: Related Instruction Course Design

Does the course design “cover interpersonal relationships and human relation skills in social and/or work contexts?”

Yes/No

Where is that evident?

O Course description *O Major topics* *O SLOs* *O Other* _____

RI-2: Related Instruction Outcomes – Student Learning Outcomes Crosswalk

Identify the alignments between the Related Instruction Outcome (RIO) and course-level Student Learning Outcomes (SLOs). Optional comment space is provided.

Human Relations Learning Outcome: Upon successful completion of this course, students should be able to engage in ethical communication processes that accomplish goals.

SLO	Comment space
-----	---------------

Related Instruction example, cont.

RI-3: Related Instruction Assessment

A. Provide at least one example of an assessment method used in this course which enables students to demonstrate their achievement of the Related Instruction learning outcome. **Please attach the assignment prompt/directions that students will receive.**

B. In the example(s) provided, how would achievement levels be determined? **If a rubric or other department-approved/shared evaluation tool would be used, please attach it. Otherwise, please provide an example** which explains the features of the learning product/ artifact/ performance results used to indicate, and differentiate, the level and scope of a student's demonstrated success.

2023-24 Rollout Plan: Next Steps for Fall

→ Present to Curriculum committee!

→ **Expand faculty participation** to (at minimum) include representatives in all categories; ideally, Review Team members will also be willing to serve as resources to faculty colleagues creating or revising GE/RI courses

Gather a few supplement form+attachment examples from willing “faculty forerunners”

Team launch: review forms and draft rubric, finalize **any revisions or clarifications needed** to begin trial use

2023-24 Rollout Plan, continued

Winter Term: Review Team Pilot!

- Each Review Team faculty member **completes at least one supplemental form** for a GE/RI course in their area
- Review **Team Trials** of rubrics, Courseleaf workflows, review processes

Adjust materials or processes if necessary

Winter→Spring: “Soft launch”

Post faculty support materials and resources for implementation

Provide training sessions, materials with support resources for Assessment teams, Department chairs, faculty submitters).

Present to Curriculum Committee!

Current Review Team Membership

General Education Review Team:

- Elizabeth Carney (on sabbatical Winter-Spring 2024)
- **Kerrie Hughes** (CC Chair; Oral Communication)
- **Trish McFarland** (History; Social Sciences)
- Lisa Reynolds

Related Instruction Review Team:

- Elizabeth Carney (on sabbatical Winter-Spring 2024)
- **Kerrie Hughes** (CC Chair; Human Relations)
- **Tracy Nelson** (Fitness Technology; Health, Safety, and P.E.)
- Lisa Reynolds
- Sarah Steidl

Questions?

lisa.reynolds@clackamas.edu

If interested in helping to “steward” the transition for your GE or RI area by joining a Review Team subcommittee this year, please **ADD YOUR NAME HERE NOW** or email Elizabeth, Kerrie, and/or Lisa **by October 30.**