

Current Course	Current Title	CCN Course	CCN Title
BI-231	Human Anatomy & Physiology I	BI-231Z	Human Anatomy and Physiology I
BI-232	Human Anatomy & Physiology II	BI-232Z	Human Anatomy and Physiology II
BI-233	Human Anatomy & Physiology III	BI-233Z	Human Anatomy and Physiology III
CH-104	Introductory Chemistry	CH-104Z	Introduction to Chemistry
CH-104L	Introductory Chemistry Lab	CH-124Z	Introduction to Chemistry Lab
CH-112	Chemistry for Health Sciences	CH-112Z	Chemistry for Health Professions
CH-150	Preparatory Chemistry	CH-150Z	Preparatory Chemistry
HST-201	History of the United States	HST-201Z	United States History I
HST-202	History of the United States	HST-202Z	United States History II
HST-203	History of the United States	HST-203Z	United States History III
SPN-101	First-Year Spanish I	SPN-101Z	First-year Spanish I
SPN-102	First-Year Spanish II	SPN-102Z	First-year Spanish II
SPN-103	First-Year Spanish III	SPN-103Z	First-year Spanish III

Highlights

- No change to credits
- CH-112 previously had a CH-112L lab corequisite. CH-112Z will not have a lab component.
 - This means that CH-112Z will not be included in the Science/Math/Computer Science Gen Ed lists that specify a lab course is needed.
- CH-104Z Lecture and CH-124Z Lab graded separately whereas before were graded together

Course Change Request

Date Submitted: 03/18/26 2:19 pm

Viewing: **BI-231Z** ~~BI-231~~ : **Human Anatomy and & Physiology I**

Also listed as: ~~BI-231~~

Formerly known as: **BI-231**

Last approved: 04/08/25 4:27 am

Last edit: 03/18/26 2:19 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-231:

[Biology_\(BI\)](#)

[Chemistry_\(CH\)](#)

[Medical Assistant_\(MA\)](#)

[Nursing_\(RN\),_AAS](#)

[Phlebotomy_\(PHB\)](#)

Programs
referencing this
course

BI-231:

[AAS.NURSING: Nursing_\(RN\)](#)

BI-231Z:

[CC.MEDASST: Medical Assistant](#)

[CC.MEDBILLCODE: Medical Billing and Coding](#)

[AS.PSUMUSIC: AS, Music, PSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AAS.WLDLNDMGMT: Wildland Fire Management](#)

[CC.FSWILDLAND: Wildland Fire Science](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

In Workflow

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

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[CC.EMT: Emergency Medical Technology](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>2317</u> 231
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology I

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 Summer 2026

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

Examines the structure and function of the human body through a body systems approach.
Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system).
Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component. ~~A lab course designed for students entering the physical education or medically-related fields. Includes body organization, terminology, tissues and systemic study of the integumentary, skeletal and nervous systems. Animal organ dissection required.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BI-112 (preferred), or BI-101 and BI-102, or BI-221Z. [CH-112Z](#) ~~CH-112~~ (preferred), or [CH-104Z](#), [CH-124Z](#), ~~CH-104~~ and CH-105, or CH-221Z, CH-227Z, CH-222Z and CH-228Z

Corequisites

[BI-231LZ](#) ~~BI-231L~~

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?

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?

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	demonstrate, in and outside of a laboratory setting, general knowledge of the anatomical and physiological components comprising the body tissues, the integumentary, skeletal/articular, and nervous systems; (SC1)(SC2)
2	demonstrate, in and outside of a laboratory setting, a basic knowledge of the anatomy and associated physiological relationships among these various body systems; (SC1)(SC2)
3	properly use vocabulary associated with the anatomy and physiology of the human body; (SC1)
4	apply, analyze, synthesize, and evaluate physiological principles as applied to systems of the human organism in the healthcare context; (SC1)(SC2)(SC3)
5	relate the course material to the ethical and sociological implications of health and its impact on society. (SC2)(SC3)
<u>1</u>	<u>explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems; (CCN)</u>
<u>2</u>	<u>describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue; (CCN)</u>
<u>3</u>	<u>explain key processes of the integumentary, skeletal, and muscular systems and neural signaling; (CCN)</u>
<u>4</u>	<u>relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue; (CCN)</u>
<u>5</u>	<u>describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems; (CCN)</u>
<u>6</u>	<u>apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues; (CCN)</u>
<u>7</u>	<u>identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials. (CCN)</u>

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

Major Topic Outline

1. Introduction to Anatomy and Physiology. a. Levels of Organization. b. Body Cavities. c. Body Planes. d. Directional Terms. e. Overview of the ten body systems.
2. Tissues, Membranes, and Glands. a. Primary Tissue Types. a1. Epithelial - characteristics, location, function. a2. Connective - characteristics, location, function. a3. Muscle - characteristics, location, function. a4. Nervous. B. Membranes. b1. Mucous - definition, location, function. b2. Serous - definition, special. terminology, location, function. b3. Synovial - definition, location, function. b4. Cutaneous - definition.
3. Integumentary System. a. Structural divisions and functions. a1. Epidermis. a2. Dermis. a3. Subcutaneous. b. Sensory Receptors of Skin. c. Skin color determination and function of color. d. Glandular function of skin. d1. Sebaceous. d2. Sudoriferous. d3. Ceruminous. e. Thermoregulation. e1. Arteriovenous Anastomoses. e2. Vasoconstriction and Vasodilation. e3. Perspiration. e4. Hypothalamic Regulation.
4. Skeletal System - components and Functions. a. Bone Histology. a1. Cancellous Bone. a2. Compact Bone. a3. Osteoblasts. a4. Osteoclasts. a5. Osteocytes. b. Bone Physiology. b1. Formation of precursor connective tissue. b2. Ossification. c. Structure and function of long bone. c1. Diaphysis. c2. Epiphysis. c3. Metaphysis and Epiphyseal plate. c4. Medullary cavity. c5. Periosteum. d. Fetal Skeleton. e. Aging and the Skeletal System. f. Common Complaints. f1. Rickets. f2. Osteomalacia. f3. Osteoporosis.
5. Articulations. a. Structural and Functional Groups. a1. Synarthroses. a2. Amphiarthroses. a3. Diarthroses. b. Synovial Joint - detailed structure and function . b1. Bursae. b2. Tendons. b3. Ligaments. b4. Menisci. c. Types of Movement - define and give examples. c1. Gliding. c2. Angular Movements. c3. Rotation. c4. Circumduction. c5. Special Movements.
6. Nervous System. a. Nervous Tissue Histology. a1. Neuron Anatomy. a2. Neuroglia. a3. Generation of nerve impulses in neurons. a4. Impulse Conduction. a5. Synapse - characteristics and function. a6. Afferent Neurons. a7. Efferent Neurons. b. Central Nervous System. b1. Meninges. b2. Cerebrospinal fluid. b3. Spinal Cord. b4. Brain. c. Autonomic Nervous System. c1. Comparison to Somatic NS. c2. Sympathetic and

Parasympathetic Subdivisions. d. Special Senses - structure and function. d1. Gustatory. d2. Olfactory. d3. Optic. d4. Auditory and Equilibrium.

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

Course Change Request

Date Submitted: 03/18/26 2:17 pm

Viewing: **BI-232Z** ~~BI-232~~ : Human Anatomy and &
Physiology II

Also listed as: ~~BI-232~~

Formerly known as: **BI-232**

Last approved: 03/29/24 3:33 am

Last edit: 03/18/26 2:17 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-232:

Biology (BI)

Medical Assistant (MA)

Nursing (RN), AAS

Phlebotomy (PHB)

Programs
referencing this
course

BI-232:

AAS.NURSING: Nursing (RN)

BI-232Z:

CC.MEDASST: Medical Assistant

CC.MEDBILLCODE: Medical Billing and Coding

AS.PSUMUSIC: AS, Music, PSU

NA.OTM: Oregon Transfer Module

AAS.WLDLNDMGMT: Wildland Fire Management

CC.FSWILDLAND: Wildland Fire Science

AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)

AS.TBUSINESS: Business (AST)

NA.CTM: Core Transfer Map

AS.TPSYCHOLOGY: Psychology (AST)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[CC.EMT: Emergency Medical Technology](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>232Z</u> 232
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology 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 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Summer 2026

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

Examines the structure and function of the human body through a body systems approach.
Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component. ~~Lab course covering structure and function of the muscular, cardiovascular, lymphatic, and respiratory systems. Animal organ dissection required.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BI-231Z ~~BI-231~~ with a C or better

Corequisites

BI-232LZ ~~BI-232L~~

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?

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?

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	demonstrate, in and outside of a laboratory setting, general knowledge of the anatomical and physiological components comprising the body tissues, the muscular, cardiovascular, lymphatic and respiratory systems, in particular; (SC1) (SC2)
2	demonstrate, in and outside of a laboratory setting, an awareness of the basic anatomical components and associated physiological interrelationships among these various body systems; (SC1)(SC2)
3	properly use vocabulary associated with the anatomy and physiology of the human body; (SC1)
4	apply, analyze, synthesize, and evaluate physiological principles as applied to systems of the human organism in the healthcare context; (SC1)(SC2)(SC3)
5	relate the course material to the ethical and sociological implications of health and its impact on society. (SC2)(SC3)
<u>1</u>	<u>explain key homeostatic mechanisms and feedback loops in the nervous, endocrine, and cardiovascular systems; (CCN)</u>
<u>2</u>	<u>describe anatomical structures and their relationships to function in the nervous, endocrine, and cardiovascular systems; (CCN)</u>
<u>3</u>	<u>explain key processes of the nervous, endocrine, and cardiovascular systems; (CCN)</u>
<u>4</u>	<u>relate the relevant levels of biological organization to the functions of the nervous, endocrine, and cardiovascular systems; (CCN)</u>
<u>5</u>	<u>describe how the nervous, endocrine, and cardiovascular systems interact with other body systems; (CCN)</u>
<u>6</u>	<u>apply physiological and/or anatomical concepts of the nervous, endocrine, and cardiovascular systems to practical scenarios such as clinical, public health, and societal issues; (CCN)</u>
<u>7</u>	<u>identify major structures in the nervous, endocrine, and cardiovascular systems using lab materials. (CCN)</u>

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:

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

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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

Major Topic Outline

1. Muscular system. a. Introduction. a1. Functions of muscle tissue. a2. Characteristics of muscle tissue. a3. Role of connective tissue. b. Comparison of skeletal, cardiac, and smooth muscle b1. Location. b2. Cellular structure and appearance. b3. Rate of contraction. b4. Nervous control. c. Subdivisions of muscle tissue. d. Skeletal muscle physiology. d1. Cell membrane structure. d2. Sarcoplasmic reticulum. d3. Actin, myosin, troponin, tropomyosin. d4. Review of properties of irritability and conductivity as applied to muscle tissue including the chemistry of these properties. d5. Review of nerve transmission to muscle. d6. Sliding filament theory of muscle contraction. d7. Energy relationships in muscle contraction. e. Twitch contraction. e1. Latent period. e2. Contraction phase. e3. Relaxation phase. e4. Refractory period. e5. Treppe. e6. Summation. e7. Tetany. f. Motor unit and recruitment. g. Comparison of slow-twitch fatigue-resistant fibers, fast-twitch fatigable fibers, and fast-twitch fatigue-resistant fibers. h. Comparison of single-unit smooth muscle and multi-unit smooth muscle. i. Dissection, identification attachments and actions of muscles. i1. Muscles of facial expression. i2. Muscles of the head and neck. i3. Muscles of the anterior trunk. i4. Muscles of the abdominal wall. i5. Superficial and deep muscles of the posterior trunk and shoulder. i6. Muscles of the arm and forearm. i7. Muscles of the rump. i8. Anterior, posterior, and anterolateral muscles of the thigh and leg. 2. Cardiovascular system. a. Blood. a1. Functions. a2. Components. b. Vessels. b1. Histology. b2. Structure and function. b3. Identification. c. Heart. c1. Location. c2. Membranes. c3. Vessels associated with the heart. c4. Chambers of the heart. c5. Valves. c6. Coronary circulation. c7. Cardiac cycle. c8. Sympathetic and parasympathetic control. c9. Conduction system of the heart. d. Special areas of circulation. d1. Systemic. d2. Coronary. d3. Hepatic portal. d4. Pulmonary. d5. Fetal - structure, function and fate of. e. Cardiac physiology. e1. Comparison of skeletal and cardiac muscle myograms. e2. Absolute and relative refractory periods of cardiac muscle and their biochemical cause. e3. Cardiac cycle. f. Blood flow, blood pressure, hypertension and hypotension. f1. Blood flow. f2. Blood pressure. g. Capillary

dynamics. g1. Fluid compartments. g2. Starling's law of the capillary. 3. Lymphatic system. a. Functions. b. Components. b1. Diffuse tissue. b2. Nodules. b3. Lymphatic organs. c. Vessels. c1. Capillaries - comparison to blood capillaries. c2. Lymph veins and lymphatics. d. Lymph. d1. Composition. d2. Movement of fluid. d3. Relationship to edema. 4. Respiratory system. a. Anatomy and physiology. a1. Nose. a2. Pharynx. a3. Larynx. a4. Trachea. a5. Primary and secondary bronchi. a6. Bronchioles. a7. Lungs. b. Pulmonary ventilation. b1. Pressure/volume relationships. b2. Role of diaphragm and intercostal muscles. b3. Surfactant. b4. Respiratory volumes. c. External respiration. c1. Partial pressure. c2. pO₂ and pCO₂. c3. Pressure gradients. c4. Gas solubilities. c5. Respiratory membrane. c6. Surface area. c7. Alveolar airflow-blood flow coupling. d. Internal respiration. e. Transportation of respiratory gases. e1. Oxygen. e2. Carbon dioxide. f. Control of respiration. f1. Neural. f2. Chemical.

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

Course Change Request

Date Submitted: 03/18/26 2:17 pm

Viewing: **BI-233Z** ~~**BI-233**~~ : Human Anatomy **and** & **Physiology III**

Also listed as: ~~**BI-233**~~

Formerly known as: **BI-233**

Last approved: 03/29/24 3:33 am

Last edit: 03/18/26 2:17 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-233:

Biology (BI)

Medical Assistant (MA)

Nursing (RN), AAS

Phlebotomy (PHB)

Programs
referencing this
course

BI-233:

AAS.NURSING: Nursing (RN)

BI-233Z:

CC.MEDASST: Medical Assistant

CC.MEDBILLCODE: Medical Billing and Coding

AS.PSUMUSIC: AS, Music, PSU

NA.OTM: Oregon Transfer Module

AAS.WLDLNDMGMT: Wildland Fire Management

CC.FSWILDLAND: Wildland Fire Science

AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)

AS.TBUSINESS: Business (AST)

NA.CTM: Core Transfer Map

AS.TPSYCHOLOGY: Psychology (AST)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
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[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

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[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[CC.EMT: Emergency Medical Technology](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>233Z</u> 233
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology 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 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Summer 2026

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

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component. ~~Lab course covering neuroendocrine control, digestive, excretory and reproductive systems. Study of fluid, electrolyte and acid-base balance. Animal organ dissection required.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BI-232Z ~~BI-232~~ with a C or better

Corequisites

BI-233LZ ~~BI-233L~~

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?

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?

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	demonstrate, in and outside of a laboratory setting, general knowledge of the anatomical and physiological components comprising the body tissues, the endocrine, digestive, urinary, and reproductive systems, in particular as well as fluid, electrolyte and acid-base balance; (SC1)(SC2)
2	demonstrate, in and outside of a laboratory setting, an awareness of the basic anatomical components and associated physiological interrelationships among these various body systems; (SC1)(SC2)
3	properly use vocabulary associated with the anatomy and physiology of the human body; (SC1)
4	apply, analyze, synthesize, and evaluate physiological principles as applied to the systems of the human organism in the healthcare context; (SC1)(SC2)(SC3)
5	relate the course material to the ethical and sociological implications of health and its impact on society. (SC2)(SC3)
<u>1</u>	<u>explain key homeostatic mechanisms and feedback loops in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems; (CCN)</u>
<u>2</u>	<u>describe anatomical structures and their relationships to function in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development; (CCN)</u>
<u>3</u>	<u>explain key processes of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems and human development; (CCN)</u>
<u>4</u>	<u>relate the relevant levels of biological organization to the functions of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems; (CCN)</u>
<u>5</u>	<u>describe how the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems interact with other body systems; (CCN)</u>
<u>6</u>	<u>apply physiological and/or anatomical concepts of the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems to practical scenarios such as clinical, public health, and societal issues; (CCN)</u>
<u>7</u>	<u>identify major structures in the lymphatic/immune, respiratory, digestive, urinary, and reproductive systems using lab materials. (CCN)</u>

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

Major Topic Outline

1. Endocrine system. a. Introduction. a1. Definitions. a2. Hormone action. a3. Hypophyseal portal system. b. Endocrine glands. b1. Structure, function, location, control of secretion. 2. Digestive system. a. Functions of the system. b. Review of enzymes and substrates. c. Anatomy. c1. Histology of gastrointestinal tract. c2. Organs. d. Mechanical digestion. d1. Movements. e. Chemical digestion. e1. Digestive juices. f. Absorption. g. Feces formation and defecation reflex. 3. Urinary system. a. Organs. a1. Kidney. a2. Ureter. a3. Bladder. b. Nephron. b1. Blood supply. b2. Structure. c. Urine formation. c1. Glomerular filtration. c2. Filtrate. c3. Tubular reabsorption. c4. Tubular secretion. 4. Fluid, electrolyte, and acid base balance. a. Fluid compartments. a1. Fluid composition. a2. Electrolytes and nonelectrolytes. a3. Fluid shifts. b. Water balance. b1. Routes of entry and exit. b2. Dehydration. b3. Hypotonic hydration. b4. Edema. c. Electrolyte balance. c1. Sodium. c2. Potassium. c3. Calcium. c4. Magnesium. d. Acid base balance. d1. Sources of acids. d2. Chemical buffer systems. d3. Review of respiratory function related to acid base. d4. Review of nephron function related to acid base. d5. Imbalances. d6. Compensatory mechanisms. d7. Interpretation of blood gases as related to acid base balance. d8. Ketosis. d9. Effect on acid base balance of various factors including the mechanisms of action and the compensatory mechanisms of the body. 5. Reproductive system. a. Functions. b. Male system. b1. Organs. b2. Spermatogenesis and spermiogenesis. b3. Ducts and accessory glands. b4. Erection and ejaculation. c. Female system. c1. Organs. c2. Ovarian cycle. c3. Menstrual cycle. c4. Hormonal control of cycles. c5. Correlation of major events of the menstrual cycle with the major events of the ovarian cycle. c6. Puberty. c7. Menarche. c8. Menopause. c9. Mammary glands. 6. Presentation / patient communication exercise ? oral presentation. a. Short oral presentation to lab class outlining the details of a disease. b. simulates patient education interaction. c. requires determining the important information that must be conveyed in the available time period.

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

Course Change Request

New Course Proposal

Date Submitted: 03/20/26 10:10 am

Viewing: **CH-104Z : Introduction to Chemistry**

Last edit: 03/20/26 10:10 am

Changes proposed by: Megan Feagles (megan.feagles)

Programs

referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

In Workflow

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix CH - Chemistry

Course Number 104Z

Department Science

Division Arts and Sciences

Course Title Introduction to Chemistry

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 Summer 2026

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 principles of general chemistry including atoms, chemical formulas and equations, bonding, stoichiometry, acid/base chemistry, solutions, and unit conversion calculations. Does not equal a general chemistry course sequence. CH-104Z is the lecture component; CH-124Z is the laboratory component.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Reason for the Proposal

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-065 or MTH-098 or placement in MTH-095; and WRD-090 or placement in WRD-098

Corequisites

CH-124Z and CH-104SZ

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?

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?

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	describe physical and chemical properties and the phases and classifications of matter; (CCN)
2	apply ionic and covalent bonding theories including Lewis structures, molecular structure, and polarity; (CCN)
3	quantify the composition of substances and solutions using molar mass and molarity; (CCN)
4	name a variety of elements, ions, ionic compounds, and covalent compounds; (CCN)
5	write and balance chemical reactions and solve stoichiometry calculations; (CCN)
6	identify types of intermolecular forces and apply them to physical properties of gases, liquids and solutions; (CCN)
7	interpret the behavior and relative strengths of acids, bases, and buffers; (CCN)

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.

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.

P

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

Major Topic Outline

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)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

Please attach documentation

Reviewer Comments

Key: 4612

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 04/03/26 10:58 am

Viewing: **CH-112Z** : **Chemistry for Health Professions**

Last edit: 04/03/26 10:58 am

Changes proposed by: Megan Feagles (megan.feagles)

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AAS.WLDLNDMGMT: Wildland Fire Management](#)

[CC.FSWILDLAND: Wildland Fire Science](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix [CH - Chemistry](#)

Course Number [112Z](#)

Department [Science](#)

Division [Arts and Sciences](#)

Course Title [Chemistry for Health Professions](#)

Grading

Grade Scheme [Standard \(STND\)](#) ~~Non-Graded (Null)~~

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Approval Path

1. 04/03/26 10:59 am
Megan Feagles (megan.feagles):
Approved for
Curriculum Office
2. 04/03/26 11:00 am
Megan Feagles (megan.feagles):
Approved for
Curriculum Committee
Approval

Credit Type	<u>Credit Course</u>
Allow Pass/No Pass	<u>Yes</u> No
Only Pass/No Pass	No
Audit	<u>Yes</u> No
Min Credit	<u>4.00</u>
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 Summer 2026

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

A one quarter introduction to general, organic and biological chemistry, focusing on topics related to the health sciences including atoms, bonding, biomolecules, solution chemistry, chemical reactions, and functional group properties of organic molecules. This course is intended for pre-nursing and allied health students.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Reason for the Proposal

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-065 or MTH-098 with a C or better or placement in MTH-095. WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

[BI-112](#)

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in [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?

Yes

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 basic chemical principles including chemical equations, atomic structure, periodic trends, states of matter, and chemical nomenclature; (CCN)
2	employ mathematical techniques including dimensional analysis, unit conversions, and significant figures to solve chemistry problems and interpret experimental data; (CCN)
3	relate atomic and molecular structure to observable physical and chemical properties, including bonding patterns and reactivity of different compounds; (CCN)
4	identify reaction types, energy transformations, and the role of catalysts in chemical processes; (CCN)
5	describe the properties of water including polarity, hydrogen bonding, the behavior of aqueous solutions, buffers, and osmotic processes, and their importance to cellular structures and biological functions; (CCN)
6	analyze equilibrium processes in chemical systems, solution concentrations, and pH values in biological environments; (CCN)
7	recognize the structure and properties of organic compounds and biomolecules, and how chemical principles apply to biological systems and processes. (CCN)

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.

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.

P

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

Major Topic Outline

1. Scientific method. 2. Measurements, atoms and elements. a. Measurements: units, prefixes and equalities. b. Measured numbers and significant figures. c. Conversion factors and problem solving. d. Density. e. Classification of matter. f. Elements and symbols. g. Periodic table: arrangement and significance, periodic trends. h. Atoms: structure, atomic number and atomic mass. 3. Compounds and their bonds. a. Octet rule b. Ionic compounds: nature of ionic bonding, naming and writing ionic formulas. c. Covalent compounds: nature of covalent bonding, naming and writing covalent formulas. d. Electronegativity, bond polarity, and polarity of molecules. 4. Chemical reactions and quantities, energy and matter. a. Representing chemical changes and chemical equations. b. Identifying types of chemical reactions. c. Concept of moles: determining molar mass and relating moles to balanced equations. d. Differences and relationship of heat and temperature. e. Energy and nutrition. f. Energy and chemical reactions. 5. Solutions. a. Components of a solution. b. Water as a solvent. c. Formation of a solution and interactions between solute and solvent particles. d. Concentration, both qualitative and quantitative (% concentration and M). e. Properties of solutions, including osmosis and dialysis. 6. Acids and bases. a. Definitions and nomenclature of acids and bases. b. Identifying conjugate acid-base pairs. c. Strengths of acids and bases. d. The auto-ionization of water and relationship to the pH scale. e. Determining pH of solutions. f. Common reactions of acids and bases. g. Describe and identify buffer solutions. 7. Introduction to organic chemistry. a. Define organic chemistry and describe bonding in organic compounds. b. Identify functional groups and types of organic compounds c. Relate the structure of organic compounds to their physical properties. d. Identify selected organic reactions (combustion, hydrogenation, hydration, oxidation of alcohols and aldehydes, dehydration, hydrolysis). 8. Carbohydrates. a. Chemical structure of carbohydrates. b. Importance of chiral carbons in carbohydrates. c. Chain and cyclic structures of carboydrates. d. Hydrolysis of poly- and disaccharides into monosaccharides. e. Structural differences of some polysaccharides and

resulting functional differences. 9. Nucleic acids. a. Chemical structures of the components of DNA and RNA. b. Structural differences and similarities between DNA and RNA. c. Relationship between the structures of nitrogen bases and the formation of base pairs in the DNA double helix. 10. Lipids. a. Types of lipids. b. Physical properties of lipids. c. Chemical properties of triacylglycerols. d. Hydrolysis and saponification of triacylglycerols. 11. Amino acids, proteins and enzymes. a. Functions of proteins. b. Structures and chemical properties of amino acids. c. Formation of polypeptides. d. Levels of protein structure. e. Relationship between structure and function of enzymes. f. Factors affecting enzyme activity.

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)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

Please attach documentation

Reviewer Comments

Key: 4619

[Preview Bridge](#)
[Why Did This Not Sync?](#)

Course Change Request

New Course Proposal

Date Submitted: 03/19/26 12:40 pm

Viewing: **CH-124Z : Introduction to Chemistry Lab**

Last edit: 03/19/26 12:40 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix CH - Chemistry

Course Number 124Z

Department Science

Division Arts and Sciences

Course Title Introduction to Chemistry 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 Term	Summer 2026

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

Experiments corresponding to the topics covered in CH-104Z. CH-124Z is the laboratory component; CH-104Z is the lecture course.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Reason for the Proposal

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-104Z and CH-104SZ

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

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/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	investigate chemical concepts in CH-104Z; (CCN)
2	follow standard safety procedures while working with chemicals and equipment in a laboratory setting; (CCN)
3	demonstrate systematic problem-solving including physical measurements and unit conversions using SI and derived units; (CCN)
4	analyze experimental data and results qualitatively and quantitatively using SI and derived units; (CCN)
5	interpret and communicate in a clear and concise manner the results of experiments by applying chemical concepts. (CCN)

Major Topic Outline

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: 4613

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:18 pm

Viewing: **CH-150Z** ~~CH-150~~ : Preparatory Chemistry

Also listed as: ~~CH-150~~

Formerly known as: **CH-150**

Last approved: 04/05/25 4:44 am

Last edit: 03/18/26 2:18 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

CH-150:

[Chemistry \(CH\)](#)

[Nursing \(RN\), AAS](#)

Programs
referencing this
course

CH-150:

[AAS.NURSING: Nursing \(RN\)](#)

CH-150Z:

[AS.PSUGEOLOGY: AS, Geology, PSU](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Apr 5, 2025 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix

CH - Chemistry

Course Number	<u>150Z</u> 150
Department	Science
Division	Arts and Sciences
Course Title	Preparatory Chemistry

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 Summer 2026

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

Explores and applies principles and applications of introductory chemistry. Emphasis on an introduction to measurement, components of matter, quantitative relationships including introductory stoichiometry, and major classes of chemical reactions. This course is preparation for the General Chemistry series for students with little to no previous chemistry experience.
~~One term preparatory course for students who must take the general chemistry sequence (CH-221Z, CH-222Z, CH-223Z) but have no chemistry background.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

MTH-095 or placement in MTH-111Z

Corequisites

CH-150SZ ~~CH-150S~~

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/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	perform and report calculations involving scientific measurements using appropriate techniques, including metric units, scientific notation, significant digits, and unit/dimensional analysis;
2	describe atomic structure and apply the symbolism of atoms and their particles to questions about atomic properties;
3	recognize ionic and covalent patterns of chemical bonding and use IUPAC nomenclature for simple ionic and covalent compounds;
4	balance, classify, and use chemical equations;
5	apply basic quantum theory to describe the structure of electrons in atoms;
6	apply Lewis Theory and the octet rule in the context of ionic and small molecular compounds;
7	describe the microscopic nature of solids, liquids, and gases and transitions between these phases.
<u>1</u>	<u>differentiate between physical and chemical properties, and the phases and classifications of matter; (CCN)</u>

Upon successful completion of this course, students should be able to:	
<u>2</u>	<u>demonstrate systematic problem solving, including unit conversions of physical measurements using SI and derived units; (CCN)</u>
<u>3</u>	<u>use the periodic table to solve problems in chemistry; (CCN)</u>
<u>4</u>	<u>differentiate between ionic and covalent compounds and the bonding in each; (CCN)</u>
<u>5</u>	<u>name a variety of elements, ions, ionic compounds and covalent compounds; (CCN)</u>
<u>6</u>	<u>quantify the composition of substances; (CCN)</u>
<u>7</u>	<u>evaluate chemical reactions using foundational stoichiometry calculations. (CCN)</u>

Major Topic Outline

1. Algebra in problem solving 2. Scientific notation 3. Variables, units, and unit conversions 4. Density 5. Atomic structure 6. Subatomic particles and their properties 7. Names and formulas of covalent and ionic compounds 8. Isotopes and relative abundances 9. Chemical formulas and formula masses 10. Writing and balancing chemical equations 11. Types of chemical reactions 12. The mole concept 13. Mole/mass relationships 14. Stoichiometry and limiting reactants 15. Thermochemistry: heat transfer and phase changes 16. The wave nature of light 17. Electronic structure of atoms 18. Lewis theory and basics of bonding 19. Molecular shape and polarity 20. Basics of phases and phase change

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

Yes

Supports Green Services

Yes

Percent of Course 100

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 392

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:22 pm

Viewing: **HST-201Z** **HST-201** : **United States History**

History of the United States

Also listed as: **HST-201**

Formerly known as: **HST-201**

Last approved: 02/15/24 3:49 am

Last edit: 03/18/26 2:22 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Feb 15, 2024 by Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

HST-201:

[History_\(HST\)](#)

Programs
referencing this
course

HST-201Z:

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)

[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)

[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)

[AAS.MICROSISTECH: Microelectronics Systems Technology](#)

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.TBIOLOGY: Biology_\(AST\)](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TPSYCHOLOGY: Psychology_\(AST\)](#)

[AS.TSOCIOLOGY: Sociology_\(AST\)](#)

[AA.TSOCIOLOGY: Sociology_\(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	HST - History
Course Number	<u>2017</u> 201
Department	Social Sciences
Division	Arts and Sciences
Course Title	<u>United States History I</u> History of the United States

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
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Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total	44
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Proposed Effective	Summer 2026
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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

Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution. ~~Covers the period in American history from first European contact through the Age of Jackson.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

WRD-098 or placement in WR-121Z

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

~~Sequence of HST-201, HST-202, and HST-203 is taken in order~~

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?

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	demonstrate their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
2	assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
3	conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2)(AL2)(SS1)(SS2)(CL1)
4	utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
5	analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
<u>1</u>	<u>evaluate a variety of historical sources to the early 1800s; (CCN)</u>
<u>2</u>	<u>describe continuities and changes in American history (e.g., political, social, economic, cultural); (CCN)</u>
<u>3</u>	<u>construct evidence-based historical arguments; (CCN)</u>
<u>4</u>	<u>communicate historical knowledge and analysis effectively in written and/or verbal forms; (CCN)</u>
<u>5</u>	<u>recognize the relevance of the past to the present. (CCN)</u>

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.

S

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

S

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.

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Multiple Choice Test

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. European Explorers in America.
2. Early European Settlement in America.
3. Colonial Society.
4. Winning the Revolution.
5. The Constitutional Convention.
6. Life and Politics in the Early Republic.
7. Presidency of Andrew Jackson.

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)

[HST 201Z](#) OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

HST 201Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th-Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

HST 201Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th-Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

HST 201Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

HST 201Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

HST 201Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

Please attach documentation

Reviewer Comments

Key: 1021

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:22 pm

Viewing: **HST-202Z** ~~HST-202~~ : **United States History**

History of the United States

Also listed as: ~~HST-202~~

Formerly known as: **HST-202**

Last approved: 11/07/23 5:02 am

Last edit: 03/18/26 2:22 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

HST-202:

[History_\(HST\)](#)

Programs
referencing this
course

HST-202Z:

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)

[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)

[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)

[AAS.MICROSISTECH: Microelectronics Systems Technology](#)

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.TBIOLOGY: Biology_\(AST\)](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TPSYCHOLOGY: Psychology_\(AST\)](#)

[AS.TSOCIOLOGY: Sociology_\(AST\)](#)

[AA.TSOCIOLOGY: Sociology_\(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	HST - History
Course Number	<u>2027</u> 202
Department	Social Sciences
Division	Arts and Sciences
Course Title	<u>United States History II</u> History of the United States

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
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Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total	44
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Proposed Effective	Summer 2026
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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

Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War. ~~Covers the period of United States history from the Age of Jackson to World War I. Recommended that sequence is taken in order.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

WRD-098 or placement in WR-121Z

Recommended

Prerequisites

HST-201Z ~~Sequence of HST-201, HST-202, and HST-203 is taken in order~~

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

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

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
2	assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
3	conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2)(AL2)(SS1)(SS2)(CL1)
4	utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
5	analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
<u>1</u>	<u>evaluate a variety of historical sources from the early 1800s to the early 1900s; (CCN)</u>
<u>2</u>	<u>describe continuities and change in American history (e.g., political, social, economic, cultural); (CCN)</u>
<u>3</u>	<u>construct evidence-based historical arguments; (CCN)</u>
<u>4</u>	<u>communicate historical knowledge and analysis effectively in written and/or verbal forms; (CCN)</u>
<u>5</u>	<u>recognize the relevance of the past to the present. (CCN)</u>

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.

S

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

S

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.

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Multiple Choice Test
Rubrics
Thesis/Research Project
Writing Assignments

Major Topic Outline

1. Jacksonian Democracy. 2. Industrialization and Immigration. 3. Slavery. 4. The Road to Secession. 5. The Civil War. 6. The Gilded Age. 7. The Growth of American Empire. 8. Progressivism.

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)

HST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

HST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

HST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

HST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

HIST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th-Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

HST 202Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th-Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

Please attach documentation

Reviewer Comments

Key: 1022

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:22 pm

Viewing: **HST-203Z** **HST-203** : **United States History**

III **History of the United States**

Also listed as: **HST-203**

Formerly known as: **HST-203**

Last approved: 04/09/24 3:19 am

Last edit: 03/18/26 2:22 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

HST-203:

[History_\(HST\)](#)

Programs
referencing this
course

HST-203Z:

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)

[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)

[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)

[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.TBIOLOGY: Biology_\(AST\)](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TPSYCHOLOGY: Psychology_\(AST\)](#)

[AS.TSOCIOLOGY: Sociology_\(AST\)](#)

[AA.TSOCIOLOGY: Sociology_\(AAT\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 9, 2024 by Megan Feagles (megan.feagles)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	HST - History
Course Number	<u>203Z</u> 203
Department	Social Sciences
Division	Arts and Sciences
Course Title	<u>United States History III</u> History of the United States

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 Summer 2026

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

Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world. ~~Covers the period of United States history since and including WWI.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

WRD-098 or placement in WR-121Z

Recommended

Prerequisites

HST-201Z and HST-202Z Sequence of HST-201, HST-202 and HST-203 is taken in order

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?

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	demonstrate their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
2	assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
3	conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2)(AL2)(SS1)(SS2)(CL1)
4	utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
5	analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
<u>1</u>	<u>evaluate a variety of historical sources from the 1920s forward; (CCN)</u>
<u>2</u>	<u>describe continuities and change in American history (e.g., political, social, economic, cultural); (CCN)</u>
<u>3</u>	<u>construct evidence-based historical arguments; (CCN)</u>
<u>4</u>	<u>communicate historical knowledge and analysis effectively in written and/or verbal forms; (CCN)</u>
<u>5</u>	<u>recognize the relevance of the past to the present. (CCN)</u>

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.

S

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

S

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.

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Multiple Choice Test

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. American in the Great War. 2. Cultural Conflicts of the 1920s. 3. The Great Depression and the New Deal. 4. World War II. 5. The Culture of the Cold war. 6. America in the 1960s. 7. The Vietnam War. 8. The Carter Years. 9. American 1980's to 21st century.

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)

[HST 203Z](#) OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

HST 203Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

HST 203Z OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

[HST 203Z](#) OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th-Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

[HIST 203Z](#) OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United

~~States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America~~

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

OSU comparable: HST201, HST202, HST203 PSU comparable: HST201, HST202, HST203 WOU comparable: HST201D, HST202D, HST203D UO comparable: HIST201 United States I: Inventing America HIST202 United States II: Building America HIST203 United States III: 20th Century America

How does it transfer?

general education or distribution requirement

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Researched the Transferology website to gather comparable course information at the schools listed above.

Please attach documentation

Reviewer Comments

Key: 1023

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:15 pm

Viewing: **SPN-101Z ~~SPN-101~~ : First-year ~~First-Year~~
Spanish I**

Also listed as: **~~SPN-101~~**

Formerly known as: **SPN-101**

Last approved: 02/07/26 5:03 am

Last edit: 03/18/26 2:15 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

SPN-101:

[Early Childhood Education & Family Studies, AAS](#)

[Spanish \(SPN\)](#)

Programs
referencing this
course

SPN-101:

[AAS.EARLYCHILDFAM: Early Childhood Education & Family Studies](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Nov 8, 2025 by Ernesto Hernandez (ernesto.hernandez)
3. Feb 7, 2026 by Ernesto Hernandez (ernesto.hernandez)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix

SPN - Spanish

Course Number	<u>101Z</u> 101
Department	World Languages
Division	Arts and Sciences
Course Title	<u>First-year</u> First-Year Spanish I

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 Summer 2026

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

An introduction to the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPN-101Z, SPN-102Z, and SPN-103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. ~~First of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Important cultural themes are presented. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

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-098 or placement in WR-121Z

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?

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	recognize and use basic introductions and courtesies, distinguishing formal and informal language, for self and others;
2	recognize and demonstrate knowledge of Spanish pronunciation patterns through speaking and reading practice;
3	recognize and correctly use in context grammatical gender and number for nouns, including definite, indefinite, singular and plural articles and some possessive adjectives;
4	recognize and talk about basic school life as well as everyday activities, routines, and personal possessions for self and others;
5	recognize and use vocabulary and grammar structures, including simple negation, to describe and to ask and answer basic yes/no and information questions about

	Upon successful completion of this course, students should be able to:
	people, places, objects and activities, concentrating on using AR verbs;
6	recognize and express likes and dislikes for self and others using common AR verbs and the special verb gustar, as well as recognizing some useful ER and IR verbs like comer, correr, escribir, vivir;
7	recognize and use essential irregular and semi-irregular verbs such as ser and estar, tener and vivir, and common expressions with tener to talk about self and others;
8	recognize and use cardinal numbers up to 100 for discussing time, class schedules or routine activities for self and others.
<u>1</u>	<u>identify cultural practices and traditions in Spanish-speaking communities; (Intercultural Competence) (CCN)</u>
<u>2</u>	<u>communicate on familiar topics through short, simple spoken and written exchanges; (Interpersonal Communication - Speaking & Writing) (CCN)</u>
<u>3</u>	<u>provide basic information about self, family, and friends using simple and formulaic expressions; (Presentational Speaking & Writing) (CCN)</u>
<u>4</u>	<u>interpret familiar words and phrases in supported listening and reading contexts. (Interpretive Reading & Listening) (CCN)</u>

Major Topic Outline

1. Greetings and introduction and courtesy expressions 2. Simple descriptions and questions about people, places and things 3. Family and family relationships and professions 4. Basic elements of academic life 5. Days of the week, clock time, simple schedules and routines

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)

SPAN 101Z ~~SPAN 111 (OSU)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://coreeducation.oregonstate.edu/implementation-resources/core-education-policies>

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

SPAN 101Z ~~SPAN 101 (PSU,SOU,UO)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://www.pdx.edu/transfer-center/world-languages-transfer-advising-guide>

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SPAN 101Z ~~SPAN 101 (PSU,SOU,UO)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://sou.edu/admissions/apply/equivalencies/>

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

SPAN 101Z ~~SPAN 101 (PSU,SOU,UO)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://admissions.uoregon.edu/second-language>

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

[SPAN 101Z](#) ~~[SPAN 101D \(WOU\)](#)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://wou.edu/advising/transfer-basics/>

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:15 pm

Viewing: SPN-102Z ~~SPN-102~~ : First-year ~~First-Year~~
Spanish II

Also listed as: ~~SPN-102~~

Formerly known as: SPN-102

Last approved: 02/07/26 5:03 am

Last edit: 03/18/26 2:15 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

SPN-102:

[Early Childhood Education & Family Studies, AAS
Spanish \(SPN\)](#)

Programs
referencing this
course

SPN-102:

[AAS.EARLYCHILDFAM: Early Childhood Education & Family Studies](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Feb 7, 2026 by Ernesto Hernandez (ernesto.hernandez)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix

SPN - Spanish

Course Number	<u>102Z</u> 102
Department	World Languages
Division	Arts and Sciences
Course Title	<u>First-year</u> First-Year Spanish 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 Education/Drivers Ed	
Community Education/Adult	
Total	44

Proposed Effective Summer 2026

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

Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPN-101Z, SPN-102Z, and SPN-103Z).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. ~~Second of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Important cultural themes are presented. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

SPN-101Z ~~SPN-101~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

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	continue recognition and show more proficient use of AR verbs, including gustar, to talk about self and others;
2	show knowledge of and correctly use the simple present and the present progressive form (estar + present participle of regular verbs) to distinguish between scheduled activities and immediate actions for self and others in oral and written expression;
3	along with AR verbs, recognize and correctly use common ER and -IR verbs to describe, discuss, ask and answer questions about schedules, activities, pastimes, months, weather and seasons in oral and written expression;

Upon successful completion of this course, students should be able to:	
4	recognize and use the irregular verb ir to talk about going places, and use the near future pattern of ir to talk about simple future plans for self and others;
5	start recognizing patterns and using some useful stem-changing verbs such as querer, poder, dormir, pedir in oral and written expression;
6	start recognizing and using correctly and in context some common irregular yo verbs, particularly the verbs saber and conocer, to express knowledge and familiarity with people, places, and objects;
7	show basic recognition and initial use of direct, indirect and double-object pronouns in given and new sentences;
8	continue recognition and use of cardinal numbers 100-1000 in descriptions, discussions, questions and answers for people, places, and objects in oral and written expression.
<u>1</u>	<u>interpret common cultural cues with respect to everyday interactions and situations; (Intercultural Competence) (CCN)</u>
<u>2</u>	<u>participate in short, predictable interactions in speaking and writing using simple sentences; (Interpersonal Communication - Speaking & Writing) (CCN)</u>
<u>3</u>	<u>provide information about familiar topics using simple phrases and sentences; (Presentational Speaking & Writing) (CCN)</u>
<u>4</u>	<u>identify the main idea of simple spoken and written exchanges and short texts. (Interpretive Reading and Listening) (CCN)</u>

Major Topic Outline

1. Pastimes, sports and other leisure or routine activities
2. Places and actions in the city
3. The weather, seasons and months
4. Clothing, colors, shopping

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)

SPAN 102Z ~~SPAN 102 (PSU,SOU,UO) SPAN 102D (WOU) SPAN 112 (OSU)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://coreeducation.oregonstate.edu/implementation-resources/core-education-policies>

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

SPAN 102Z ~~SPAN 102 (PSU,SOU,UO) SPAN 102D (WOU) SPAN 112 (OSU)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://www.pdx.edu/transfer-center/world-languages-transfer-advising-guide>

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

[SPAN 102Z](#) ~~SPAN 102 (PSU,SOU,UO) SPAN 102D (WOU) SPAN 112 (OSU)~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://sou.edu/admissions/apply/equivalencies/>

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

[SPAN 102Z](#) ~~SPAN 102 (PSU,SOU,UO) SPAN 102D (WOU) SPAN 112 (OSU)~~

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://admissions.uoregon.edu/second-language>

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

[SPAN 102Z](#) ~~SPAN 102 (PSU,SOU,UO) SPAN 102D (WOU) SPAN 112 (OSU)~~

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://wou.edu/advising/transfer-basics/>

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:16 pm

Viewing: SPN-103Z ~~SPN-103~~ : First-year ~~First-Year~~
Spanish III

Also listed as: **SPN-103**

Formerly known as: SPN-103

Last approved: 02/07/26 5:03 am

Last edit: 03/20/26 10:32 am

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

SPN-103:
[Spanish \(SPN\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	SPN - Spanish
Course Number	<u>103Z</u> 103
Department	World Languages
Division	Arts and Sciences
Course Title	<u>First-year</u> First-Year Spanish III

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Nov 22, 2025 by Ernesto Hernandez (ernesto.hernandez)
3. Feb 7, 2026 by Ernesto Hernandez (ernesto.hernandez)

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 Summer 2026

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

Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPN-101Z, SPN-102Z, and SPN-103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate).

If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level. ~~Third of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Important cultural themes are presented. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

SPN-102Z ~~SPN-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

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring/Summer

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	continue use of common and useful regular AR, ER, and IR verbs and essential irregular verbs, add recognition and correct use of common reflexive verbs to describe, discuss, ask and answer questions about typical daily routines and activities;
2	show knowledge of and correct use of other verbs like gustar (aburrir, encantar, importar, etc.) to express likes and dislikes about people, places, and things;
3	recognize and use more advanced determiners and qualifiers for people, places, and objects, such as demonstratives (este, ese, aquel, etc.) and indefinite and negative words (algo, alguien, algún, nada, nunca, nadie, ningún, etc.);
4	continue recognizing the nuances and uses of ser and estar correctly in context, as well as the differences in use of special interrogatives and negatives such as Qué/Cuál/Cuáles and también/tampoco;

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

5	start recognizing and correctly using the simple past tense (preterite) of regular verbs, common stem-changing verbs, and essential irregular verbs (ser, estar, tener, querer, hacer, ir, etc.), recognizing that some verbs change in pattern and meaning from present to preterite;
6	recognize and use vocabulary and grammar in the areas of personal life celebrations and events such as food customs and preferences, holidays and celebrations, stages of life, and personal relationships.
<u>1</u>	<u>interpret common cultural cues with respect to everyday interactions and situations; (Intercultural Competence) (CCN)</u>
<u>2</u>	<u>participate in interactions on familiar topics combining and recombining learned words and phrases; (Interpersonal communication - Speaking & Writing) (CCN)</u>
<u>3</u>	<u>provide information about familiar topics with greater specificity and detail; Presentational Speaking & Writing) (CCN)</u>
<u>4</u>	<u>identify the main ideas in short spoken messages, presentations, interactions, and a variety of media. (Interpretive Listening & Reading) (CCN)</u>

Major Topic Outline

1. Daily routine activities for health and hygiene
2. Food, food descriptions, meals and eating
3. Personal relationships, holidays and celebrations, stages of life

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)

SPAN 103Z ~~113~~

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://coreeducation.oregonstate.edu/implementation-resources/core-education-policies>

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

SPAN 103Z ~~103~~

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://www.pdx.edu/transfer-center/world-languages-transfer-advising-guide>

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SPAN 103Z ~~103~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://sou.edu/admissions/apply/equivalencies/>

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

SPAN 103Z ~~103~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://admissions.uoregon.edu/second-language>

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

SPAN 103Z ~~103D~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

<https://wou.edu/advising/transfer-basics/>

Please attach documentation

Reviewer Comments

1. Course Title Change

Course	Current Title	Proposed Title
BI-231LZ	Human Anatomy & Physiology I Lab	Human Anatomy and Physiology I Lab
BI-232LZ	Human Anatomy & Physiology II Lab	Human Anatomy and Physiology II Lab
BI-233LZ	Human Anatomy & Physiology III Lab	Human Anatomy and Physiology III Lab
CH-104SZ	Introductory Chemistry Seminar	Introduction to Chemistry Seminar

2. Course Number Change

Course	Title	Proposed Course Number
BI-231L	Human Anatomy and Physiology I Lab	BI-231LZ
BI-232L	Human Anatomy and Physiology II Lab	BI-232LZ
BI-233L	Human Anatomy and Physiology III Lab	BI-233LZ
CH-104S	Introduction to Chemistry Seminar	CH-104SZ
CH-150S	Preparatory Chemistry Seminar	CH-150SZ

3. Requisite/Description Changes

Course	Title	Implementation
BI-112	General Biology for Health Sciences	2026/SU
BI-221Z	Principles of Biology: Cells	2026/SU
BI-231LZ	Human Anatomy and Physiology I Lab	2026/SU
BI-232LZ	Human Anatomy and Physiology II Lab	2026/SU
BI-233LZ	Human Anatomy and Physiology III Lab	2026/SU
BI-234	Introductory Microbiology	2026/SU
CH-104SZ	Introduction to Chemistry Seminar	2026/SU
CH-105	Introductory Chemistry	2026/SU
CH-150SZ	Preparatory Chemistry Seminar	2026/SU
CH-221Z	General Chemistry I	2026/SU
MA-150	Medical Office Practices	2026/SU
MA-152	Examination Room Techniques I	2026/SU
MA-152L	Examination Room Techniques I Lab	2026/SU
MA-154	Body Systems and Pharmacology	2026/SU
MA-158	Seminar I	2026/SU
PHB-110	Fundamentals of Phlebotomy	2026/SU
PHB-112	Phlebotomy Techniques	2026/SU
SPN-201	Second-Year Spanish I	2026/SU

Highlights

- Updating BI lab courses to match CCN titles
- Updating BI lab courses to have "LZ" at the end
- Updating CH seminar courses to match CCN titles
- Updating CH seminar courses to have "SZ" at the end
- Most of the changes are updating prerequisites
 - o Prerequisite: BI-231 becomes Prerequisite: BI-231Z
- Where CH-104 was a prerequisite now replaced with CH-104Z AND CH-124Z
 - o Prerequisite: CH-104 with a C or better becomes Prerequisite: CH-104Z and CH-124Z with a C or better

Course Change Request

Date Submitted: 03/18/26 2:21 pm

Viewing: **BI-112 : General Biology for Health Sciences**

Last approved: 04/09/24 3:19 am

Last edit: 03/18/26 2:21 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Apr 9, 2024 by Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(BI\)](#)
- [Business \(AST\)](#)
- [Chemistry \(CH\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Nursing \(RN\), AAS](#)
- [Oregon Transfer Module \(OTM\)](#)
- [Wildland Fire Management, AAS](#)
- [Wildland Fire Science, Certificate](#)

Programs
referencing this
course

- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AAS.NURSING: Nursing \(RN\)](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AAS.WLDLNDMGMT: Wildland Fire Management](#)
- [CC.FSWILDLAND: Wildland Fire Science](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)

[AS.TPSYCHOLOGY: Psychology \(AST\)](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	112
Department	Science
Division	Arts and Sciences
Course Title	General Biology for Health Sciences

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 Summer 2026

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

A one-term preparatory course that introduces the Health Occupations student to the scientific method, molecular and cellular biology, principles of inheritance, homeostasis, natural selection, tissues, and organ systems. Topics and skills covered prepare students to enter [BI-2317](#) ~~BI-231~~ and BI-234.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

BI-112L

Prerequisites or Corequisites

Recommended

Prerequisites

MTH-060 or MTH-098 or placement in MTH-065, and WRD-098 or placement in WR-121Z

Corequisites

CH-112Z ~~CH-112~~

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?

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?

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	demonstrate the ability to comprehend and communicate basic scientific principles and concepts important to an understanding major topics relating to health sciences; (SC1)(SC2)
2	gather research materials utilizing scientific journals and appropriate internet sites to address cellular processes, specific body systems and disease processes affecting those; (SC1)
3	apply the scientific method by designing and conducting experiments, analyzing data, and writing formal scientific reports discussing the process; (SC2)
4	comprehend topics related to cellular biology in order to explore the cell types, structures, processes and their biochemical basis; (SC1)
5	demonstrate the integration of tissue types into organs and organ systems and apply the integration to the different homeostatic mechanisms in the human body. (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.

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.

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.

P

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

Criteria

General Examination

Multiple Choice Test

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

"1. Characteristics of living organisms, scientific method, the metric system. 2. The chemical basis of life, water and life, pH and life. 3. Biochemical organization of cells. 4. Microscopy, cell

structure and function. 5. Energy and the cell, how enzymes work, membrane structure and function. 6. Cellular respiration to include aerobic and anaerobic pathways. 7. Mitosis and meiosis. 8. Patterns of inheritance (Mendelian genetics). 9. DNA structure and replication, protein synthesis. 10. Concepts of animal structure & function and the integration of homeostatic mechanisms to maintain the organism."

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)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

"LDT Biology Credit with Lab credit (OSU, PSU)"

How does it transfer?

general education or distribution requirement

general elective

other (provide details)

Details of how course transfers

Satisfies prerequisites for Nursing program

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

"AAOT - transfer table in CCC Catalog

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:19 pm

Viewing: **BI-221Z : Principles of Biology: Cells**

Formerly known as: **BI-211**

Last approved: 04/08/25 4:27 am

Last edit: 03/18/26 2:19 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Catalog Pages
referencing this
course

BI-221Z:

[Associate of Arts Oregon Transfer \(AAOT\)](#)

[Associate of General Studies \(AGS\)](#)

[Biology_\(AST\)](#)

[Biology_\(BI\)](#)

[Biology Emphasis, AS - with Oregon State University](#)

[Biology Emphasis, AS - with Portland State University](#)

[Biology Emphasis, AS - with University of Oregon](#)

[Business \(AST\)](#)

[Chemical Engineering Emphasis, AS - with Oregon State University](#)

[Computer Science \(AST\)](#)

[Computer Science Emphasis, AS - with Portland State University](#)

[Core Transfer Map \(CTM\)](#)

[Elementary Education \(AAOT\)](#)

[English AAT](#)

[Environmental Engineering Emphasis, AS - with Oregon State University](#)

[Horticulture Emphasis, AS - with Oregon State University](#)

[Music Emphasis, AS - with Portland State University](#)

[Nursing_\(RN\), AAS](#)

[Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

BI-221Z:

History

1. Oct 30, 2023 by Megan Feagles (megan.feagles)
2. Apr 9, 2024 by Megan Feagles (megan.feagles)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.TBIOLOGY: Biology \(AST\)](#)
[AS.OSUBIOLOGY: AS, Biology, OSU](#)
[AAS.NURSING: Nursing \(RN\)](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.PSUBIOLOGY: AS, Biology, PSU](#)
[AS.UOBIOLOGY: AS, Biology, UofO](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology \(AST\)](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.PSUCOMPSCI: AS, Computer Science, PSU](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	221Z
Department	Science
Division	Arts and Sciences

Course Title Principles of Biology: Cells

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Term	Summer 2026

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

Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

MTH-111Z or placement in MTH-112Z

Corequisites

BI-221LZ

Prerequisites or Corequisites

[CH-104Z](#) and [CH-124Z](#), ~~CH-104~~, or CH-221Z and CH-227Z

Recommended

Prerequisites

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

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	apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding; (CCN)
2	use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society; (CCN)
3	describe the structure and related functions of major classes of biomolecules; (CCN)
4	differentiate cell components and their functions, emphasizing them as a system of interacting parts; (CCN)
5	compare and contrast anabolic (photosynthesis) and catabolic (respiration and fermentation) pathways emphasizing the transformation of energy and matter; (CCN)
6	articulate how cells store, use, and transmit genetic information; (CCN)
7	explain how mutation and genetic recombination contribute to phenotypic variation and evolution. (CCN)

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.

P

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.

P

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

Portfolios

Presentations

Projects

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. Scientific methodology & measurements, water and pH. a. Examination of the processes of science including hypotheses, experimental design, repeatability and scientific theory. b. Application of the microscope, preparation of materials for investigation, the metric system, graphing, data analysis & measurement in science. c. Structure and properties of water, including hydrogen bonding and polarity. d. Explore the significance of water and its properties for living organisms & the environment. e. Practical application of pH, buffers and their effects on living organisms. 2. Biological molecules, enzyme activity and energy. a. Integrate the concepts of the importance of the monomers and polymers of carbohydrates, proteins, lipids and nucleic acids to living systems including the assembly and disassembly of polymers. b. Examine the process of metabolism including the catalytic nature of proteins (enzymes), enzyme shape, specificity related to its active site and the factors that affect enzyme activity. c. Explore ATP and its function and formation by cellular respiration. 3. Cell Structure and function, cell membrane structure and function and cellular communication. a. Apply the cell theory and the characteristics of life to cell types, structure and functions of cells, viruses and prions. b. Examine the theory of Endosymbiosis and critically evaluate the evidence. c. Explore the structure and function of the cell membrane including the transport of various substances across the membrane. d. Evaluate how cells send and receive signals for cellular communication including both intracellular and intercellular communication. 4. DNA synthesis, mutation, repair, cell cycle and cancer. a. Apply the concepts of the process of DNA synthesis, proofreading, mutations and how they might be repaired. b. Examine the cell cycle and the life of a cell including the factors leading to cell division. c. Critical examination of cancer and the involvement of the cell cycle. d. A comparison of binary fission and mitosis. 5. Transcription, translation and the control of gene expression and metabolic pathways. a. Explore the

biological concept of a gene including the historical background that led to the concept. b. Integrate the concepts of the process of transcription and translation and a comparison of eukaryotic and prokaryotic factors involved in these processes. c. Examine the function of metabolic pathways and factors affecting their expression. d. Apply biological concepts to controlling gene expression and evaluate prokaryotic and eukaryotic control of gene expression. 6. Genetics of viruses and prokaryotes. a. Examine the viral genome, its replication via host cells and how viruses obtain variations or new genetic information. b. Evaluate the evidence for processes occurring in prokaryotes that result in the addition of new genetic information, including conjugation, transformation, transduction and the horizontal (lateral) transfer of genetic information. 7. Meiosis and inheritance of genetic traits within living organisms, genomes and proteonomics. a. Integrate the concepts of meiosis and the factors involve in the formation of gametes. b. Exploration of the role of meiosis in genetic diversity within populations c. Relationships of the formation of zygotes to their genotype and phenotype. d. Examine genetic inheritance mechanisms for simple and complex traits. e. Evaluation of epigenetic evidence and its relationship to genetic inheritance patterns. f. Analyze gene sequencing and the interpretation of genomes and proteonomics of both prokaryotes and eukaryotes and the uses of genomic and proteonomic information. 8. DNA technology and genetic engineering. a. Practical applications of DNA technology to solve problems and make evidence based decisions, including cloning, recombinant DNA and genetic modification of organisms. b. Practical applications of DNA technology and genetic engineering in pharmaceuticals and gene therapy for the cure of diseases and agricultural applications. c. Explore the benefits,risks and regulations involved with transgenic or genetically modified organisms (GMOs). 9. Darwinism, evidence of evolution by natural selection and population genetics. a. Integrate Darwin’s evidence and modern evidence for evolution by natural selection. b. Apply the concepts of natural and artificial selection using heritable variation and differential success in antibiotic resistant strains of bacteria and diseases in populations. c. Evaluate the processes that occur in the evolution of populations including the Hardy-Weinberg principles. 10. The interrelationship between cells, tissues, organs and organ systems and their functions. 11. Practical application for designing experiments and writing laboratory reports.

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)

How does it transfer?

general elective
required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

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

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:17 pm

Viewing: BI-231LZ ~~BI-231L~~ : Human Anatomy and
& Physiology I Lab

Also listed as: ~~BI-231L~~

Formerly known as: BI-231L

Last approved: 11/07/23 4:59 am

Last edit: 03/18/26 2:17 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-231L:
[Biology_\(BI\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>231LZ</u> 231L
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology I Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Term	Summer 2026

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

Lab course for BI-231Z ~~BI-231~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

BI-231Z ~~BI-231~~

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

Yes

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

Major Topic Outline

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

Course Change Request

Date Submitted: 03/18/26 2:17 pm

Viewing: BI-232LZ ~~BI-232L~~ : Human Anatomy and
& Physiology II Lab

Also listed as: ~~BI-232L~~

Formerly known as: BI-232L

Last approved: 11/07/23 4:59 am

Last edit: 03/18/26 2:17 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-232L:
[Biology_\(BI\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>232LZ</u> 232L
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology II Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Term	Summer 2026

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

Lab course for BI-232Z ~~BI-232~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

BI-232Z ~~BI-232~~

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

Yes

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

Major Topic Outline

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

Course Change Request

Date Submitted: 03/18/26 2:17 pm

Viewing: BI-233LZ ~~BI-233L~~ : Human Anatomy and
& Physiology III Lab

Also listed as: ~~BI-233L~~

Formerly known as: BI-233L

Last approved: 11/07/23 4:59 am

Last edit: 03/18/26 2:17 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

BI-233L:
[Biology_\(BI\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	<u>233LZ</u> 233L
Department	Science
Division	Arts and Sciences
Course Title	Human Anatomy <u>and</u> & Physiology III Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Term	Summer 2026

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

Lab course for BI-233Z ~~BI-233~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

BI-233Z ~~BI-233~~

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

Yes

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

Major Topic Outline

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

Course Change Request

Date Submitted: 03/18/26 2:22 pm

Viewing: **BI-234 : Introductory Microbiology**

Last approved: 04/08/25 4:27 am

Last edit: 03/18/26 2:22 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Associate of Arts Oregon Transfer \(AAOT\)](#)
[Associate of General Studies \(AGS\)](#)
[Biology_\(BI\)](#)
[Biology Emphasis, AS - with Oregon State University](#)
[Business \(AST\)](#)
[Chemistry_\(CH\)](#)
[Computer Science \(AST\)](#)
[Core Transfer Map \(CTM\)](#)
[Elementary Education \(AAOT\)](#)
[English AAT](#)
[Music Emphasis, AS - with Portland State University](#)
[Nursing_\(RN\), AAS](#)
[Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.OSUBIOLOGY: AS, Biology, OSU](#)
[AAS.NURSING: Nursing_\(RN\)](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology_\(AST\)](#)
[AS.TSOCIOLOGY: Sociology_\(AST\)](#)
[AA.TSOCIOLOGY: Sociology_\(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Apr 9, 2024 by Megan Feagles (megan.feagles)
2. Mar 22, 2025 by Steven Soll (steven.soll)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	BI - Biology
Course Number	234
Department	Science
Division	Arts and Sciences
Course Title	Introductory Microbiology

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 Summer 2026

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

An introductory microbiology lab course required for health science and science majors. Includes characteristics, physiology and growth requirements of microorganisms, interactions between humans and microorganisms, immunology, infection, and principles of microbial control. This course emphasizes critical thinking and analytical skills in a collaborative laboratory environment.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BI-101, BI-112 or BI-221Z. CH-104Z and CH-124Z, ~~CH-104, CH-112~~, or CH-112Z, or CH-221Z and CH-227Z

Corequisites

BI-234L

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?

Summer/Fall/Winter/Spring

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	demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of microbiology; (SC1)
2	critically examine and assess the strengths and weaknesses of scientific theories and/or hypotheses important to an understanding of microbiology principles; (SC3)
3	apply scientific and technical modes of inquiry, including use of common electronic and lab equipment, to gather data, critically evaluate information and explore the limitations and consequences of human actions on infectious disease and disease transmission. (SC2)(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.

P

Demonstrate appropriate reasoning in response to complex issues.

P

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.

P

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

Criteria

General Examination

Industry Standards

Multiple Choice Test

Pre-Post Assessment

Projects

Rubrics

Writing Assignments

Other Assessment Tools

Other Assessment Tools

Major Topic Outline

"1. Overview of microorganisms and their characteristics. 2.Scientific Methodology & Measurements in microbiology. 3.Bacteria identification & classification. 4.Mutation, diversity, artificial selection and the bacterial genome. 5.Viruses & bacteriophage. 6.The dynamics of

bacterial growth & nutritional requirements. 7.Bacteria metabolism and pathogenicity factors. 8.Innate and adaptive Immunity and the human immune system to microorganism. 9. Common eukaryotic pathogens in human health. 9.Antimicrobial methods."

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)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

BI-234 Microbiology

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

legacy class offered at all colleges. Lab credits may vary.

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:18 pm

Viewing: CH-104SZ ~~CH-104S~~ : Introduction to
Introductory Chemistry Seminar

Also listed as: ~~CH-104S~~

Formerly known as: CH-104S

Last approved: 11/07/23 4:59 am

Last edit: 03/18/26 2:18 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

CH-104S:
[Chemistry_\(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix CH - Chemistry

Course Number 104SZ ~~104S~~

Department Science

Division Arts and Sciences

Course Title Introduction to ~~Introductory~~ Chemistry Seminar

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	11.00
Community Education/Drivers Ed	
Community Education/Adult	
Total	11
Proposed Effective Term	Summer 2026

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

Seminar course for CH-104Z ~~CH-104~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-104Z and CH-124Z ~~CH-104 and CH-104L~~

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

Yes

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

Major Topic Outline

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

Course Change Request

Date Submitted: 03/23/26 1:30 pm

Viewing: **CH-105 : Introductory Chemistry**

Last approved: 11/07/23 5:00 am

Last edit: 03/23/26 1:30 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Associate of Arts Oregon Transfer \(AAOT\)](#)
[Associate of General Studies \(AGS\)](#)
[Biology \(BI\)](#)
[Biology Emphasis, AS - with Oregon State University](#)
[Business \(AST\)](#)
[Chemistry \(CH\)](#)
[Computer Science \(AST\)](#)
[Core Transfer Map \(CTM\)](#)
[Elementary Education \(AAOT\)](#)
[English AAT](#)
[Music Emphasis, AS - with Portland State University](#)
[Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.OSUBIOLOGY: AS, Biology, OSU](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Approval Path

1. 03/23/26 1:31 pm
Megan Feagles (megan.feagles):
Approved for
Curriculum Office

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

AGS.GENERAL: Associate of General Studies

AA.TENGLISH: English (AAT).

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	105
Department	Science
Division	Arts and Sciences
Course Title	Introductory Chemistry

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Summer 2026

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

A lab course discussing heat; molecular and ionic interactions in solids, liquids, gases, and solutions; chemical reactions including acid-base, electron transfer, and equilibrium.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CH-104Z and CH-124Z ~~CH-104~~

Corequisites

CH-105L and CH-105S

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?

Summer/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?

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 scientific and technical inquiry, individually and collaboratively, to critically evaluate existing or create alternative explanations and solve problems; (SC2)
2	use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC1)(SC2)
3	describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1)(SC2)(SC3)

	Upon successful completion of this course, students should be able to:
4	analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1)(SC2)
5	describe and explain basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1)
6	define, explain and apply fundamental concepts of chemistry in examinations and laboratory exercises; (SC1)(SC2)
7	critically examine the fundamentals of chemistry as applied to human society and the environment. (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.

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.

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.

P

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

Writing Assignments

Major Topic Outline

1. Gases. a. Kinetic molecular theory. b. Avogadro's Law, Boyle's Law, and Charles' Law. c. Ideal gas law. d. Dalton's Law of Partial Pressures. e. Given experimental data, perform calculations using the ideal gas law, the combined gas law, and Dalton's Law, as appropriate. 2. Heat (chemical and physical changes). a. Bonding and molecular motion in the solid, liquid, and gas phases. b. Relationships between energy, heat, and temperature. c. Describe the relationship between heat and temperature. 3. Bonding and phases. a. Energy changes involved in making and breaking chemical bonds. b. Heat capacity (or specific heat). c. For a material changing temperature, do calculations relating the heat lost or gained, change in temperature, mass of the material, and heat capacity (or specific heat) of the material. d. Heat of fusion, heat of vaporization, heat of condensation, and heat of crystallization. 4. Solutions, precipitation and

other aqueous reactions. a. Solutions (unsaturated, saturated, and supersaturated), pure liquids, colloidal dispersions and suspensions. b. Solubility. c. Electrolytes. d. Solvation reactions and precipitation reactions. e. Heat of solution. f. Colligative properties of solutions. g. Osmosis. h. Concentrations of solutions in weight percent, volume percent, weight/volume percent, and molarity. i. Colorimetry and Beer's Law. j. Solubility product expressions (K_{sp}). 5. Acids and bases. a. Properties of acids and bases. b. Arrhenius, Brønsted-Lowry, and Lewis concepts. c. Conjugate pair relationships. d. pH , K_w . e. Equivalents and normality. f. Titrations. g. Acid-base neutralization reactions. h. Acid strength and base strength in terms of reversible reactions and equilibrium. i. K_a and K_b . j. Hydrolysis. 8. Reaction rates and equilibrium. a. Le Chatelier's Principle. b. Buffers. c. Collision theory. d. Bonding and energy changes that take place during chemical reactions. e. Reaction diagrams. f. Heats of reaction (ΔH). g. Reaction rates. h. Equilibrium constant expressions for a variety of chemical reactions. 9. Oxidation-reduction reactions. a. Electrolysis. b. Electrolytic cells. c. Voltaic cells. d. Important biological processes that consist of oxidation-reduction reactions.

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)

CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 2:16 pm

Viewing: CH-150SZ ~~CH-150S~~ : Preparatory

Chemistry Seminar

Also listed as: ~~CH-150S~~

Formerly known as: CH-150S

Last approved: 11/07/23 5:00 am

Last edit: 03/18/26 2:16 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

CH-150S:
[Chemistry_\(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	<u>150SZ</u> 150S
Department	Science
Division	Arts and Sciences
Course Title	Preparatory Chemistry Seminar

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	11.00
Community Education/Drivers Ed	
Community Education/Adult	
Total	11
Proposed Effective Term	Summer 2026

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

Seminar course for CH-150Z ~~CH-150~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-150Z ~~CH-150~~

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

Yes

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

Major Topic Outline

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

Course Change Request

Date Submitted: 03/18/26 2:19 pm

Viewing: **CH-221Z : General Chemistry I**

Last approved: 04/02/25 4:27 am

Last edit: 03/18/26 2:19 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Architectural Engineering Emphasis, AS - with Oregon State University](#)

[Associate of Arts Oregon Transfer \(AAOT\)](#)

[Associate of General Studies \(AGS\)](#)

[Biological Engineering Emphasis, AS - with Oregon State University](#)

[Biology_\(AST\)](#)

[Biology_\(BI\)](#)

[Biology Emphasis, AS - with Oregon State University](#)

[Biology Emphasis, AS - with Portland State University](#)

[Biology Emphasis, AS - with University of Oregon](#)

[Business \(AST\)](#)

[Chemical Engineering Emphasis, AS - with Oregon State University](#)

[Chemistry_\(CH\)](#)

[Civil Engineering Emphasis, AS - with Oregon State University](#)

[Civil Engineering Emphasis, AS - with Portland State University](#)

[Computer Engineering Emphasis, AS - with Portland State University](#)

[Computer Science \(AST\)](#)

[Computer Science Emphasis, AS - with Portland State University](#)

[Construction Engineering Management Emphasis, AS - with Oregon State University](#)

[Core Transfer Map \(CTM\)](#)

[Ecological Engineering Emphasis, AS - with Oregon State University](#)

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

[Electrical Engineering Emphasis, AS - with Oregon State University](#)

[Electrical Engineering Emphasis, AS - with Portland State University](#)

[Elementary Education \(AAOT\)](#)

[Engineering_\(ENGR\)](#)

[English AAT](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Apr 2, 2025 by Megan Feagles (megan.feagles)

[Environmental Engineering Emphasis, AS - with Oregon State University](#)

[Environmental Engineering Emphasis, AS - with Portland State University](#)

[Geology Emphasis, AS - with Portland State University](#)

[Horticulture Emphasis, AS - with Oregon State University](#)

[Industrial Engineering Emphasis, AS - with Oregon State University](#)

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

[Mechanical Engineering Emphasis, AS - with Oregon State University](#)

[Mechanical Engineering Emphasis, AS - with Portland State University](#)

[Music Emphasis, AS - with Portland State University](#)

[Oregon Transfer Module \(OTM\)](#)

[Renewable Energy Engineering Emphasis, AS - with Oregon Institute of Technology \(Oregon Tech\)](#)

Programs
referencing this
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)

[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)

[AS.OITMECHENGR: AS, Mechanical Engineering, OIT](#)

[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)

[AS.PSUMECHENGR: AS, Mechanical Engineering, PSU](#)

[AS.PSUMUSIC: AS, Music, PSU](#)

[AS.TBIOLOGY: Biology \(AST\)](#)

[AS.OSUBIOLOGY: AS, Biology, OSU](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.PSUBIOLOGY: AS, Biology, PSU](#)

[AS.OITRNWNRGENGR: AS, Renewable Energy Engineering, OIT](#)

[AS.UOBIOLOGY: AS, Biology, UofO](#)

[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science](#)

[AS.TBUSINESS: Business \(AST\)](#)

[NA.CTM: Core Transfer Map](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(](#)

[AA.THUMDEVFAM: Human Development and Family Services \(](#)

[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)

[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)

[AS.PSUCIVILENGR: AS, Civil Engineering, PSU](#)

[AS.PSUCOMPENGR: AS, Computer Engineering, PSU](#)

[AS.PSUCOMPSCI: AS, Computer Science, PSU](#)

[AS.OSUCONENRMGT: AS, Construction Engineering Managemen](#)

[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OITELECENGR: AS, Electrical Engineering, OIT](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AS.PSUELECTENGR: AS, Electrical Engineering, PSU](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AS.PSUENVIRENGR: AS, Environmental Engineering, PSU](#)
[AS.PSUGEOLOGY: AS, Geology, PSU](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	221Z
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry I

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 Summer 2026

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

Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH-221Z is a lecture course; CH-227Z is the laboratory component.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

[CH-104Z](#), [CH-124Z](#), ~~CH-104~~ and CH-105, or [CH-150Z](#), ~~CH-150~~, with a C or better; or a year of high school chemistry within five academic years of beginning CH-221Z (passed all terms with C or higher)

Corequisites

CH-227Z and CH-221SZ

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/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	describe the phases and classifications of matter and differentiate between physical and chemical properties; (CCN)
2	represent physical measurements using SI and derived units and demonstrate systematic problem-solving including unit conversion; (CCN)
3	use the periodic table to solve problems in chemistry; (CCN)
4	describe the principles of electromagnetic energy, the Bohr model and quantum theory, and use electron configurations to identify periodic variations in chemical properties; (CCN)
5	interpret and apply ionic and covalent bonding theories including Lewis structures, formal charges, resonance, molecular structure, and polarity; (CCN)
6	quantify the composition of substances and solutions; (CCN)
7	identify and name a variety of elements, ions, ionic compounds, and covalent compounds; (CCN)
8	write, balance, and classify chemical reactions and solve foundational stoichiometry calculations. (CCN)

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.

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.

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

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

Course Change Request

Date Submitted: 03/18/26 2:21 pm

Viewing: **MA-150 : Medical Office Practices**

Formerly known as: **MA-112**

Last approved: 01/18/25 5:20 am

Last edit: 03/18/26 2:21 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Catalog Pages
referencing this
course

MA-150:
[Medical Assistant, Certificate](#)
[Medical Assistant \(MA\)](#)

Programs
referencing this
course

MA-150:
[CC.MEDASST: Medical Assistant](#)

History

1. Aug 2, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)
4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix MA - Medical Assistant

Course Number 150

Department Health Sciences

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title Medical Office Practices

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

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 Summer 2026

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 administrative skills performed by the Medical Assistant in the ambulatory care setting. The course examines medical law and ethics, bioethics, communication, principles of confidentiality, critical thinking, diversity, and medical office function.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HP-110. MTH-050 or placement in MTH-060 or higher. WRD-098 or placement in WR-121Z. BI-120, or BI-231Z ~~BI-231~~ & BI-232Z ~~BI-232~~ & BI-233Z ~~BI-233~~

Corequisites

MA-152, MA-152L, MA-154, and MA-158

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Student must be enrolled in current Medical Assistant cohort

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

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	demonstrate effective communication skills via verbal, non-verbal, and written techniques;
2	perform administrative functions common in a medical office;
3	identify the legal implications of working in a medical office;
4	apply ethical principles to working in a medical setting;
5	demonstrate critical thinking skills and empathy.

Major Topic Outline

- 1 Introduction to Medical Assisting
- 2 Healthcare and the Healthcare Team
- 3 Legal and Ethical Issues
- 4 Interpersonal Communication
- 5 Written and Electronic Communication
- 6 Schedule Management
- 7 Telephone Techniques
- 8 Patient Education

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

Reviewer Comments

Key: 1063

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:21 pm

Viewing: **MA-152 : Examination Room Techniques**

Last approved: 01/18/25 5:20 am

Last edit: 03/18/26 2:21 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Medical Assistant, Certificate](#)
[Medical Assistant \(MA\)](#)

Programs
referencing this
course

[CC.MEDASST: Medical Assistant](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	MA - Medical Assistant
Course Number	152
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Aug 2, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)
4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
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	
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Total	33
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Proposed Effective	Summer 2026
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Term	
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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 designed to introduce students to the fundamental skills required for medical assisting in an exam room setting. The course will focus on the basic skills needed for patient interactions, documentation, and vital signs.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HP-110. MTH-050 or placement in MTH-060 or higher. WRD-098 or placement in WR-121Z. BI-120, or BI-231Z ~~BI-231~~ & BI-232Z ~~BI-232~~ & BI-233Z ~~BI-233~~

Corequisites

MA-150, MA-152L, MA-154, and MA-158

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Student must be enrolled in current Medical Assistant cohort

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

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	accurately measure and document basic vital signs;
2	perform patient screening following established protocol;
3	document in EHR patient scenarios and interactions;
4	identify body planes, directional terms, quadrants, and cavities.

Major Topic Outline

- 1 Basic vital signs including blood pressure, temperature, pulse, respiration, height, weight, and oxygen saturation.
- 2 Examination and Treatment Areas
- 3 Medical Records and Documentation
- 4 Electronic Health Records
- 5 Patient Interview and History
- 6 Assisting with a General Physical Examination
- 7 Assisting with Eye and Ear Care

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

Reviewer Comments

Key: 4326

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:21 pm

Viewing: **MA-152L : Examination Room**

Techniques I Lab

Last approved: 01/18/25 5:20 am

Last edit: 03/18/26 2:21 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Medical Assistant, Certificate](#)
[Medical Assistant \(MA\)](#)

Programs
referencing this
course

[CC.MEDASST: Medical Assistant](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	MA - Medical Assistant
Course Number	152L
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Aug 2, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)
4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)

Course Title

Examination Room Techniques 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 Summer 2026

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 lab is designed to apply the hands-on skills that were introduced to students in the lecture class. This lab will cover hands-on skills required for medical assisting in an exam room setting. The lab will focus on the basic skills needed for patient interactions, documentation, and vital signs.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HP-110. MTH-050 or placement in MTH-060 or higher. WRD-098 or placement in WR-121Z. BI-120, or [BI-231Z](#) ~~BI-231~~ & [BI-232Z](#) ~~BI-232~~ & [BI-233Z](#) ~~BI-233~~

Corequisites

MA-150, MA-152, MA-154, and MA-158

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Student must be enrolled in current Medical Assistant cohort

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

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	accurately demonstrate and document basic vital signs including blood pressure, temperature, pulse, respiration, height, weight, and oxygen saturation;
2	demonstrate patient screening following established protocols for multiple in-class scenarios;
3	document in EHR patient scenarios and interactions;
4	identify body planes, directional terms, quadrants, and cavities based on patient interaction.

Major Topic Outline

- 1 Basic vital signs including blood pressure, temperature, pulse, respiration, height, weight, and oxygen saturation.
- 2 Examination and Treatment Areas
- 3 Medical Records and Documentation
- 4 Electronic Health Records
- 5 Patient Interview and History
- 6 Assisting with a General Physical Examination
- 7 Assisting with Eye and Ear Care

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

Reviewer Comments

Key: 4327

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:20 pm

Viewing: **MA-154 : Body Systems and**

Pharmacology

Formerly known as: **MA-116**

Last approved: 01/18/25 5:20 am

Last edit: 03/18/26 2:20 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

MA-154:

[Medical Assistant, Certificate](#)

[Medical Assistant \(MA\)](#)

Programs
referencing this
course

MA-154:

[CC.MEDASST: Medical Assistant](#)

In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

History

1. Aug 3, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)
4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix MA - Medical Assistant

Course Number 154

Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Body Systems and Pharmacology

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
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 Term	Summer 2026

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 medical assistant student to the foundational concepts and principles of pharmacology; including the classifications of common medications including indications for use, desired effect, side effect, adverse effects, and patient education. Related pathophysiology and body systems will be discussed and reviewed.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HP-110. MTH-050 or placement in MTH-060 or higher. WRD-098 or placement in WR-121Z. BI-120, or BI-231Z ~~BI-231~~ & BI-232Z ~~BI-232~~ & BI-233Z ~~BI-233~~

Corequisites

MA-150, MA-152, MA-152L, and MA-158

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Student must be enrolled in current Medical Assistant cohort

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

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	identify the classifications of medication including indications for use, desired effects, side effects, and adverse reactions;
2	identify common disease processes as related to common drug groups;
3	identify common medication names by trade and generic name;
4	demonstrate appropriate patient education related to the medication prescribed;
5	identify body systems organs, locations, and normal function.

Major Topic Outline

- 1 Organization of the Body
- 2 Principles of Pharmacology
- 3 Nutrition and Health
- 4 Body Systems and Medication
- 5 Medication Pronunciation
- 6 Medication Reactions
- 7 Special Diets

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

Reviewer Comments

Key: 1066

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:20 pm

Viewing: **MA-158 : Seminar I**

Formerly known as: **MA-113**

Last approved: 01/18/25 5:20 am

Last edit: 03/18/26 2:20 pm

Changes proposed by: Megan Feagles (megan.feagles)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Catalog Pages
referencing this
course

MA-158:

[Medical Assistant, Certificate](#)

[Medical Assistant \(MA\)](#)

Programs
referencing this
course

MA-158:

[CC.MEDASST: Medical Assistant](#)

History

1. Aug 2, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)
4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix MA - Medical Assistant

Course Number 158

Department Health Sciences

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title Seminar I

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 2.00

Variable Credit No

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar 22.00

Community
Education/Drivers
Ed

Community
Education/Adult

Total 22

Proposed Effective Summer 2026
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 introduces professionalism in the healthcare setting and explores clinical placement opportunities. Students will demonstrate compliance with Oregon Health Authorities rules for students in clinical training and obtain volunteer experience with a community partner.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HP-110. MTH-050 or placement in MTH-060 or higher. WRD-098 or placement in WR-121Z. BI-120, or BI-231Z ~~BI-231~~ & BI-232Z ~~BI-232~~ & BI-233Z ~~BI-233~~

Corequisites

MA-150, MA-152, MA-152L, and MA-154

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Student must be enrolled in current Medical Assistant cohort

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

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	describe professionalism and how it relates to the delivery of healthcare;
2	create a professional portfolio for clinical practicum placement;
3	demonstrate compliance with Oregon Health Authorities rules for students in clinical training;
4	explore clinical practicum placement opportunities.

Major Topic Outline

1. Develop essential skills for the Medical Assisting Profession 2. Create a resume and cover letter to be sent to employers for externship 3. Develop interpersonal skills 4. Complete practicum placement documents through OHA and employer's requirements

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

Reviewer Comments

Key: 4181

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:20 pm

Viewing: **PHB-110 : Fundamentals of Phlebotomy**

Last approved: 10/18/25 4:55 am

Last edit: 03/18/26 2:20 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Phlebotomy \(PHB\)](#)

[Phlebotomy, Certificate](#)

Programs
referencing this
course

[CC.PHLEBOTOMY: Phlebotomy](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix PHB - Phlebotomy

Course Number 110

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. Feb 22, 2025 by Virginia Chambers (virginia.chambers)
4. Oct 18, 2025 by Virginia Chambers (virginia.chambers)

Course Title Fundamentals of Phlebotomy

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
Min Credit	5.00
Variable Credit	No

Contact hours

Lecture	55.00
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Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total	55
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Proposed Effective	Summer 2026
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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

Introduces students to the practice of phlebotomy and the role of the phlebotomist as part of the healthcare team. Students will become familiar with phlebotomy equipment and learn about basic blood collection procedures. Students will identify medical terminology, anatomy, and physiology related to phlebotomy. Students will learn about specimen collection procedures, safety protocols, quality control, and regulatory compliance related to the role of a phlebotomist. This course provides recorded skills demonstrations to help prepare students for the skills lab.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

PHB-112 and PHB-115

Prerequisites or Corequisites

Recommended

Prerequisites

BI-120, or BI-101 & BI-102, or BI-231Z ~~BI-231~~ & BI-232Z ~~BI-232~~ & BI-233Z ~~BI-233~~, HP-110, and
WR-101 or WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the Phlebotomy program

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/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	identify the role and scope of the phlebotomist in the healthcare facility and as a member of healthcare and laboratory teams within the community;
2	display an understanding of anatomy and physiology of body systems and related medical terminology as they pertain to phlebotomy;
3	identify laboratory safety protocols and summarize regulatory standards;
4	demonstrate knowledge of specimen collection procedures and processing, vacutainer additives and order of draw, special precautions, and the importance of maintaining specimen integrity in the delivery of quality patient care;
5	reflect and review concepts of respect and teamwork within a multidisciplinary environment;
6	summarize the importance of patient rights and safeguarding confidentiality to uphold legal, ethical, and moral conduct.

Major Topic Outline

- Phlebotomy scope - Related terminology - Related abbreviations - Related anatomy and physiology - HIPAA - Patient identification - Ethics and professionalism - Legal and regulatory standards - Documentation - OSHA - Bloodborne pathogens - Types of laboratory testing - Vacutainer tube additives - Order of draw - Preanalytical errors - Processing requirements - Specimen handling - Result reporting - Quality Control - Phlebotomy considerations and complications - Lab department

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

Reviewer Comments

Key: 4288

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:19 pm

Viewing: **PHB-112 : Phlebotomy Techniques**

Last approved: 10/18/25 4:55 am

Last edit: 03/18/26 2:19 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Phlebotomy \(PHB\)](#)

[Phlebotomy, Certificate](#)

Programs
referencing this
course

[CC.PHLEBOTOMY: Phlebotomy](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix PHB - Phlebotomy

Course Number 112

Department Health Sciences

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 6, 2024 by Virginia Chambers (virginia.chambers)
3. Feb 22, 2025 by Virginia Chambers (virginia.chambers)
4. May 17, 2025 by Virginia Chambers (virginia.chambers)
5. Oct 18, 2025 by Virginia Chambers (virginia.chambers)

Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Phlebotomy Techniques

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
Min Credit	2.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	66.00
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	66
Proposed Effective Term	Summer 2026

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

Perform venipuncture, capillary puncture, and specimen processing. This course is designed to provide students with active-learning experiences and hands-on training necessary to develop the skills of an entry-level phlebotomist. The student will learn the procedures performed by a phlebotomist and will become familiar with different types of equipment and techniques applied. Instruction on laboratory safety and standards will be emphasized.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE
IN A PROGRAM)

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

PHB-110 and PHB-115

Prerequisites or Corequisites

Recommended

Prerequisites

BI-120, or BI-101 & BI-102, or [BI-231Z](#) ~~BI-231~~ & [BI-232Z](#) ~~BI-232~~ & [BI-233Z](#) ~~BI-233~~. HP-110, and WR-101 or WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the Phlebotomy program

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/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	perform blood collection procedures through venipuncture and dermal puncture;
2	prepare, collect, process, and handle various laboratory specimens including waived and point-of-care testing;
3	identify common phlebotomy considerations and errors and implement ways to address them in order to ensure patient safety, and maintain specimen integrity;
4	adhere to principles of infection control and safety precautions during specimen collection and processing;
5	demonstrate professionalism and patient-centered behavior.

Major Topic Outline

- Venipuncture equipment - Dermal puncture equipment - Venipuncture procedure - Dermal puncture procedure - Hand hygiene - Sharps safety - Infection control - Personal Protective Equipment - Tourniquet use - Patient identification - Appropriate Site selection - Order of draw - Collection requirements - Professionalism - Laboratory requisitions - Patient preparation - Waived and point of care testing - Newborn screening - Blood culture collection - Patient-centered interactions - Specimen labeling - Quality control - Documentation - Specimen processing - Specimen handling - Preanalytical errors - Biohazard handling - Laboratory safety

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

Reviewer Comments

Key: 4190

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 2:18 pm

Viewing: **SPN-201 : Second-Year Spanish I**

Last approved: 04/02/24 3:16 am

Last edit: 03/18/26 2:18 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Associate of Arts Oregon Transfer \(AAOT\)](#)
[Associate of General Studies \(AGS\)](#)
[Biology_\(AST\)](#)
[Business \(AST\)](#)
[Computer Science \(AST\)](#)
[Core Transfer Map \(CTM\)](#)
[Electronics Engineering Technology, AAS](#)
[Elementary Education \(AAOT\)](#)
[Microelectronics Systems Technology, AAS](#)
[Music Emphasis, AS - with Portland State University](#)
[Oregon Transfer Module \(OTM\)](#)
[Spanish \(SPN\)](#)

Programs
referencing this
course

[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.TBIOLOGY: Biology_\(AST\)](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology_\(AST\)](#)
[AS.TSOCIOLOGY: Sociology_\(AST\)](#)
[AA.TSOCIOLOGY: Sociology_\(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 2, 2024 by Megan Feagles (megan.feagles)

[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	SPN - Spanish
Course Number	201
Department	World Languages
Division	Arts and Sciences
Course Title	Second-Year Spanish I

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 Summer 2026
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

First of a three-term intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American culture.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

[SPN-103Z](#) ~~SPN-103~~ 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?

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?

Yes

General Education Outcome(s)

Arts & Letters

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	interpret messages and creatively discuss a medical condition with a doctor in a role-play situation; (AL1)

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

2	discuss how one feels physically and talk about health, symptoms and medical conditions;
3	identify and analyze, in English, the history, practices, values, and beliefs associated with 'El día de los muertos' (Day of the Dead) in Mexico and 'El día de todos los santos' (All Saints Day) in other parts of Latin America; (CL1)
4	critically discuss and analyze, in English, some examples of health systems in Latin America such as natural and indigenous medicine, and contrast them with medical practices in the United States; (AL2)
5	talk about using technology and electronics, and use common expressions to talk about car trouble and issues at a car repair shop;
6	use correctly and in context the following grammar: preterite and imperfect tenses, constructions with se, adverbs, familiar commands, por and para, reciprocal reflexives and stressed possessive adjectives and pronouns.

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.

AL: Arts and Letters Outcomes

Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

S

Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Oral Examination

Performances/Simulation

Pre-Post Assessment

Presentations

Writing Assignments

Major Topic Outline

1. Health, medical terms and parts of the body. 2. Health symptoms and medical conditions. 3. Health professions. 4. Technology, home electronics, computers and the internet. 5. The car and its accessories.

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)

SPN 201 (PSU,SOU,UO,) SPAN 211 (OSU) SPN 201D (WOU)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

U.Select online transfer guide

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

SPN 201 (PSU,SOU,UO,) SPAN 211 (OSU) SPN 201D (WOU)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

U.Select online transfer guide

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SPN 201 (PSU,SOU,UO,) SPAN 211 (OSU) SPN 201D (WOU)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

U.Select online transfer guide

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

SPN 201 (PSU,SOU,UO,) SPAN 211 (OSU) SPN 201D (WOU)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

U.Select online transfer guide

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

SPN 201 (PSU,SOU,UO,) SPAN 211 (OSU) SPN 201D (WOU)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

U.Select online transfer guide

Please attach documentation

Reviewer Comments

Course	Title	Implementation
CH-104	Introductory Chemistry	2026/SU
CH-104L	Introductory Chemistry Lab	2026/SU
CH-112	Chemistry for Health Sciences	2026/SU
CH-112L	Chemistry for Health Sciences Lab	2026/SU
CH-221	General Chemistry	2026/SU
CH-221L	General Chemistry Lab	2026/SU
CH-222	General Chemistry	2026/SU
CH-222L	General Chemistry Lab	2026/SU
CH-223	General Chemistry	2026/SU
CH-223L	General Chemistry Lab	2026/SU

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/19/26 12:36 pm

Viewing: **CH-104 : Introductory Chemistry**

Last approved: 03/08/25 5:03 am

Last edit: 03/19/26 12:36 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Biology_\(BI\)](#)

[Chemistry_\(CH\)](#)

Justification for this
inactivation request

[Common Course Numbering 26-27](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	104
Department	Science
Division	Arts and Sciences
Course Title	Introductory Chemistry

In Workflow

1. **Curriculum Office**
2. Curriculum
Committee
Approval
3. Colleague

History

1. Nov 7, 2023 by
Megan Feagles
(megan.feagles)
2. Mar 8, 2025 by
George Burgess
(george.burgess)

Grading

Grade Scheme Standard (STND)

Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Summer 2026

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

A lab transfer course for students in nursing, allied health fields and liberal arts. Topics include: observation, measurement, composition, stoichiometry, atomic structure, periodic table, bonding and nomenclature.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-065 or MTH-098 or placement in MTH-095; and WRD-090 or placement in WRD-098

Corequisites

CH-104L and CH-104S

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?

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?

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	describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1)(SC2)(SC3)
2	analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1)(SC2)
3	clearly communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1)
4	demonstrate understanding of fundamental concepts of chemistry by definition, explanation, and use of these ideas in examinations and laboratory exercises; (SC1)(SC2)
5	critically examine the fundamentals of chemistry in their role as applied to human biology, medicine, and environmental issues. (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.

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.

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.

P

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

Major Topic Outline

1. Observation and description. 2. Measurements and calculations. 3. Composition and weight relationships. 4. Scientific method, laws and theories. 5. Elements, atoms, and compounds. 6. Chemical equations and stoichiometry. 7. Atomic and electronic structure. 8. Periodic table and atomic properties. 9. Ionic, covalent, and metallic bonding. 10. Molecular shapes, polarity, and intermolecular bonding.

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)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

CH LDT Introductory Chemistry (OSU) CH 104, CH 107 (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies list (online)

Please attach documentation

Reviewer Comments

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/19/26 12:40 pm

Viewing: **CH-104L : Introductory Chemistry Lab**

Last approved: 11/07/23 4:59 am

Last edit: 03/19/26 12:40 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Justification for this
inactivation request

[Common Course Numbering 26-27](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	104L
Department	Science
Division	Arts and Sciences
Course Title	Introductory Chemistry Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course

Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Summer 2026
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

Lab course for CH-104

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-104 and CH-104S

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

Yes

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

Major Topic Outline

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

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 04/03/26 10:58 am

Viewing: **CH-112 : Chemistry for Health Sciences**

Last approved: 11/07/23 5:00 am

Last edit: 04/03/26 10:58 am

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Biology_\(BI\)](#)

[Chemistry_\(CH\)](#)

Justification for this
inactivation request

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

Approval Path

1. 04/03/26 10:59 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/03/26 10:59 am
Megan Feagles (megan.feagles):
Approved for Curriculum Committee Approval

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

Common Course Numbering 26-27

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix CH - Chemistry

Course Number 112

Department	Science
Division	Arts and Sciences
Course Title	Chemistry for Health Sciences

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 Summer 2026

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

One-term preparatory chemistry course for students who want to take BI-231 and/or BI-234. Includes measurement; atomic structure; periodic table; bonding; nomenclature; heat; molecular and ionic interactions in solids; liquids and solutions; chemical reactions including acid-base; organic chemistry; and biochemistry.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-065 or MTH-098 with a C or better or placement in MTH-095. WRD-090 or placement in WRD-098

Corequisites

CH-112L

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

BI-112

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?

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?

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	describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1)(SC2)(SC3)
2	analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1)(SC2)
3	illustrate the current model of atomic structure and relate atomic structure to the principles of bonding between atoms; (SC1)(SC2)
4	describe the relationship between chemical structure at the atomic- and molecular-level and observable physical properties; (SC1)(SC2)
5	clearly communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1)
6	demonstrate understanding of fundamental concepts of chemistry by definition, explanation, and use of these ideas in examinations and laboratory exercises; (SC1)(SC2)
7	critically examine the fundamentals of chemistry in their role as applied to human biology and medicine. (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.

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.

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.

P

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

Major Topic Outline

1. Scientific method. 2. Measurements, atoms and elements. a. Measurements: units, prefixes and equalities. b. Measured numbers and significant figures. c. Conversion factors and problem solving. d. Density. e. Classification of matter. f. Elements and symbols. g. Periodic table: arrangement and significance, periodic trends. h. Atoms: structure, atomic number and atomic mass. 3. Compounds and their bonds. a. Octet rule b. Ionic compounds: nature of ionic bonding, naming and writing ionic formulas. c. Covalent compounds: nature of covalent bonding, naming and writing covalent formulas. d. Electronegativity, bond polarity, and polarity of molecules. 4. Chemical reactions and quantities, energy and matter. a. Representing chemical changes and chemical equations. b. Identifying types of chemical reactions. c. Concept of moles: determining molar mass and relating moles to balanced equations. d. Differences and relationship of heat and temperature. e. Energy and nutrition. f. Energy and chemical reactions. 5. Solutions. a. Components of a solution. b. Water as a solvent. c. Formation of a solution and interactions between solute and solvent particles. d. Concentration, both qualitative and quantitative (% concentration and M). e. Properties of solutions, including osmosis and dialysis. 6. Acids and bases. a. Definitions and nomenclature of acids and bases. b. Identifying conjugate acid-base pairs. c. Strengths of acids and bases. d. The auto-ionization of water and relationship to the pH scale. e. Determining pH of solutions. f. Common reactions of acids and bases. g. Describe and identify buffer solutions. 7. Introduction to organic chemistry. a. Define organic chemistry and describe bonding in organic compounds. b. Identify functional groups and types of organic compounds c. Relate the structure of organic compounds to their physical properties. d. Identify selected organic reactions (combustion, hydrogenation, hydration, oxidation of alcohols and aldehydes, dehydration, hydrolysis). 8. Carbohydrates. a. Chemical structure of carbohydrates. b. Importance of chiral carbons in carbohydrates. c. Chain and cyclic structures of carboydrates. d. Hydrolysis of poly- and disaccharides into monosaccharides. e. Structural differences of some polysaccharides and

resulting functional differences. 9. Nucleic acids. a. Chemical structures of the components of DNA and RNA. b. Structural differences and similarities between DNA and RNA. c. Relationship between the structures of nitrogen bases and the formation of base pairs in the DNA double helix. 10. Lipids. a. Types of lipids. b. Physical properties of lipids. c. Chemical properties of triacylglycerols. d. Hydrolysis and saponification of triacylglycerols. 11. Amino acids, proteins and enzymes. a. Functions of proteins. b. Structures and chemical properties of amino acids. c. Formation of polypeptides. d. Levels of protein structure. e. Relationship between structure and function of enzymes. f. Factors affecting enzyme activity.

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)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

CH LDT Chemistry for Health Sciences (OSU) CH LD (PSU) CH 120T (UO)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

Please attach documentation

Reviewer Comments

Key: 388

[Preview Bridge](#)
[Why Did This Not Sync?](#)

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/18/26 8:13 am

Viewing: **CH-112L : Chemistry for Health Sciences Lab**

Last approved: 11/07/23 5:00 am

Last edit: 03/18/26 8:13 am

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry_\(CH\)](#)

Justification for this
inactivation request

[Common Course Numbering 26-27](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	112L
Department	Science
Division	Arts and Sciences
Course Title	Chemistry for Health Sciences Lab

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Grading

Grade Scheme Non-Graded (Null)

Credit Type	Non-Transcribed Course
Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Term	Summer 2026

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

Lab course for CH-112

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-112

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

Yes

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

Major Topic Outline

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

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/18/26 12:33 pm

Viewing: **CH-221 : General Chemistry**

Last approved: 09/30/23 4:40 am

Last edit: 03/18/26 12:33 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Sep 30, 2023 by Megan Feagles (megan.feagles)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	221
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Summer 2026

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

Transfer lab course for science, engineering, and professional majors. Covers the nature of chemistry, atomic theory, electron configuration, structure, bonding, properties, composition and nomenclature of covalent and ionic substances. Introduces organic chemistry and biochemistry topics.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CH-104 and CH-105, or CH-150, with a C or better; or a year of high school chemistry within five academic years of beginning CH-221 (passed all terms with C or higher)

Corequisites

CH-221L and CH-221S

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/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	correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
2	read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
3	demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in general chemistry; (SC1)
4	critically examine fundamentals of chemistry and their role in shaping current scientific knowledge; (SC3)
5	apply key concepts of general chemistry to solutions for everyday problems and generate further questions; (SC1)
6	apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
7	use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC2)
8	demonstrate an ability to work individually and collaboratively to critically analyze scientific data, explore ideas and present complex scientific issues; (SC2)
9	apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
10	critically examine the influence of scientific and technical knowledge on human society and the environment. (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.

P

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

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.

P

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

Major Topic Outline

1. Matter and measurements. a. The scientific method. b. Classification of matter. c. Properties of matter. d. Units of measurement. e. Uncertainty in measurement. f. Dimensional analysis to solve problems. 2. Atoms, ions, and molecules. a. Atomic theory of matter. b. Discoveries of atomic structure. c. The modern view of atomic structure. d. Atomic weights. e. The periodic table. f. Molecules and molecular compounds. g. Ions and ionic compounds. h. Nomenclature of inorganic compounds. i. Simple organic compounds including alkanes and alcohols. 3. Stoichiometry. a. Chemical equations. b. Patterns of chemical reactivity. c. Formula weights, Avogadro's number and the mole. d. Empirical formulas from analyses. e. Quantitative information from balanced equations. f. Limiting reactants. 4. Aqueous reactions. a. General properties of aqueous solutions. b. Precipitation reactions. c. Acid–base reactions. d. Oxidation–reduction reactions. e. Concentrations of solutions. f. Solution stoichiometry and chemical analysis. 5. Thermochemistry. a. The nature of energy. b. The First Law of Thermodynamics. c. Enthalpy. d. Enthalpies of reaction. e. Calorimetry. f. Hess's law. g. Enthalpies of formation. h. Foods and fuels. 6. Electronic structure of atoms. a. The wave nature of light. b. Quantized energy and photons. c. Line spectra and the Bohr model. d. The wave behavior of matter. e. Quantum mechanics, atomic orbitals. f. Representations of orbitals. g. Many-electron atoms and alteration of energy levels. h. Electron configurations. i. Electron configurations and the periodic table. 7. Periodic properties of the elements. a. Development of the periodic table. b. Effective nuclear charge. c. Sizes of atoms and ions. d. Ionization energy. e. Electron affinities. f. Metals, nonmetals, and metalloids. g. Group trends for the active metals. h. Group trends for selected nonmetals.

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: 394

[Preview Bridge](#)

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/23/26 2:05 pm

Viewing: **CH-221L : General Chemistry Lab**

Last approved: 11/07/23 5:00 am

Last edit: 03/23/26 2:05 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	221L
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course

Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Summer 2026
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

Lab course for CH-221

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-221 and CH-221S

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

Yes

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

Major Topic Outline

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

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/18/26 12:33 pm

Viewing: **CH-222 : General Chemistry**

Last approved: 03/29/24 3:33 am

Last edit: 03/18/26 12:33 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	222
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry

In Workflow

1. **Curriculum Office**
2. Curriculum
Committee
Approval
3. Colleague

History

1. Sep 30, 2023 by
Megan Feagles
(megan.feagles)
2. Mar 29, 2024 by
Megan Feagles
(megan.feagles)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course

Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Summer 2026

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

A lab course discussing basic concepts of chemical bonding; molecular geometry and bonding theories; gases; intermolecular forces, solids, and liquids; properties of solutions; kinetics; and chemical equilibrium.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CH-221 with a C or better

Corequisites

CH-222L and CH-222S

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/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	correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
2	read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
3	demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in general chemistry; (SC1)
4	critically examine fundamentals of chemistry and their role in shaping current scientific knowledge; (SC3)
5	apply key concepts of general chemistry to solutions for everyday problems and generate further questions; (SC1)
6	apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
7	use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC2)
8	demonstrate an ability to work individually and collaboratively to critically analyze scientific data, explore ideas and present complex scientific issues; (SC2)
9	apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
10	critically examine the influence of scientific and technical knowledge on human society and the environment. (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.

P

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

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.

P

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

Writing Assignments

Major Topic Outline

1. Basic concepts of chemical bonding. a. Lewis symbols and the octet rule. b. Ionic bonding. c. Covalent bonding. d. Bond polarity and electronegativity. e. Drawing Lewis structure. f. Resonance structure. g. Exceptions to the octet rule. h. Strengths of covalent bonds. 2. Molecular geometry and bonding theories. a. Molecular shapes. b. The VSEPR model. c. Molecular shape and molecular polarity. d. Covalent bonding and orbital overlap. e. Hybrid orbitals. f. Multiple bonds. g. Molecular orbitals. h. Second-row diatomic molecules. 3. Gases. a. Characteristics of gases. b. Pressure. c. The gas laws. d. The ideal-gas equation. e. Further applications of the ideal-gas equation. f. Gas mixtures and partial pressures. g. Kinetic-molecular theory. h. Molecular effusion and diffusion. i. Real gases: deviations from ideal behavior. 4. Intermolecular forces, liquids, and solids. a. A molecular comparison of gases, liquids, and solids. b. Intermolecular forces. c. Some properties of liquids: viscosity and surface tension. d. Phase changes. e. Vapor pressure. f. Phase diagrams. g. Structures of solids. h. Bonding in solids.

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)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH
222/228 WOU: CH 222

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

EOU: CHEM 205 OIT: CHE 222 OSU: CHEM 232/262 PSU: CH 222/228 SOU: CH 222/228 UO: CH 222/228 WOU: CH 222

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institution transfer equivalency websites.

Please attach documentation

Reviewer Comments

Key: 397

[Preview Bridge](#)

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/23/26 2:05 pm

Viewing: **CH-222L : General Chemistry Lab**

Last approved: 11/07/23 5:00 am

Last edit: 03/23/26 2:05 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	222L
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcripted Course

Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Summer 2026

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

Lab course for CH-222

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-222 and CH-222S

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

Yes

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

Major Topic Outline

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

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/18/26 12:33 pm

Viewing: **CH-223 : General Chemistry**

Last approved: 03/29/24 3:33 am

Last edit: 03/18/26 12:33 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	223
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry

In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

History

1. Oct 30, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course

Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	5.00
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 Summer 2026

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

A lab course discussing states of matter, solutions, acids and bases, electrochemistry, nuclear chemistry, and spectroscopy. Topics involving organic chemistry and biochemistry are introduced.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CH-222 with a C or better

Corequisites

CH-223L and CH-223S

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?

Spring/Summer

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	correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
2	read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
3	demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in general chemistry; (SC1)
4	critically examine fundamentals of chemistry and their role in shaping current scientific knowledge; (SC3)
5	apply key concepts of general chemistry to solutions for everyday problems and generate further questions; (SC1)
6	apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
7	use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC2)
8	demonstrate an ability to work individually and collaboratively to critically analyze scientific data, explore ideas and present complex scientific issues; (SC2)
9	apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
10	critically examine the influence of scientific and technical knowledge on human society and the environment. (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.

P

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

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.

P

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.

C

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Writing Assignments

Major Topic Outline

1. Acid-base equilibria. a. Acids and bases: review. b. Bronsted-Lowery acids and bases. c. Autoionization of water. d. pH scale. e. Strong acids and bases. f. Weak acids. g. Weak bases. h. Relationship between K_a and K_b . i. Acid-base properties of salt solutions. j. Acid-base behavior and chemical structure. k. Lewis acids and bases. 2. Additional aspects of aqueous equilibria. a. Common-ion effect. b. Buffered solutions. c. Acid-base titrations. d. Solubility equilibria. e. Factors that affect solubility. f. Precipitation and separation of ions. g. Qualitative analysis for metallic elements. 3. Chemical thermodynamics. a. Spontaneous processes. b. Entropy and the second law of thermodynamics. c. The molecular interpretation of entropy. d. Entropy changes in chemical reactions. e. Gibbs free energy. f. Free energy and temperature. g. Free energy and the equilibrium constant. 4. Electrochemistry. a. Oxidation states and oxidation-reduction reactions. b. Balancing oxidation-reduction equations. c. Voltaic cells. d. Cell EMF under standard conditions. e. Free energy and redox reactions. f. Cell EMF under nonstandard conditions. g. Batteries and fuel cells. h. Corrosion. i. Electrolysis. 5. Nuclear chemistry. a. Radioactivity. b. Patterns of nuclear stability. c. Nuclear transmutations. d. Rates of radioactive decay. e. Detection of radioactivity. f. Energy changes in nuclear reactions. g. Nuclear power: fission. h. Nuclear power: fusion. i. Radiation in the environment and living systems. 6. Metals and metallurgy. a. Occurrence and distribution of metals. b. Pyrometallurgy. c. Hydrometallurgy. d. Electrometallurgy. e. Metallic bonding. f. Alloys. g. Transition metals. h. Chemistry of selected transition metals. 7. Organic and biological chemistry. a. General characteristics of organic molecules. b. Introduction to hydrocarbons. c. Alkanes, alkenes, and alkynes. d. Organic functional groups. e. Chirality in organic chemistry. f. Introduction to biochemistry. g. Proteins. h. Carbohydrates. i. Lipids. j. Nucleic acids.

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)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

EOU: CHE 206 OIT: CH 223 OSU: CH 233/263 PSU: CH 223/229 SOU: CH 223/229 UO: CH 223/229 WOU: CH 223

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Institutional transfer equivalency websites

Please attach documentation

Reviewer Comments

Key: 400

[Preview Bridge](#)

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/23/26 2:05 pm

Viewing: **CH-223L : General Chemistry Lab**

Last approved: 11/07/23 5:00 am

Last edit: 03/23/26 2:05 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages
referencing this
course

[Chemistry \(CH\)](#)

In Workflow

1. Curriculum Office
2. Curriculum Committee Approval
3. Colleague

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)

Justification for this
inactivation request

[Common Course Numbering 25-26](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CH - Chemistry
Course Number	223L
Department	Science
Division	Arts and Sciences
Course Title	General Chemistry Lab

Grading

Grade Scheme	Non-Graded (Null)
Credit Type	Non-Transcribed Course

Allow Pass/No Pass	No
Audit	No
Min Credit	0.00
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 Summer 2026
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

Lab course for CH-223

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

CH-223 and CH-223S

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

Yes

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

Major Topic Outline

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