## FCRC AGENDA

Tuesday, April 23, 2013, 12-1 p.m., TC 208

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Course Abbrev</th>
<th>Course Title</th>
<th>Initiator</th>
<th>Division Chair</th>
<th>Dean</th>
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<td>Jeff McCauley</td>
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<td>Adult Basic Reading 1</td>
<td>John Avery</td>
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<td>GIS Project</td>
<td>Sahab Jabbour</td>
<td>Jeff McCauley</td>
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<td>Q, H</td>
<td>H SCI 112</td>
<td>Introduction to Healthcare Skills and Functions</td>
<td>Leslie Kessler</td>
<td>Leslie Kessler</td>
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<td>Q</td>
<td>H SCI 110</td>
<td>Exploring Healthcare Careers</td>
<td>Leslie Kessler</td>
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<td>Q</td>
<td>H SCI 108</td>
<td>College Success for Healthcare Exploration</td>
<td>Leslie Kessler</td>
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<td>Information for the Disciplines</td>
<td>Jody Segal</td>
<td>Will Scott</td>
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<td>Information Literacy and Research Skills</td>
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<td>JOURN 257</td>
<td>Broadcast Traffic Reporting</td>
<td>Thomas Krause</td>
<td>Ron Bayer</td>
<td>Christie Gilliland</td>
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<tr>
<td>X</td>
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<td>Searching Electronic Databases</td>
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<td>Will Scott</td>
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<tr>
<td>Course Title</td>
<td>Course Number</td>
<td>Course Content Learning Outcomes</td>
<td>Course Sequencing</td>
<td>Program Revision</td>
<td>New Degree/Certification</td>
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<td>PTA 205</td>
<td>Functional Training</td>
<td>Donette Parry</td>
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<td>Physical Therapist Assistant (AAS)</td>
<td>Donette Parry</td>
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Course Adoption Revision
CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2831).

Date Submitted: 4/19/2013

Executive Vice President
Date

Preliminary Approval Requested

Division: 7J-Transitional Studies & Wellness

Effective: Qtr: Summer, Year: 2013-2014

Course Abbreviation: BASIC 055
Tuition: Normal
Capacity: 20
Different: 2
Exempt: 1

Short Course Title

Number of Sections offered each quarter: Summer 2, Fall 2, Winter 1, Spring 2

Variable Credits

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<th>Minimum</th>
<th>Maximum</th>
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<td>Discussion/Lecture</td>
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<tr>
<td>Applied Learning(Lab)</td>
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<tr>
<td>Clinical (On-Site)</td>
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</table>

Indicate when variable credits apply: For Grading Only

Advisory Committee Approval Date

Catalog Course Description

Students learn phonetic skills and basic sight words that enable them to decode the sounds of English and increase vocabulary to improve comprehension of increasingly challenging materials.

Prerequisite(s) if any:

Appropriate placement scores on ABE CASAS reading assessment and instructor'd permission.

Course Content Learning Outcomes

At the end of Basic 55, the students can:

- Use phonetic skills, involving knowledge of the sounds of consonants and bowels and of the rules of syllabication, in order to phonetically spell an unknown word

Sequence Course(s)

Cross-listed Course(s)

Academic Transfer (Baccalaureate)

Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity
- Academic Transfer (Baccalaureate)
- Activity
- Diversity

Activity

Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

Diversity

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

Select one or more transfer degrees below, that this course will apply:

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APREN-DTA/MRP) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree
- (AS-Option 2) Associate of Science Degree: Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
- (AS-T) Associate in Physics Education
- (AST-MRP) Associate in Mechanical/Civil/Aeronautical Engineering
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>(AAA) Associate in Applied Arts degree</th>
<th>(AAS) Associate in Applied Science degree</th>
<th>(CERT) Certificate</th>
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<tbody>
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<td>6.</td>
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### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- [ ] Written Communication
- [ ] Oral Communication
- [ ] Computation
- [ ] Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- [ ] Demonstrates Responsibility
- [ ] Demonstrates Self-worth
- [ ] Demonstrates sociability in groups
- [ ] Demonstrates self-management
- [ ] Demonstrates integrity/honesty
- [ ] Participates as a team member
- [ ] Teaches/help others
- [ ] Exhibits leadership
- [ ] Negotiates Agreements
- [ ] Appreciates and works with diverse group

### Campus-Wide Learning Outcomes (CWLO)

**Critical Thinking**
1. The student asks the "who, what, when, where, why, and how" questions to write or verbalize summaries of news articles.
2. The student locates the main idea and supporting details of paragraphs and short articles.
3. The student asks questions related to the accuracy and relevance of written material and oral responses.

**Responsibility**
1. The students demonstrate awareness of and willingness to accept the attendance policy.
2. The students respond respectfully to viewpoints or proposals of their instructor and their peers.
3. The students demonstrate that they are properly prepared for class.
4. The students respectfully share their knowledge and opinions with others in whole class discussions and in small groups.

### Quantitative Skills

- [ ]

### Written Communication

- [ ]

### Oral Communication

- [ ]

### Evaluation (Grading System)

- [ ] Grades (Decimal)
- [ ] Pass/Credit
- [ ] Satisfactory
- [ ] Competency-Based
### Request for Change (For example - #1 Change No of Credits from 5 to 7)

<table>
<thead>
<tr>
<th>SIGNATURE APPROVALS</th>
</tr>
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<tr>
<td><strong>Initiator:</strong></td>
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<tr>
<td><strong>Faculty Course Review Committee (FCRC):</strong></td>
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<tr>
<td><strong>Division Chair:</strong></td>
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<tr>
<td><strong>Instruction Council (IC):</strong></td>
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<tr>
<td><strong>Dean of Instruction:</strong></td>
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<tr>
<td><strong>For Education Support Support Office USE only</strong></td>
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<tr>
<td><strong>Institutional Intent Code:</strong></td>
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<td><strong>CIP Code:</strong></td>
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<td><strong>Educational Program Code:</strong></td>
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Reviewed/Processed by: Educational Support Services Date
PROGRAM ADOPTION PROGRAM REVISION
The college is committed to assisting disabled and disadvantaged, registration assistance, accessibility, advocacy and liaison with faculty and staff, contact the Disability Student Services Corodinator (ext. 2031).

Date: 4/3/2013
Division Submitting: 2U-Technology
EPC Code: 721A

Name of Program: Aircraft Dispatcher

Total Number of Credits: 42

MinCredits: MaxCredits: Effective Date: Summer 2013

Program applicable for: Select appropriate item
- Transfer (DTA’s: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
- (A-PP) Associate in Pre-Professional degree
- (A-cert) Academic Certificate
- (AAS-T) Associate in Applied Science-Transfer degree
- (BAS) Bachelor of Science degree
- (AAA) Associate in Applied Arts degree
- (AAS) Associate in Applied Science degree
- Certificate (45 credits and over)
- Certificate (44 credits and under)
- (If selected, skip the Related Instruction Requirements area.)
- High school diploma

Reason for Request: Select appropriate item
- New degree or certificate
- Cancel degree or certificate
- Program Revision
- Place on in-active status
  (3 years maximum, then place on Cancel)

Related Instruction Requirements:

1. Communication (10 credits)
   A. Written Communication (5 credits)
      - Engl 109 (Formerly Engl 102)
      - Engl& 101 (Formerly Engl 110)
      - Engl 126 (Formerly Engl 111)
      - Engl 127 (Formerly Engl 112)
      - Engl 128 (Formerly Engl 113)
      - Bus E 130
   B. Oral Communication (5 credits)
      - Cmst 100 (Formerly Comm 100)
      - Cmst& 210 (Formerly Comm 110)
      - Cmst& 220 (Formerly Comm 101)
      - Cmst& 230 (Formerly Comm 234)
      - Cmst 238

2. Computations/Mathematics (5 credits)
   - Achieve a Compass score for eligibility for MATH& 142 or higher or
   - Complete one MATH course numbered 100 or above: No ____________________________ or
   - List specific MATH course: ____________________________

3. Human Relations
   A. Select one or more course(s) from the following list:
      (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
      - Bus 166
      - Cmst 100 (Formerly Comm 100)
      - Cmst& 210 (Formerly Comm 110)
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes

- Demonstrates responsibility
- Demonstrates self-worth
- Demonstrate socialability in a group
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/helps others
- Exhibits leadership
- Negotiates agreements
- Appreciates and works with diverse groups

Advisory committee approval date: 11/29/2012

Comments
- Remove AVIA 190.
- Change AVIA 225 credits from 5 to 10.

SIGNATURE APPROVALS

Initiator: George Comollo  Date  Faculty Curriculum Review Committee Chair  Date

Division Chair: Jeff McCauley  Date  Instructional Council  Date

Dean of Instruction: Josh Clearman  Date  Vice President of INstruction  Date

Curriculum Support Services  Date
Aircraft Dispatcher  
Certificate of Proficiency  
42 Credits

This certificate program prepares students with no background in aviation for the FAA Aircraft Dispatcher practical examination. This examination must be taken within 90 days of graduation.

Entrance Requirements:

1. Math scores of 86-100 on the numerical skill portion of the COMPASS or qualifies for Math 072.

2. College-level reading competency as measured by COMPASS reading assessment or eligible for READ 104.

3. Recommended keyboarding/typing skill of 30 wpm. Keyboarding/typing skills may be demonstrated by passing a 3-minute typing test at 30 wpm with 5 or less errors using the proper touch typing technique administered by the Business Education department.

Contact:  George Comollo, ext. 4336  
gcomollo@greenriver.edu

<table>
<thead>
<tr>
<th>Dept./No.</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td><strong>First Quarter</strong></td>
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<tr>
<td>Avia 110</td>
<td>Airline Operation</td>
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<td>Avia 111</td>
<td>Private Pilot Ground School</td>
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<td>Avia 123</td>
<td>Aviation Weather</td>
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<td>Avia 221</td>
<td>FAA Written Test Preparation for ATP/Dispatch</td>
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<td>Avia 225</td>
<td>Instrument Procedures</td>
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<td>Avia 281</td>
<td>Air Traffic Control 1</td>
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<td><strong>Third Quarter</strong></td>
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<td>Avia 267</td>
<td>International Flight Planning and ETOPS</td>
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</table>
Course Adoption Revision
CANCELLED COURSE

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Date Submitted: 4/19/2013

Division 7J-Transitional Studies & Wellness
Effective: Qtr Summer Year 2013-2014

Course Abbreviation ESOL 016.2
Capacity 25
Tuition Normal Different Exempt

Long Course Title ESOL Level 6 Reading/Writing
Number of Sections offered each quarter: Summer 6 Fall 6 Winter 6 Spring 6

Variable Credits Coop Fee Amount Budget# Fee Code
Number of Credits 1 5.00 1R15
Discussion/Lecture 2 0.00
11 66
Applied Learning(Lab)
Clinical (On-Site)

Indicate when variable credits apply For Schedule Construction Or
Advisory Committee Approval Date

Catalog Course Description
Advanced level of ESOL for students who are permanent resident of Washington state. Students read extended and complicated written passages in English on academic topics. Students use vocabulary and grammar to write effectively. Students develop English learning skills and strategies to be successful in college classes. PREREQUISITE: ESOL 015. placement test and instructor's
Prerequisite(s) if any: ESOL 015, placement test and instructor's permission.

Course Content Learning Outcomes
Students will:
Students will comprehend the purpose and inference of written English on a range of familiar and new topics.
Students will distinguish the main idea and details of written Finnish on academic topics.

Sequence Course(s)
Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Activity
Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

Diversity
If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

Select one or more transfer degrees below, that this course will apply:

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APREN-DTA/MRP) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree
- (AS-Option 2) Associate of Science Degree
  - Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
- (AS-T) Associate in Physics Education
- (AST-MRP) Engineering: Mechanical/Civil/Aeronautical

4/19/2013
Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

(AAA) Associate in Applied Arts degree

1. -
2. -
3. -
4. -
5. -
6. -

(AAS) Associate in Applied Science degree

1. -
2. -
3. -
4. -
5. -
6. -

(CERT) Certificate

1. -
2. -
3. -
4. -
5. -
6. -

Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

☐ Written Communication  ☐ Oral Communication  ☐ Computation  ☐ Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

☐ Demonstrates Responsibility
☐ Demonstrates Self-worth
☐ Demonstrates sociability in groups
☐ Demonstrates self-management
☐ Demonstrates integrity/honesty

☐ Participates as a team member
☐ Teaches/help others
☐ Exhibits leadership
☐ Negotiates Agreements
☐ Appreciates and works with diverse group

Campus-Wide Learning Outcomes (CWLO)

Critical Thinking

Responsibility
1. Students will demonstrate knowledge of and a willingness to accept stated/agreed upon expectations, policies, and procedures.
2. Students will meet obligations necessary to complete individual and/or group tasks.
3. Students will demonstrate common courtesies, and be respectful of the needs, difficulties, and rights of others.

Quantitative Skills

Written Communication
- Students will learn to value clear written communication. - Students will gain confidence in their written communication. - Students will improve their ability to evaluate, edit, proofread, and revise their own work as well as the writing of others. - Students will demonstrate attention to mechanics, grammar, and usage appropriate for the class, assignment, and occasion. These outcomes will be demonstrated through in-class writing assignments and a final written comprehensive exam at the end of the course.

Oral Communication
Students will demonstrate increased confidence in oral communication. Students will listen carefully and respond to questions appropriately. This outcome will be demonstrated by in-class activities

Evaluation (Grading System)
☐ Grades (Decimal)  ☑ Pass/Credit  ☑ Satisfactory  ☑ Competency-Based
## Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

### SIGNATURE APPROVALS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator</td>
<td>John Avery</td>
<td></td>
</tr>
<tr>
<td>Division Chair</td>
<td>Julie Barclay</td>
<td></td>
</tr>
<tr>
<td>Dean of Instruction</td>
<td>Laura Griep</td>
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<tr>
<td>Faculty Course Review Committee (FCRC)</td>
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<td>Instruction Council (IC)</td>
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<tr>
<td>Executive Vice President (EVP)</td>
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</table>

### Institutional Intent Code

- Code: 12

### CIP Code

- Code: 32.0304

### Educational Program Code

- Code: 

Reviewed/Processed by: Educational Support Services  
Date
Course Adoption Revision
CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2831).

Date Submitted: 4/19/2013

Division 7J-Transitional Studies & Wellness

Effective: Qtr Summer  2013-2014

Course Abbreviation ESOL 016.1

Long Course Title ESOL Level 6-Speaking and Listening

Number of Sections offered each quarter: Summer 6 Fall 6 Winter 6 Spring 6

Variable Credits

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Minimum</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
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<td>66</td>
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<tr>
<td>Applied Learning(Lab)</td>
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<td></td>
</tr>
<tr>
<td>Clinical (On-Site)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate when variable credits apply For Schedule Construction Or

Advisory Committee Approval Date Will this course require computers? If yes, select one or more from the following:
- Open Lab
- Classroom
- Library

Coop Fee Amount (6)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>0.00</td>
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<td>Budget#</td>
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<tr>
<td>Fee Code</td>
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<td></td>
</tr>
</tbody>
</table>

Justification: (Specify if for printed materials, supplies, computer equipment, etc)

Fee Amount

Course Materials not to exceed $5.00 per student per quarter.

Catalog Course Description

Advanced level of ESOL for students who are permanent resident of Washington state. Students study native-speaker level of English on academic topics, participate in and lead class discussions, and learn to give short presentations on beginning research projects. Students use vocabulary and grammar to speak effectively. Students develop English learning skills and strategies to be lifelong learners.

Prerequisite(s) if any:

ESOL Level-5, placement test and instructor's permission.

Course Content Learning Outcomes

Students will:

- Students will comprehend the purpose and inference of spoken English on a range of familiar and new topics.
- Students will distinguish the main idea and details of spoken English on academic topics.

Sequence Course(s)

Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity
- Activity

Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

- Diversity

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

Select one or more transfer degrees below, that this course will apply.

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APRENMRA) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree
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- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
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- (AST-MRP) Engineering: Mechanical/Civil/Aeronautical

https://www.gatornet.greenriver.edu/car/cancel-car.aspx?crs=ESOL 016.1

4/19/2013
4. Necessary Skills (SCANS) attributes listed below:

<table>
<thead>
<tr>
<th>APP</th>
<th>Associate in Pre-Professional Degree</th>
<th>Associate in Applied Science - Transfer</th>
<th>Academic Certificate (A-Cert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>AAA</th>
<th>Associate in Applied Arts degree</th>
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<th>Associate in Applied Science degree</th>
<th>CERT Certificate</th>
</tr>
</thead>
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<tr>
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Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- Written Communication
- Oral Communication
- Computation
- Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates responsibility
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Campus-Wide Learning Outcomes (CWLO)

Critical Thinking

Responsibility

1. Students will demonstrate knowledge of and a willingness to accept stated/agreed upon expectations, policies, and procedures.
2. Students will meet obligations necessary to complete individual and/or group tasks.
3. Students will demonstrate common courtesies, and be respectful of the needs, difficulties, and rights of others.

Quantitative Skills

Written Communication

Oral Communication

Students will demonstrate increased confidence in oral communication. Students will listen carefully and respond to questions appropriately.

This outcome will be demonstrated by in-class activities

Evaluation (Grading System)

- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
## Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

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</tr>
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<td><strong>Dean of Instruction:</strong> Laura Griep (Date):</td>
</tr>
</tbody>
</table>

*For Education Support Support Office USE only*

| Institutional Intent Code: 12 | CIP Code: 32.0304 | Educational Program Code: |

Reviewed/Processed by: Educational Support Services Date
Course Abbreviation: ESOL 066
Capacity: 18
Long Course Title: ESOL Writing Support-Level 6
(48 characters including spaces)
Short Course Title: ESOL Writing Support Le
(24 characters including spaces)

Date Submitted: 4/19/2013
Division: 7J - Transitional Studies and Wellness
Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Number of Credits
Minimum: 1
Maximum: 4

Contact Hours
Discussion/Lecture: 11.0
Applied Learning(Lab): 44.0
Clinical (On-Site):
Total Contact Hours:
For Schedule Construction Only
Number of Sections Offered Each Quarter:
Summer: 1
Fall: 1
Winter: 1
Spring: 1

Coop Fees
Amount: 5.00
Budget Number: 1R15
Fee Code: 1A

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)
Course materials not to exceed $5.00 per student per quarter.

Catalog Course Description
(Must not exceed 60 words)
For current students in ESOL 016 who want to improve their writing skills, and especially for students who have stronger speaking/listening skills than reading/writing skills for their level. This is a pass/no credit course.
### Prerequisites (if any)

Instructor’s permission.

### Course Content Learning Outcomes

1) Write with increased fluency. 2) Use feedback to rewrite. 3) Edit their own writing. 4) Use correct spelling and punctuation. 5) Control verb tenses, subject-verb agreement, word order, pronouns. 6) Use details. 7) Understand the function of an introduction, a conclusion, an organizing principle in their writing of a narrative essay. 8) Have a positive attitude toward writing and increased confidence in their writing. 9) Be self-motivated, independent learners. 10) Use writing as a tool for critical thinking.

### Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
<th>Diversity, check box and submit a separate form to the Diversity Committee.</th>
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</thead>
<tbody>
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<td>Basic Skills/Quantitative Skills</td>
<td></td>
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<td>Humanities/Fine Arts/English</td>
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<tr>
<td>Lab Science</td>
<td></td>
</tr>
<tr>
<td>Lifetime Fitness/Wellness/Activity</td>
<td></td>
</tr>
</tbody>
</table>

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. **Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

Course is applicable to one or more of the following degrees: Select one or more from the list below

<table>
<thead>
<tr>
<th>Associate in Arts degree (AA-DTA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Business (AB-DTA)</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Associate in Elementary Education (AEE-DTA)</td>
</tr>
<tr>
<td>Associate in Fine Arts (AFA-DTA)</td>
</tr>
<tr>
<td>Associate in Math Education (AM-DTA)</td>
</tr>
<tr>
<td>Associate in Pre-Nursing (APren-DTA/MP)</td>
</tr>
<tr>
<td>Associate of Science-Transfer (AS-T Opt 1)</td>
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<tr>
<td>Associate of Science-Transfer (AS-T Opt 2)</td>
</tr>
<tr>
<td>Associate in Biology Education (AS-T Opt 1)</td>
</tr>
<tr>
<td>Associate in Chemistry Education (AS-T Opt 1)</td>
</tr>
<tr>
<td>Associate in General Science Education (AS-T Opt 1)</td>
</tr>
<tr>
<td>Associate in Physics Education (AS-T Opt 2)</td>
</tr>
<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
<tr>
<td>Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
<tr>
<td>Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
</tbody>
</table>
List applicable programs in space provided below:

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List applicable programs in space provide below:

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ims in space provided below:

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Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

   Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

   Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

   Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Teachers help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

3. Demonstrate the ability to develop an idea with support.

Teachers help students to understand the use of details and examples to support an idea. Teachers will give feedback to students to improve this aspect of their writing.

4. Demonstrate audience awareness in writing.

Teachers encourage students to write for a variety of audiences. Teachers will give feedback to students to improve this aspect of their writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Teachers instruct their students in mechanics, grammar, and word usage appropriate to their level. Teachers will give feedback to students to improve this aspect of their writing.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Teachers instruct and provide opportunities for students to evaluate, revise, edit, and proofread their work. Teachers will give feedback to students to improve this aspect of their writing.
Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>Associate in Applied Arts degree (AAA)</th>
<th>Associate in Applied Science (AAS)</th>
<th>Professional/Technical Cert (Cert-P)</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date ____________

Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [ ] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date):
John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date):
John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date):
Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 12-Acad Basic Ed
CIP Code: 32.0305
Educational Program Code:

Preliminary Approval Requested

☑

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date

Do not write below line: For Education Support Services USE only:
**Course Abbreviation:** ESOL 065

**Capacity:** 18

**Long Course Title:** ESOL Writing Support-Level 5  
(48 characters including spaces)

**Short Course Title:** ESOL Writing Support-Le  
(24 characters including spaces)

**Tuition**
- Normal
- Different
- Exempt

**Number of Sections Offered Each Quarter:**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</table>

**Number of Credits**

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<tr>
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<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Contact Hours**
- Discussion/Lecture
  - 11.0
  - 44.0
- Applied Learning(Lab)
- Clinical (On-Site)
- Total Contact Hours

**Date Submitted:** 4/19/2013

**Division Submitting:** 7J - Transitional Studies and Wellness

**Effective Date:**
- Quarter: Summer
- Acad Year: 2013-2014

**Coop Fees**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Budget Number</th>
<th>Fee Code</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>1R15 1A</td>
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<tr>
<td>2</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

**Fee Justification**

*Specify if for printed materials, classroom supplies, computer equipment, etc*

Course materials not to exceed $5.00 per student per quarter.

**Will this course require computers?**

- Open Lab
- Classroom
- Library

**Catalog Course Description**

*Must not exceed 60 words*

For current students in ESOL 015 who want to improve their writing skills, and especially for students who have stronger speaking/listening skills than reading/writing skills for their level. This is a pass/no credit course.
**Prerequisites (if any)**

Instructor's permission.

**Course Content Learning Outcomes**

1. Write with increased fluency. 2) Use feedback to rewrite. 3) Edit their own writing. 4) Use correct spelling and punctuation. 5) Control verb tenses, subject-verb agreement, word order, pronouns. 6) Use details. 7) Understand the function of an introduction, a conclusion, an organizing principle in their writing of a narrative essay. 8) Have a positive attitude toward writing and increased confidence in their writing. 9) Be self-motivated, independent learners. 10) Use writing as a tool for critical thinking.

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? *If yes, please select one or more applicable distribution below.*

Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

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<tr>
<td>Lifetime Fitness/Wellness/Activity</td>
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</tr>
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**Course is applicable to one or more of the following degrees:** Select one or more from the list below

- Associate in Arts degree *(AA-DTA)*
- Associate in Business *(AB-DTA)*
<table>
<thead>
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<tbody>
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</tr>
<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr</td>
<td>AS-T Opt 2 MRP</td>
</tr>
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<td>AS-T Opt 2 MRP</td>
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</table>
List applicable programs in space provided below:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

   Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

   Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

   Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Teachers help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

3. Demonstrate the ability to develop an idea with support.

Teachers help students to understand the use of details and examples to support an idea. Teachers will give feedback to students to improve this aspect of their writing.

4. Demonstrate audience awareness in writing.

Teachers encourage students to write for a variety of audiences. Teachers will give feedback to students to improve this aspect of their writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Teachers instruct their students in mechanics, grammar, and word usage appropriate to their level. Teachers will give feedback to students to improve this aspect of their writing.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Teachers instruct and provide opportunities for students to evaluate, revise, edit, and proofread their work. Teachers will give feedback to students to improve this aspect of their writing.
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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<thead>
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### Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Advisory Committee Approval Date

___________

### Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- ✔ Pass/No Credit
- ✔ Satisfactory
- ✔ Competency-Based

### SIGNATURE APPROVALS
<table>
<thead>
<tr>
<th>Initator: (Date):</th>
<th>(Date):</th>
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<tbody>
<tr>
<td>John Avery</td>
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<th>Faculty Course Review Committee (FCRC):</th>
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<td>(Date):</td>
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<th>Division Chair: (Date):</th>
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<th>Instruction Council (IC):</th>
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<table>
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<th>Dean of Instruction: (Date):</th>
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<tr>
<td>Catherine Cantrell</td>
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<th>Vice President of Instruction:</th>
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<tbody>
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<td>(Date):</td>
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</table>

**Preliminary Approval Requested**

[ ]

Vice President of Instruction Date

**Reviewed/Processed by: Educational Support Services** Date

---

*Do not write below line: For Education Support Services USE only:*

### Course Adoption Revision

**REVISED COURSE**

The college is committed to assisting disabled and disadvantaged students with problems. For information, registration assistance, accessibility, advocacy, and referral with faculty and staff contact the Disabled Student Services Coordinator (ext. 2030).

**Reason for Change**

Please list revisions to this course in space provided below.

- Change course descriptions.

---

**Course Abbreviation:** ESOL 064

**Capacity:** 18, 18

**Long Course Title:** ESOL Writing Support-Level 4

(48 characters including spaces)

**Short Course Title:** ESOL Writing Support-Level

(24 characters including spaces)

---

**Tuition**

- Normal
- Different
- Exempt

---

**Number of Sections Offered Each Quarter:**

<table>
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<th>1</th>
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---

**Number of Credits**

- Minimum: 1
- Maximum: 15

---

**Contact Hours**

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<tr>
<th>Type</th>
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<tr>
<td>Applied Learning(Lab)</td>
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<tr>
<td>Clinical (On-Site)</td>
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</tr>
<tr>
<td>Total Contact Hours</td>
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</table>

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**Number of Credits**

- Minimum: 1
- Maximum: 15

---

**Date Submitted:** 4/19/2013

**Division Submitting:** 7J - Transitional Studies and Wellness

**Effective Date:**

- Quarter: Summer
- Acad Year: 2013-2014

---

**Coop Fees**

<table>
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</tr>
<tr>
<td>2</td>
<td>0.00</td>
<td></td>
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</tr>
</tbody>
</table>

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**Fee Justification**

(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials not to exceed $5.00 per student per quarter.

---

**Will this course require computers?**

- Open Lab
- Classroom
- Library

---

**Will this course require library to purchase more library and media resources?**

- No
- Yes

---

**Catalog Course Description**

(Must not exceed 60 words)

For current students in ESOL 014 who want to improve their writing skills, and especially for students who have stronger speaking/listening skills than reading/writing skills for their level. This is a pass/no credit course.

---

**Prerequisites (if any)**

(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)

Instructor's permission.

---

### Course Content Learning Outcomes

1) Write with increased fluency. 2) Use feedback to rewrite. 3) Edit their own writing. 4) Use correct spelling and punctuation. 5) Control verb tenses, subject-verb agreement, word order, pronouns. 6) Use details. 7) Understand the function of an introduction, a conclusion, an organizing principle in their writing of a narrative essay. 8) Have a positive attitude toward writing and increased confidence in their writing. 9) Be self-motivated, independent learners. 10) Use writing as a tool for critical thinking.

### Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.** Note that course transferability depends on acceptanc of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- [ ] Basic Skills/Communication
- [ ] Basic Skills/Quantitative Skills
- [ ] Humanities/Fine Arts/English
- [ ] Social Science
- [ ] Natural Science
- [ ] Lab Science
- [ ] Lifetime Fitness/Wellness/Activity

Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

---

Course is applicable to one or more of the following degrees: Select one or more from the list below

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- [ ] Associate in Business (AB-DTA)
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*List applicable programs in space provided below*
California State University, Los Angeles

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning
Written Communication

1. Demonstrate use of a writing process.

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Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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Related Instruction Requirements:

Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

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Advisory Committee Approval Date _________

Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

SIGNATURE APPROVALS

Initiator: (Date): John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date): John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date): Vice President of Instruction: (Date):
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</table>

Preliminary Approval Requested

☑

Vice President of Instruction

Date

Reviewed/Processed by: Educational Support Services

Date

---

**Course Abbreviation:** ESOL 056
**Capacity:** 22

**Long Course Title:** Technology Assisted Language Learning-Level 6

**Short Course Title:** ESOL Lab Level 6

---

**Tuition**
- Normal
- Different
- Exempt

**Number of Sections Offered Each Quarter:**
- Summer: 6
- Fall: 6
- Winter: 6
- Spring: 6

**Number of Credits**
If variable credit, please fill in a minimum and maximum credit values. If not, variable credit, please fill in the credit under minimum column.

**Contact Hours**
- Discussion/Lecture: 11
- Applied Learning(Lab)
- Clinical (On-Site)
- Total Contact Hours

**Date Submitted:** 4/19/2013
**Division Submitting:** 7J - Transitional Studies and Wellness
**Effective Date:**
- Quarter: Summer
- Acad Year: 2013-2014

**Coop Fees**

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**Fee Justification**
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials not to exceed $5.00 per student per quarter.

---

**Will this course require computers?**
- Open Lab
- Classroom
- Library

**Will this course require library to purchase more library and media resources:**
- No
- Yes

**Catalog Course Description**
(Must not exceed 60 words)

Provides Level 6 ESOL students with opportunities to learn and use English through technology. As they use technology, ESOL students enhance the ESOL language instruction they receive in other classes, and they discover new ways to improve their language learning skills. This is a pass/no credit course.
Prerequisites (if any)  (Make sure prerequisites are clear, especially when and's & or's are used, This could be interpreted several ways, use commas to clarify or write it out clearly.)

Instructor’s permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. These objectives come from the State of Washington Competency Indicators for Technology for ABE/GED/ESOL. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to utilize technology, they will: 1) Express a knowledge of the vocabulary and concepts underlying modern technology, e.g. the parts of a computer, the concept of saving to a removable disk, and the concept that various programs are appropriate for a variety of tasks. 2) Increase their independent use of technology. Students will transition from using technology with assistance to independent use, to completing tasks collaboratively with other students, to trouble shooting technical problems and assisting others in trouble shooting. 3) Use an increasing array of hardware and software to receive and produce the English language. Students will begin by learning the use of the basic tools, i.e. the mouse, the disk, entering and exiting a program, and expand to using a variety of tools and programs with confidence. Students will also receive instruction to support the learning objectives in other ESOL classes. These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and competency checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a checklist of competencies, observed and documented for each student.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? YES, PLEASE SELECT ONE OR MORE APPLICABLE DISTRIBUTION BELOW. Note that course transferability depends on acceptanc of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Diversity, check box and submit a separate form to the Diversity Committee.
- Basic Skills/Quantitative Skills
- Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Course is applicable to one or more of the following degrees: Select one or more from the list below

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Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr (AS-T Opt 2 MRP)

Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below.

Transfer (AAS-T)

List applicable programs in space provided below.

List of programs in space provided below:

Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking

Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.
Quantitative and Symbolic Reasoning

Written Communication

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

Teachers will help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

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Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.
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Professional/Technical Degrees - *Does this course apply towards a professional/technical degree?*

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**Related Instruction Requirements:**

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

**Advisory Committee Approval Date** __________

**Evaluation: (Grading System)**

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

---

SIGNATURE APPROVALS

Initiator: (Date): John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date): John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date): Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 12
CIP Code: 32.0304
Educational Program Code:

Preliminary Approval Requested

☑

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date
COURSE ADOPTION REVISION

REVIS ED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration, assistance, accessibility, advising, and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext.2631).

Course Abbreviation: ESOL 055
Capacity 22

Long Course Title: Technology Assisted Language Learning-Level 5
(48 characters including spaces)

Short Course Title: ESOL Technology Level
(24 characters including spaces)

Reason for Change Please list revisions to this course in space provided below

Change course descriptions

Date Submitted: 4/19/2013
Division Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer Acad Year: 2013-2014

Coop Fees

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Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials not to exceed $5.00 per student per quarter.

Indicate when variable credits apply

Number of Sections Offered Each Quarter:
Summer Fall Winter Spring
6 6 6 6

Number of Credits
If variable credit, please fill in a minimum and maximum credit values.
If not, variable credit, please fill in the credit under minimum column.

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Contact Hours
Discussion/Lecture 11.0 55.0
Applied Learning (Lab) 
Clinical (On-Site) 
Total Contact Hours 

For Schedule Construction Only

Sequence Course(s) (if applicable) 

Cross-Listed Course(s) (if applicable) 

Will this course require computers? No Open Lab Classroom Library

Will this course require library to purchase more library and media resources: No Yes

Catalog Course Description (Must not exceed 60 words)

Provides Level 5 ESOL students with opportunities to learn and use English through technology. As they use technology, ESOL students enhance the ESOL language instruction they receive in other classes, and they discover new ways to improve their language learning skills. This is a pass/no credit course.
Instructor's permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. These objectives come from the State of Washington Competency Indicators for Technology for ABE/GED/ESL. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to utilize technology, they will express a knowledge of the vocabulary and concepts underlying modern technology, e.g. the parts of a computer, the concept of saving to a removable disk, and the concept that various programs are appropriate for a variety of tasks. Increase their independent use of technology. Students will transition from using technology with assistance to independent use, to completing tasks collaboratively with other students, to trouble shooting technical problems and assisting others in trouble shooting, use an increasing array of hardware and software to receive and produce the English language. Students will begin by learning the use of the basic tools, i.e. the mouse, the disk, entering and exiting a program, and expand to using a variety of tools and programs with confidence. Students will also receive instruction to support the learning objectives in other ESL classes. Students may meet the instructional objectives by utilizing the following resources: 1. Computer-assisted language learning 2. Language tapes, CDs and videos 3. Graded readers 4. Conversation groups These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and competency checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a checklist of competencies, observed and documented for each student.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universitites.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below
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Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr *(AS-T Opt 2 MRP)*

Associate in Biological or Chemical Pre-Engr *(AS-T Opt 2 MRP)*

Associate in Computer or Electrical Pre-Engr *(AS-T Opt 2 MRP)*

List applicable programs in space provided below

---

1. Identify and comply with clearly stated expectations, policies and procedures.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.
Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

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Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Teachers help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

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Teachers help students to understand the use of details and examples to support an idea. Teachers will give feedback to students to improve this aspect of their writing.

4. Demonstrate audience awareness in writing.

Teachers encourage students to write for a variety of audiences. Teachers will give feedback to students to improve this aspect of their writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

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7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.
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### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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### Related Instruction Requirements:

Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
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- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date 

### Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

---

SIGNATURE APPROVALS

Initiator: (Date):
John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date):
John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date):
Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 12-Acad Basic Ed
CIP Code: 32.0305
Educational Program Code:

Preliminary Approval Requested

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date
COURSE ADOPTION REVISION

REVISED COURSE

Course Abbreviation: ESOL 054
Capacity: 22

Long Course Title: Technology Assisted Language Learning - Level 4 (48 characters including spaces)

Short Course Title: ESOL Lab Level 4 (24 characters including spaces)

Reason for Change: Please list revisions to this course in space provided below

Change course descriptions.

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer: 6
- Fall: 6
- Winter: 6
- Spring: 6

Number of Credits
- If variable credit, please fill in a minimum and maximum credit values.
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Date Submitted: 4/19/2013
Division Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer
Acad Year: 2013-2014

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Fee Justification

(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials not to exceed $5.00 per student per quarter.

Will this course require computers?
- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources:
- No
- Yes

Catalog Course Description

Provides Level 4 ESOL students with opportunities to learn and use English through technology. As they use technology, ESOL students enhance the ESOL language instruction they receive in other classes, and they discover new ways to improve their language learning skills.
Instructor’s permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. These objectives come from the State of Washington Competency Indicators for Technology for ABE/GED/ESOL. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to utilize technology, they will express a knowledge of the vocabulary and concepts underlying modern technology, e.g. the parts of a computer, the concept of saving to a removable disk, and the concept that various programs are appropriate for a variety of tasks. Increase their independent use of technology. Students will transition from using technology with assistance to independent use, to completing tasks collaboratively with other students, to trouble shooting technical problems and assisting others in trouble shooting. Use an increasing array of hardware and software to receive and produce the English language. Students will begin by learning the use of the basic tools, i.e. the mouse, the disk, entering and exiting a program, and expand to using a variety of tools and programs with confidence. Students will also receive instruction to support the learning objectives in other ESOL classes. Students may meet the instructional objectives by utilizing the following resources: 1. Computer-assisted language learning 2. Language tapes, CDs and videos 3. Graded readers 4. Conversation groups. These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and competency checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a checklist of competencies, observed and documented for each student.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

- Diversity, check box and submit a separate form to the Diversity Committee.

- Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below
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Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr (AS-T Opt 2 MRP)

Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below

**Transfer (AAS-T)**

List applicable programs in space provided below

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.
3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

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6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.
8. Demonstrate appropriate choice of format, edit and proofread individual work and the work assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Teachers instruct their students in mechanics, grammar, and word usage appropriate to their level. Teachers will give feedback to students to improve this aspect of their writing.

10. Improve the ability to evaluate, revise, style and tone for each particular writing of others.

Teachers instruct and provide opportunities for students to evaluate, revise, edit, and proofread their work. Teachers will give feedback to students to improve this aspect of their writing.

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### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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### Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

---

### Advisory Committee Approval Date

_____

### Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

---

SIGNATURE APPROVALS

Initiator: (Date): John Avery

Division Chair: (Date): John Avery

Dean of Instruction: (Date): Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 12-Acad Basic Ed

CIP Code: 32.0304

Educational Program Code:

Preliminary Approval Requested

Vice President of Instruction Date

Reviewed/Processed by: Educational Support Services Date
**Course Abbreviation:** ESOL 052

**Capacity:** 22

**Long Course Title:** Technology Assisted Language Learning - Level 3

**Short Course Title:** ESOL Technology Level

**Tuition:**
- Normal
- Different
- Exempt

**Number of Sections Offered Each Quarter:**
- Summer: 2
- Fall: 2
- Winter: 2
- Spring: 2

**Number of Credits**

<table>
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<th>Number of Credits</th>
<th>Minimum</th>
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**Contact Hours**

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<tr>
<td>2</td>
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</table>

**Fee Justification**

(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials not to exceed $5.00 per student per quarter.

**Will this course require computers?**
- [ ] Open Lab
- [ ] Classroom
- [ ] Library

**Catalog Course Description**

(Must not exceed 60 words)

Provides students Level 3 ESOL students with opportunities to learn and use English through technology. As they use technology, ESOL students will enhance the ESOL language instruction they receive in other classes, and they will discover new ways to improve their language learning skills.
Instructor’s permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to use technology, they will express a knowledge of the vocabulary and concepts underlying modern technology, e.g. the parts of the computer, the concept of saving to a removable drive, and the concept that various programs are appropriate for a variety of tasks. Students will increase their independent use of technology. Students will transition from using technology with assistance, to independent use, to completing tasks collaboratively with other students. Students will begin by learning the basic tools e.g. the mouse, entering and exiting a program, and expand to using basic technology with confidence. Students will also receive instruction to support the learning objectives in other ESOL classes. Students may meet the instructional objectives by using the following resources: computer assisted language learning, language tapes, CDs, and videos. These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and skill checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a skill checklist of observed and documented work for each student.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity
- Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below

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Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below:

Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.
Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

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Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

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### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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**Related Instruction Requirements:**

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:
Demonstrates Responsibility
Demonstrates Self-worth
Demonstrates sociability in groups
Demonstrates self-management
Demonstrates integrity/honesty

Participates as a team member
Teaches/help others
Exhibits leadership
Negotiates Agreements
Appreciates and works with diverse group

Advisory Committee Approval Date

Evaluation: (Grading System)

☐ Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
☒ Pass/No Credit
☐ Satisfactory
☐ Competency-Based

SIGNATURE APPROVALS

Initiator: (Date):
John Avery

Division Chair: (Date):
John Avery

Dean of Instruction: (Date):
Catherine Cantrell

Faculty Course Review Committee (FCRC): (Date):

Instruction Council (IC): (Date):

Vice President of Instruction: (Date):

Institutional Intent Code: CIP Code: Educational Program Code:

Preliminary Approval Requested

☐

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date
**Course Abbreviation:** ESOL 051  
**Capacity:** 22

**Long Course Title:** Technology Assisted Language Learning-Level 2  
**(48 characters including spaces)**

**Short Course Title:** ESOL Technology Level:  
**(24 characters including spaces)**

**Tuition**
- Normal
- Different
- Exempt

**Number of Sections Offered Each Quarter:**
- Summer: 2
- Fall: 2
- Winter: 2
- Spring: 2

**Number of Credits**
- If variable credit, please fill in a minimum and maximum credit values.
- If not, variable credit, please fill in the credit under minimum column.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Contact Hours**
- Discussion/Lecture: 11 (55)
- Applied Learning(Lab): 0
- Clinical (On-Site): 0
- Total Contact Hours

**Sequence Course(s)**

**Cross-Listed Course(s)**

**Will this course require computers?**
- Open Lab
- Classroom
- Library

**Fee Justification**
*(Specify if for printed materials, classroom supplies, computer equipment, etc)*

Course materials not to exceed $5.00 per student per quarter.

**Date Submitted:** 4/18/2013  
**Division Submitting:** 7J - Transitional Studies and Wellness  
**Effective Date:** Quarter: Summer  
**Acad Year:** 2013-2014

**Coop Fees**

<table>
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**Catalog Course Description**
*(Must not exceed 60 words)*

Provides Level 2 ESOL students with opportunities to learn and use English through technology. As they use technology, ESOL students will enhance the ESOL language instruction they receive in other classes, and they will discover new ways to improve their language learning skills.
Instructor's permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to use technology, they will express a knowledge of the vocabulary and concepts underlying modern technology, e.g., the parts of the computer, the concept of saving to a removable drive, and the concept that various programs are appropriate for a variety of tasks. Students will increase their independent use of technology. Students will transition from using technology with assistance, to independent use, to completing tasks collaboratively with other students. Students will begin by learning the basic tools e.g., the mouse, entering and exiting a program, and expand to using basic technology with confidence. Students will also receive instruction to support the learning objectives in other ESOL classes. Students may meet the instructional objectives by using the following resources: computer assisted language learning, language tapes, CDs, and videos. These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and skill checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a skill checklist of observed and documented work for each student.

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Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

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Course is applicable to one or more of the following degrees: Select one or more from the list below

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Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below:

Critical Thinking

Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.
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3. Meet obligations necessary to complete individual and group tasks.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

### Professional/Technical Degrees - *Does this course apply towards a professional/technical degree?*

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### Related Instruction Requirements:

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- Computation
- Human Relations

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Demonstrates self-management
Demonstrates integrity/honesty
Participates as a team member
Teaches/help others
Exhibits leadership
Negotiates Agreements
Appreciates and works with diverse group

Advisory Committee Approval Date __________

Evaluation: (Grading System)

☐ Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
☐ Pass/No Credit
☐ Satisfactory
☐ Competency-Based

SIGNATURE APPROVALS

Initiator: (Date):
John Avery

Division Chair: (Date):
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Dean of Instruction: (Date):
Catherine Cantrell

Faculty Course Review Committee (FCRC): (Date):

Instruction Council (IC): (Date):

Vice President of Instruction: (Date):

Institutional Intent Code: CIP Code: Educational Program Code:

Preliminary Approval Requested

☐

Reviewed/Processed by: Educational Support Services Date

Do not write below line: For Education Support Services USE only:
Course Abbreviation: **ESOL 050**  
Capacity: 22  
Long Course Title: Technology Assisted Language Learning-Level 1  
Short Course Title: ESOL Technology Level  

Reason for Change: Please list revisions to this course in space provided below.

Change course descriptions.

DateSubmitted: 4/18/2013  
Division Submitting: 7J - Transitional Studies and Wellness  
Effective Date: Quarter: Summer  
Acad Year: 2013-2014  

Coop Fees  
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Fee Justification  
(Specify if for printed materials, classroom supplies, computer equipment, etc)  
Course materials not to exceed $5.00 per student per quarter.

Will this course require computers? [ ] Open Lab [ ] Classroom [ ] Library

Will this course require library to purchase more library and media resources: No [ ] Yes [ ]

Catalog Course Description  
(Must not exceed 60 words)  
Provides students at ESOL Level 1 with opportunities to learn and use English through technology. As they use technology, ESOL students will enhance the ESOL language instruction they receive in other classes, and they will discover new ways to improve their language learning skills. This is a pass/no credit course.
Instructor's permission.

Course Content Learning Outcomes

Students will be assessed on their language and technological skill levels. Each student, working in collaboration with the instructor, will determine an individualized set of objectives to complete during the quarter of study. All students will receive instruction aimed at increasing their level of competency in the use of the English language and technology. As students learn to use technology, they will express a knowledge of the vocabulary and concepts underlying modern technology, e.g. the parts of the computer, the concept of saving to a removable drive, and the concept that various programs are appropriate for a variety of tasks. Students will increase their independent use of technology. Students will transition from using technology with assistance, to independent use, to completing tasks collaboratively with other students. Students will begin by learning the basic tools e.g. the mouse, entering and exiting a program, and expand to using basic technology with confidence. Students will also receive instruction to support the learning objectives in other ESOL classes. Students may meet the instructional objectives by using the following resources: computer assisted language learning, language tapes, CDs, and videos. These outcomes will be demonstrated by class participation, teacher observation, completion of worksheets and skill checklists, in-class writing, and completion of class projects and presentations. Teachers will keep a portfolio of student work and complete a skill checklist of observed and documented work for each student.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance by at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
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Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr *(AS-T Opt 2 MRP)*
Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below:

Critical Thinking

Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

- Quantitative and Symbolic Reasoning
- Written Communication

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### Professional/Technical Degrees

*Does this course apply towards a professional/technical degree?*

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### Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
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- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:
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Advisory Committee Approval Date _________

Evaluation: (Grading System)

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SIGNATURE APPROVALS

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John Avery

Division Chair: (Date):
John Avery

Dean of Instruction: (Date):
Cathernie Cantrell

Faculty Course Review Committee (FCRC): (Date):

Instruction Council (IC): (Date):

Vice President of Instruction: (Date):

Institutional Intent Code: CIP Code: Educational Program Code: _____________________________

Preliminary Approval Requested

Do not write below line: For Education Support Services USE only:

Vice President of Instruction

Reviewed/Processed by: Educational Support Services Date

Course Abbreviation: ESOL 049
Capacity: 22
Long Course Title: ESOL Conversation Support - Level 6
(48 characters including spaces)
Short Course Title: Conversation Support 6
(24 characters including spaces)

Reason for Change: Please list revisions to this course in space provided below
Change course descriptions.

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer: 2
- Fall: 2
- Winter: 2
- Spring: 2

Number of Credits
If variable credit, fill in a minimum and maximum credit values.
If not, variable credit, please fill in the credit under minimum column.

Number of Credits | Minimum | Maximum
--- | --- | ---
1.0 | 5.0 |

Contact Hours
- Discussion/Lecture: 11.0 - 55.0
- Applied Learning (Lab): 
- Clinical (On-Site): 
- Total Contact Hours: 

For Schedule Construction Only

Sequence Course(s) (if applicable)

Cross-Listed Course(s) (if applicable)

Will this course require computers? [ ] Open Lab [ ] Classroom [ ] Library

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)
Course materials (papers, books, CDs) not to exceed $5.00 per student per quarter.

Coop Fees
- Amount: 1.00 - 2.00
- Budget Number: 1R15 - 1A
- Fee Code: 

Date Submitted: 04/19/2013
Division Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Indicate when variable credits apply

Will this course require library to purchase more library and media resources: [ ] Yes [ ] No

Catalog Course Description
(Must not exceed 60 words)
To provide additional support for current students in ESOL 016 who need to improve their conversational skills. This is a pass/no credit course.

Prerequisites (if any)
(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)

Instructor's permission.
Course Content Learning Outcomes

1) Speak so others can understand: Speak more fluently with increased vocabulary and improved pronunciation, intonation and word stress. 2) Determine the purpose for communicating: Differentiate between formal and informal speech. 3) Organize and relay information to effectively serve the purpose, context, and listener: Use refined conversational skills to actively participate in class, other classes and outside of class at work, home and within the community. 4) Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension: Enhance active listening skills. 5) Use strategies to monitor the effectiveness of the communication: Improve ability to manage conversations, recognize when listener doesn’t understand and be able to provide clarification, have a positive attitude toward speaking and an increased confidence in speaking, as well as be self-motivated, independent learners.

<table>
<thead>
<tr>
<th>Academic Transfer (Baccalaureate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this course transfer to a baccalaureate institution? <strong>If yes, please select one or more applicable distribution below.</strong> Note that course transferability depends on acceptance of at least 3 major Washington state universities.</td>
</tr>
</tbody>
</table>

Meets General Education Requirement (GER/GUR): Select one or more from the list below.

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
<th>Diversity, check box and submit a separate form to the Diversity Committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills/Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts/English</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
</tr>
<tr>
<td>Lab Science</td>
<td></td>
</tr>
<tr>
<td>Lifetime Fitness/Wellness/Activity</td>
<td></td>
</tr>
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</table>

**Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

Course is applicable to one or more of the following degrees: Select one or more from the list below.

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*List applicable programs in space provided below*
List applicable programs in space provided below:

1. Identify and comply with clearly stated expectations, policies and procedures.
2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.
3. Meet obligations necessary to complete individual and group tasks.
4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.
6. Strive for excellence in contributions, performances and products.
7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.
Quantitative and Symbolic Reasoning

Written Communication

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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</tr>
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Related Instruction Requirements:
Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date __________

Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based
**SIGNATURE APPROVALS**

<table>
<thead>
<tr>
<th>Initiator: (Date):</th>
<th>Faculty Course Review Committee (FCRC): (Date):</th>
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</thead>
<tbody>
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<td>John Avery</td>
<td></td>
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<th>Dean of Instruction: (Date):</th>
<th>Vice President of Instruction: (Date):</th>
</tr>
</thead>
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<tr>
<td>Catherine Cantrell</td>
<td></td>
</tr>
</tbody>
</table>

*Do not write below line: For Education Support Services USE only:*

<table>
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<th>CIP Code:</th>
<th>Educational Program Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>32.0301</td>
<td></td>
</tr>
</tbody>
</table>

**Preliminary Approval Requested**

 ✓

Vice President of Instruction

**Date**

Reviewed/Processed by: Educational Support Services **Date**
**Course Abbreviation:** ESOL 048  
**Capacity:** 22  
**Long Course Title:** ESOL Conversation Support - Level 5  
**(48 characters including spaces)**  
**Short Course Title:** Conversation Support 5  
**(24 characters including spaces)**

**Reason for Change:** Please list revisions to this course in space provided below:  
Change course descriptions.

**Date Submitted:** 04/19/2013  
**Division Submitting:** 7J - Transitional Studies and Wellness  
**Effective Date:** Quarter: Summer  
Acad Year: 2013-2014

<table>
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<tr>
<th>Coop Fees</th>
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<tr>
<td>1</td>
<td>5.00</td>
<td>1R15</td>
<td>1A</td>
</tr>
<tr>
<td>2</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fee Justification**  
(Specify if for printed materials, classroom supplies, computer equipment, etc)  
Course materials (papers, books, CDs) not to exceed $5.00 per student per quarter.

**Tuition**  
○ Normal  ○ Different  ○ Exempt

**Number of Sections Offered Each Quarter:**  
Summer  2  Fall  2  Winter  2  Spring  2

**Number of Credits**  
If variable credit, please fill in a minimum and maximum credit values.  
If not, variable credit, please fill in the credit under minimum column.

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
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</table>

**Contact Hours**  
Discussion/Lecture  11.0 - 55.0  
Applied Learning(Lab)  
Clinical (On-Site)  
Total Contact Hours

Indicate when variable credits apply  
For Schedule Construction Only

**Sequence Course(s) (if applicable)**

**Cross-Listed Course(s) (if applicable)**

Will this course require computers?  
☐ Open Lab  Classroom  Library

Will this course require library to purchase more library and media resources?  
□ No  ☐ Yes  ☐

**Catalog Course Description**  
(Must not exceed 60 words)  
To provide additional support for current students in ESOL 015 who need to improve their conversational skills. This is a pass/no credit course.

**Prerequisites (if any)**  
(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)  
Instructor's permission.

### Course Content Learning Outcomes

1. **Speak so others can understand:** Speak more fluently with increased vocabulary and improved pronunciation, intonation and word stress.  
2. **Determine the purpose for communicating:** Differentiate between formal and informal speech.  
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4. **Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension:** Enhance active listening skills.  
5. **Use strategies to monitor the effectiveness of the communication:** Improve ability to manage conversations, recognize when listener doesn’t understand and be able to provide clarification, have a positive attitude toward speaking and an increased confidence in speaking, as well as be self-motivated, independent learners.

### Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.**  
Note that course transferability depends on acceptance of at least 3 major Washington state universities.  

Meets General Education Requirement (GER/GUR): Select one or more from the list below.

- [ ] Basic Skills/Communication
- [ ] Basic Skills/Quantitative Skills
- [ ] Humanities/Fine Arts/English
- [ ] Social Science
- [ ] Natural Science
- [ ] Lab Science
- [ ] Lifetime Fitness/Wellness/Activity

**Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

**Diversity, check box and submit a separate form to the Diversity Committee.**

---

Course is applicable to one or more of the following degrees: Select one or more from the list below.

- [ ] Associate in Arts degree (AA-DTA)
- [ ] Associate in Business (AB-DTA)
- [ ] Associate in Elementary Education (AEE-DTA)
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List applicable programs in space provided below
List applicable programs in space provided below:

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.
Quantitative and Symbolic Reasoning

Written Communication

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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Related Instruction Requirements: Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
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- Demonstrates self-management
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- Teaches/help others
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- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date __________

Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based
SIGNATURE APPROVALS

Initiator: (Date): John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date): John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date): Catherine Cantrell

Vice President of Instruction: (Date):

Do not write below line: For Education Support Services USE only:

Institutional Intent Code: 12
CIP Code: 32.0301
Educational Program Code:

Preliminary Approval Requested

✓

Vice President of Instruction

Date

Reviewed/Processed by: Educational Support Services

Date
**Course Abbreviation:** ESOL 047

**Capacity:** 22

**Long Course Title:** ESOL Conversation Support - Level 4

**Short Course Title:** Conversation Support 4

**Reason for Change:** Please list revisions to this course in space provided below

Change course descriptions.

**Date Submitted:** 04/19/2013

**Division Submitting:** 7J - Transitional Studies and Wellness

**Effective Date:** Quarter: Summer

Acad Year: 2013-2014

**Number of Sections Offered Each Quarter:**

- **Summer:** 2
- **Fall:** 2
- **Winter:** 2
- **Spring:** 2

**Number of Credits**

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**Contact Hours**

- **Discussion/Lecture:** 11.0 - 55.0
- **Applied Learning (Lab):**
- **Clinical (On-Site):**
- **Total Contact Hours:**

Indicate when variable credits apply and for schedule construction only.

**Coop Fees**

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**Fee Justification**

(Specify if for printed materials, classroom supplies, computer equipment, etc)

Course materials (papers, books, CDs) not to exceed $5.00 per student per quarter.

Will this course require computers? [ ]

- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources? [ ]

- No
- Yes

**Catalog Course Description** (Must not exceed 50 words)

To provide additional support for current students in ESOL 014 who need to improve their conversational skills. This is a pass/no credit course.

**Prerequisites (if any)**

(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)

Instructor's permission.
### Course Content Learning Outcomes

1. **Speak so others can understand:** Speak more fluently with increased vocabulary and improved pronunciation, intonation and word stress.
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Meets General Education Requirement (GER/GUR): Select one or more from the list below

- **Basic Skills/Communication**
- **Basic Skills/Quantitative Skills**
- **Humanities/Fine Arts/English**
- **Social Science**
- **Natural Science**
- **Lab Science**
- **Diversity**

Check box and submit a separate form to the Diversity Committee.

- **Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

### Course is applicable to one or more of the following degrees:

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*List applicable programs in space provided below*
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- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

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7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.
Associate in Applied Arts (AAA)

1.
2.
3.
4.
5.
6.

Associate in Applied Science (AAS)

1. 2. 3. 4. 5. 6.

Professional/Technical Cert (Cert-P)

1. 2. 3. 4. 5. 6.

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

Related Instruction Requirements:

Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
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- Appreciates and works with diverse group

Advisory Committee Approval Date

Evaluation: (Grading System)

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CIP Code: 32.0301
Educational Program Code: 

Preliminary Approval Requested

☑

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date
**Course Adoption Revision**

**CANCELLED COURSE**

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2631).

---

**Date Submitted:** 4/18/2013

**Division:** J7-Transitional Studies & Wellness

**Effective:** Qtr Summer Year 2013-2014

**Course Abbreviation:** ESOL 036

**Capacity:** 25

**Tuition:** Normal

**Long Course Title:** ESOL Citizenship Preparation Level 6

**Number of Sections offered each quarter:**
- Summer 1
- Fall 1
- Winter 1
- Spring 1

<table>
<thead>
<tr>
<th>Variable Credits</th>
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<tr>
<td>Number of Credits</td>
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<tr>
<td>Discussion/Lecture</td>
<td>11.0</td>
<td>44.0</td>
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<tr>
<td>Applied Learning (Lab)</td>
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<td></td>
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<tr>
<td>Clinical (On-Site)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Justification:** (Specify if for printed materials, supplies, computer equipment, etc)
- Printed materials; maximum of $5.00 per student per quarter.

---

**Catalog Course Description**

Assists participants in preparing for the U.S. naturalization examination and interview. Focus is on correctly completing application, studying materials necessary to pass the interview and examination, and practicing examination/interview skills. This is a pass/no credit course.

**Prerequisite(s) if any:**

Instructor’s permission.

**Course Content Learning Outcomes**

Complete and answer questions about N-400 naturalization form correctly. Write dictated sentences. Be familiar with the interview questions. Be familiar with the fundamentals of U.S. government and history. Express rights and responsibilities of U.S. citizenship.

**Sequence Course(s)**

**Cross-listed Course(s)**

---

**Academic Transfer (Baccalaureate)**

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Select one or more transfer degrees below, that this course will apply.

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APREN-DTA/MPR) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree
- (AS-Option 2) Associate of Science Degree
- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
- (AS-T) Associate in Physics Education
- (AST-MRP1) Engineering: Mechanical/Civil/Aeronautical

---


4/18/2013
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>(AAA) Associate in Applied Arts degree</th>
<th>(AAS) Associate in Applied Science degree</th>
<th>(CERT) Certificate</th>
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<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- [ ] Written Communication
- [ ] Oral Communication
- [ ] Computation
- [ ] Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- [ ] Demonstrates Responsibility
- [ ] Demonstrates Self-worth
- [ ] Demonstrates sociability in groups
- [ ] Demonstrates self-management
- [ ] Demonstrates integrity/honesty
- [ ] Participates as a team member
- [ ] Teaches/help others
- [ ] Exhibits leadership
- [ ] Negotiates Agreements
- [ ] Appreciates and works with diverse group

### Campus-Wide Learning Outcomes (CWLO)

**Critical Thinking**

**Responsibility**

Accept responsibility for their own learning and actions. Take responsibility for gathering and recording accurate information on N-400 application form.

**Quantitative Skills**

**Written Communication**

**Oral Communication**

**Evaluation (Grading System)**

- [ ] Grades (Decimal)
- [x] Pass/Credit
- [ ] Satisfactory
- [x] Competency-Based
### Request for Change
(For example - #1 Change No of Credits from 5 to 7)

1. Change course descriptions
2. Changed Course Content Learning Outcomes
3. Changed prerequisite

**SIGNATURE APPROVALS**

<table>
<thead>
<tr>
<th>Initiator: John Avery</th>
<th>(Date):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Chair: John Avery</td>
<td>(Date):</td>
</tr>
<tr>
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<td>(Date):</td>
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</table>

**Faculty Course Review Committee (FCRC):**

**Instruction Council (IC):**

**Executive Vice President (EVP):**

<table>
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<th>Institutional Intent Code: 12-Acad Basic Ed</th>
<th>CIP Code: 32.0305</th>
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Reviewed/Processed by: Educational Support Services | Date |

Course Adoption Revision

CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2631).

Date Submitted: 4/18/2013
Division 7J-Transitional Studies & Wellness
Effective: Qtr Summer Year 2013-2014

Course Abbreviation ESOL 035
Capacity 25
Tuition Normal Different Exempt

Long Course Title ESOL Citizenship Preparation Level 5
Number of Sections offered each quarter: Summer 1 Fall 1 Winter 1 Spring 1

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<td>Clinical (On-Site)</td>
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</table>

Indicate when variable credits apply For Schedule Construction Or

Advisory Committee Approval Date

Will this course require computers? If yes, select one or more from the following: Open Lab Classroom Library
Will this course require library to purchase more library and media resources No Yes

Justification: (Specify if for printed materials, supplies, computer equipment, etc)
Printed materials: maximum of $5.00 per student per quarter.

Catalog Course Description
Assists participants in preparing for the U.S. naturalization examination and interview. Focuses on correctly completing application, studying materials necessary to pass the interview and examination, and practicing examination/interview skills. This is a pass/no credit course.

Prerequisite(s) if any:
Instructor's permission.

Course Content Learning Outcomes
Complete and answer questions about N-400 naturalization form correctly. Write dictated sentences. Be familiar with the interview questions. Be familiar with the fundamentals of U.S. government and history. Express rights and responsibilities of U.S. citizen.

Sequence Course(s) Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Select one or more transfer degrees below, that this course will apply:

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APREN-DTA/MPR) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree (AS-Option 2) Associate of Science Degree
- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
- (AS-T) Associate in Physics Education
- (AST-MRP) Engineering: Mechanical/Civil/Aeronautical

5. Associate in Pre-Professional Degree

<table>
<thead>
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Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- Written Communication
- Oral Communication
- Computation
- Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Campus-Wide Learning Outcomes (CWLO)

Critical Thinking

Responsibility

Accept responsibility for their own learning and actions. Take responsibility for gathering and recording accurate information on N-400 application form.

Quantitative Skills

Written Communication

Oral Communication

Evaluation (Grading System)

- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

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<table>
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<tbody>
<tr>
<td>1. Change course descriptions</td>
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<td>2. Changed Course Content Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>3. Changed prerequisite</td>
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**SIGNATURE APPROVALS**

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<td>Executive Vice President (EVP):</td>
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**Institutional Intent Code:**

<table>
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**CIP Code:**

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**Educational Program Code:**

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Reviewed/Processed by: Educational Support Services Date
Course Adoption Revision
CANCELD COURSE

Date Submitted: 4/18/2013

Division 7J-Transitional Studies & Wellness

Effective: Qtr Summer Year 2013-2014

Course Abbreviation ESOL 034

Capacity 25

Tuition Normal

Long Course Title ESOL Citizenship Preparation Level 4

Short Course Title ESOL Citizenship Prep 4

Number of Sections offered each quarter: Summer 1 Fall 1 Winter 1 Spring 1

Variable Credits Minimum Maximum

Number of Credits 1 4

Discussion/Lecture 11.0 44.0

Applied Learning(Lab)

Clinical (On-Site)

Indicate when variable credits apply

For Schedule Construction Or

Advisory Committee Approval Date

Will this course require computers? If yes, select one or more from the following:

☐ Open Lab ☑ Classroom ☐ Library

Will this course require library to purchase more library and media resources

☐ No ☑ Yes

Catalog Course Description

Assists participants in preparing for the U.S. naturalization examination and interview. Focus is on correctly completing application, studying materials necessary to pass the interview and examination, and practicing examination/interview skills. This is a pass/no credit course.

Prerequisite(s) if any:

Instructor's permission.

Course Content Learning Outcomes

Complete and answer questions about N-400 naturalization form correctly. Write dictated sentences. Be familiar with the interview questions. Be familiar with the fundamentals of U.S. government and history. Express rights and responsibilities of U.S. citizenship.

Sequence Course(s)

Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

☐ Basic Skills/Communication

☐ Activity

Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

☐ Basic Skills/Quantitative Skills

☐ Diversity

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

☐ Humanities/Fine Arts/English

☐ (AS-Option 2) Associate of Science Degree

☐ Social Science

- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences

☐ Natural Science

- (AS-T) Associate in Biology Education

☐ Lab Science

- (AS-T) Associate in Chemistry Education

- (AS-T) Associate in General Science

☐ Lifetime Fitness/Wellness/Activity

- (AST-MRP1) Engineering: Mechanical/Civil/Aeronautical

Select one or more transfer degrees below, that this course will apply:

☐ (AA-DTA) Associate in Arts degree

☐ (AB-DTA) Associate in Business

☐ (DTA-MRP) Associate in Elementary Education

☐ (AFA-DTA) Associate in Fine Arts

☐ (AM-DTA) Associate in Math Education

☐ (APRENDTA/MRP) Associate in Pre-Nursing

☐ (AS-Option 1) Associate of Science Degree


4/18/2013
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>(AAA) Associate in Applied Arts degree</th>
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### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- [ ] Written Communication
- [ ] Oral Communication
- [ ] Computation
- [ ] Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- [ ] Demonstrates Responsibility
- [ ] Demonstrates Self-worth
- [ ] Demonstrates sociability in groups
- [ ] Demonstrates self-management
- [ ] Demonstrates integrity/honesty
- [ ] Participates as a team member
- [ ] Teaches/help others
- [ ] Exhibits leadership
- [ ] Negotiates Agreements
- [ ] Appreciates and works with diverse group

### Campus-Wide Learning Outcomes (CWLO)

#### Critical Thinking

#### Responsibility

Accept responsibility for their own learning and actions. Take responsibility for gathering and recording accurate information on N-400 application form.

#### Quantitative Skills

#### Written Communication

#### Oral Communication

#### Evaluation (Grading System)

- [ ] Grades (Decimal)
- [x] Pass/Credit
- [x] Satisfactory
- [ ] Competency-Based
Request for Change (For example - #1 Change No of Credits from 5 to 7)

1. Change course descriptions
2. Changed Course Content Learning Outcomes
3. Changed prerequisite
4. Changed Campus Wide Learning Outcomes

SIGNATURE APPROVALS

Initiator: John Avery (Date):

Division Chair: John Avery (Date):

Dean of Instruction: Catherine Cantrell (Date):

Faculty Course Review Committee (FCRC): (Date):

Instruction Council (IC): (Date):

Executive Vice President (EVP): (Date):

Institutional Intent Code: 12-Acad Basic Ed

CIP Code: 32.0303

EVP Code: Educational Program Code:

Reviewed/Processed by: Educational Support Services Date
COURSE ADOPTION REVISION

REVISED COURSE

The college is committed to serving disabled and disadvantaged students with disabilities; they may encounter or be blind through digital formats. For information, registration assistance, accessibility, and more, contact the Disability Services Coordinator. (See CAR)

Reason for Change: Please list revisions to this course in space provided below.

Change course descriptions

Course Abbreviation: ESOL 033
Capacity: 25

Long Course Title: ESOL Conversation
(48 characters including spaces)

Short Course Title: ESOL Conversation
(24 characters including spaces)

Tuition
Normal
Different
Exempt

Date Submitted: 4/19/2013
Division Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Number of Sections Offered Each Quarter:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1</td>
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<td>1</td>
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</tbody>
</table>

Number of Credits

If variable credit, please fill in a minimum and maximum credit values.
If not, variable credit, please fill in the credit under minimum column.

<table>
<thead>
<tr>
<th>Credits</th>
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<td>1</td>
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</table>

Contact Hours

Discussion/Lecture
Applied Learning(Lab)
Clinical (On-Site)
Total Contact Hours

Indicate when variable credits apply
For Schedule Construction Only

Sequence Course(s) (if applicable)
Cross-Listed Course(s) (if applicable)

Will this course require computers?
Open Lab
Classroom
Library

Will this course require library to purchase more library and media resources: No
Yes

Catalog Course Description (Must not exceed 60 words)
Provides high beginning ESOL students with language practice opportunities to share ideas, opinions and experiences. Students become active participants in conversations and improve their ability to manage conversations. This is a pass/no credit course.

Prerequisites (if any)
(Make sure prerequisites are clear; especially when and/or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly)

Instructor's permission.
**Course Content Learning Outcomes**

Students will: discuss cultural and personal information and experiences, speak confidently with others on the job, in the classroom and in the community, use specific language strategies (follow-up questions, clarifying, interrupting, etc) to improve communicative competency. These outcomes will be demonstrated by class participation, teacher observation, completion of assignments and self-assessment exercises.

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? *If yes, please select one or more applicable distribution below.* Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, check box and submit a separate form to the Diversity Committee.</td>
</tr>
<tr>
<td>Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.</td>
</tr>
</tbody>
</table>

**Course is applicable to one or more of the following degrees:** Select one or more from the list below

- Associate in Arts degree *(AA-DTA)*
- Associate in Business *(AB-DTA)*
- Associate in Elementary Education *(AEE-DTA)*
- Associate in Fine Arts *(AFA-DTA)*
- Associate in Math Education *(AM-DTA)*
<table>
<thead>
<tr>
<th>Associate in Pre-Nursing APren-DTA/MPR</th>
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<tbody>
<tr>
<td>Associate of Science-Transfer (AS-T Opt 1)</td>
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<tr>
<td>Associate of Science-Transfer (AS-T Opt 2)</td>
</tr>
<tr>
<td>Associate in Biology Education (AS-T Opt 1)</td>
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<tr>
<td>Associate in Chemistry Education (AS-T Opt 1)</td>
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<tr>
<td>Associate in General Science Education (AS-T Opt 1)</td>
</tr>
<tr>
<td>Associate in Physics Education (AS-T Opt 2)</td>
</tr>
<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
<tr>
<td>Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
<tr>
<td>Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)</td>
</tr>
</tbody>
</table>

List applicable programs in space provided below:
Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Written Communication
- Quantitative and Symbolic Reasoning
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>Associate in Applied Arts degree (AAA)</th>
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<th>Professional/Technical Cert (Cert-P)</th>
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### Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Advisory Committee Approval Date

_______

### Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [x] Satisfactory
- [x] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date): John Avery

Faculty Course Review Committee (FCRC): (Date):

Division Chair: (Date): John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date): Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 12
CIP Code: 32.0303
Educational Program Code: 

Preliminary Approval Requested

Vice President of Instruction

Date

Reviewed/Processed by: Educational Support Services Date

Do not write below line: For Education Support Services USE only:
Course Abbreviation: **ESOL 031**
Capacity: 25
Long Course Title: **ESOL Conversation**
(48 characters including spaces)
Short Course Title: **ESOL Conversation**
(24 characters including spaces)

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer: 1
- Fall: 1
- Winter: 1
- Spring: 1

Number of Credits
If variable credit, please fill in a minimum and maximum credit values. If not, variable credit, please fill in the credit under minimum column.
Number of Credits Minimum Maximum
1 1 5

Contact Hours
- Discussion/Lecture 11 55
- Applied Learning(Lab) ________ ________
- Clinical (On-Site) ________ ________
- Total Contact Hours ________ ________

Indicate when variable credits apply
For Schedule Construction Only

Sequence Course(s) (if applicable)

Cross-Listed Course(s) (if applicable)

Will this course require computers? □
□ Open Lab □ Classroom □ Library

Will this course require library to purchase more library and media resources: No □ Yes □

Catalog Course Description *(Must not exceed 60 words)*
Provides low beginning ESOL students with language practice opportunities to share ideas, opinions and experiences. Students become active participants in conversations and improve their ability to manage conversations. This is a pass/no credit course.

Date Submitted: 04/19/2013
Division Submitting: 7J - Transitional Studies and Wellness
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Coop Fees
<table>
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<tr>
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</table>

Fee Justification *(Specify if for printed materials, classroom supplies, computer equipment, etc)*
Printed materials-not to exceed $5.00 per student per quarter

Prerequisites (if any)  (Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)

Instructor's permission.

Course Content Learning Outcomes  List student achievement during course

Students will: discuss cultural and personal information and experiences, start to speak confidently with others on the job, in the classroom and in the community, begin to use specific language strategies (follow-up questions, clarifying, interrupting, etc) to improve communicative competency. These outcomes will be demonstrated by class participation, teacher observation, completion of assignments and self-assessment exercises.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution?  If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below

- Associate in Arts degree (AA-DTA)
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List applicable programs in space provided below:

- T) List applicable programs in space provide below:

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Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking

- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

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### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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### Related Instruction Requirements:

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group
Advisory Committee Approval Date

### Evaluation: (Grading System)
- [x] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [ ] Pass/No Credit
- [x] Satisfactory
- [x] Competency-Based

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**SIGNATURE APPROVALS**

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<td>John Avery</td>
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<td>12</td>
<td>32.0301</td>
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**Preliminary Approval Requested**

- [ ]

Vice President of Instruction

**Date**

**Reviewed/Processed by:** Educational Support Services          **Date**
Advanced level of ESOL for students who are permanent residents of Washington State. Students listen to native-speaker level of English for authentic purposes, participate in discussions, and give short presentations. Students read extended English passages and write basic essays on many topics. Students complete a variety of projects to increase their language skills in preparation for transitioning to work, community life, or further education. This is a pass/no credit course.
Prerequisites (if any)  (Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out cleanly):

ESOL Level 5, placement test, and instructor's permission.

Course Content Learning Outcomes

List student achievement during course

Students will:
- Students will comprehend the purpose and inference of spoken and written English on a range of familiar and new topic.
- Students will distinguish the main idea and details of spoken and written English.
- Students will communicate through spoken and written English simple and increasingly complex ideas in personal, educational, and occupational contexts.
- Students will write beginning academic essays which incorporate simple, compound and complex sentences.
- Students will learn and use English vocabulary and grammar needed to communicate simple and complicated concepts with increased precision.
- Students will use English effectively to communicate in a full range of socio and linguistic contexts from paying a bill to receiving advice and registering for college.
- Students will utilize various language learning strategies to gain understanding and communicate in English. These outcomes will be demonstrated by class participation, teacher observation, completion of assignments, self-assessment exercises and successful completion of final test.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below.

Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity
- Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below

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Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below:

- T

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List applicable programs in space provided below:

Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

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Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Teachers help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

3. Demonstrate the ability to develop an idea with support.

Teachers help students to understand the use of details and examples to support an idea. Teachers will give feedback to students to improve this aspect of their writing.

4. Demonstrate audience awareness in writing.

Teachers encourage students to write for a variety of audiences. Teachers will give feedback to students to improve this aspect of their writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Teachers instruct their students in mechanics, grammar, and word usage appropriate to their level. Teachers will give feedback to students to improve this aspect of their writing.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Teachers instruct and provide opportunities for students to evaluate, revise, edit, and proofread their work. Teachers will give feedback to students to improve this aspect of their writing.
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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**Related Instruction Requirements:**

Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

**Advisory Committee Approval Date**

_________

**Evaluation: (Grading System)**

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [x] Satisfactory
- [x] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date): John Avery

Faculty Course Review Committee (FCRC): (Date):

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Dean of Instruction: (Date): Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: 11-Acad Trans

CIP Code: 32.0305

Educational Program Code: ___________________

Preliminary Approval Requested

[]

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date

Do not write below line: For Education Support Services USE only:

Institutional Intent Code: CIP Code: Educational Program Code: ___________________

4/18/2013

https://www.gatornet.greenriver.edu/car/print/revised-car.aspx?crs=ESOL+016&div=7J - ...
Course Abbreviation: **ESOL 013**  
Capacity: **25**

**Long Course Title:** English for Speakers of Other Languages Level 3  
**(48 characters including spaces)**

**Short Course Title:** ESOL Level 3  
**(24 characters including spaces)**

---

**Tuition**

- Normal  
- Different  
- Exempt

---

**Number of Sections Offered Each Quarter:**

- **Summer:** 6  
- **Fall:** 6  
- **Winter:** 6  
- **Spring:** 6

---

**Number of Credits**

- **Minimum:** 1  
- **Maximum:** 15

---

**Contact Hours**

- Discussion/Lecture: 11 - 165  
- Applied Learning(Lab):  
- Clinical (On-Site):  
- Total Contact Hours: 

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**Coop Fees**

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**Fee Justification**

*Specify if for printed materials, classroom supplies, computer equipment, etc*

Printed materials-not to exceed $5.00 per student per quarter

---

**Will this course require computers?**

- [ ] Open Lab  
- [ ] Classroom  
- [ ] Library

---

**Will this course require library to purchase more library and media resources?**

- [ ] No  
- [ ] Yes  
- [ ]

---

**Catalog Course Description**  
*(Must not exceed 50 words)*

High-beginning level of ESOL for students who are permanent residents of Washington State. Students begin to understand simple spoken or written learned phrases and new phrases containing familiar vocabulary. Students practice essential survival skills including asking questions and communicating personal information. Students write short sentences on familiar subjects and fill out basic personal information on forms. Students learn organizational skills and learn to function in a classroom setting. This is a pass/no credit course.
Prerequisites (if any): ESOL Level-2, placement test and instructor's permission.

Course Content Learning Outcomes

Write several related sentences on a familiar topic. Attempt to self edit writing for basic grammar, like punctuation, verb tenses, subject/verb agreement, plurals, subject and adjective pronouns, and word order. Use present, simple future, and some common irregular past tense verbs, to write affirmative and negative sentences, and questions. Fill out simple authentic forms using models (e.g. registration forms, job application, health history). Write short messages or notes using models (phone messages, thank you card, and email). Apply sound/symbol relationships to spell simple words. Use and understand simple phrases in English to communicate basic, everyday needs. Clarify meaning or ask for clarification when communication breaks down. Participate in a discussion, express opinions and agree or disagree with others. Give accurate personal history in a social setting. Speak with intelligible pronunciation. Use conversation strategies (e.g. asking follow up-questions, showing interest). Understand the gist and/or purpose of brief spoken messages on everyday topics. Listen and follow 2-3 step directions Recognize important information in conversation on familiar topic. Read simple stories and be able to answer questions and identify the main idea. Read multi-paragraph texts and write and answer Wh- questions about it. Read and follow written directions. Use context to guess meaning of unfamiliar words in a multi-paragraph text. Read and begin to summarize materials.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
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- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

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List applicable programs in space provided below

List applicable programs in space provided below:

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking

- Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Teachers will review with their students expectations, policies and procedures that are written in the syllabus.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

Teachers will review with their students guidelines for classroom behavior that are written in the syllabus.

3. Meet obligations necessary to complete individual and group tasks.

Teachers will provide instruction and support on how to successfully work in groups. Teachers will hold students responsible for completing assignments on time.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

Quantitative and Symbolic Reasoning
5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Teachers will hold students responsible to be polite and respect the needs and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Written Communication

1. Demonstrate use of a writing process.

Teachers explain the writing process and give students opportunities to practice.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Teachers help students identify and express a controlling idea in their writing. Teachers will give feedback to students to improve this aspect of their writing.

3. Demonstrate the ability to develop an idea with support.

Teachers help students to understand the use of details and examples to support an idea. Teachers will give feedback to students to improve this aspect of their writing.

4. Demonstrate audience awareness in writing.

Teachers encourage students to write for a variety of audiences. Teachers will give feedback to students to improve this aspect of their writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Teachers help students articulate and organize their thoughts in writing. Teachers will give feedback to students to improve this aspect of their writing.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Teachers instruct their students in mechanics, grammar, and word usage appropriate to their level. Teachers will give feedback to students to improve this aspect of their writing.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Teachers instruct and provide opportunities for students to evaluate, revise, edit, and proofread their work. Teachers will give feedback to students to improve this aspect of their writing.
Professional/Technical Degrees - *Does this course apply towards a professional/technical degree?*

<table>
<thead>
<tr>
<th>Associate in Applied Arts degree (AAA)</th>
<th>Associate in Applied Science (AAS)</th>
<th>Professional/Technical Cert (Cert-P)</th>
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</table>

**Related Instruction Requirements:**
*Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

**Advisory Committee Approval Date**

**Evaluation: (Grading System)**

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [x] Satisfactory
- [x] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date): 
John Avery

Faculty Course Review Committee (FCRC): (Date): 
Division Chair: (Date):
John Avery

Instruction Council (IC): (Date):

Dean of Instruction: (Date):
Catherine Cantrell

Vice President of Instruction: (Date):

Institutional Intent Code: CIP Code: Educational Program Code:
12 32.0302

Preliminary Approval Requested

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services Date

Do not write below line: For Education Support Services USE only:
Course Abbreviation: GIS 292
Capacity 18
Long Course Title: GIS Project
Short Course Title: None

Tuition
 Normal Different Exempt

Number of Sections Offered Each Quarter:
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
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<td>1</td>
</tr>
</tbody>
</table>

Number of Contacts

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Lecture</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Applied Learning(Lab)</td>
<td>22</td>
<td>66</td>
</tr>
<tr>
<td>Clinical (On-Site)</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate when variable credits apply

Sequence Course(s) (if applicable)
GIS 291

Cross-Listed Course(s) (if applicable)

Will this course(s) require computers? Yes

Number of Credits Minimum Maximum
1 50.00 1Y12 GI
2 0.00

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Computer Lab Fee

Continuation of GIS 291. Students learn to use project planning and implement a project plan to completion. Students choose a specialty area of GIS for class project work and submit a complete written project. Possible specialties include natural resources/conservation, urban planning, national security, utilities, real estate, criminal justice or other areas of interest. Students apply knowledge learned throughout the GRCC GIS program to accomplish the final capstone project in GIS 292. If an appropriate opportunity exists, students may be able to address real-world projects through internship in government, private sector, or non-profit organizations.
### Prerequisites (if any)

GIS 291, GIS 220 or instructor's permission

### Course Content Learning Outcomes

1. Perform research to support project goals. 2. Locate and utilize appropriate data resources. 3. Synthesize spatial questions and model solutions. 4. Perform spatial analyses using both raster and vector data sources. 5. Design and implement a GIS project. 6. Write FGDC-compliant metadata reports. 7. Produce finished maps and presentations. Students will demonstrate outcomes through assignments and project proposal submissions that effectively show the ability to implement a project, and to attain those project goals using GIS technology.

### Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.**

Note that course transferability depends on acceptance by at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

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Course is applicable to one or more of the following degrees: Select one or more from the list below

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<td>Program</td>
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List applicable programs in space provided below:
Critical Thinking

1. Apply relevant criteria and standards when evaluating information, claims and arguments.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Understand and use file management, geodatabase workspace, and map document workspace.
- Process information; evaluate to individual experiences and knowledge; use scientific process; Use Geospatial metadata standards such as Federal Geographic Data committee (FGDC) or International Organization for Standardization (ISO). Understand GIS project Process Use geographic and projected coordinate system principles in real world applications Use Database tables’ relationship and different geodatabase types. Understand and use spatial data joint, relate, join class, topology, and other geoprocessing tools.
- Define the problem or topic; identify possible logical sequential and spatial approaches; gather data, define objectives clearly and decide on an approach using geoprocessing tool(s); show answers in a good map. Demonstrate effective Time Management, team work and understand Risk management.
- Explore and Analyze spatial data in a well-designed map that demonstrates the topic and objectives of the map.
- Research; Replicate; Reinterpret spatial data and objectives
- Apply learned module approaches to real world case studies and areas of interest/disciplines. Overlay correctly different layers with different coordinate systems to produce overlay analysis, and cartographic finished map.
Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.

Identify and clarify procedures, rules, policies, and expectations. Evaluate the procedures, rules, policies, and expectations relative to individual principles and morals. Choose to follow the stated procedures, rules, policies, and expectations, or choose to not follow relative to individual principles and morals. Adhere to class management rules and procedures.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

If procedures, rules, policies, and expectations are not followed, students face the consequences.

3. Meet obligations necessary to complete individual and group tasks.

Punctuality; presence; participation; outcome, and performance

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

Identify problem; identify the gap between what can be done and what should be done; state effects and make a decision.

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Effective collaboration through listening, empathizing, and accommodating others

6. Strive for excellence in contributions, performances and products.

Creativity and quality of analytical maps and information

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Complete work independently, and appropriately acknowledge the source of ideas and contributions of others. Complete a well-designed map with the appropriate map elements including the data source and projection.

Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

Explore, observe, and state extent and source of spatial data and final product

2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

Define the problem; choose a quantitative framework of spatial analysis; use replicable methods; use different style symbols such as ESRI symbols or environment symbol styles.

3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.

Create and edit new spatial datasets. Convert data between formats. Make appropriate use of map scale and demonstrate ability to work with map projections and coordinate systems.

4. Demonstrate the ability to estimate a solution to a presented problem.

Evaluate data/facts/results compared to individual experiences and knowledge; use different map scales

5. Translate data into various formats such as symbolic language, equations, graphs and formulas.
6. Implement calculator/computer technology to solve problems.

Use the latest ArcGIS software version and other data formats including but not limited to Excel and Access; Use demographic, hydrologic, and environmental data; produce new datasets through analysis of terrain models; Model spatial analysis using the principles of map algebra

7. Demonstrate logical reasoning skills through formal and informal proofs.

Replication attainable; Quantitative reasoning and use of geoprocessing tools are demonstrated through step-by-step process; Create final maps and reports

Written Communication

1. Demonstrate use of a writing process.

Produce a final finished map with enough written information explaining what the map is all about; Produce a final written project using the appropriate method/structure.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

The end result of each GIS task is a good quality map that has a topic, clear objectives, and a conclusion Each map has a story to tell with clear information targeting different audience

3. Demonstrate the ability to develop an idea with support.

Transfer field data, notes, and map sketches to a digital format with an actual coordinate system to analyze data spatially; Create a report; Construct problem statements and use spatial analysis approach to analyze data

4. Demonstrate audience awareness in writing.

Make maps for different audience and map readers; Identify the potential reader(s); Write to the knowledge and experience of the audience

5. Demonstrate appropriate methods of integrating and documenting outside sources.

Knowledge of works cited and references; Use of American Psychological Association (APA) style

6. Demonstrate ability to use common tools of information research in writing.

Scientific report format of title page, abstract, introduction, methods & materials, results, discussion, conclusion, and works cited; Ability to appropriately use interviews, scientific journals, electronic media, textbooks, and databases; Census data and Tiger/Line file (ASCii file) and Shapefile; WAGDA Data; Public Land Survey System databases found at Bureau of Land Management and county courthouses

7. Demonstrate clear organization of thoughts in coherent written form.

Concise; organized; complete weekly progress report; scientific report, cover letter, and resume formats followed; PowerPoint basics followed. GIS Project Planning process followed Geospatial metadata standard developed by FGDC (Federal Geographic Data Committee) and ISO Metadata Standards and Standard for Digital Geospatial Metadata (CSDGM) followed.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

Contrast different assignment output, scientific report, weekly report or notes, and journal entries; Contrast format, style, and tone of essay examination with scientific reports; Contrast when to use Excel and Access; Demonstrate use of GIS; Contrast when to use PowerPoint to Publisher or ArcGIS poster

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

Grammar, syntax, and punctuation are evaluated
10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others. Grammar, syntax, and punctuation are evaluated.

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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Related Instruction Requirements:
Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- [ ] Written Communication
- [ ] Oral Communication
- [ ] Computation
- [ ] Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- [ ] Demonstrates Responsibility
- [ ] Demonstrates Self-worth
- [ ] Demonstrates sociability in groups
- [ ] Demonstrates self-management
- [ ] Demonstrates integrity/honesty
- [ ] Participates as a team member
- [ ] Teaches/help others
- [ ] Exhibits leadership
- [ ] Negotiates Agreements
- [ ] Appreciates and works with diverse group

Advisory Committee Approval Date 5/20/2010

Evaluation: (Grading System)

- [x] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [] Pass/No Credit
- [] Satisfactory
- [] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date):  
Faculty Course Review Committee (FCRC): (Date):

Sabah Jabbouri

Division Chair: (Date):  
Instruction Council (IC): (Date):

Jeff McCauley

Dean of Instruction: (Date):  
Vice President of Instruction: (Date):

Josh Clearman

Institutional Intent Code:  CIP Code:  Educational Program Code:
21  45.0790  194

Preliminary Approval Requested

Vice President of Instruction  Date

Reviewed/Processed by: Educational Support Services  Date
Course Abbreviation:  H SCI 108
Capacity:  20

Long Course Title:  College Success for Healthcare Exploration
(48 characters including spaces)
Short Course Title:  Healthcare Exploration
(24 characters including spaces)

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer: 1
- Fall: 0
- Winter: 0
- Spring: 1

Number of Credits
- If variable credit, please fill in minimum and maximum credit values.
- If not, variable credit, please fill in the credit under minimum column.
- Minimum: 2
- Maximum: 2

Contact Hours
- Discussion/Lecture: 22
- Applied Learning (Lab)
- Clinical (On-Site)
- Total Contact Hours

Coop Fees
- Amount: 0.00
- Budget Number
- Fee Code

Fee Justification
- (Specify if for printed materials, classroom supplies, computer equipment, etc)

Indicate when variable credits apply
- None

Sequence Course(s) (if applicable)

Cross-Listed Course(s) (if applicable)

Will this course require computers?
- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources:
- No
- Yes

Catalog Course Description
- (Must not exceed 60 words)

Enhances student learning in the Introductions to Health Care Careers program by exploring methods and strategies of improving study skills and habits that include the following: time management, note-taking, efficient reading, test preparation and test taking, and understanding personal learning styles.
Within the context of Introduction to Health Care Careers, students completing this course should be able to do the following: • Discover their learning style preferences as well as attitudes and motivations toward learning. • Apply effective time management techniques to promote better learning. • Demonstrate critical thinking skills in problem solving activities. • Demonstrate critical reading skills in academic reading assignments. • Actively listen in lectures and take useful notes. • Apply effective study strategies to prepare for and take tests successfully. • Locate, evaluate, and accurately use Internet resources.

**Prerequisites (if any)**

(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)

**Course Content Learning Outcomes**

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
<th>Diversity</th>
</tr>
</thead>
</table>

List student achievement during course

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance at at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

**Course is applicable to one or more of the following degrees:**

Select one or more from the list below

- Associate in Arts degree (AA-DTA)
- Associate in Business (AB-DTA)
- Associate in Elementary Education (AEE-DTA)

Associate in Fine Arts (AFA-DTA)

Associate in Math Education (AM-DTA)

Associate in Pre-Nursing APren-DTA/MPR)

Associate of Science-Transfer (AS-T Opt 1)

Associate of Science-Transfer (AS-T Opt 2)

Associate in Biology Education (AS-T Opt 1)

Associate in Chemistry Education (AS-T Opt 1)

Associate in General Science Education (AS-T Opt 1)

Associate in Physics Education (AS-T Opt 2)

Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr (AS-T Opt 2 MRP)

Associate in Biological or Chemical Pre-Engr (AS-T Opt 2 MRP)

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)
List applicable programs in space provided below:

- Associate in Applied Arts degree (AAA)
- Associate in Applied Science (AAS)
- Professional/Technical Cert (Cert-P)

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility
- Quantitative and Symbolic Reasoning
- Written Communication

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?
1. Written Communication
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4. Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

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- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date

Evaluation: (Grading System)

x Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

SIGNATURE APPROVALS

Initiator: (Date): Leslie Kessler

Faculty Course Review Committee (FCRC): (Date):
Division Chair: (Date):

Leslie Kessler

Instruction Council (IC): (Date):

Dean of Instruction: (Date):

Sidney Weldele Wallace

Vice President of Instruction: (Date):

Institutional Intent Code: 21

CIP Code:

Educational Program Code:

Preliminary Approval Requested

Vice President of Instruction

Date

Reviewed/Processed by: Educational Support Services Date

---

Do not write below line: For Education Support Services USE only:

Institutional Intent Code: 21

CIP Code:

Educational Program Code:

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COURSE ADOPTION REVISION

REvised Course

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advising, and liaison with faculty and staff contact the Disabled Student Services Coordinator [ext.2681]

Reason for Change Please list revisions to this course in space provided below

Remove 1 section summer, fall and winter

Date Submitted: 3/18/2013
Division Submitting: 2I - Health Sciences and Educa
Effective Date: Quarter: Spring
Acad Year: 2012-2013

Course Abbreviation: H SCI 110
Capacity 20
Long Course Title: Exploring Healthcare Careers
(48 characters including spaces)
Short Course Title: 
(24 characters including spaces)

Tuition
Normal Different Exempt

Number of Sections Offered Each Quarter:

Summer Fall Winter Spring
0 0 0 1

Number of Credits
If variable credits, please fill in a minimum and maximum credit values. If not, variable credit, please fill in the credit under minimum column.

Number of Credits Minimum Maximum

3

Contact Hours
Discussion/Lecture 33
Applied Learning(Lab)
Clinical (On-Site)
Total Contact Hours

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Coop Fees Amount Budget Number Fee Code
1 0.00
2 0.00

Indicate when variable credits apply

Sequence Course(s) (if applicable)

Cross-Listed Course(s) (if applicable)

Will this course require computers? Open Lab Classroom Library

Will this course require library to purchase more library and media resources: No

Catalog Course Description (Must not exceed 60 words)

Explores career options in the healthcare field. Covers qualities of the health care worker, how to prepare for a career in health care, cultural issues in health care, and an overview of the many health care career options.

1. Describe the personal characteristics necessary to be an effective health care worker. 2. Describe the responsibilities of the different health care careers. 3. Compare and contrast the following factors among professions: educational requirements, employment trends, opportunities for advancement, salary potential, career ladders. 4. Identify the professionals who do similar tasks or have similar responsibilities. 5. Discuss the impact of culture on health care. 6. Describe the life-span perspective as it relates to health care. 7. Identify the steps necessary to prepare for a career in health care.

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

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<tr>
<td>Associate in Physics Education</td>
<td>AS-T Opt 2</td>
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<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr</td>
<td>AS-T Opt 2 MRP</td>
</tr>
<tr>
<td>Associate in Biological or Chemical Pre-Engr</td>
<td>AS-T Opt 2 MRP</td>
</tr>
<tr>
<td>Associate in Computer or Electrical Pre-Engr</td>
<td>AS-T Opt 2 MRP</td>
</tr>
</tbody>
</table>
List applicable programs in space provided below:

- Critical Thinking

1. Apply relevant criteria and standards when evaluating information, claims and arguments.
2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

The student recognizes and uses essential components of effective reasoning and analysis to evaluate information and to improve the quality of his/her thinking. This outcome is demonstrated by classroom activities and assignments.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.
4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.
Responsibility

1. Identify and comply with clearly stated expectations, policies and procedures.
   
   Completing assignments independently and handing in required written material on time. Demonstrating appropriate classroom behavior and developing a positive attitude towards learning.

2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.

3. Meet obligations necessary to complete individual and group tasks.

4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

6. Strive for excellence in contributions, performances and products.

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

   Demonstrated by written assignments.
8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

**Professional/Technical Degrees - Does this course apply towards a professional/technical degree?**

<table>
<thead>
<tr>
<th>Associate in Applied Arts degree (AAA)</th>
<th>Associate in Applied Science (AAS)</th>
<th>Professional/Technical Cert (Cert-P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

**Related Instruction Requirements:**

Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

**Advisory Committee Approval Date**

**Evaluation: (Grading System)**

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [ ] Pass/No Credit
Course Abbreviation: **H SCI 112**  
Capacity: 20

Long Course Title: Introduction to Healthcare Skills and Functions  
(48 characters including spaces)

Short Course Title: Hlthcare Skill/Functions  
(24 characters including spaces)

**Reason for Change** Please list revisions to this course in space provided below

1. Remove 1 section summer, fall and winter quarters  
2. Change contact hours from 22 lec to 11 lec/22 lab

**Date Submitted:** 3/18/2013  
**Division Submitting:** 2I - Health Sciences and Educa  
**Effective Date:** Quarter: Fall  
Acad Year: 2012-2013

**Number of Sections Offered Each Quarter:**

<table>
<thead>
<tr>
<th>Quarter</th>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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**Number of Credits**

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<th>Credits</th>
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**Contact Hours**

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<th>Minimum</th>
<th>Maximum</th>
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<tr>
<td>Discussion/Lecture</td>
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<tr>
<td>Applied Learning(Lab)</td>
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<tr>
<td>Clinical (On-Site)</td>
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<tr>
<td>Total Contact Hours</td>
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</table>

**Fee Justification**

(Specify if for printed materials, classroom supplies, computer equipment, etc)

**Coop Fees**

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Budget Number</th>
<th>Fee Code</th>
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<tr>
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</table>

**Catalog Course Description** *(Must not exceed 60 words)*

Students are instructed in general patient care basics including infection control and measuring vital signs, body mechanics and transfers along with professional behavior and awareness. Students also earn CPR/First Aid for Healthcare Professionals and HIV/Aids certification and HIPAA certificates upon completion of the course.
Prerequisites (if any)  
(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out cleanly.)

Course Content Learning Outcomes

Upon completion of this course student will be able to: 1. Demonstrate basic professional communication skills needed to work effectively with supervisors, fellow staff members and patients/clients. 2. Identify responsibilities relative to legal issues, which include patient/client confidentiality and HIPAA compliance. 3. Demonstrate an awareness of different cultural health practice and the importance of respecting a variety of cultural beliefs in the work place. 4. Demonstrate good hand washing skills and donning and doffing gloves for knowledge of universal precautions and blood borne pathogens. 5. Demonstrate basic ability to accurately measure and record vital signs, which include pulse, blood pressure, body temperature and respiration. 6. Describe and demonstrate the principles of correct body mechanics. 7. Demonstrate the ability to perform and assist with turning and repositioning of patients. 8. Demonstrate the ability to perform and assist with transfers. 9. Earn mandatory 7-hour HIV/Aids certification. 10. Earn certified CPR/First aid for Healthcare Professionals card/certificate.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance by at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Diversity, check box and submit a separate form to the Diversity Committee.

- Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.

Course is applicable to one or more of the following degrees: Select one or more from the list below

- Associate in Arts degree (AA-DTA)
- Associate in Business (AB-DTA)
<table>
<thead>
<tr>
<th>Program Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Elementary Education</td>
<td>AEE-DTA</td>
</tr>
<tr>
<td>Associate in Fine Arts</td>
<td>AFA-DTA</td>
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<tr>
<td>Associate in Math Education</td>
<td>AM-DTA</td>
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<tr>
<td>Associate in Pre-Nursing</td>
<td>APren-DTA/MRP</td>
</tr>
<tr>
<td>Associate of Science-Transfer</td>
<td>AS-T Opt 1</td>
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<tr>
<td>Associate of Science-Transfer</td>
<td>AS-T Opt 2</td>
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<tr>
<td>Associate in Biology Education</td>
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<tr>
<td>Associate in Chemistry Education</td>
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<td>AS-T Opt 2 MRP</td>
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</table>
### Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)

List applicable programs in space provided below:

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### Campus-Wide Learning Outcomes (CWLO)

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility
- Quantitative and Symbolic Reasoning
- Written Communication

### Associate in Applied Arts degree (AAA)  
### Associate in Applied Science (AAS)  
### Professional/Technical Cert (Cert-P)
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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</table>

### Related Instruction Requirements:
Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Advisory Committee Approval Date

[ ] Advisory Committee Approval Date

### Evaluation: (Grading System)

- [x] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [ ] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based
**SIGNATURE APPROVALS**

<table>
<thead>
<tr>
<th>Initiator: (Date):</th>
<th>Faculty Course Review Committee (FCRC): (Date):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Kessler</td>
<td></td>
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<table>
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<tr>
<th>Division Chair: (Date):</th>
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<tbody>
<tr>
<td>Leslie Kessler</td>
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<tr>
<th>Instruction Council (IC): (Date):</th>
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<tr>
<th>Dean of Instruction: (Date):</th>
<th>Vice President of Instruction: (Date):</th>
</tr>
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<tbody>
<tr>
<td>Sidney Weldele Wallace</td>
<td></td>
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</tbody>
</table>

**Institutional Intent Code:**

**CIP Code:**

**Educational Program Code:**

- Preliminary Approval Requested

- [X]

<table>
<thead>
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<th>Vice President of Instruction Date</th>
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<thead>
<tr>
<th>Reviewed/Processed by: Educational Support Services Date</th>
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</tbody>
</table>
Course Abbreviation: INFO 104  
Capacity: 37

Long Course Title: Information for the Disciplines  
Short Course Title: Info Disciplines

Reason for Change: Please list revisions to this course in space provided below.
- Change course abbreviation from LIB
- Change course capacity from 25
- Change course description
- Change course outcomes
- Change campus-wide learning outcomes

Tuition: Normal  
Number of Sections Offered Each Quarter:  
- Summer: 1
- Fall: 1
- Winter: 1
- Spring: 1

Number of Credits:  
Number of Contacts:  
Discussion/Lecture: 22
Applied Learning(Lab):  
Clinical (On-Site):  
Total Contact Hours: None

Fee Justification:  
(specify if for printed materials, classroom supplies, computer equipment, etc)

Date Submitted: 2/12/2013  
Division Submitting: 4L - Humanities  
Effective Date:  
Quarter: Summer  
Acad Year: 2013-2014

Coop Fees:  
Amount:  
1: 0.00  
2: 0.00

Will this course require computers? Yes

Will this course require library to purchase more library and media resources? Yes

Catalog Course Description:  
Introduces students to the professional and research literature in a humanities, social sciences or science discipline. Students develop the ability to locate, evaluate, and effectively and ethically use information sources and information retrieval systems pertinent to the discipline under study. Students will gain an understanding of the object and method of study in the discipline, and compare scholarly with popular sources. May be offered as a linked course. May be repeated for credit. This is a pass/no credit course.
Prerequisites (if any) 
(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out cleanly.)

Course Content Learning Outcomes

Students will be able to:* Identify key terms and concepts in an academic discipline * Identify and use information retrieval systems appropriate to the academic discipline * Construct an appropriate topic for and search strategy in the academic discipline * Identify a variety of types and formats of information sources in the academic discipline * Critically evaluate information and information sources in the discipline * Use information effectively and ethically for academic purposes.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.**

Note that course transferability depends on acceptance of at least 3 major Washington State universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
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<tbody>
<tr>
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<td><strong>Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.</strong></td>
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<td>Lab Science</td>
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<tr>
<td>Lifetime Fitness/Wellness/Activity</td>
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</tbody>
</table>

Course is applicable to one or more of the following degrees: Select one or more from the list below

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<thead>
<tr>
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<tbody>
<tr>
<td>Associate in Business (AB-DTA)</td>
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<tr>
<td>Degree Type</td>
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<td>Associate in Fine Arts</td>
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</table>

Associate in Computer or Electrical Pre-Engr (AS-T Opt 2 MRP)
List applicable programs in space provided below:

1. Apply relevant criteria and standards when evaluating information, claims and arguments.

   Student will be assessed on the basis of a variety of assignments, written work, and class activities.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

   Identify keywords to retrieve needed information from library and information resources; modify search terms/keywords as needed to improve accuracy

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

   Student will be assessed on the basis of a variety of assignments, written work, and class activities.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.
Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.

4. Demonstrate the ability to estimate a solution to a presented problem.

5. Translate data into various formats such as symbolic language, equations, graphs and formulas.

6. Implement calculator/computer technology to solve problems.

search the library catalog and online information systems

7. Demonstrate logical reasoning skills through formal and informal proofs.

Written Communication

1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

Students will be assessed on the basis of integrating and appropriately documenting information from outside sources.

6. Demonstrate ability to use common tools of information research in writing.

Students will demonstrate the ability to retrieve information from research tools.
## Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
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### Related Instruction Requirements:

Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
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- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Advisory Committee Approval Date

__________

### Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [✓] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based
SIGNATURE APPROVALS

Initiator: (Date):
Jody Segal

Faculty Course Review Committee (FCRC):
(Date):

Division Chair: (Date):
Will Scott

Instruction Council (IC):
(Date):

Dean of Instruction: (Date):
Joyce Hammer

Vice President of Instruction:
(Date):

Institutional Intent Code:
11

CIP Code:
25.0101

Educational Program Code:

Preliminary Approval Requested

☐

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services
Date

Do not write below line: For Education Support Services USE only:

COURSE ADOPTION REVISION

REVISED COURSE

Course Abbreviation: INFO 110
Capacity: 25

Long Course Title: Information Literacy and Research Skills
(48 characters including spaces)

Short Course Title: Info Lit and Research
(24 characters including spaces)

Reason for Change: Please list revisions to this course in space provided below
- Change course abbreviation prefix from LIB
- Change long course title from Library Research
- Change short course title
- Change course description
- Change course outcomes
- Change campus-wide learning outcomes
- Change to pass/ no credit

Date Submitted: 4/1/2013
Division: 4L - Humanities
Submitting: 4L - Humanities
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Number of Sections Offered Each Quarter:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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Number of Credits

If variable credit, please fill in a minimum and maximum credit values.
If not, variable credit, please fill in the credit under minimum column.

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Minimum</th>
<th>Maximum</th>
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</table>

Contact Hours

Discussion/Lecture: 22.0
Applied Learning(Lab): 
Clinical (On-Site): 
Total Contact Hours: 

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

<table>
<thead>
<tr>
<th>Coop Fees</th>
<th>Amount</th>
<th>Budget Number</th>
<th>Fee Code</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2</td>
<td>0.00</td>
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</tbody>
</table>

Will this course require computers? [ ] Open Lab [ ] Classroom [ ] Library

Will this course require library to purchase more library and media resources: [ ] No [ ] Yes

Catalog Course Description: (Must not exceed 60 words)

Examines the nature of information and the research process. Topics include locating, retrieving, evaluating, and using information print and electronic resources effectively and ethically.

Prerequisites (if any): (Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out clearly.)
**Course Content Learning Outcomes**

Students will learn how to: • Choose and define a topic for research. • Determine what types of information and information formats and resources are needed on that topic. • Construct and implement an appropriate search strategy. • Critically evaluate both the retrieved information and its source(s). • Effectively and ethically use the information.

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.** Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): *Select one or more from the list below*

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

**Course is applicable to one or more of the following degrees:** *Select one or more from the list below*

- Associate in Arts degree (**AA-DTA**)
- Associate in Business (**AB-DTA**)
- Associate in Elementary Education (**AEE-DTA**)
- Associate in Fine Arts (**AFA-DTA**)

Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.
<table>
<thead>
<tr>
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List applicable programs in space provided below

List applicable programs in space provided below:
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Critical Thinking

1. Apply relevant criteria and standards when evaluating information, claims and arguments.

   Students will learn how to critically assess information for bias, perspective, purpose, authority, relevance and appropriateness for academic or other work.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

   Students will learn how to identify keywords to retrieve needed information from library and information resources; modify search terms/keywords as needed to improve accuracy.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

   Students will learn how to identify multiple perspectives and compare and analyze information from different sources.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.

Responsibility

Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

Written Communication
2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.

4. Demonstrate the ability to estimate a solution to a presented problem.

5. Translate data into various formats such as symbolic language, equations, graphs and formulas.

6. Implement calculator/computer technology to solve problems.

Students will learn how to construct an effective database search using the library catalog and online information systems.

7. Demonstrate logical reasoning skills through formal and informal proofs.

1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

Students will be assessed on the basis of integrating and appropriately documenting information from outside sources.

6. Demonstrate ability to use common tools of information research in writing.

Students will demonstrate ability to retrieve information from research tools.

7. Demonstrate clear organization of thoughts in coherent written form.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?
However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date __________

Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based

SIGNATURE APPROVALS

Initiator: (Date): Jody Segal

Faculty Course Review Committee (FCRC): (Date):
Division Chair: (Date):  Instruction Council (IC):  (Date):
Will Scott

Dean of Instruction: (Date):  Vice President of Instruction:  (Date):
Joyce Hammer

Do not write below line: For Education Support Services USE only:

Institutional Intent Code:  CIP Code:  Educational Program Code:
11-Acad Trans  25.0101

Preliminary Approval Requested

Vice President of Instruction
Date

Reviewed/Processed by: Educational Support Services  Date
**Course Abbreviation:** INFO 126  
**Capacity:** 25

**Long Course Title:** Information Literacy in the Humanities  
(48 characters including spaces)

**Short Course Title:** Info Lit/Humanities  
(24 characters including spaces)

**Reason for Change:** Please list revisions to this course in space provided below.

- Changed course outcomes.
- Changed campus-wide learning outcomes.

**Course Description:**

Students gain an understanding of information sources in the humanities. Students develop the ability to locate, evaluate, and effectively and ethically use information sources and information retrieval systems pertinent to humanities disciplines. Students understand the object and method of study in the humanities, and compare scholarly with popular sources. This is a pass/no credit course.
Eligible for ENGL 100.

Course Content Learning Outcomes

Students will be able to: * Identify disciplines in the humanities. * Understand how and why research literature is generated in the humanities. * Identify and use information retrieval systems appropriate to humanities research topics. * Find a variety of types and formats of information sources in the humanities. * Evaluate information and information sources in the humanities. * Effectively and ethically use information for academic purposes.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.**

Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): **Select one or more from the list below**

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Diversity, check box and submit a separate form to the Diversity Committee.

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. **Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

Course is applicable to one or more of the following degrees: **Select one or more from the list below**

- Associate in Arts degree **(AA-DTA)**
- Associate in Business **(AB-DTA)**
- Associate in Elementary Education **(AEE-DTA)**
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</table>
List applicable programs in space provided below:

1. Apply relevant criteria and standards when evaluating information, claims and arguments.
   - Student will be assessed on the basis of a variety of assignments, written work, and class activities.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.
   - Student will be assessed on the basis of a variety of assignments, written work, and class activities.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.

Critical Thinking

Responsibility
Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.

4. Demonstrate the ability to estimate a solution to a presented problem.

5. Translate data into various formats such as symbolic language, equations, graphs and formulas.

6. Implement calculator/computer technology to solve problems.

Students will search the library catalog and online information systems.

7. Demonstrate logical reasoning skills through formal and informal proofs.

Written Communication

1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

Students will be assessed on the basis of integrating and appropriately documenting information from outside sources.

6. Demonstrate ability to use common tools of information research in writing.

Students will demonstrate ability to retrieve information from research tools.

7. Demonstrate clear organization of thoughts in coherent written form.
Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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Related Instruction Requirements:
Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:
- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date _________

Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based

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<td>Jody Segal</td>
</tr>
<tr>
<td><strong>Division Chair:</strong> (Date):</td>
</tr>
<tr>
<td>Will Scott</td>
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<td><strong>Dean of Instruction:</strong> (Date):</td>
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<tr>
<td>Joyce Hammer</td>
</tr>
</tbody>
</table>

**Institutional Intent Code:** 11  
**CIP Code:** 25.0101  
**Educational Program Code:**

**Preliminary Approval Requested**

[ ]

**Vice President of Instruction**  
**Date**

**Reviewed/Processed by:** Educational Support Services  
**Date**
Course Abbreviation: INFO 127
Capacity: 25

Long Course Title: Information Literacy for the Social Sciences
(48 characters including spaces)
Short Course Title: Info Lit/Social Sciences
(24 characters including spaces)

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer: 1
- Fall: 1
- Winter: 1
- Spring: 1

Number of Credits
- Minimum: 2
- Maximum: 2

Contact Hours
- Discussion/Lecture: 22
- Applied Learning(Lab): 
- Clinical (On-Site): 
- Total Contact Hours: 

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Fee Code
- 0.00
- 0.00

Date Submitted: 2/12/2013
Division Submitting: 4L - Humanities
Effective Date: Quarter: Spring
Acad Year: 2012-2013

Coop Fees
- Amount: 1
- Budget Number: 
- Fee Code: 
- Amount: 2
- Budget Number: 
- Fee Code: 

Course ADOPTION REVISION
REVISED COURSE

Reason for Change: Please list revisions to this course in space provided below

Change to course outcomes.
Change to campus-wide learning outcomes.
Change from graded to pass/no-pass.

Students gain an understanding of information sources in the social sciences. Students develop the ability to locate, evaluate, and effectively and ethically use information sources and information retrieval systems pertinent to social sciences disciplines. Students understand the object and method of study in the social sciences, and compare scholarly with popular sources.

Will this course require computers? [ ] Open Lab [ ] Classroom [ ] Library

Will this course require library to purchase more library and media resources: [ ] Yes [ ] No

Catalog Course Description
(Must not exceed 60 words)

Students gain an understanding of information sources in the social sciences. Students develop the ability to locate, evaluate, and effectively and ethically use information sources and information retrieval systems pertinent to social sciences disciplines. Students understand the object and method of study in the social sciences, and compare scholarly with popular sources.
Prerequisites (if any)  
Eligible for ENGL 100.

Course Content Learning Outcomes

Students will be able to: * Identify disciplines in the social sciences. * Understand how and why research is generated in the social sciences. * Identify and use information retrieval systems appropriate to social science research topics. * Find a variety of types and formats of information sources in the social sciences. * Evaluate information and information sources in the social sciences. * Use information effectively and ethically for academic purposes.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.**
Note that course transferability depends on acceptance of at least 3 major Washington State universities.

Meets General Education Requirement (GER/GUR): **Select one or more from the list below**

| Basic Skills/Communication | Diversity, check box and submit a separate form to the Diversity Committee. |
| Basic Skills/Quantitative Skills | |
| Humanities/Fine Arts/English | |
| Social Science | |
| Natural Science | |
| Lab Science | |
| Lifetime Fitness/Wellness/Activity | |

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. **Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

Course is applicable to one or more of the following degrees: **Select one or more from the list below**

- Associate in Arts degree (AA-DTA)
- Associate in Business (AB-DTA)
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List applicable programs in space provided below

-T) List applicable programs in space provide below:

Ins in space provided below:

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking

1. Apply relevant criteria and standards when evaluating information, claims and arguments.

Student will be assessed on the basis of a variety of assignments, written work, and class activities.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

Student will be assessed on the basis of a variety of assignments, written work, and class activities.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.

Responsibility
Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

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6. Demonstrate ability to use common tools of information research in writing.

Students will demonstrate the ability to retrieve information from research tools.

7. Demonstrate clear organization of thoughts in coherent written form.
### Professional/Technical Degrees - *Does this course apply towards a professional/technical degree?*

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### Related Instruction Requirements:
*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list.*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
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- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Advisory Committee Approval Date

__________

### Evaluation: (Grading System)

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based

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### SIGNATURE APPROVALS

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</table>

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**Institutional Intent Code:** 11  
**CIP Code:** 25.0101  
**Educational Program Code:**

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**Preliminary Approval Requested**

☐

**Vice President of Instruction**  
**Date**

---

**Reviewed/Processed by:** Educational Support Services  
**Date**

---
Course Abbreviation: INFO 128
Capacity 25
Long Course Title: Information Literacy: Sci/Engineering/Business
(48 characters including spaces)
Short Course Title: Info Lit for Sci/Eng/Bus
(24 characters including spaces)

Tuition
- Normal
- Different
- Exempt

Number of Sections Offered Each Quarter:
- Summer 1
- Fall 1
- Winter 1
- Spring 1

Number of Credits
- if variable credit, please fill in a minimum and maximum credit values.
- if not, variable credit, please fill in the credit under minimum column.

Number of Contact Hours
- Discussion/Lecture 22
- Applied Learning (Lab)
- Clinical (On-Site)
- Total Contact Hours

Date Submitted: 4/1/2013
Division Submitting: 4L - Humanities
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Coop Fees
- Amount
- Budget Number
- Fee Code

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)

Will this course require computers?
- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources?
- No
- Yes

Catalog Course Description
( Must not exceed 60 words)
Students gain an understanding of information sources in science, engineering, and/or business. Students develop the ability to locate, evaluate, and effectively and ethically use information sources and information retrieval systems pertinent to science, engineering, and/or business. Students understand the object and method of study in science, engineering, and/or business, and compare scholarly with popular sources.
Prerequisites (if any)  
(Make sure prerequisites are clear, especially when and's & or's are used, This could be interpreted several ways, use commas to clarify or write it out clearly.)

Eligible for ENGL 100.

Course Content Learning Outcomes

Students will be able to: * Understand how and why research literature is generate in science, engineering, and/or business. * Identify and use information retrieval systems appropriate to science, engineering, and/or business research topics. * Find a variety of types and formats of information in science, engineering, and/or business. * Evaluate information and information sources in science, engineering, and/or business. * Effectively and ethically use information for academic purposes.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? If yes, please select one or more applicable distribution below. Note that course transferability depends on acceptance of at least 3 major Washington state universities.

<table>
<thead>
<tr>
<th>Basic Skills/Communication</th>
<th>Diversity, check box and submit a separate form to the Diversity Committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills/Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts/English</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
</tr>
<tr>
<td>Lab Science</td>
<td></td>
</tr>
<tr>
<td>Lifetime Fitness/Wellness/Activity</td>
<td></td>
</tr>
</tbody>
</table>

Course is applicable to one or more of the following degrees: Select one or more from the list below

<table>
<thead>
<tr>
<th>Associate in Arts degree (AA-DTA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Business (AB-DTA)</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Associate in Elementary Education</td>
</tr>
<tr>
<td>Associate in Fine Arts</td>
</tr>
<tr>
<td>Associate in Math Education</td>
</tr>
<tr>
<td>Associate in Pre-Nursing</td>
</tr>
<tr>
<td>Associate of Science-Transfer</td>
</tr>
<tr>
<td>Associate of Science-Transfer</td>
</tr>
<tr>
<td>Associate in Biology Education</td>
</tr>
<tr>
<td>Associate in Chemistry Education</td>
</tr>
<tr>
<td>Associate in General Science Education</td>
</tr>
<tr>
<td>Associate in Physics Education</td>
</tr>
<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr</td>
</tr>
<tr>
<td>Associate in Biological or Chemical Pre-Engr</td>
</tr>
<tr>
<td>Associate in Computer or Electrical Pre-Engr</td>
</tr>
</tbody>
</table>
List applicable programs in space provided below:

---

List applicable programs in space provided below:

---

**Campus-Wide Learning Outcomes (CWLO)**

Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

**Critical Thinking**

1. Apply relevant criteria and standards when evaluating information, claims and arguments.

   Student will be assessed on the basis of a variety of assignments, written work, and class activities.

2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.

   Students will identify keywords to retrieve needed information from library and information resources, and modify search terms/keywords as needed to improve accuracy.

3. Give reasons for conclusions, assumptions, beliefs and hypotheses.

4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.

   Student will be assessed on the basis of a variety of assignments, written work, and class activities.

5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.
Quantitative and Symbolic Reasoning

1. Evaluate and interpret quantitative and symbolic reasoning information/data.

2. Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem.

3. Correctly implement the quantitative or symbolic reasoning methods that are appropriate for solving a given problem.

4. Demonstrate the ability to estimate a solution to a presented problem.

5. Translate data into various formats such as symbolic language, equations, graphs and formulas.

6. Implement calculator/computer technology to solve problems.

Students will search the library catalog and online information systems.

7. Demonstrate logical reasoning skills through formal and informal proofs.

Written Communication

1. Demonstrate use of a writing process.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

Students will be assessed on the basis of integrating and appropriately documenting information from outside sources.

6. Demonstrate ability to use common tools of information research in writing.

Students will demonstrate ability to retrieve information from research tools.
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>Associate in Applied Arts degree (AAA)</th>
<th>Associate in Applied Science (AAS)</th>
<th>Professional/Technical Cert (Cert-P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

**Related Instruction Requirements:**

*Does this course meet the Related Instruction requirements for professional/technical degrees? If yes, select one or more from the following list:*

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

**Advisory Committee Approval Date**

**Evaluation: (Grading System)**

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [x] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based
**SIGNATURE APPROVALS**

<table>
<thead>
<tr>
<th>Initiator: (Date):</th>
<th>Faculty Course Review Committee (FCRC): (Date):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jody Segal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division Chair: (Date):</th>
<th>Instruction Council (IC):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Scott</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean of Instruction: (Date):</th>
<th>Vice President of Instruction: (Date):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce Hammer</td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Intent Code:** 11  
**CIP Code:** 25.0101  
**Educational Program Code:**

**Preliminary Approval Requested**

☐

Vice President of Instruction  
**Date**

**Reviewed/Processed by:** Educational Support Services  
**Date**
# Course Adoption Revision

## CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy, and liaison with faculty and staff, contact the Disabled Student Services Coordinator (ext. 2631).

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**Date Submitted:** 4/1/2013  
**Division:** 4L - Humanities  
**Effective:** Qtr Summer  
**Year:** 2013-2014  
**Division:** 4L - Humanities  
**Effective:** Qtr Summer  
**Year:** 2013-2014  
**Capacity:** 25  
**Tuition:**  
**INFO 129**  
**Long Course Title:** Information Literacy in the Sciences  
**Number of Sections offered each quarter:**  
- **Summer:** 1  
- **Fall:** 1  
- **Winter:** 1  
- **Spring:** 1  

### Variable Credits

<table>
<thead>
<tr>
<th>Variable Credits</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Coop Fee Amount</th>
<th>Budget#</th>
<th>Fee Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Credits</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Discussion/Lecture</td>
<td>22</td>
<td></td>
<td>2</td>
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<tr>
<td>Applied Learning(Lab)</td>
<td></td>
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<tr>
<td>Clinical (On-Site)</td>
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</tbody>
</table>

**Indicate when variable credits apply:** None  
**Advisory Committee Approval Date:**  
**Will this course require computers?**  
- Yes  
- No  
**Will this course require library to purchase more library and media resources?**  
- Yes  
- No  

### Catalog Course Description

- Eligible for ENGL 100.  

### Prerequisite(s) if any:

- None  

### Course Content Learning Outcomes

- None  

### Sequence Course(s)

- None  

### Cross-listed Course(s)

- None  

### Academic Transfer (Baccalaureate)

- Please select one or more distribution areas below:
  - Basic Skills/Communication  
  - Basic Skills/Quantitative Skills  
  - Humanities/Fine Arts/English  
  - Social Science  
  - Natural Science  
  - Lab Science  
  - Lifetime Fitness/Wellness/Activity  

**Select one or more transfer degrees below, that this course will apply:**

- **(AA-DTA)** Associate in Arts degree  
- **(AB-DTA)** Associate in Business  
- **(DTA-MRP)** Associate in Elementary Education  
- **(AFA-DTA)** Associate in Fine Arts  
- **(AM-DTA)** Associate in Math Education  
- **(APREN-DTA/MRP)** Associate in Pre-Nursing  
- **(AS-Option 1)** Associate of Science Degree  
- **(AS-Option 2)** Associate of Science Degree  
- **(AS-T)** Associate in Biology Education  
- **(AS-T)** Associate in Chemistry Education  
- **(AS-T)** Associate in General Science  
- **(AS-T)** Associate in Physics Education  
- **(AST-MRP1)** Engineering: Mechanical/Civil/Aeronautical  

### Justification:

- (Specify if for printed materials, supplies, computer equipment, etc.)

### Executive Vice President

- Date

---

**Add CAR Form - CAR Revision**

4/1/2013
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
<thead>
<tr>
<th>(AAA) Associate in Applied Arts degree</th>
<th>(AAS) Associate in Applied Science degree</th>
<th>(CERT) Certificate</th>
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</thead>
<tbody>
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</tbody>
</table>

### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- [ ] Written Communication
- [ ] Oral Communication
- [ ] Computation
- [ ] Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- [ ] Demonstrates Responsibility
- [ ] Demonstrates Self-worth
- [ ] Demonstrates sociability in groups
- [ ] Demonstrates self-management
- [ ] Demonstrates integrity/honesty
- [ ] Participates as a team member
- [ ] Teaches/help others
- [ ] Exhibits leadership
- [ ] Negotiates Agreements
- [ ] Appreciates and works with diverse group

### Campus-Wide Learning Outcomes (CWLO)

#### Critical Thinking

<p>| |</p>
<table>
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#### Responsibility

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</table>

#### Quantitative Skills

<p>| |</p>
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</table>

#### Written Communication

<p>| |</p>
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</table>

#### Oral Communication

<p>| |</p>
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<td></td>
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</tbody>
</table>

### Evaluation (Grading System)

- [ ] Grades (Decimal)
- [ ] Pass/Credit
- [ ] Satisfactory
- [ ] Competency-Based
### Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

<table>
<thead>
<tr>
<th>SIGNATURE APPROVALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiator:</strong> Jody Segal</td>
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</tr>
</tbody>
</table>

**Faculty Course Review Committee (FCRC):**

**Instruction Council (IC):**

**Executive Vice President (EVP):**

---

**Institutional Intent Code:**

- 11

**CIP Code:**

- 25.0101

**Educational Program Code:**

---

Reviewed/Processed by: Educational Support Services | Date

---

[Add CAR Form - CAR Revision](https://www.gatornet.greenriver.edu/car/cancel-car.aspx?crs=INFO 129)
**COURSE ADOPTION REVISION**

**NEW COURSE**

Course Abbreviation: **JOURN 257**

Capacity: 12

Long Course Title: **Broadcast Traffic Reporting**

(48 characters including spaces)

Short Course Title: ____________________________

(24 characters including spaces)

Date Submitted: 03/20/2013

Division Submitting: 3D - Fine Arts

Effective Date: Quarter: Summer

Acad Year: 2013-2014

Number of Sections Offered Each Quarter:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of Credits

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Hours

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Learning(Lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical (On-Site)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coop Fees

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
<th>Budget Number</th>
<th>Fee Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50.00</td>
<td>148-011-1P</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fee Justification

(Specify if for printed materials, classroom supplies, computer equipment, etc)

Flight time

Will this course require computers?

- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources: No ☐ Yes ☐

Catalog Course Description

(Must not exceed 50 words)

This course provides instruction and practice in gathering and reporting traffic conditions for broadcast use. The emphasis is on gathering information, writing and announcing traffic updates, and familiarization with professional practices in radio and television traffic operations. Course activities include compiling, composing, and delivering traffic reports for broadcast use. Actual airborne traffic reporting instruction will be included.

Prerequisites (if any)

(Make sure prerequisites are clear, especially when and's & or's are used. This could be interpreted several ways, use commas to clarify or write it out cleanly)

Course Content Learning Outcomes

List student achievement during course

Students will demonstrate an understanding of preparation and execution of broadcast traffic reporting for radio and television. Students will develop and demonstrate an understanding of accepted radio programming, producing, and sales practices specific to traffic reporting.

**Academic Transfer (Baccalaureate)**

Does this course transfer to a baccalaureate institution? *If yes, please select one or more applicable distribution below.*

Note that course transferability depends on acceptance of at least 3 major Washington state universities.

<table>
<thead>
<tr>
<th>Meets General Education Requirement (GER/GUR): Select one or more from the list below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills/Communication</td>
</tr>
<tr>
<td>Basic Skills/Quantitative Skills</td>
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<tr>
<td>Lab Science</td>
</tr>
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<td>Lifetime Fitness/Wellness/Activity</td>
</tr>
</tbody>
</table>

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. *Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.*

Course is applicable to one or more of the following degrees: *Select one or more from the list below*

<p>| Associate in Arts degree (AA-DTA) |
| Associate in Business (AB-DTA) |
| Associate in Elementary Education (AEE-DTA) |
| Associate in Fine Arts (AFA-DTA) |
| Associate in Math Education (AM-DTA) |</p>
<table>
<thead>
<tr>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Pre-Nursing <strong>APren-DTA/MRP)</strong></td>
</tr>
<tr>
<td>Associate of Science-Transfer <strong>(AS-T Opt 1)</strong></td>
</tr>
<tr>
<td>Associate of Science-Transfer <strong>(AS-T Opt 2)</strong></td>
</tr>
<tr>
<td>Associate in Biology Education <strong>(AS-T Opt 1)</strong></td>
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*List applicable programs in space provided below.*
List applicable programs in space provided below:

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
  1. Apply relevant criteria and standards when evaluating information, claims and arguments.
  **Demonstrated by:** Class and small group critiques and problem-solving assignments.
  2. Use appropriate reasoning to evaluate problems, make decisions and formulate solutions.
  **Demonstrated by:** Class and small group critiques and problem-solving assignments.
  3. Give reasons for conclusions, assumptions, beliefs and hypotheses.
  4. Seek out new information to evaluate and reevaluate conclusions, assumptions, beliefs and hypotheses.
  5. Exhibit traits evidencing disposition to reflect, assess and improve thinking or products of thinking.

- Responsibility
  1. Identify and comply with clearly stated expectations, policies and procedures.
  **Demonstrated by:** Preparedness for lectures, completion of assignments on time, attitude, and behavior in the classroom
  2. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies and procedures.
  3. Meet obligations necessary to complete individual and group tasks.
  **Demonstrated by:** Preparedness for lectures, completion of assignments on time, attitude, and behavior in the classroom
  4. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
Demonstrated by: Preparedness for lectures, completion of assignments on time, attitude, and behavior in the classroom

5. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.

Demonstrated by: Preparedness for lectures, completion of assignments on time, attitude, and behavior in the classroom

6. Strive for excellence in contributions, performances and products.

Demonstrated by: Preparedness for lectures, completion of assignments on time, attitude, and behavior in the classroom

7. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

Quantitative and Symbolic Reasoning

Written Communication

1. Demonstrate use of a writing process.

Demonstrated by: Paper on selected, instructor-approved topic.

2. Demonstrate a clear sense of purpose, focus, thesis, or design in writing.

Demonstrated by: Paper on selected, instructor-approved topic.

3. Demonstrate the ability to develop an idea with support.

4. Demonstrate audience awareness in writing.

5. Demonstrate appropriate methods of integrating and documenting outside sources.

6. Demonstrate ability to use common tools of information research in writing.

7. Demonstrate clear organization of thoughts in coherent written form.

Demonstrated by: Paper on selected, instructor-approved topic.

8. Demonstrate appropriate choice of format, style and tone for each particular writing assignment.

9. Use appropriate mechanics, grammar and word usage based on the language of instruction.

10. Improve the ability to evaluate, revise, edit and proofread individual work and the work of others.

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?
### Associate in Applied Arts degree (AAA)  
1.  
2.  
3.  
4.  
5.  
6.  

### Associate in Applied Science (AAS)  
1.  
2.  
3.  
4.  
5.  
6.  

### Professional/Technical Cert (Cert-P)  
1.  
2.  
3.  
4.  
5.  
6.  

#### Related Instruction Requirements:

Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

---

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

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- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty

- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

---

**Advisory Committee Approval Date**

**Evaluation: (Grading System)**

- [ ] Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- [ ] Pass/No Credit
- [ ] Satisfactory
- [ ] Competency-Based

---

**SIGNATURE APPROVALS**

**Initiator:** (Date):  
Thomas Evans Krause  

**Faculty Course Review Committee (FCRC):** (Date):
Course Adoption Revision
CANCELLLED COURSE

Date Submitted: 4/1/2013

Division 4L - Humanities

Effective: Qtr Summer Year 2013-2014

Course Abbreviation LIB 101
Capacity 35

Long Course Title Searching Electronic Databases

Number of Sections offered each quarter: Summer 2 Fall 2 Winter 2 Spring 2

Variable Credits Minimum Maximum
Number of Credits 2
Discussion/Lecture
Applied Learning(Lab) 44.0
Clinical (On-Site)

Indicate when variable credits apply

Advisory Committee Approval Date

Will this course require computers? If yes, select one or more from the following:
☐ Open Lab ☐ Classroom ☐ Library

Will this course require library to purchase more library and media resources
☐ No ☐ Yes

Catalog Course Description

Prerequisite(s) if any:

Course Content Learning Outcomes

Sequence Course(s)

Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

☐ Basic Skills/Communication
☐ Basic Skills/Quantitative Skills
☐ Humanities/Fine Arts/English
☐ Social Science
☐ Natural Science
☐ Lab Science
☐ Lifetime Fitness/Wellness/Activity

Select one or more transfer degrees below, that this course will apply:

☐ (AA-DTA) Associate in Arts degree
☐ (AB-DTA) Associate in Business
☐ (DTA-MRP) Associate in Elementary Education
☐ (AFA-DTA) Associate in Fine Arts
☐ (AM-DTA) Associate in Math Education
☐ (APREN-DTA/MRP) Associate in Pre-Nursing
☐ (AS-Option 1) Associate of Science Degree
☐ (AS-Option 2) Associate of Science Degree
- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
☐ (AS-T) Associate in Biology Education
☐ (AS-T) Associate in Chemistry Education
☐ (AS-T) Associate in General Science
☐ (AS-T) Associate in Physics Education
☐ (AST-MRP) Associate in Mechanical/Civil/Aeronautical

Justification: (Specify if for printed materials, computer equipment, etc)

Executive Vice President

Preliminary Approval Requested

Budget#

Fee Code


4/1/2013
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

<table>
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### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

- Written Communication
- Oral Communication
- Computation
- Human Relations

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes listed below:

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- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

### Campus-Wide Learning Outcomes (CWLO)

#### Critical Thinking

#### Responsibility

#### Quantitative Skills

#### Written Communication

#### Oral Communication

#### Evaluation (Grading System)

- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
## Request for Change

*(For example - #1 Change No of Credits from 5 to 7)*

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### For Education Support Support Office USE only

| Institutional Intent Code: 11-Acad Trans | CIP Code: 25.0101 | Educational Program Code: |

Reviewed/Processed by: Educational Support Services Date
## Course Adoption Revision

### CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2631).

**Date Submitted:** 4/2/2013

**Division:** 4L - Humanities

**Effective:** Qtr Summer Year 2013-2014

<table>
<thead>
<tr>
<th>Course Abbreviation</th>
<th>LIB 102</th>
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<tbody>
<tr>
<td>Capacity</td>
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<table>
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<tr>
<th>Tuition</th>
<th>Normal</th>
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<table>
<thead>
<tr>
<th>Long Course Title</th>
<th>Searching the Web</th>
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<table>
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<tr>
<th>Number of Sections offered each quarter:</th>
<th>Summer</th>
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<tr>
<th>Variable Credits</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Coop Fee Amount (h)</th>
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<th>Fee Code</th>
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<td>Number of Credits</td>
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<tr>
<td>Applied Learning/Lab</td>
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</tr>
<tr>
<td>Clinical (On-Site)</td>
<td></td>
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<td>Indicate when variable credits apply</td>
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<th>Library</th>
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<table>
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<tr>
<th>Catalog Course Description</th>
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**Prerequisite(s) if any:**

**Course Content Learning Outcomes:**

**Sequence Course(s):**

<table>
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<tr>
<th>Cross-listed Course(s)</th>
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### Academic Transfer (Baccalaureate)

Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

**Activity**

Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

**Diversity**

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

- (AA-DTA) Associate in Arts degree
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- (AS-T) Associate in General Science
- (AM-DTA) Associate in Math Education
- (APREN-DTA/MRP) Associate in Pre-Nursing
- (AST-MRP) Associate in Physics Education
- (AS-Option 1) Associate of Science Degree in (AFA-DTA) Associate in Fine Arts
- (AST-MRP1) Engineering: Mechanical/Civil/Aeronautical

**Academic Transfer (Career) Details:**

**Open Lab  Classroom  Library**

- Biology, Environmental Science, Chemistry, Geology, and Earth Science

(AAA) Associate in Applied Arts degree

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(CERT) Certificate

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

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Campus-Wide Learning Outcomes (CWLO)

Critical Thinking

Responsibility

Quantitative Skills

Written Communication

Oral Communication

Evaluation (Grading System)

- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

**SIGNATURE APPROVALS**

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Instruction Council (IC): (Date):

Executive Vice President (EVP): (Date):

Institutional Intent Code: 11-Acad Trans

CIP Code: 25.0101

Educational Program Code: 580

Reviewed/Processed by: Educational Support Services Date
**Course Adoption Revision**

**CANCELLED COURSE**

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Date Submitted: 4/1/2013

**Division**

4L - Humanities

**Effective:** Qtr Summer Year 2013-2014

**Course Abbreviation** LIB 111

**Capacity** 25

**Tuition** Normal

**Exempt**

**Long Course Title** Information Seeking for Information Literacy

**Number of Sections offered each quarter:**
- Summer 1
- Fall 1
- Winter 1
- Spring 1

**Variable Credits**

<table>
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<th>Minimum</th>
<th>Maximum</th>
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**Discussion/Lecture**

22

**Applied Learning (Lab)**

0

**Clinical (On-Site)**

0

**Indicate when variable credits apply**

None

**Advisory Committee Approval Date**

Will this course require computers? If yes, select one or more from the following:
- Open Lab
- Classroom
- Library

Will this course require library to purchase more library and media resources
- No
- Yes

**Justification:** (Specify if for printed materials, supplies, computer equipment, etc.)

**Catalog Course Description**

Information literacy is the ability to recognize when information is needed and the ability to locate, evaluate, and effectively use information. Course develops the student’s ability to assess when additional information beyond course materials and personal resources are needed and to identify potential sources of additional information. This is a pass/no credit course.

**Prerequisite(s) if any:**

Reading 104 or eligible for READ 104.

**Course Content Learning Outcomes**

Students will be able to:
- Define and articulate the need for information
- Identify a variety of types and formats of information sources

**Sequence Course(s)**

- Lib 111
- Lib 112
- Lib 113

**Cross-listed Course(s)**

**Academic Transfer (Baccalaureate)**

Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Select one or more transfer degrees below, that this course will apply:

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
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**Preliminary Approval Requested**

Executive Vice President Date

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4/1/2013
### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

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### Campus-Wide Learning Outcomes (CWLO)

#### Critical Thinking
- CT 1: Apply relevant criteria and standards when evaluating information, claims, and arguments
- CT 2: Use appropriate reasoning to evaluate problems, make decisions and formulate solutions
- CT 4: Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs and hypotheses

#### Responsibility
- R 1: Identify and comply with clearly stated expectations, policies, and procedures.
- R 2: Appropriately question or change stated expectations, policies, and procedures.
- R 3: Recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.

#### Quantitative Skills

#### Written Communication
- WC 5: Demonstrate appropriate elements of integrating and documenting outside sources
- WC 6: Demonstrate the ability to use the common tools of information research

#### Oral Communication

#### Evaluation (Grading System)

- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

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Reviewed/Processed by: Educational Support Services Date
Course Adoption Revision

CANCELLED COURSE

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Date Submitted: 4/1/2013

Division 4L - Humanities

Effective: Qtr Summer Year 2013-2014

Course Abbreviation LIB 112

Capacity 25

Long Course Title Information Access for Information Literacy

Number of Sections offered each quarter: Summer 1 Fall 1 Winter 1 Spring 1

Variable Credits

Minimum Maximum

Number of Credits 2

Discussion/Lecture 22

Applied Learning (Lab) 1

Clinical (On-Site) 1

Indicate when variable credits apply For Schedule Construction Or

Advisory Committee Approval Date Will this course require computers? If yes, select one or more from the following:

☐ Open Lab ☐ Classroom ☐ Library

Will this course require library to purchase more library and media resources

☐ No ☐ Yes

Short Course Title IL Information Access

Coop Fee Amount

Budget# Fee Code

1 0.00

2 0.00

Justification: (Specify if for printed materials, supplies, computer equipment, etc)

Catalog Course Description

Information literacy is the ability to recognize when information is needed and the ability to locate, evaluate, and effectively use information. Develops the student's ability to select appropriate information resources, to construct and implement effective search strategies, and to effectively manage retrieved information. This is a pass/no credit course.

Prerequisite(s) if any:

LIB 111.

Course Content Learning Outcomes

Students will be able to:

* identify a variety of information formats and select formats appropriate to information need

* identify the scope, content, and organization of information retrieval systems

Sequence Course(s)

LIB 111 LIB 112 LIB 113 Cross-listed Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

☐ Basic Skills/Communication

☐ Basic Skills/Quantitative Skills

☐ Humanities/Fine Arts/English

☐ Social Science

☐ Natural Science

☐ Lab Science

☐ Lifeline Fitness/Wellness/Activity

☐ Activity

Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.

☐ Diversity

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

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☐ (AS-Option 1) Associate of Science Degree

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4/1/2013
### Associate in Pre-Professional Degree

1. \( - \)
2. \( - \)
3. \( - \)
4. \( - \)
5. \( - \)
6. \( - \)

### Associate in Applied Science (Transfer)

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### Professional/Technical Degrees - Does this course apply towards a professional/technical degree?

#### (APP) Associate in Applied Arts degree

1. \( - \)
2. \( - \)
3. \( - \)
4. \( - \)
5. \( - \)
6. \( - \)

#### (AAS) Associate in Applied Science degree

1. \( - \)
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3. \( - \)
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#### (CERT) Certificate

1. \( - \)

### Related Instruction requirements - All professional and technical programs must include related instruction requirements for degrees/certificates over 45 credits. Select one or more from the list below:

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- Computation
- Human Relations

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- CT 1: Apply relevant criteria and standards when evaluating information, claims, and arguments
- CT 2: Use appropriate reasoning to evaluate problems, make decisions and formulate solutions
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#### Responsibility

- R 1: Identify and comply with clearly stated expectations, policies, and procedures
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#### Quantitative Skills

#### Written Communication

- WC 5: Demonstrate appropriate elements of integrating and documenting outside sources
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**Request for Change (For example - #1 Change No of Credits from 5 to 7)**

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|  |

Reviewed/Processed by: Educational Support Services | **Date:**

Course Adoption Revision
CANCELLED COURSE

Date Submitted: 4/1/2013
Preliminary Approval Requested

Executive Vice President

Division 4L - Humanities
Effective: Qtr Summer Year 2013-2014

Course Abbreviation LIB 113
Capacity 25
Tuition Normal Different Exempt

Long Course Title Evaluating Information
Number of Sections offered each quarter: Summer 1 Fall 1 Winter 1 Spring 1

Variable Credits Minimum Maximum
Number of Credits 2
Discussion/Lecture 22
Applied Learning(Lab)
Clinical (On-Site)
Indicate when variable credits apply None

Coop Fee Amount (h)
1 0.00
2 0.00

Justification: (Specify if for printed materials, supplies, computer equipment, etc)

Catalog Course Description
Information literacy is the ability to recognize when information is needed and the ability to locate, evaluate, and effectively use information. Information literate students can evaluate information and the source of information, select information appropriate for a specific purpose or audience, and synthesize different sources of information to construct new concepts. This is a pass/no credit course.

Prerequisite(s) if any:
LIB 112

Course Content Learning Outcomes
Students will be able to:
* identify direct quotations, paraphrases, and synthesized information and use each appropriately
* articulate and apply evaluative criteria to information and its sources

Sequence Course(s)

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
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- Lifetime Fitness/Wellness/Activity
- Activity
   Activity is a fully instructed course of study that primarily involves the student in an activity that develops a technique or skill. If selected, please explain in 25 words or less how this course meets the activity requirement as defined.
- Diversity
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https://www.gatornet.greenriver.edu/car/cancel-car.aspx?crs=LIB 113
4/1/2013
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- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Campus-Wide Learning Outcomes (CWLO)

Critical Thinking
CT 1: Apply relevant criteria and standards when evaluating information, claims, and arguments
CT 2: Use appropriate reasoning to evaluate problems, make decisions and formulate solutions
CT 4: Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs and hypotheses

Responsibility
R 1: Identify and comply with clearly stated expectations, policies, and procedures.
R 2: Appropriately question or change stated expectations, policies, and procedures.
R 3: Recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.

Quantitative Skills

Written Communication
WC 5: Demonstrate appropriate elements of integrating and documenting outside sources
WC 8: Demonstrate the ability to use the common tools of information research

Oral Communication

Evaluation (Grading System)
- Grades (Decimal)
- Pass/Credit
- Satisfactory
- Competency-Based
Request for Change *(For example - #1 Change No of Credits from 5 to 7)*

SIGNATURE APPROVALS

Initiator: (Date):

Division Chair: (Date):

Dean of Instruction: (Date):

Faculty Course Review Committee (FCRC): (Date):

Instruction Council (IC): (Date):

Executive Vice President (EVP): (Date):

Institutional Intent Code: 11

CIP Code: 25.0101

Educational Program Code: 

Reviewed/Processed by: Educational Support Services Date

https://www.gatornet.greenriver.edu/car/cancel-car.aspx?crs=LIB 113
Course Adoption Revision

CANCELLED COURSE

The college is committed to assisting disabled and disadvantaged students with problems they may encounter at Green River. For information, registration assistance, accessibility, advocacy and liaison with faculty and staff contact the Disabled Student Services Coordinator (ext. 2631).

Date Submitted: 4/2/2013

Preliminary Approval Requested:

Executive Vice President

Date

Division: 4L - Humanities

Effective: Qtr Summer - Year 2013-2014

Course Abbreviation: LIB 180

Capable: 25

Tuition: Normal

Long Course Title: Research for the 21st Century

Short Course Title: Research Methods

Variable Credits

<table>
<thead>
<tr>
<th></th>
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<th>Maximum</th>
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<tbody>
<tr>
<td>Number of Credits</td>
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<tr>
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<tr>
<td>Applied Learning(Lab)</td>
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<tr>
<td>Clinical (On-Site)</td>
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Number of Sections offered each quarter: Summer 1 Fall 1 Winter 1 Spring 1

Coop Fee Amount (£)

<table>
<thead>
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<th>Fee Code</th>
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</tr>
</tbody>
</table>

Justification: (Specify if for printed materials, supplies, computer equipment, etc)

Advisory Committee Approval Date:

Will this course require computers? If yes, select one or more from the following:

- Open Lab
- Classroom
- Library

Catalog Course Description:

Helps students develop the skills and techniques to locate and evaluate information resources that are part of the research process. By exploring a current global issue, students understand major ideas, values, and beliefs that have shaped human history and cultures while learning how intellectual property and censorship impact our past, present, and future.

Prerequisite(s) if any:

Eligible for ENGL 101.

Course Content Learning Outcomes:

1. Communicate with instructor, classmates and information providers in person and in formal writing, such as papers, as well as informal writing, such as e-mail.

2. Effective time management, note-taking, critical thinking and other strategies to become independent learners.

Sequence Course(s):

Cross-listed Course(s):

Academic Transfer (Baccalaureate) Please select one or more distribution areas below:

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity
- Activity
- Diversity

If course meets diversity requirements, please check box and submit CAR to the Instructional Diversity Committee (IDC) for review and approval.

Select one or more transfer degrees below, that this course will apply:

- (AA-DTA) Associate in Arts degree
- (AB-DTA) Associate in Business
- (DTA-MRP) Associate in Elementary Education
- (AFA-DTA) Associate in Fine Arts
- (AM-DTA) Associate in Math Education
- (APRE-DTA/MRP) Associate in Pre-Nursing
- (AS-Option 1) Associate of Science Degree
- (AS-Option 2) Associate of Science Degree
- Engineering, Engineering Technology, Computer Science, Physics, and Atmospheric Sciences
- (AS-T) Associate in Biology Education
- (AS-T) Associate in Chemistry Education
- (AS-T) Associate in General Science
- (AS-T) Associate in Physics Education
- (AST-MRP) Engineering: Mechanical/Civil/Aeronautical


4/1/2013
### Basic Information

- **Area:** Science, Mathematics, and Technology
- **Description:** A course focused on scientific and technological principles.

### Course Details

- **Course Title:** Earth Science
- **Degree:** Associate in Science (A.S.)
- **Credit Hours:** 12.0
- **Credits:** 3.0
- **Hours:** 3.0
- **Instructional Method:** Lecture
- **Credit Method:** Pass/Credit

### Attributes

- **Critical Thinking**
- **Written Communication**
- **Oral Communication**
- **Negotiates Agreements**
- **Exhibits leadership**
- **Demonstrates integrity/honesty**

### Professional/Technical Degrees

<table>
<thead>
<tr>
<th>Associate in Pre-Professional Degree</th>
<th>Associate in Applied Science - Transfer</th>
<th>Academic Certificate (A-Cert)</th>
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<tbody>
<tr>
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<tr>
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<td>5.</td>
</tr>
<tr>
<td>6</td>
<td>6.</td>
<td>6.</td>
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</tbody>
</table>

### Related Instruction Requirements

- **Written Communication**
- **Oral Communication**
- **Computation**
- **Human Relations**

If you chose Human Relations, you must choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- **Demonstrates Responsibility**
- **Demonstrates Self-worth**
- **Demonstrates sociability in groups**
- **Demonstrates self-management**
- **Demonstrates integrity/honesty**
- **Participates as a team member**
- **Teaches/help others**
- **Exhibits leadership**
- **Negotiates Agreement**
- **Appreciates and works with diverse group**

### Campus-Wide Learning Outcomes (CWLO)

- **Critical Thinking**
  - Includes all subparts 1-5 of the critical thinking outcome with particular emphasis on subparts 1, 2, and 4: evaluate information, use appropriate reasoning, and seek out new information to evaluate assumptions, beliefs and hypotheses.

- **Responsibility**
  - Includes subparts 1, 3-8 of the responsibility outcome with particular emphasis on subpart 8: acknowledge the source of ideas and the contributions of others.

- **Quantitative Skills**

- **Written Communication**
  - Includes all subparts 1-10 of the written communication outcome with particular emphasis on subpart 6: ability to use common tools of information research.

- **Oral Communication**

### Evaluation (Grading System)

- **Grades (Decimal)**
- **Pass/Credit**
- **Satisfactory**
- **Competency-Based**
### Request for Change
*(For example - #1 Change No of Credits from 5 to 7)*

<table>
<thead>
<tr>
<th>SIGNATURE APPROVALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiator:</strong> Jody Segal (Date):</td>
</tr>
<tr>
<td><strong>Division Chair:</strong> Will Scott (Date):</td>
</tr>
<tr>
<td><strong>Dean of Instruction:</strong> Joyce Hammer (Date):</td>
</tr>
</tbody>
</table>

*For Education Support Support Office USE only*

| Institutional Intent Code: 11 | CIP Code: 25.0101 | Educational Program Code: |

Reviewed/Processed by: Educational Support Services Date
Function Training
Course Abbreviation: PTA 205
Capacity: 16

Long Course Title: Functional Training
(48 characters including spaces)
Short Course Title: Functional Training
(24 characters including spaces)

Reason for Change: Please list revisions to this course in space provided below
Change course abbreviation from PTA 112 to PTA 205.

Date Submitted: 1/10/2013
Division Submitting: 2I - Health Science
Effective Date: Quarter: Summer
Acad Year: 2013-2014

Number of Sections Offered Each Quarter:
Summer: 2
Fall: 2
Winter: 0
Spring: 0

Number of Credits
If variable credit, please fill in a minimum and maximum credit values.
If not, variable credit, please fill in the credit under minimum column.

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th>Minimum</th>
<th>Maximum</th>
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</thead>
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<td>2</td>
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</table>

Contact Hours
Discussion/Lecture
Applied Learning(Lab) 44
Clinical (On-Site)
Total Contact Hours

Coop Fees
Amount | Budget Number | Fee Code |
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<td>1Q01</td>
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<tr>
<td>2</td>
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</tbody>
</table>

Fee Justification
(Specify if for printed materials, classroom supplies, computer equipment, etc)
Supplemental printing and lab supplies

Will this course(s) Sequence Course(s) (if applicable) Cross-Listed Course(s) (if applicable)
None

Will this course require computers? Open Lab Classroom Library

Will this course require library to purchase more library and media resources: No Yes

Catalog Course Description (Must not exceed 60 words)
Covers the study of and application of functional training techniques used in the treatment of physical dysfunction.

Prerequisites (if any) (Make sure prerequisites are clear, especially when and’s & or’s are used. This could be interpreted several ways, use commas to clarify or write it out clearly)

H SCI 101.

https://www.gatornet.greenriver.edu/car/print/revised-car.aspx?crs=PTA+205&div=2I - He... 1/10/2013
Course Content Learning Outcomes

At the completion of PTA 112, the student will be able to: 1. Identify the affect of stroke and lower extremity amputation on functional abilities and selection of rehabilitation techniques. 2. Identify functional expectations for trans-femoral and trans-tibial amputees. 3. Instruct an individual in ADLs including bed mobility, transfers, gait and wheelchair use and basic self care. 4. Instruct an individual in developmental activities as part of functional training program and progress those activities to achieve a stated goal. 5. Demonstrate safe and effective guarding techniques when instructing individuals in functional activities. 6. Instruct patient/caregivers in safe and effective performance of functional activities. 7. Identify barriers to patient safety and safety awareness. 8. Administer a standard instrument to determine ADL and functional levels. 9. Identify appropriate adaptive devices and instruct an individual in their use and care. 10. Implement a progressive mobility program for a lower extremity amputee. The above will be demonstrated by lab activities, assignments, practical examinations and written tests.

Academic Transfer (Baccalaureate)

Does this course transfer to a baccalaureate institution? **If yes, please select one or more applicable distribution below.** Note that course transferability depends on acceptance of at least 3 major Washington state universities.

Meets General Education Requirement (GER/GUR): Select one or more from the list below

- Basic Skills/Communication
- Basic Skills/Quantitative Skills
- Humanities/Fine Arts/English
- Social Science
- Natural Science
- Lab Science
- Lifetime Fitness/Wellness/Activity

Activity is defined as a fully instructed course of study that primarily involves the student in an activity that develops technique or a skill. **Explain in the space provided below, in 25 words or less, how this course meets the Activity requirement as defined above.**

Course is applicable to one or more of the following degrees: Select one or more from the list below

- Associate in Arts degree (**AA-DTA**)
- Associate in Business (**AB-DTA**)
- Associate in Elementary Education (**AEE-DTA**)
<table>
<thead>
<tr>
<th>Program Description</th>
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<tbody>
<tr>
<td>Associate in Fine Arts <em>(AFA-DTA)</em></td>
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<tr>
<td>Associate in Math Education <em>(AM-DTA)</em></td>
</tr>
<tr>
<td>Associate in Pre-Nursing <em>(APren-DTA/MRP)</em></td>
</tr>
<tr>
<td>Associate of Science-Transfer <em>(AS-T Opt 1)</em></td>
</tr>
<tr>
<td>Associate of Science-Transfer <em>(AS-T Opt 2)</em></td>
</tr>
<tr>
<td>Associate in Biology Education <em>(AS-T Opt 1)</em></td>
</tr>
<tr>
<td>Associate in Chemistry Education <em>(AS-T Opt 1)</em></td>
</tr>
<tr>
<td>Associate in General Science Education <em>(AS-T Opt 1)</em></td>
</tr>
<tr>
<td>Associate in Physics Education <em>(AS-T Opt 2)</em></td>
</tr>
<tr>
<td>Associate in Mechanical/Civil/Aeronautical/Industrial/Material Sciences Pre-Engr <em>(AS-T Opt 2 MRP)</em></td>
</tr>
<tr>
<td>Associate in Biological or Chemical Pre-Engr <em>(AS-T Opt 2 MRP)</em></td>
</tr>
<tr>
<td>Associate in Computer or Electrical Pre-Engr <em>(AS-T Opt 2 MRP)</em></td>
</tr>
</tbody>
</table>

*List applicable programs in space provided below*
List applicable programs in space provided below:

1. Associate in Applied Arts degree (AAA)
2. Associate in Applied Science degree (AAS)
3. Professional/Technical Cert (Cert-P)

Campus-Wide Learning Outcomes (CWLO)
Select applicable from the list below and explain how students will demonstrate outcomes in the space provided:

- Critical Thinking
- Responsibility
- Quantitative and Symbolic Reasoning
- Written Communication

Professional/Technical Degrees - Does this course apply towards a professional/technical degree?
Related Instruction Requirements:

Does this course meet the Related instruction requirements for professional/technical degrees? If yes, select one or more from the following list:

- Written Communication
- Oral Communication
- Computation
- Human Relations

However, if you chose Human Relations from the list above, you must also choose a minimum of 80% (8 out of 10) of the US Dept of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) attributes listed below:

- Demonstrates Responsibility
- Demonstrates Self-worth
- Demonstrates sociability in groups
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/help others
- Exhibits leadership
- Negotiates Agreements
- Appreciates and works with diverse group

Advisory Committee Approval Date 5/20/2010

Evaluation: (Grading System)

- Grades will be assigned in accordance with the decimal grading system as outlined in the college catalog.
- Pass/No Credit
- Satisfactory
- Competency-Based

SIGNATURE APPROVALS

Initiator: (Date):
- Donnette Parry

Faculty Course Review Committee (FCRC): (Date):
- Leslie Kessler

Division Chair: (Date):
- Instruction Council (IC): (Date):

Dean of Instruction: (Date):
- Vice President of (Date):

Institutional Intent Code: 21
- CIP Code: 51.0806
- Educational Program Code: 345

Preliminary Approval Requested
- Vice President of Instruction
PROGRAM ADOPTION PROGRAM REVISION
The college is committed to assisting disabled and disadvantaged, registration assistance, accessibility, advocacy and liaison with faculty and staff, contact the Disability Student Services Coordinator (ext. 2051).

Date: 4/17/2013
Division Submitting: 2B Business
EPC Code: 841

Name of Program: Criminal Justice-AAS

Total Number of Credits: 112 To 113
Min Credits: Max Credits: Effective Date: Summer 2013

Program applicable for:
☐ Transfer (DTA's: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
☐ (A-PP) Associate in Pre-Professional degree
☐ (A-cert) Academic Certificate
☐ (AAS-T) Associate in Applied Science-Transfer degree
☐ (BAS) Bachelor of Science degree

If selected, skip the Related Instruction Requirements area.)

Reason for Request:
☐ New degree or certificate
☐ Cancel degree or certificate
☒ Program Revision

Related Instruction Requirements:

1. Communication (10 credits)
   A. Written Communication (5 credits)
      ☒ Engl 109 (Formerly Engl 102)
      ☒ Engl& 101 (Formerly Engl 110)
      ☐ Engl 126 (Formerly Engl 111)
      ☒ Engl 127 (Formerly Engl 112)
      ☐ Engl 128 (Formerly Engl 113)
      ☒ Bus E 130
   B. Oral Communication (5 credits)
      ☒ Cmst 100 (Formerly Comm 100)
      ☒ Cmst& 210 (Formerly Comm 110)
      ☒ Cmst& 220 (Formerly Comm 101)
      ☒ Cmst& 230 (Formerly Comm 234)
      ☒ Cmst 238

2. Computations/Mathematics (5 credits)
   ☐ Achieve a Compass score for eligibility for MATH& 142 or higher or
   ☐ Complete one MATH course numbered 100 or above: ________________________________ or
   ☒ List specific MATH course: Math& 107 or any college level math class

3. Human Relations
   A. Select one or more course(s) from the following list:
      (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
         ☐ Bus 166
         ☐ Cmst 100 (Formerly Comm 100)
         ☒ Cmst& 210 (Formerly Comm 110)
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes:

- Demonstrates responsibility
- Demonstrates self-worth
- Demonstrates socialiability in a group
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/helps others
- Exhibits leadership
- Negotiates agreements
- Appreciates and works with diverse groups

Advisory committee approval date: ____________

Comments:

Add CJ 120 (new course) 5 credits, Criminal Justice Professions to the list of Electives.

SIGNATURE APPROVALS

Initiator: Ron Riley  Date  Faculty Curriculum Review Committee Chair  Date

Division Chair: Brenda Bindschatel  Date  Instructional Council  Date

Dean of Instruction: Sidney Weldele Wallace  Date  Vice President of Instruction  Date

Curriculum Support Services  Date
Criminal Justice
Associate in Applied Science Degree
112-113 Credits

This degree program is a broad discipline, encompassing the scientific study of crime, criminals, the criminal justice system, treatment of offenders, and theories of crime causation. It is interdisciplinary in nature, drawing from such fields as psychology, political science, sociology, economics, biology and law. Students are encouraged to participate in the Criminal Justice Advisory Committee and the criminal justice club called “Future Criminal Justice Professionals.” Those interested in transferring to a university should consider this degree because it also satisfies the requirements of the Associate in Arts degree. Students should contact a criminal justice advisor in order to create a customized program of study.

Many criminal justice students continue their academic careers; some others seek employment with a variety of criminal justice agencies; other students are returning law enforcement officers updating their skills and education.

Contact: Ron Riley, ext. 4859
rriley@greenriver.edu

Mary Jane Sherwood, ext. 4387
mjsherwood@greenriver.edu

<table>
<thead>
<tr>
<th>Dept./No.</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Anth&amp; 205</td>
<td>Cultural Anthropology or</td>
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<tr>
<td>Anth&amp; 236</td>
<td>Forensic Anthropology</td>
<td>5</td>
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<tr>
<td># Cmst&amp; 210</td>
<td>Interpersonal Communication</td>
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<tr>
<td># Cmst&amp; 230</td>
<td>Small Group Communication</td>
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<tr>
<td># Engl&amp; 101</td>
<td>English Composition 1</td>
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<tr>
<td>Engl 126</td>
<td>Writing: Humanities or</td>
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<tr>
<td>Engl 127</td>
<td>Writing: Social Sciences or</td>
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<tr>
<td>Engl 128</td>
<td>Research Writing: Science/Engineering/Business</td>
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<tr>
<td># Math&amp; 107</td>
<td>Math in Society or any college-level Math class</td>
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<tr>
<td>Natural Science</td>
<td>Select any three courses from at least two separate areas. 10 credits must be from List A, including a minimum of 5 credits from lab sciences. The additional 5 credits can be from List A or List B. 15</td>
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<td>P E 101</td>
<td>Physical Fitness Lab or</td>
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<tr>
<td>P E 102</td>
<td>Jogging or</td>
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<td>P E 103</td>
<td>Total Physical Fitness or</td>
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<td>P E 111</td>
<td>Aerobic Walking or</td>
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<tr>
<td>P E 131</td>
<td>Weight Training or</td>
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<td>* P E 149</td>
<td>CORE Training for Health or</td>
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<tr>
<td>P E 160</td>
<td>Exercise and Nutrition or</td>
<td>(3)</td>
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<td>P E 165</td>
<td>Exercise and Health or</td>
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<td>P E 169</td>
<td>Fitness and Health</td>
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<td>P E 113</td>
<td>Group Dynamics Activities</td>
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<tr>
<td>Phil 160</td>
<td>Introduction to the Philosophy of Science or</td>
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<td>Phil 115</td>
<td>Reasoning in Everyday Life</td>
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<td>Photo 101</td>
<td>Beginning Black and White Photography</td>
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<td>Photo 111</td>
<td>Beginning Digital Photography</td>
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<td>Psyc&amp; 100</td>
<td>General Psychology</td>
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<td>Introduction to Sociology</td>
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## Required Core Classes:

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<td>CJ 101</td>
<td>Introduction to Criminal Justice</td>
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<td>CJ 200</td>
<td>Individual Rights in Criminal Justice</td>
<td>5</td>
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<tr>
<td>CJ 205</td>
<td>Criminal Evidence</td>
<td>5</td>
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<tr>
<td>CJ 220</td>
<td>Multicultural Diversity in Criminal Justice</td>
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<tr>
<td>Soc 215</td>
<td>Survey of Criminology</td>
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## Electives: Select from the following courses to total 112-113 credits.

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>Anth&amp; 236</td>
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<td>Bus E 100</td>
<td>Fundamentals of Computers</td>
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</tr>
<tr>
<td>Bus E 140</td>
<td>Records Management</td>
<td>5</td>
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<tr>
<td>Bus E 250</td>
<td>Office Administration</td>
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<tr>
<td>CJ 105</td>
<td>Introduction to Corrections</td>
<td>5</td>
</tr>
<tr>
<td>CJ 110</td>
<td>Criminal Law</td>
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<tr>
<td>CJ 115</td>
<td>Fingerprint Science</td>
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<tr>
<td><strong>CJ 120</strong></td>
<td><strong>Criminal Justice Professions</strong></td>
<td><strong>5</strong></td>
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<tr>
<td>CJ 177-179</td>
<td>Criminal Justice Work Experience 1-3 <strong>and</strong></td>
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<tr>
<td>Coop 171</td>
<td>Work Experience Seminar</td>
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<td>CJ 236</td>
<td>Community-Oriented Policing</td>
<td>5</td>
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<tr>
<td>CJ 240</td>
<td>Introduction to Forensic Science</td>
<td>5</td>
</tr>
<tr>
<td>CJ 294</td>
<td>Special Topics-Criminal Justice</td>
<td>5</td>
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<tr>
<td>CJ 299</td>
<td>Independent Study-Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>Psyc 209</td>
<td>Fundamentals of Psychological Research</td>
<td>5</td>
</tr>
<tr>
<td>Soc 245</td>
<td>Juvenile Delinquency</td>
<td>5</td>
</tr>
</tbody>
</table>

**# Satisfies related instruction requirements.**

**Note:** Students must attain a grade of 2.0 or higher in all CJ classes.
**Program Adoption Program Revision**

The college is committed to assisting disabled and disadvantaged, registration assistance, accessibility, advocacy and liaison with faculty and staff, contact the Disability Student Services Coordinator (ext. 2031).

### Date: 4/17/2013

**Name of Program**: Criminal Justice-Forensic Technology AAS

**Total Number of Credits**: 113 To 114  
**Min Credits**: 113  
**Max Credits**: 114  
**Effective Date**: Summer 2013

**Program applicable for:** Select appropriate item

- ✔ Transfer (DTA's: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
- ✔ (A-PP) Associate in Pre-Professional degree
- ✔ (A-cert) Academic Certificate
- ☐ (AAS-T) Associate in Applied Science-Transfer degree
- ☐ (BAS) Bachelor of Science degree

If selected, skip the Related Instruction Requirements area.

**Reason for Request** Select appropriate item

- ☐ New degree or certificate
- ☐ Cancel degree or certificate
- ✔ Program Revision

**Related Instruction Requirements**

1. **Communication (10 credits)**
   - **A. Written Communication (5 credits)**
     - ☐ Engl 109 (Formerly Engl 102)
     - ☐ Engl& 101 (Formerly Engl 110)
     - ✔ Engl 126 (Formerly Engl 111)
     - ✔ Engl 127 (Formerly Engl 112)
     - ✔ Engl 128 (Formerly Engl 113)
     - ☐ Bus E 130
   - **B. Oral Communication (5 credits)**
     - ☐ Cmst 100 (Formerly Comm 100)
     - ☐ Cmst& 210 (Formerly Comm 110)
     - ☐ Cmst& 220 (Formerly Comm 101)
     - ☐ Cmst& 230 (Formerly Comm 234)
     - ✔ Cmst 238

2. **Computations/Mathematics (5 credits)**
   - ☐ Achieve a Compass score for eligibility for MATH& 142 or higher or
   - ☐ List specific MATH course: MATH& 107 or any college level math

3. **Human Relations**
   - **A. Select one or more course(s) from the following list:**
     (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
     - ☐ Bus 166
     - ☐ Cmst 100 (Formerly Comm 100)
     - ✔ Cmst& 210 (Formerly Comm 110)

**EPC Code**: 967

**Division Submitting**: 2B-Business

**Effective Date**: Summer 2013

**Program applicable for** (If selected, skip the Related Instruction Requirements area.)

- ☐ Transfer (DTA’s: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
- ☐ (A-PP) Associate in Pre-Professional degree
- ☐ (A-cert) Academic Certificate
- ☐ (AAS-T) Associate in Applied Science-Transfer degree
- ☐ (BAS) Bachelor of Science degree

High school diploma

**Transfer (DTA’s: AA, AB, AEE, AFA, AM, A-PreN, AS-T)**

- ☑ (AAA) Associate in Applied Arts degree
- ☑ (AAS) Associate in Applied Science degree
- ☒ Certificate (45 credits and over)
- ☐ Certificate (44 credits and under)

(If selected, skip the Related Instruction Requirements area.)

**Reason for Request** Select appropriate item

- ☐ New degree or certificate
- ☐ Cancel degree or certificate
- ✔ Program Revision

**Related Instruction Requirements**: Select appropriate item

- ☐ Place on in-active status
  (3 years maximum, then place on Cancel)

**Total Number of Credits**: 114

**Program applicable for:** Select appropriate item

- ☐ Associate in Applied Science (AAS)
- ☐ Certificate (45 credits and over)
- ☐ Certificate (44 credits and under)

If selected, skip the Related Instruction Requirements area.
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes

- Demonstrates responsibility
- Demonstrates self-worth
- Demonstrates socialiability in a group
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/helps others
- Exhibits leadership
- Negotiates agreements
- Appreciates and works with diverse groups

Advisory committee approval date: ____________

Comments

Add CJ 120 to the list of electives.

SIGNATURE APPROVALS

Initiator: Mary Jane Sherwood  Date  Faculty Curriculum Review Committee Chair  Date

Division Chair: Brenda Bindschatel  Date  Instructional Council  Date

Dean of Instruction: Sidney Weldele Wallace  Date  Vice President of Instruction  Date

Curriculum Support Services  Date
Criminal Justice -
Forensic Technology
Associate in Applied Science Degree
113-114 Credits

This degree program introduces individuals who wish to gain employment in areas such as police support, crime scene investigations, and fingerprint and trace evidence examination to the field of Forensic Technology. Forensics or criminalistics is concerned with the recognition, identification, individualization, and evaluation of physical evidence using the methods of the natural sciences. Some of the major areas of this specialty include forensic medicine, toxicology, serology, anthropology, and odontology, trace evidence (hair, fibers, glass, etc.), documentary evidence, ballistics, explosives, accelerates, and fingerprint examination. Students are encouraged to participate in the Criminal Justice Club.

This degree helps prepare students to transfer to a university to continue their education in Forensics. Those interested in transferring to a university should consider this degree as it also satisfies the requirement of the Associate in Arts degree.

Contact:
Ron Riley, ext. 4859
rriley@greenriver.edu
Mary Jane Sherwood, ext. 4387
msherwood@greenriver.edu

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<td>AP 103</td>
<td>Essentials of Human Anatomy-Physiology 1</td>
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<td>AP 104</td>
<td>Essentials of Human Anatomy-Physiology 2</td>
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<tr>
<td>Anth 205</td>
<td>Biological Anthropology</td>
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<tr>
<td>Biol 100</td>
<td>Survey of Biology</td>
<td>5</td>
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<tr>
<td># Cmst&amp; 210</td>
<td>Interpersonal Communication</td>
<td>5</td>
</tr>
<tr>
<td># Cmst 220</td>
<td>Public Speaking</td>
<td>5</td>
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<tr>
<td># Engl 101</td>
<td>English Composition I</td>
<td>5</td>
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<td>Engl 126 or</td>
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<td>Engl 127 or</td>
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<td>Engl 128</td>
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<td>P E 102 or</td>
<td>Jogging or</td>
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<td>P E 103 or</td>
<td>Total Physical Fitness or</td>
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<td>P E 111 or</td>
<td>Aerobic Walking or</td>
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<td>P E 149 or</td>
<td>CORE Training for Health or</td>
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<td>P E 131 or</td>
<td>Weight Training or</td>
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<td>P E 160 or</td>
<td>Exercise and Nutrition or</td>
<td>(3)</td>
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<td>P E 165 or</td>
<td>Exercise and Health or</td>
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<td>P E 169</td>
<td>Fitness and Health</td>
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<td>P E 113</td>
<td>Group Dynamics Activities</td>
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<td>Phil 115 or</td>
<td>Reasoning in Everyday Life or</td>
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<tr>
<td>Phil 160</td>
<td>Introduction to the Philosophy of Science</td>
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<td>Photo 101</td>
<td>Beginning Black and White Photography</td>
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<tr>
<td>Photo 111</td>
<td>Beginning Digital Photography</td>
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<td>Psyc&amp; 100</td>
<td>General Psychology</td>
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<td>Psyc&amp; 220</td>
<td>Abnormal Psychology</td>
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Required core classes: (25 credits)

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<td>Anth &amp; 236 or Forensic Anthropology or Anth &amp; 206 Cultural Anthropology</td>
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<td>CJ &amp; 101</td>
<td>Introduction to Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 115</td>
<td>Fingerprint Science</td>
<td>5</td>
</tr>
<tr>
<td>CJ 200</td>
<td>Individual Rights in Criminal Justice</td>
<td>5</td>
</tr>
<tr>
<td>CJ 205 or Criminal Evidence or CJ &amp; 240 Introduction to Forensics Science</td>
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Electives, select any three classes (15 credits maximum)  

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<td>Bus E 250</td>
<td>Office Relations and Procedures</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ &amp; 105</td>
<td>Introduction to Corrections</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ &amp; 110</td>
<td>Criminal Law</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ 120</td>
<td>Criminal Justice Professions</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ 177 and Criminal Justice Work Experience 1 and Coop 171 Work Experience Seminar</td>
<td>(5)</td>
<td></td>
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<tr>
<td>CJ 220</td>
<td>Multicultural Diversity in Criminal Justice</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ 236</td>
<td>Community-Oriented Policing</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ 294</td>
<td>Special Topics-Criminal Justice</td>
<td>(5)</td>
</tr>
<tr>
<td>CJ 299</td>
<td>Independent Study-Criminal Justice</td>
<td>(5)</td>
</tr>
<tr>
<td>Psyc 209</td>
<td>Fundamentals of Psychological Research</td>
<td>(5)</td>
</tr>
<tr>
<td>Soc 215</td>
<td>Survey of Criminology</td>
<td>(5)</td>
</tr>
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<td>Soc 245</td>
<td>Juvenile Delinquency</td>
<td>(5)</td>
</tr>
</tbody>
</table>

# Satisfies related instruction requirements.

Note: Students must attain a grade of 2.0 or above in all classes.

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PROGRESS ADOPTION PROGRAM
REVISION

The college is committed to assisting disabled and disadvantaged, registration assistance, accessibility, advocacy and liaison with faculty and staff, contact the Disability Student Services Coordinator (ext. 2031).

Date: 3/15/2013  Division Submitting: 21-Health Science  EPC Code: 345

Name of Program: Physical Therapist Assistant AAS

Min Credits: 110  To  Max Credits: 112  Effective Date: Summer 2013

Total Number of Credits: 110  To  112

Program applicable for:  Select appropriate item

- Transfer (DTA’s: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
- (A-PP) Associate in Pre-Professional degree
- (A-cert) Academic Certificate
- (AAS-T) Associate in Applied Science-Transfer degree
- (BAS) Bachelor of Science degree
- (AAA) Associate in Applied Arts degree
- (AAS) Associate in Applied Science degree
- Certificate (45 credits and over)
- Certificate (44 credits and under)
- High school diploma

If selected, skip the Related Instruction Requirements area.

Reason for Request:  Select appropriate item

- New degree or certificate
- Cancel degree or certificate
- Program Revision
- Place on in-active status (3 years maximum, then place on Cancel)

Related Instruction Requirements:

1. Communication (10 credits)
   A. Written Communication (5 credits)
      ☑ Engl 109 (Formerly Engl 102)
      ☑ Engl& 101 (Formerly Engl 110)
      ☑ Engl 126 (Formerly Engl 111)
      ☑ Engl 127 (Formerly Engl 112)
      ☑ Engl 128 (Formerly Engl 113)
      ☑ Bus E 130
   B. Oral Communication (5 credits)
      ☑ Cmst 100 (Formerly Comm 100)
      ☑ Cmst& 210 (Formerly Comm 110)
      ☑ Cmst& 220 (Formerly Comm 101)
      ☑ Cmst& 230 (Formerly Comm 234)
      ☑ Cmst 238

2. Computations/Mathematics (5 credits)
   ☑ Achieve a Compass score for eligibility for MATH& 142 or higher or
   ☑ Complete one MATH course numbered 100 or above:  
   ☑ List specific MATH course:  see page 3

3. Human Relations
   A. Select one or more course(s) from the following list:
      (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
      ☑ Bus 166
      ☑ Cmst 100 (Formerly Comm 100)
      ☑ Cmst& 210 (Formerly Comm 110)
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

<table>
<thead>
<tr>
<th>P T 102</th>
<th>P T 279</th>
<th>P T 280</th>
<th>PT 251-253</th>
</tr>
</thead>
</table>

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes:

- [x] Demonstrates responsibility
- [x] Demonstrates self-worth
- [x] Demonstrates socialability in a group
- [x] Demonstrates self-management
- [x] Demonstrates integrity/honesty
- [x] Participates as a team member
- [x] Teaches/helps others
- [x] Exhibits leadership
- [x] Negotiates agreements
- [x] Appreciates and works with diverse groups

Advisory committee approval date: ______________

Comments

1. Move PTA 102 from Fall to Winter 1st year.
2. Remove ACOMP 100N, CMST 100 and ENGL 109
3. Move H SCI 150 from Winter 1st year to Required Supporting Courses, and added "or PSYC& 200" as an option to H SCI 150.
4. Change PTA 112 to PTA 205.

SIGNATURE APPROVALS

Initiator: Donette Parry

Division Chair: Leslie Kessler

Dean of Instruction: Sidney Weldele Wallace

Faculty Curriculum Review Committee Chair

Instructional Council

Vice President of Instruction

Curriculum Support Services
Physical Therapist Assistant
Associate in Applied Science Degree
110-112 Credits

This degree program awards an Associate in Applied Science degree and is accredited by the Commission on Accreditation in Physical Therapy education. Once students begin PTA classes, they typically complete the program in two years with 110-112 credits, depending on previous college work. PTA program courses must be taken in sequence and are only offered to students who are accepted into the PTA Program. The program admits a class of 32 each fall quarter. Admission is by application and applicants are evaluated based on academic preparation and familiarity with physical therapy.

PTA program students must earn a minimum of 2.0 in all required courses. After graduating from the program students are eligible to apply for licensure and sit for the PTA licensing examination, which is given nationally. Most states require licensure of PTAs, and may have requirements in addition to the licensure examination. Washington State requires PTA licensure.

The PTA, under the supervision of a licensed physical therapist, treats individuals with physical limitations to relieve pain and restore function. Physical therapist assistants work in hospitals, rehabilitation centers, school systems, private physical therapy practices, home health care agencies, and sports medicine facilities. Prospective students must complete the admissions prerequisites and apply for the Physical Therapist Assistant program.

Application Requirements:

Please refer to the PTA program website at www.instruction.greenriver.edu/PTA for the most current information about application requirements or register for an information session at www.greenriver.edu/infosessions.

The required prerequisites are as follows:

- **Human Anatomy and Physiology 1 & 2**
  The prerequisite requires 10 quarter-credits (or equivalent) of human anatomy and physiology with a lab. The minimum courses meeting this requirement at GRCC are AP 103 and 104. Biol& 241 (AP I) and Biol& 242 (AP II) also meet this prerequisite. These courses should be completed within 5-7 years prior to applying to the program and completed at the same institution. Please be advised that AP 103 and AP 104 may not transfer as well to another institution.

- **Speech/Communication**
  The courses meeting this requirement at GRCC include: Cmst 100, Cmst& 210, Cmst& 220, Cmst& 230 or Cmst 238. Equivalent communication/speech courses with less than 5 quarter credits should be verified with the pre-PTA program advisor. Please be advised that Cmst 100 may not transfer to a university.

- **English Composition**
  This requirement may be completed by taking either English Composition I (Engl& 101 or equivalent transferable course) or Writing for Trades/Professional Technical Degrees (Engl 109). Students who complete an equivalent course of less than 5 quarter credits will not meet this requirement.
Effective Summer 2013

Green River Community College has made reasonable efforts to provide in this catalog (publication) information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses, and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of any such changes. Nothing contained herein shall be construed to create any offer to contract or any contractual rights.

requirement and subsequently be ineligible for graduation. English 126, 127, and 128 at GRCC Green River (or their equivalent) will also meet this requirement. Please be advised that Engl 109 may not transfer to a university. (5 composition credits required)

- **Math (choose 1 of 2 options)**

  **Option 1:** Any college-level Math course (most math courses numbered 100 or above), or

  **Option 2:** Complete one of the following: Bus E 110, B A 145 or Acomp 100N and eligibility for Math 072 (Elementary Algebra) by COMPASS score or completion of Math 070 or higher with a grade of 2.5 or higher.

The required supporting course is as follows:

**Human Development**

This supporting course must be taken before completing the program. A student must fulfill this requirement with either H SCI 150, PSYC & 200, or an equivalent course. Students are advised to complete this course before entering the program if possible. Please be advised that H SCI 150 may not transfer to another institution, and registration of PSYC & 200 may require successful completion of a General Psychology (PSYC & 100) course and eligibility for ENLG & 101 beforehand.

Students who satisfy the above requirements will be selected based on academic preparation, COMPASS scores, GPA, and familiarity or experience with physical therapy or closely-related field requirements. Please access the website http://www.instruction.greenriver.edu/PTA/ or consult the Pre-PTA Program Advisor for the most current information.

The PTA program complies with the "Child/Adult Abuse Information Act," RCW 43.43.830 through 43.43.840. Authorization for background check is required of each applicant. Some convictions may disqualify students from clinical placements and therefore program completion and licensure. Some clinics require additional background checks and drug testing. Individuals whose background checks identify a record of convictions will be required to meet with a faculty member to discuss the findings prior to admission into the program.

**Contact:** Barbara BruckerDonette Parry, ext. 4489
dparry@greenriver.edu

Byron Ford, ext. 2641
bford@greenriver.edu

Information Session Sign up: www.greenriver.edu/info-sessions

<table>
<thead>
<tr>
<th>Dept./No.</th>
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<th>Credits</th>
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<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
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<tr>
<td>Fall Quarter</td>
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<tr>
<td>H Sci 102</td>
<td>Applied Anatomy</td>
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<td>PTA 101</td>
<td>Introduction to Physical Therapy</td>
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<tr>
<td># PTA 102</td>
<td>Therapeutic Interaction in Health Care</td>
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</tr>
<tr>
<td>PTA 105</td>
<td>Patient Care Skills</td>
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Green River Community College has made reasonable efforts to provide in this catalog (publication) information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses, and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of any such changes. Nothing contained herein shall be construed to create any offer to contract or any contractual rights.
### Winter Quarter

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<td># PTA 102</td>
<td>Therapeutic Interaction in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>PTA 110</td>
<td>Principles of Physical Therapy Agents</td>
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<tr>
<td>PTA 114</td>
<td>Tests and Measurements</td>
<td>2</td>
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<td>PTA 130</td>
<td>Survey of Pathophysiology 1</td>
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### Spring Quarter

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<td>PTA 111</td>
<td>Principles of Physical Therapy Agents</td>
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<td>PTA 113</td>
<td>Posture and Movement</td>
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<td>PTA 131</td>
<td>Survey of Pathophysiology 2</td>
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### SECOND YEAR

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<td>PTA 201</td>
<td>Issues in Health Care</td>
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<td>PTA 210</td>
<td>Therapeutic Exercise</td>
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<td>PTA 212</td>
<td>Acute Care</td>
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<td>PTA 277</td>
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### Winter Quarter

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<td>PTA 213</td>
<td>Orthopedic Therapy</td>
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<td># PTA 252</td>
<td>Clinical Supervision 2</td>
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<td>PTA 278</td>
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### Spring Quarter

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<tr>
<td># PTA 253</td>
<td>Clinical Supervision 3</td>
<td>1</td>
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<tr>
<td>PTA 279</td>
<td>Clinical Affiliation 3</td>
<td>7</td>
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<tr>
<td>PTA 280</td>
<td>Clinical Affiliation 4</td>
<td>7</td>
</tr>
</tbody>
</table>

### Required Supporting Course/Prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td># Acomp 100N or Acomp 100T</td>
<td>Computation for Practical Nursing or Computation for the Trades Math or Business Computations or Business Math Applications or Any college-level Math class numbered 100 or higher</td>
<td>3-5</td>
</tr>
<tr>
<td>AP 103 and AP 104</td>
<td>Essentials of Human Anatomy and Physiology 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td>Biol&amp; 241 and Biol&amp; 242</td>
<td>Human Anatomy and Physiology 1 and 2</td>
<td>10</td>
</tr>
<tr>
<td># Cmst&amp; 210 or Cmst&amp; 220 or Cmst&amp; 230</td>
<td>Interpersonal Communication or Public Speaking or Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Cmst 238</td>
<td>Intercultural Communication</td>
<td>5</td>
</tr>
<tr>
<td># Engl&amp; 101 or English Composition 1 or Engl 109 or Writing for Trades and Professional/Technical Degrees or Engl 126 or Writing: Humanities or Engl 127 or Writing: Social Sciences or Engl 128 or Research Writing: Science/Engineering/Business</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>H Sci 150 or Human Life Span, Growth and Development or Psyc&amp; 200 or Lifespan Psychology</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

* Central Washington University (CWU courses) ExSci 250 and ExSci 351 and Washington State University courses MvtSt 262 and MvtSt 380 will meet the AP 103 and AP 104 PTA degree requirement at Green River Community College.
Date: 4/22/2013

Name of Program: Early Childhood Education-State Credential

Total Number of Credits: 52

Min Credits:
Max Credits:

Program applicable for: Select appropriate item

☐ Transfer (DTA’s: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
☐ (A-PP) Associate in Pre-Professional degree
☐ (A-cert) Academic Certificate
☐ (AAS-T) Associate in Applied Science-Transfer degree
☐ (BAS) Bachelor of Science degree

If selected, skip the Related Instruction Requirements area.

Reason for Request: Select appropriate item

☐ New degree or certificate
☐ Cancel degree or certificate
☐ Program Revision

Place on in-active status
(3 years maximum, then place on Cancel)

Related Instruction Requirements:

1. Communication (10 credits)
   A. Written Communication (5 credits)
      ☐ Engl 109 (Formerly Engl 102)
      ☐ Engl& 101 (Formerly Engl 110)
      ☐ Engl 126 (Formerly Engl 111)
      ☐ Engl 127 (Formerly Engl 112)
      ☐ Engl 128 (Formerly Engl 113)
      ☐ Bus E 130
   B. Oral Communication (5 credits)
      ☐ Cmst 100 (Formerly Comm 100)
      ☐ Cmst& 210 (Formerly Comm 110)
      ☐ Cmst& 220 (Formerly Comm 101)
      ☐ Cmst& 230 (Formerly Comm 234)
      ☐ Cmst 238

2. Computations/Mathematics (5 credits)
   ☐ Achieve a Compass score for eligibility for MATH& 142 or higher or
   ☐ Complete one MATH course numbered 100 or above: ____________________________ or
   ☐ List specific MATH course: __________________________________________________

3. Human Relations
   A. Select one or more course(s) from the following list:
      (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
      ☐ Bus 166
      ☐ Cmst 100 (Formerly Comm 100)
      ☐ Cmst& 210 (Formerly Comm 110)
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

ECED& 120

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes

- Demonstrates responsibility
- Demonstrates self-worth
- Demonstrates sociability in a group
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/helps others
- Exhibits leadership
- Negotiates agreements
- Appreciates and works with diverse groups

Advisory committee approval date: ________________

Comments:

New certificate - to meet the requirements of Steps 5, 6, 7 of level 2 on the Washington Career Lattice for ECE Professionals.

SIGNATURE APPROVALS

Initiator: Diana Holz Date Faculty Curriculum Review Committee Chair Date

Division Chair: Leslie Kessler Date Instructional Council Date

Dean of Instruction: Sidney Weldele Wallace Date Vice President of Instruction Date

Curriculum Support Services Date
Effective Summer2013

Early Childhood Education
State Credential
Certificate of Proficiency
52 Credits

The Early Childhood Education (ECE) State Credential is the benchmark for Level 2 Core Competencies for Early Care and Education Professionals. The 52-credit “stackable certificate” requires Math, English, and Oral Communications as a foundation of the next step – an ECE Associates in Applied Arts Degree. Students who achieve this benchmark are on Step 7 of the Washington State Career Lattice.

Contacts: Diana Holz, ext. 4334 
dholz@greenriver.edu
Leslie Kessler, ext. 4555 
lkessler@greenriver.edu

<table>
<thead>
<tr>
<th>Dept./No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eced&amp; 105</td>
<td>Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>Eced&amp; 107</td>
<td>Health, Safety and Nutrition</td>
<td>5</td>
</tr>
<tr>
<td># Eced&amp; 120</td>
<td>Early Childhood Education Practicum 1</td>
<td>2</td>
</tr>
<tr>
<td>Educ&amp; 150</td>
<td>Child, Family, Community</td>
<td>3</td>
</tr>
<tr>
<td>Eced&amp; 160</td>
<td>Curriculum Development</td>
<td>5</td>
</tr>
<tr>
<td>Eced&amp; 170</td>
<td>Environments-Young Child</td>
<td>3</td>
</tr>
<tr>
<td>Eced&amp; 180</td>
<td>Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>Eced&amp; 190</td>
<td>Observation and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Educ&amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
<tr>
<td>Educ&amp; 130</td>
<td>Guiding Behavior</td>
<td>3</td>
</tr>
<tr>
<td># Cmst 220</td>
<td>Public Speaking</td>
<td>5</td>
</tr>
<tr>
<td># Engl&amp; 101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td># Math</td>
<td>Any Math class 100 or higher</td>
<td>5</td>
</tr>
</tbody>
</table>
**Program Adoption Program Revision**

The college is committed to assisting disabled and disadvantaged, registration assistance, accessibility, advocacy and liaison with faculty and staff, contact the Disability Student Services Coordinator (ext. 2031).

---

**Date:** 4/22/2013  
**Division Submitting:** 2I - Health Science & Education  
**EPC Code:**

**Name of Program:** Early Childhood Education-Short Certificate

**Total Number of Credits:** 20

**Effective Date:**

---

**Program applicable for:**  
- Select appropriate item

- ☐ Transfer (DTA's: AA, AB, AEE, AFA, AM, A-PreN, AS-T)
- ☐ (A-PP) Associate in Pre-Professional degree
- ☐ (A-cert) Academic Certificate
- ☐ (AAS-T) Associate in Applied Science-Transfer degree
- ☐ (BAS) Bachelor of Science degree

☐ (AAA) Associate in Applied Arts degree
- ☐ (AAS) Associate in Applied Science degree
- ☐ Certificate (45 credits and over)
- ☐ Certificate (44 credits and under)

*(If selected, skip the Related Instruction Requirements area.)*

- ☐ Place on in-active status
  - (3 years maximum, then place on Cancel)

**Reason for Request:**  
- ☑ New degree or certificate
- ☐ Cancel degree or certificate
- ☐ Program Revision

**Related Instruction Requirements:**

1. **Communication (10 credits)**
   - ☐ Engl 109 (Formerly Engl 102)
   - ☐ Engl& 101 (Formerly Engl 110)
   - ☐ Engl 126 (Formerly Engl 111)
   - ☐ Engl 127 (Formerly Engl 112)
   - ☐ Engl 128 (Formerly Engl 113)
   - ☐ Bus E 130

2. **Computations/Mathematics (5 credits)**
   - ☐ Achieve a Compass score for eligibility for MATH& 142 or higher or
   - ☐ Complete one MATH course numbered 100 or above: ________________________________ or
   - ☐ List specific MATH course: ________________________________

3. **Human Relations**
   - ☐ Select one or more course(s) from the following list:
     - (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
     - ☐ Bus 166
     - ☐ Cmst 100 (Formerly Comm 100)
     - ☐ Cmst& 210 (Formerly Comm 110)
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes:

- Demonstrates responsibility
- Demonstrates self-worth
- Demonstrates socialability in a group
- Demonstrates self-management
- Demonstrates integrity/honesty
- Participates as a team member
- Teaches/helps others
- Exhibits leadership
- Negotiates agreements
- Appreciates and works with diverse groups

Advisory committee approval date: ________________

Comments

New certificate - to meet the requirements of Steps 5, 6, 7 of level 2 on the Washington Career Lattice for ECE Professionals.

SIGNATURE APPROVALS

<table>
<thead>
<tr>
<th>Initiator:</th>
<th>Diana Holz</th>
<th>Date</th>
<th>Faculty Curriculum Review Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Chair:</td>
<td>Leslie Kessler</td>
<td>Date</td>
<td>Instructional Council</td>
<td>Date</td>
</tr>
<tr>
<td>Dean of Instruction:</td>
<td>Sidney Weldele Wallace</td>
<td>Date</td>
<td>Vice President of Instruction</td>
<td>Date</td>
</tr>
<tr>
<td>Curriculum Support Services</td>
<td></td>
<td>Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Effective Summer 2013

Early Childhood Education
Short Certificate
Certificate of Proficiency
20 Credits

The Early Childhood Education (ECE) Short Certificate builds on the Initial Certificate as the second “stackable certificate.” At this point, students have five choices: ECE General, Infant/Toddler Care, School-Age Care, Family Child Care, and ECE Administration. All Short Certificates provide the foundation for the ECE Washington State Credential and the ECE Associate in Applied Arts Degree. Completion of the Short Certificate places students on Level 6 of the Washington State Career Lattice.

Contacts: Diana Holz, ext. 4334  Leslie Kessler, ext. 4555
dholz@greenriver.edu  lkessler@greenriver.edu

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<td>Eced&amp; 107</td>
<td>Health, Safety and Nutrition</td>
<td>5</td>
</tr>
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<td>2</td>
</tr>
<tr>
<td>Educ&amp; 115</td>
<td>Child Development</td>
<td>5</td>
</tr>
</tbody>
</table>

Area of Specialization:
Educ& 130  Guiding Behavior  3

Note: For other areas of specialization, please contact Diana Holz at ext. 4334. Other areas of specialization include Infant-Toddler Care, School-Age Care, Family Child Care, and Administration.
**Name of Program:** Early Childhood Education-Initial Certificate  

**Total Number of Credits:** 12  

**Effective Date:** Fall 2013

---

**Program applicable for:** Select appropriate item

- [ ] Transfer (DTA's: AA, AB, AEE, AFA, AM, A-PreN, AS-T)  
- [ ] (A-PP) Associate in Pre-Professional degree  
- [ ] (A-cert) Academic Certificate  
- [ ] (AAS-T) Associate in Applied Science-Transfer degree  
- [ ] (BAS) Bachelor of Science degree  
- [ ] (AAA) Associate in Applied Arts degree  
- [ ] (AAS) Associate in Applied Science degree  
- [ ] Certificate (45 credits and over)  
- [x] Certificate (44 credits and under)  

**If selected, skip the Related Instruction Requirements area.**

**Reason for Request:** Select appropriate item

- [x] New degree or certificate  
- [ ] Cancel degree or certificate  
- [ ] Program Revision

**Related Instruction Requirements:**

1. **Communication (10 credits)**
   
   **A. Written Communication (5 credits)**
   - [ ] Engl 109 (Formerly Engl 102)  
   - [ ] Engl & 101 (Formerly Engl 110)  
   - [ ] Engl 126 (Formerly Engl 111)  
   - [ ] Engl 127 (Formerly Engl 112)  
   - [ ] Engl 128 (Formerly Engl 113)  
   - [ ] Bus E 130  

   **B. Oral Communication (5 credits)**
   - [ ] Cmst 100 (Formerly Comm 100)  
   - [ ] Cmst & 210 (Formerly Comm 110)  
   - [ ] Cmst & 220 (Formerly Comm 101)  
   - [ ] Cmst & 230 (Formerly Comm 234)  
   - [ ] Cmst 238

2. **Computations/Mathematics (5 credits)**
   - [ ] Achieve a Compass score for eligibility for MATH & 142 or higher or  
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3. **Human Relations**
   - **A. Select one or more course(s) from the following list:**
     (Cmst 100, &210, &220 and &230 can only be used here if not already used in the section 1B-Oral)
     - [ ] Bus 166  
     - [ ] Cmst 100 (Formerly Comm 100)  
     - [ ] Cmst & 210 (Formerly Comm 110)  

---

**High school diploma**
B. Embed at least 30 hours in degree program or 15 hours in a certificate programs as follows:

Courses listed above must include at least 80% of the US Dept of labor Secretary’s Commission on Achieving Necessary Skills (SCANS) attributes. Must select at least 8 out of the 10 attributes listed below. These attributes

- [ ] Demonstrates responsibility
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- [ ] Participates as a team member
- [ ] Teaches/helps others
- [ ] Exhibits leadership
- [ ] Negotiates agreements
- [ ] Appreciates and works with diverse groups

Advisory committee approval date: ________________

Comments

New certificate - to meet the requirements of Steps 5, 6, 7 of level 2 on the Washington Career Lattice for ECE Professionals.

SIGNATURE APPROVALS

Initiator: Diana Holz  Date  Faculty Curriculum Review Committee Chair  Date

Division Chair: Leslie Kessler  Date  Instructional Council  Date

Dean of Instruction: Sidney Weldele Wallace  Date  Vice President of Instruction  Date

Curriculum Support Services  Date
Early Childhood Education
Initial Certificate
Certificate of Proficiency
12 Credits

This is an initial certificate that serves as a point of entry or a continuation of professional development from the Level One Core Competencies for Early Care and Education Professionals. The initial certificate is the first "stackable certificate" providing a foundation for the Early Childhood Education (ECE) State Credential and the ECE Associate of Applied Arts Degree. After completion, students are on Level 5 of the Washington State Career Lattice.

Contacts: Diana Holz, ext. 4334 Leslie Kessler, ext. 4555
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