

RELATED INSTRUCTION

Communication: NW Accreditation requires a recognizable body of instruction in communication. LBCC requires specific writing and speech courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable writing component.

Committee Requirement: Those programs not requiring a course in writing are to indicate in the course descriptions and course outlines those writing skills and writing projects already being taught.

Note: This must be evident in description and content sections of course outline.

Computation: NW Accreditation requires a recognizable body of instruction in Computation. LBCC requires specific math courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable component.

Committee Requirement: Those programs not requiring a course in mathematics are to identify the required courses with a mathematics component. The course descriptions and course outlines for those courses should be revised to reflect the fact that mathematics skills are being developed within these courses.

Note: This must be evident in description and content sections of course outline.

Environmental Awareness: NW Accreditation requires instruction in environmental awareness as appropriate for the program.

Committee Requirement: The following have been identified as major components of environmental awareness (considering emphasis on the ethical, social, moral, and legal components of environmental awareness issues). Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

Note: Evidence of the selected components must be included in the description and content sections of the course outline.

- Ethics and environmental responsibility
- Environmental quality
- Conservation
- Recycling/re-use
- Resource depletion
- Work environment
- Disease control
- Handling hazardous materials
- Hazardous materials disposal
- Reactions to spill emergencies

Environmental Awareness (cont.):

These components can be addressed through a variety of instruction-related experiences or activities. Examples are:

- Making use of MSDS information as it relates to materials used in the specific program/training
- Making use of OSHA information regarding the handling and disposal of hazardous materials
- Using EPA regulations relevant to the specific curriculum
- Making use of field trips, guest speakers, and videos/films to introduce, identify, and reinforce the ethical implications of environmental issues that arise in the program/career
- Having students research/analyze cost recovery as it applies to recycling/re-use of resources relating to their curriculum.

These components can also be part of a program course(s) such as:

- A short course based on the hazardous materials curriculum
- Business Law (BA230)

Or the components may be part of a required support course(s) such as:

- Personal Health (HE120)

Human Relations: NW Accreditation requires a recognizable body of instruction in human relations.

Committee Requirement: The following human relations skills have been identified as the major components. Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

Note: Evidence of the selected components must be included in the description and content sections of the course outline.

- **Active participation as a member of a team** (working cooperatively with others and contributing to group with ideas, suggestions, and effort)
- **Teaching others** (helping others learn)
- **Serving clients/others** (working and communicating with clients and customers to satisfy their expectations)
- **Exercising leadership skills** (communicating thoughts, feelings, and ideas to justify a position; and encouraging, persuading, convincing, or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies, or authority)
- **Working with diverse populations** (working with men and women and with a variety of ethnic, social, or educational backgrounds)

Examples of instructional experiences or activities that would achieve this goal:

- Simulating work place activities that require involvement with clientele

Human Relations (cont.)

- Providing actual service/product for a customer (Santiam Room, auto repair, machining, welding, clinical experiences, etc.)
- Assigning projects to be completed by students working as partners or teams
- Demonstrating and/or information sharing by student
- Requiring case studies
- Sharing work assignments with students from a variety of backgrounds
- Working through a group conflict situation
- Developing strategies for accomplishing team objectives
- Training a colleague
- Exploring possible solutions to a problem in a formal group situation
- Demonstrating an understanding of who the customer is in a work situation
- Dealing with a dissatisfied customer in person or over the telephone
- Using specific team-building concepts to develop a work group
- Using effective delegation techniques
- Demonstrating an understanding of how people with differing backgrounds behave in various situations
- Demonstrating the use of positive techniques for resolving problem situations that arise from differences in background

Job Search Skills: LBCC requires identifiable component for AAS degrees and one- and two-year certificates.

Committee Requirement: The following job search skills have been identified as the major components.

Note: All components must be included in the content section of the course outline.

The student must be able to:

- **Organize and conduct a search for work**
- **Prepare a resume**
- **Write a letter of application**
- **Complete an application form**
- **Prepare for an interview**

The desired outcome is that each student who wishes to obtain employment in an occupation related to their course of study would be able to do so.

Occupational Safety and Health: NW Accreditation requires instruction in safety/industrial safety as appropriate for the program. LBCC requires specific health/wellness/ safety courses for AAS degrees and for two-year certificates; for one-year certificates the requirement is for an identifiable component.

Occupational Safety and Health (cont.):

Committee Requirement: The following have been identified as the major components of Occupational Safety and Health (considering emphasis on mandated regulations as dictated by OSHA). Each program is to determine which of the following components are relevant for success of graduates and to show how the program addresses or includes these.

Note: Evidence of the selected components must be included in the description and content sections of the course outline.

- **Prevention of accidents, injuries, and illness at the work site**
- **Measures that provide protection from exposure to hazards and hazardous materials**
- **Legal obligations mandated by OR-OSHA that directly relate to future occupations**

They may be part of a program course(s) or a required support course(s). Examples of experiences/ activities are:

- Demonstrate a safety/health talk (2 minutes maximum) to be given by students simulating the role of a supervisor on the job
- Explain the use and purpose of the information contained in a material safety data sheet
- If applicable to vocation, demonstrate and understand the proper use of personal protective equipment
- Explain how to access state and national agencies to obtain safety and health codes and related information