

University of Hawaii Maui College

ETRO 161 - Intro Optics & Photonics

1. Course Alpha. Please click on the ? to the right for help.

ETRO

2. Course Number. Please click on the ? to the right for help.

161

3. Course Title/Catalog Title. Please click on the ? to the right for help.

Intro Optics & Photonics

4. Number of Credits. Please click on the ? to the right for help.

3

5. Contact Hours/Type. Please click on the ? to the right for help.

- Hour lecture/lab (4)

6. Course Description. Please click on the ? to the right for help.

Introduces the physics of light, geometric optics, lenses, and mirrors. Studies interference, diffraction, and polarization phenomena. Applies theory to laser physics, optical imaging, and bio-photonics. Provides lab experiments and projects to reinforce the theory.

7. Pre-Requisites. Please click on the ? to the right for help.

ENG 22 with grade C or better or placement at ENG 100, and MATH 103 with grade C or better or placement at MATH 135; or consent.

8. Co-requisites.

None.

9. Recommended Preparation.

None

10. Is this a cross-listed course? Please click on the ? to the right for help.

NO

11. Reason for Proposal. Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

The math pre-requisites have changed:

- Math 103 is now a program and course pre-requisite. MATH 103 replaces MATH 82 to ensure that students are better prepared to succeed in the ECET AS degree program.
- MATH 119 replaces MATH 107 to better prepare ECET students for math in the BAS ENGT degree program.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Fall 2015

13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.

- Standard (Letter,Cr/NCr,Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

| Course SLO/Competency | Set up and use laser and optics equipment and instruments in conformance to laser safety regulations. | Demonstrate an understanding of the concepts underlying the electromagnetic spectrum and the nature of photons, waves, reflection, refraction, interference, and diffraction. | Demonstrate an understanding of geometric optics, lenses, mirrors, polarizers, and other optical instruments. | Describe the types of lasers available, how lasers beams are generated, and how they are used. | Apply the theoretical knowledge and demonstrate the principles involved by setting up experiments in the photonics lab. |
|--|---|---|---|--|---|
| Demonstrate knowledge and comprehension of fundamental optics and photonics principles. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Develop independent problem solving skills using appropriate mathematics. | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Develop experimental technique, including proper setup and care of equipment, conduct experiments and analyze results, assess experimental uncertainty, and make meaningful comparisons between experiment and theory. | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Use the techniques, skills, and modern engineering tools | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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| necessary for engineering practice. | | | | | |
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| Course SLO/PSLO | Analyze, design, and implement electro-optic systems, control systems, instrumentation systems, communication systems, computer systems, or power systems; | Utilize appropriate mathematics at the level of algebra and trigonometry to solve technical problems; | Demonstrate critical engineering technology skills and experiences such as: making existing technology operate, creating/selecting new technology, troubleshooting, calibrating, characterizing, and optimizing; | Demonstrate engineer's way of thinking, analyzing technology as systems; |
|--|--|---|--|--|
| Demonstrate knowledge and comprehension of fundamental optics and photonics principles. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Develop independent problem solving skills using appropriate mathematics. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Develop experimental technique, including proper setup and care of equipment, conduct experiments and analyze results, assess experimental uncertainty, and make meaningful comparisons between experiment and theory. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Use the techniques, skills, and modern engineering tools necessary for engineering practice. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

| Competency |
|---|
| Set up and use laser and optics equipment and instruments in conformance to laser safety regulations. |
| Demonstrate an understanding of the concepts underlying the electromagnetic spectrum and the nature of photons, waves, reflection, refraction, interference, and diffraction. |
| Demonstrate an understanding of geometric optics, lenses, mirrors, polarizers, and other optical instruments. |
| Describe the types of lasers available, how lasers beams are generated, and how they are used. |
| Apply the theoretical knowledge and demonstrate the principles involved by setting up experiments in the photonics lab. |

17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

| Content |
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| 1 week: Introduction, Course Syllabus, Laser Safety Review and Laser Safety Test |
| 1-2 weeks: the Nature of Light |
| 1 week: Sources and Detectors of Light |
| 1 week: Geometric Optics |
| 1 week: Lenses and Mirrors |
| 1 week: Interference and Diffraction |
| 1-2 weeks: Polarization |
| 1-2 weeks: Optical Instruments |
| 1 week: Laser Physics |
| 1 week: Laser Materials Processing |
| 1-2 weeks: Fiber Optics |
| 1 week: Holography, Manufacturing of Precision Optical Components |
| 1 week: Bio Photonics |
| 1-2 weeks: Student Presentations on Aspects of Optics and Photonics, or Laser Technology |

18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.

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| Program SLO |
| Analyze, design, and implement electro-optic systems, control systems, instrumentation systems, communication systems, computer systems, or power systems; |
| Utilize appropriate mathematics at the level of algebra and trigonometry to solve technical problems; |
| Demonstrate critical engineering technology skills and experiences such as: making existing technology operate, creating/selecting new technology, troubleshooting, calibrating, characterizing, and optimizing; |
| Demonstrate engineer's way of thinking, analyzing technology as systems; |

19. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

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| <input checked="" type="checkbox"/> | Creativity - Able to express originality through a variety of forms. |
| <input checked="" type="checkbox"/> | Preparatory Level |
| <input checked="" type="checkbox"/> | Critical Thinking - Apply critical thinking skills to effectively address the challenges |

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| | and solve problems. <input checked="" type="checkbox"/> Preparatory Level |
| | Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly. |
| | Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. |
| <input checked="" type="checkbox"/> | Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Preparatory Level |
| | Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes. |

GenED SLO

Creativity - Able to express originality through a variety of forms.

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.

20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.

- Classroom/Lab (0)

22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.

- J. Donnelly and N. Massa. [LIGHT- Introduction to Optics and Photonics](#). New England Board of Higher Education, , 978-0-9815318-0-9.

23. Maximum enrollment. Please click on the ? to the right for help.

24

24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.

YES

This course requires a lab with all the electronics and optical equipment necessary to carry out the laboratory activities and experiments.

25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.

YES

Must fit the ECET AS degree course scheduling.

26. Are special or additional resources needed for this course? Please click on the ? to the right for help.

This course needs computers, electro-optics equipment, and software packages.

27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.

NO

28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.

No.

29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. Please click on the ? to the right for help.

| Degree | Program | Category |
|-----------------------------|--------------|--------------------------|
| Associate in Arts: | Liberal Arts | LE - Elective |
| | | LE - Elective |
| AS: | ECET - All | PR - Program Requirement |
| AAS: | | |
| BAS: | | |
| Developmental/ Remedial: | | |

30. Course designation(s) for other colleges in the UH system.

This course transfers as an elective.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

Referred catalog and modifications: pages 45 and 112 in UHMC's 2014-2015 general catalog.

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

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| Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes. | | |
| Outcome 1.1 - Use writing to discover and articulate ideas. | | 1 |
| Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication. | | 0 |
| Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences. | | 0 |
| Outcome 1.4 - Gather information and document sources appropriately. | | 1 |
| Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement. | | 1 |
| Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content. | | 1 |
| Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics. | | 0 |
| Outcome 1.8 - Demonstrate proficiency in revision and editing. | | 0 |
| Outcome 1.9 - Develop a personal voice in written communication. | | 0 |
| Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. | | |
| Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately. | | 3 |
| Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate. | | 3 |
| Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving. | | 2 |
| Outcome 2.4 - Formulate and test hypotheses using numerical experimentation. | | 3 |
| Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results. | | 2 |

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| Outcome 2.6 - Assess the validity of statistical conclusions. | 2 |
| Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly. | |
| Outcome 3.1 - Use print and electronic information technology ethically and responsibly. | 1 |
| Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology. | 1 |
| Outcome 3.3 - Recognize, identify, and define an information need. | 1 |
| Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information. | 1 |
| Outcome 3.5 - Create, manage, organize, and communicate information through electronic media. | 1 |
| Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use. | 1 |
| Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication. | 0 |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication. | 1 |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | 0 |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion. | 0 |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 1 |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions. | 1 |
| Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems. | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information. | 3 |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 3 |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | 2 |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 2 |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 3 |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of | 3 |

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| logic and logical sequence. | | |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions. | | 2 |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning. | | 2 |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | | 2 |
| Standard 6 - Creativity Able to express originality through a variety of forms. | | |
| Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking. | | 2 |
| Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge. | | 2 |
| Outcome 6.3: Sustain engagement in activities without a preconceived purpose. | | 2 |
| Outcome 6.4: Apply creative principles to discover and express new ideas. | | 2 |
| Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction | | 2 |
| Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions. | | 2 |

33. Additional Information

None