

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Educational Advisory Council

AGENDA
for
December 1, 2004
3:00 pm
Sylvania CC President's Conference Room B

Informational Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

- Experimental Course Requests
 - ANTH 299 – Death in Cross-Cultural Perspectives
 - SOC 299 – Death in Cross-Cultural Perspectives(Above two courses are cross listed; students may not take both)
- Course Inactivations
 - None this month
- Distance Learning Modality Approvals
 - PSY 214 – Introduction to Personality
 - HST 103 – Western Civilization: Modern Europe
 - HST 102 – Western Civilization: Medieval to Early Modern Europe
 - HST 101 – Western Civilization: Ancient World to Early Medieval
- Items will no longer be accepted if they are not submitted electronically using the new forms. The only exceptions will be if the forms have not been converted (i.e. Gen/Ed Designation List, Modality Proposal). Any request not coming in the appropriate format will be returned.

OLD BUSINESS

108. HE 212 Women's Health

Gen. Ed. List Designation

109. HE 213 Men's Health

Gen. Ed. List Designation

110. HE 242 Stress & Human Health

Gen. Ed. List Designation

111. HE 251 Community & Public Health Issues

Gen. Ed. List Designation

173. SOC 181 Gerontology Career Exploration

New Course – Review previous recommendation made on 10-6-2004

174. SOC 282 Gerontology Capstone Seminar

New Course – Review previous recommendation made on 10-6-2004

NEW BUSINESS

140. ECE 151/161 Practicum I for Experienced Teachers (Infant/Toddler and Preschool)

– Number and Corequisite Change

Requested Number: ECE 131

Current Corequisite: ECE 150/160 Practicum Seminar (Infant/Toddler and Preschool)

Requested Corequisite: ECE 130 Practicum Seminar

141. ECE 200 The Professional in Early Childhood Education – Title and Requisite Change

Current: None

Requested: WR 115

Requested Title: The Professional in Early Education and Family Studies

142. ECE 221 Observation and Guidance II – Requisite Change

Current: None

- Requested: WR 115
143. ECE 224
Withdrawn at SACs Request
144. ECE 260 Advanced Practicum Seminar – Requisite Change
Current: None
Requested: WR 115, HEC 226, ECE 200, and ECE 221
145. HEC 226 Child Development – Requisite Change
Current: None
Requested: WR 115
146. ALC 56 Basic Study Skills Lab
Requested Title: Tutoring Lab – Title, Description, Outcomes Changes
See Full Request for Description and Outcomes Changes
147. ENL 173 Grammar 1 – Contact/Credit Change
Lec: 4 Proposed: 2
Load: .272 Proposed: .136
Contact: 4 Proposed: 2
Credits: 4 Proposed: 2
148. ENL 183 Grammar 2 – Contact/Credit Change
Lec:4 Proposed: 2
Load: .272 Proposed: .136
Contact: 4 Proposed: 2
Credits: 4 Proposed: 2
149. ENL 193 Grammar 3 – New Course
See Full Request for Details
150. WR 180 Composition Conf & Tutoring – Description Change
See Full Request for Details
151. SP 214 Interpersonal Communication
Gen/Ed Designation Request
152. ART 279 Experimental Media – Requisite Change
Current: 6 hrs painting or drawing or instructor's permission
Requested: None
153. GEO 221 Field Geography: The Local Landscape – Description Change
See Full Request for Details

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 212

DEPT: HE

COURSE TITLE: Women's Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ARTS AND HUMANITIES
 SOCIAL SCIENCES
 MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 212, Women's Health, course curriculum examines the cultural, social, behavioral and gender factors that influence the health of women.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Women's Health is built on a public health model that sets individual health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning from a societal and behavioral perspective. In addition students are asked to place current women's health issues into a historical context. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 212 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to integrate their personal health experiences into the broader understanding of place in society and history. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to the development of the women's health movement, current health initiatives of the Office on Women's Health of the U.S. Department of Health and Human Services, global perspectives of women's health, adult development theory, epidemiology, sociocultural dimensions for women and current health concerns (such as drug use, body image) and gender-role perspectives on sexual health and sexuality.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: The holistic nature of this course encourages integration of concepts and theories from psychology, women studies, public health, and sociology. A major outcome for this course is to assess current significant women's health issues in the United States and analyze their impact on women's health from a personal and societal perspective. An additional outcome for this course is to have the students compare and understand the current and historical treatment of women in the health care system.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact women health issues. Course student assessment

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 213

DEPT: HE

COURSE TITLE: Men's Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ARTS AND HUMANITIES
- SOCIAL SCIENCES
- MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 213, Men's Health, course curriculum examines the cultural, social, behavioral and gender factors that influence the health of men.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Men's Health is built on a public health model that sets individual health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning from a societal and behavioral perspective. In addition students are asked to place current men's health issues into a historical context. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: Men's Health is currently taught as an on campus course and in a hybrid format(classroom meetings combined with online learning experiences). Students are required to spend time outside of class participating in discussion board questions, reflective papers, and other out of class assignments that include health agency visitations, abstracts and book reviews. Students will also be evaluated by written examinations.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to integrate their personal health experiences into the broader understanding of place in society and history. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: Students will analyze societal and cultural context for masculinity and understand cultural, social and environmental influences and their effect on masculinity. Students will also be asked to analyze the influence of social class and race on masculinity and men's health. The Transtheoretical Model of behavior change will be applied.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: The holistic nature of this course encourages integration of concepts and theories from psychology, men's studies, public health, and sociology. A major outcome for this course is to assess current significant men's health issues in the United States and analyze their impact on women's health from a personal and societal perspective. An additional outcome for this course is to have the students compare and understand the current and historical treatment of men in the health care system.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological,

and cultural influences impact men's health issues. Course student assessment assignments are designed for students to examine and critically compare models and concepts presented in the course and apply them to their own lives. Reflective practice is built into student assessment.

Please return this form(s) with the signature page(s) to: Curriculum Office, RC 2/123d, attn: Sally Stillwell

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 242

DEPT: HE

COURSE TITLE: Stress and Human Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ARTS AND HUMANITIES
- SOCIAL SCIENCES
- MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 242, Stress and Human Health, course curriculum focuses on the relationship between cultural and societal stressors and individual psychology as it impacts human health.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Stress and Human Health requires the students to increase their understanding of their individual beliefs and behaviors and to place who they are as individuals in the broader context of societal and cultural norms, organizations, social class and gender. Students are asked to pay attention to both societal and behavior factors that contribute to their stress and may negatively or positively influence their health. Students will be asked to conceptually organize their life experiences and discern its meaning and impact on their individual health.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credits well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students who meet the placement into WR 121 prerequisite.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 242 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, term-long reflective journal to assess life experiences and discern their meaning, research papers, where primary resources are required, and extensive reading of the text and other resources. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to several models of stress and coping. Some models and theories included in this course, are: Rational Emotive Behavior Therapy, Transactional Analysis, DESC Model of Assertiveness Communication Lazarus Theory Threat Appraisal and Folkman's Stress Appraisal Model. The models and theory addresses in the course draw from social, psychological, and human biology disciplines

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: Psychology, communication, and sociology disciplines are represented in many models and theories presented in this course. A major outcome for this course is to have the students analyze how social, psychological and cultural influences effect an individual's stress and thereby his/her health. An additional outcome for this course is to have the students compare current and historical research in stress and human health.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact stress and coping.

stress introduced by the text, will allow the students to evaluate their life experiences and place them into a broader context of society and place in human history.

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 251

DEPT: HE

COURSE TITLE: Community and Public Health Issues

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

ARTS AND HUMANITIES

SOCIAL SCIENCES

MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 251, Community and Public Health Issues, course curriculum examines the cultural, social, behavioral and environmental factors that influence the health of community and the individuals within a community.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Community and Public Health issues is built on a public health model that sets health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning through a public health model. In addition, students are asked to provide a historical context for current public health issues. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data. The service learning component of this course serves to increase the student understanding of responsible citizenship.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 251 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class. In addition, students will be asked to participate in a service learning experience.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to assess their service learning experience. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to community and public health models and theory. Economic models, political models, health care, and trans-theoretical change models will be used. Concepts of government and quasi-governmental organizations and nongovernmental agencies will be explored. Students will be asked to study concepts of epidemiology, the history of community and public health, and community organizing.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: Organization theory, community action model, public health and sociology disciplines are represented in the models and theories presented in this course. A major outcome for this course is to have the students analyze how community health conditions influence an individual's health. An additional outcome for this course is to have the students provide a historical context for current public health issues.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact current community health issues. Course student assessment assignments are designed for students to examine and critically compare models and concepts presented in the course. The service learning component provides the student with an opportunity to examine and evaluate local community health issues in the broader context of national and international public health trends.

Please return this form(s) with the signature page(s) to: Curriculum Office, RC 2/123d, attn: Sally Stilwell

FORM M
REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION,
CULTURAL DIVERSITY AND/OR TRANSFER LIST A OR B

COURSE #:

TITLE:

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

CHANGE: Course Title,Requisites

CURRENT COURSE NUMBER: ECE 200

CURRENT COURSE TITLE: The Professional in Early Childhood Education

PROPOSED COURSE TITLE: The Professional in Early Education and Family Studies

PROPOSED TRANSCRIPT TITLE: The Professional in EEFS

REASON FOR TITLE CHANGE: Will make course title consistent with change in degree and department name.

CURRENT PREREQUISITES: none

PROPOSED PREREQUISITES:Writing 115

WILL THIS IMPACT OTHER SACS?:no

WILL THIS IMPACT OTHER DEPTS/CAMPUSES?:no

IMPLEMENTATION TERM:fall

IMPLEMENTATION YEAR:2005

CONTACT NAME:Christyn Dundorf

CONTACT E-MAIL:cdundorf@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

CHANGE: Requisites

CURRENT COURSE NUMBER: ECE 221

CURRENT COURSE TITLE: Observation and Guidance II

CURRENT PREREQUISITES: none

PROPOSED PREREQUISITES: Writing 115

WILL THIS IMPACT OTHER SACS?:no

WILL THIS IMPACT OTHER DEPTS/CAMPUSES?:no

IMPLEMENTATION TERM: fall

IMPLEMENTATION YEAR: 2005

CONTACT NAME: Christyn Dundorf

CONTACT EMAIL: cdundorf@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

CHANGE: Requisites

CURRENT COURSE NUMBER: ECE 260

CURRENT COURSE TITLE: Advanced Practicum Seminar

CURRENT PREREQUISITES: none

PROPOSED PREREQUISITES: Writing 121, HEC 226, ECE 200, and ECE 221

WILL THIS IMPACT OTHER SACS?:no

WILL THIS IMPACT OTHER DEPTS/CAMPUSES?:no

IMPLEMENTATION TERM: fall

IMPLEMENTATION YEAR: 2005

CONTACT NAME: Christyn Dundorf

CONTACT EMAIL: cdundorf@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

CHANGE: Requisites

CURRENT COURSE NUMBER:HEC 226

CURRENT COURSE TITLE: Child Development

CURRENT PREREQUISITES: none

PROPOSED PREREQUISITES: Writing 115

WILL THIS IMPACT OTHER SACS?: no

WILL THIS IMPACT OTHER DEPTS/CAMPUSES?: no

IMPLEMENTATION TERM: fall

IMPLEMENTATION YEAR: 2005

CONTACT NAME: Christyn Dundorf

FROM: cdundorf@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

CHANGE: Course Title, Course Description, Learning Outcomes

CURRENT COURSE NUMBER:ALC 56

CURRENT COURSE TITLE: Basic Study Skills Lab

PROPOSED COURSE TITLE: Tutoring Lab

PROPOSED TRANSCRIPT TITLE: Tutoring Lab

REASON FOR TITLE CHANGE:

This course is a lab for students wanting to improve reading, writing, and/or math skills in a self-paced format. It isn't a class on study skills, although effective study skills will be encouraged.

CURRENT DESCRIPTION: None.

PROPOSED DESCRIPTION:

Self-paced individualized reading, writing, and/or math instruction in lab setting. Content varies depending upon interest and diagnosed needs. May include computer-assisted or small group instruction; tutoring; textbook/workbook assignments; or audio/video.

REASON FOR DESCRIPTION CHANGE: Course description has never been listed.

CURRENT LEARNING OUTCOMES: None.

PROPOSED LEARNING OUTCOMES:

Intended Outcomes for the Course:

- Demonstrate college preparatory grammar and punctuation skills needed for transfer-level writing courses.
- Demonstrate spelling, vocabulary, and study skills needed to transfer to college-level English courses.
- Demonstrate appropriate reading skills for analysis and comprehension of a variety of written texts.
- Demonstrate appropriate mathematical skills for entry into higher-level math courses.
- Exhibit successful college student behavior.

Outcomes Assessment Strategies:

- Quizzes
- Written papers
- Reading summary paragraphs
- Teacher observations
- Self evaluation
- Mid-term and final exams
- Portfolios with log entries
- Final written paper

- Final oral book review
- Course Content Outcomes (Themes, Concepts, and Issues)
- Reading and comprehension
 - Structural analysis of different paragraph forms
 - Writing process
 - Vocabulary: context clues, dictionary skills, and spelling
 - Paragraph development
 - Essay development
 - Grammar and punctuation
 - Basic mathematical concepts (numerical, graphic, algebra)
 - Use of lab's self-paced learning resources -- tutorials, computer programs, video and others.

REASON FOR LEARNING OUTCOMES CHANGE:

Learning outcomes have never been listed.

WILL THIS IMPACT OTHER SACS?: no

WILL THIS IMPACT OTHER DEPTS/CAMPUSES?: no

IMPLEMENTATION TERM: winter

IMPLEMENTATION YEAR: 2005

CONTACT NAME: Laurel Spillum

CONTACT EMAIL: lspillum@pcc.edu

**Curriculum Course Revision Form
Contact/Credit Hour Change**

Course Number: ENL 173

Course Title: Grammar 1

Current Hours:

Lecture: 4

Load Total: .272

Weekly Contact: 4

Credits: 4

Proposed Hours

Lecture: 4

Load Total: .136

Weekly Contact: 2

Credits: 2

Reason for Change: Split a 2 course elective sequence (8 credits total) into a 3 course sequence (6 credits total). Fewer credits hours each term will make the class more appealing and affordable to students.

Does this affect course outcomes: NO

Does this affect Certificate or Degrees: NO

Indicate any impact on Campus or departments other than your own: NONE

Requested Implementation Term: Spring 2005

**Curriculum Course Revision Form
Contact/Credit Hour Change**

Course Number: ENL 183

Course Title: Grammar 2

Current Hours:

Lecture: 4

Load Total: .272

Weekly Contact: 4

Credits: 4

Proposed Hours

Lecture: 4

Load Total: .136

Weekly Contact: 2

Credits: 2

Reason for Change: Split a 2 course elective sequence (8 credits total) into a 3 course sequence (6 credits total). Fewer credits hours each term will make the class more appealing and affordable to students.

Does this affect course outcomes: NO

Does this affect Certificate or Degrees: NO

Indicate any impact on Campus or departments other than your own: NONE

Requested Implementation Term: Spring 2005

**Curriculum Course Request Form
New Course**

Course number: ENL 193
Course title: Grammar 3
Transcript title: Grammar 3

Lecture hours: 2
Lab hours:
Lec/lab hours:
Load total: .136
Weekly contact hours: 2
Total credits: 2

Reason for new course: Split a 2 course elective sequence (8 credits total) into a 3 course sequence (6 credits total). Fewer credit and contact hours each term will make the class more appealing and affordable to students

Course description: This elective class includes the identification and practice of the following grammatical structures: modals, conditionals, clause and phrase reductions, parallel structures, and reported speech. It is designed to reinforce concepts in both oral and written contexts. Does not replace courses in the core curriculum.

Prerequisite(s): Placement in ENL 250 levels or above
Prereq/concurrent: None
Corequisite(s): None

Proposed Outcomes: Identify grammatical structures and use them appropriately in a variety of oral and written contexts

Teaching Format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there an impact on degrees or certificates: NO

Is there an impact on departments/campus: NO

Have other sacs been consulted: NO

Is there an impact on the Library/AV Dept?: NO

Implementation Term: Spring

Implementation Year: 2005

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Change:	Course Description
Current course number:	WR 180
Current course title:	Composition Conf & Tutoring 1 cr.
Current description:	WR 180 Composition Conf & Tutoring 1.0 cr - Explores the techniques and philisophies involved in tutoring and conferencing one-to-one with writing students. Students practice skills learned in the classroom as they work in the PCC Wrting Center or as volunteers in local public schools.
Proposed description:	Same as the above, but delete the end of the last sentence. DELETE: or as volunteers in local public schools.`
Will this impact other sacs?:	no
Will this impact other depts/campuses?:	no
Implementation term:	winter
Implementation year:	2005
Contact name:	Nancy Casciato
Contact e-mail:	ncasciat@pcc.edu

Curriculum Request Form
Gen/Ed, List A/B, Cultural Diversity Designation Request

Course Number: SP 214

Course Title: Interpersonal Communication

REQUEST FOR DESIGNATIONS: Gen/ED, List A

Gen/Ed Information:

How does the course belong to one of the following categories?

- Arts and Humanities
- Social Sciences
- Mathematics, Natural and Physical Science, and Computer Studies

Explanation: Speech Communication falls under the classification of Arts and Humanities at PCC.

How does the course sufficiently incorporate the breadth and scope of the general education philosophy statement?

This course directly addresses the Gen/Ed Philosophy statement by having students examine the communication process in all contexts, including global, cultural, historical, aesthetic and ethical situations.

Where is the course transferable within the Oregon University System of Higher Education?

This course transfers to all Oregon State Universities, including Portland State University and University of Oregon.

Is the course available to all PCC Students?

This course is available to all PCC students.

How does the course demonstrate rigor and require significant student preparation outside of class?

Students read articles and texts, work in small groups, and research course concepts; students are assessed on these materials.

How does the course incorporate substantial student evaluation and demonstrate literacy in the dominant language of the course?

Students will complete written assignments to demonstrate their understanding of communication behaviors. Students will demonstrate an understanding of communication skills and concepts in a variety of communication activities.

How does the course include a wide spectrum of concepts and a variety of theoretical models?

This course focuses on a variety of interpersonal communication theories and models (decision-making, conflict management, systems theory, rhetorical theory, etc.) as they apply within a variety of contexts (personal, social, professional, political, etc.).

How does this course examine the relationship of its material to other disciplines and reflect an historical perspective?

This course addresses skills that are fundamental to "existence" ; that is how we "be" in the world. These ideas correspond to ideas in Philosophy, Psychology,

Sociology, History, etc. The course specifically addresses work, family, and social interactions, all of which are influenced by historical events.

How does this course develop the students abilities to examine, evaluate, and make critical comparisons of various concepts relevant to the discipline?

Students learn to identify a range of communication behaviors that are appropriate within a give context; they pull upon the concepts discussed in the course to determine socially acceptable and rhetorically sensitive behaviors within these settings (Aristotle's Rhetoric).

LIST A INFORMATION

Does the course rely on primary text or texts which address, analyze, or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?

One of the main aspects of being human is the use of communication in order to define reality. Interpersonal Communication examines the interactions between humans. The textbooks and other sources (research journals, supplemental readings, case studies) used for this course focus almost exclusively on how we interact with others, thus how we become "human," or the development of self.

Does the course focus on questions of value, ethics, and belief; does the course attempt to place such questions in a historical context.

One of the core outcomes of the course is to "be able to identify how perceptual filters influence motives and behaviors in dyadic communication." They will be learning such competencies as "Be able to analyze the effectiveness of their own, as well as others', communication choices in a variety of contexts." All of these outcomes and competencies involve understanding ethics, using critical thinking, and examining personal and cultural values and beliefs. These and other aspects – both presently and historically – will be discussed thought the course.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?

Each interaction we make has an infinite number of possible choices in communicative behaviors. It depends on the goal, the context, the relationship, among many other possibilities. This course allows students to build their repertoire of skill so that they may become more competent and effective in communication.

Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?

Language is inherent to communication. This course will not only explore language as a source of communication, it will do so using the language of the discipline. The types of language used in this course will help students better understand the theory and context of communication.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors?

This course hopes to teach the subject matter using traditional and non-traditional theory. One of the course competencies for interpersonal communication is, "To be able to analyze dyadic conversations in terms of interpersonal communication theory." Therefore, students will be examining the thinking and findings of those who are respected in our discipline.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other through discussion and writing about the perspectives on the human condition that such texts provide?

Part of this course is to learn and practice skills of interpersonal communication. In this, students will be working with others in discussion, in practice, and through reflection.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?

The subject matter of the course addresses these exact aspects – examining the human experience.

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Requisites

Course Number: ART 279

Course Title: Experimental Media

Current Prerequisite: 6 hours painting or Drawing or Instructor Permission

Proposed Prerequisite: None

Requested Implementation Term: Winter 2005

Contact: Sam Morgan
 smorgan@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Description

Course Number: GEO 221

Course Title: Field Geography: The Local Landscape

Current Description:

Includes use of field research methods, preparation of field base maps and cartographic presentation of results of field studies in the local area.

Proposed Description:

Project-oriented inquiry into the demographic, social, economic and spatial dynamics of a local community. Covers field research methods, preparation of base maps and cartographic presentation of results of field study.

Does this affect Outcomes? NO

Does this impact another SAC? NO

Requested Implementation Term: Fall 2004

Contact: Ric Vrana
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