

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Education Advisory Committee

Agenda  
February 1, 2006- 3:00 pm  
Sylvania, CC- Conference Room B

Information Items from the Curriculum Office:  
(These items do not require curriculum committee recommendation)

Distance Learning Approvals

o

Experimental Course

- o EM199-Introduction to Radio Communications
- o TA299- Advanced Improvisation
- o PS299- US Supreme Court & Individual Rights

Inactivated Courses

- o DRF158- Geometric Dimensioning and Tolerancing
- o DRF161- Industry Orientation
- o DRF240- Casting and Molding Design/Drafting
- o DRF241- Structural Steel Drafting
- o DRF244- Drafting Math and Problem Solution
- o DRF250- Fluid Power Design/Drafting
- o DRF253- Electro Mechanical Design/Drafting
- o DRF254- Drafting Design and Problem Solution
- o DRF260- Tool and Fixture Design/Drafting
- o DRF262- Machine Design Drafting
- o DRF286- AutoCAD Mechanical Desktop

OLD BUSINESS:

30. ARCH121- Structural Systems I  
Course Revision- Descriptions, Requisite, Outcomes
31. ARCH132- Building Codes  
**Contact/Credit Hour Change**
33. ARCH110- Introduction to Architectural Drawing  
**New Course**
34. ARCH124- Introduction to Building Systems  
Course Revision- Description, Outcomes
35. ARCH111- Working Drawings I  
Course Revision- Requisite
36. ARCH112- Working Drawings II  
Course Revision- Requisite

37. ARCH101- Architectural Graphics I  
Course Revision- Requisite
38. ARCH102- Architectural Graphics II  
Course Revision- Requisite
- 38a. ARCH201- Design Studio 1  
**Contact/Credit Hour Change**
- 38b. ARCH202- Design Studio 2  
**Contact/Credit Hour Change**
39. ID135- Professional Practices for Interiors Designers  
Course Revision- Title, Requisite
40. ID280- Cooperative Education: Kitchen and Bath  
**New Course**
99. ECE194- Surviving and Thriving: Managing Personal Stress While Working with  
Children and Families-  
**New Course- Title is too long for Banner**
101. ECE197- Career Exploration through Service Learning in Early Education and  
Family Studies  
**New Course- Title is too long for Banner**
134. BA 95- Introduction to Accounting  
Revision- Course Number Change to BA 111
145. BI 145- Introduction to Wildlife Conservation and Management  
**New Course (formally BI 100)**
146. BI 112- Cell Biology for Health Occupations  
**New Course**
143. BI 231- Human Anatomy and Physiology 1  
Course Revision- Requisite Change
144. BI 234- Microbiology  
Course Revision- Requisite Change

**NEW BUSINESS:**

148. CAS170-Beginning Excel: WIN  
Course Revision- Course Description & Course Title Change
149. CAS171-Intermediate Excel: WIN  
Course Revision- Course Description & Course Title Change

150. HIM270- Classification Systems 1  
**Contact/Credit Hour Change**
151. HIM273- Classification Systems 2  
**Contact/Credit Hour Change**
152. CJA262- Introduction to Correctional Process  
Course Revision- Course Title, Description, Outcomes
153. TE9702- Electricity for the Non-Electrician II  
**New Course**
154. TE9257- Basic HVAC/R Install  
Course Revision- Requisite
155. TE9250- Shop-Light Committee/Refrig I  
Course Revision- Title, Description, Requisite, Outcomes
156. EC202- Principles of Economics: Macroeconomics  
Course Revision- Description, Outcomes
157. WR227- Technical Writing  
Course Revision- Description, Requisites, Outcomes
158. WR222- Writing Research Papers  
New Course, list B
159. ARCH113- Working Drawings III  
Course Revision- Title
160. ARCH133- Commercial Building Codes  
**New Course**
161. ARCH132- Building Codes  
Course Revision- Title, Description, Requisite, Outcomes
162. ID125- Computer Drafting for Interior Designers  
Course Revision- Requisites
163. ID131- Introduction to Interiors  
Course Revision- Description Change
164. ID132- Planning Interiors  
Course Revision- Requisites
165. ID133- Space Planning  
Course Revision- Requisites
166. ID225- CAD for Kitchen and Bath Design  
**New Course**

167. ID236- Lighting Design  
Course Revision- Requisites
168. ID237- Kitchen and Bath Planning  
Course Revision- Course number, Title, Description, Requisites
169. ID238- Advanced Kitchen and Bath Planning  
**New Course**
170. GD228- Professional Studio Practices  
Course Revision- Course Title
171. PT280A- CE: Printing Technology  
Course Revision- Course Title
172. PT244- Preparing Files for Print  
Course Revision- Course Title
173. PE187A- Boot Camp  
**New Course**
174. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,  
The Illumination Project: Tools for Creative Social Activism 2,  
The Illumination Project: Tools for Creative Social Activism 3  
**New Courses**
175. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,  
The Illumination Project: Tools for Creative Social Activism 2,  
The Illumination Project: Tools for Creative Social Activism 3  
Designation- GenEd Request
176. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,  
The Illumination Project: Tools for Creative Social Activism 2,  
The Illumination Project: Tools for Creative Social Activism 3  
Designation- List B
177. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,  
The Illumination Project: Tools for Creative Social Activism 2,  
The Illumination Project: Tools for Creative Social Activism 3  
Designation- Diversity List
178. DRF100- Drafting Orientation  
**New Course**
179. DRF117- Drafting Fundamentals  
**Contact/Credit Hour Change**
180. DRF133- Intermediate Drafting  
Course Revision- Outcomes

181. DRF133- Intermediate Drafting  
**Contact/Credit Hour Change**
182. DRF135- Advanced Drafting I  
Course Revision- Title, Outcomes
183. DRF135- Advanced Drafting I  
**Contact/Credit Hour Change**
184. DRF270- Beginning SolidWorks  
Course Revision- Title
185. DRF271- SolidWorks Level II  
Course Revision- Title
186. EDO229- Communication Center Operations- High Risk  
Course Revision- Course Number, Title, Description, Requisite, Outcome
187. ETC201- Law Enforcement Data System (LEDS)  
**New Course**
188. ETC111- Communication Center Operations-Advanced Skills  
Course Revision- Title Change
189. MTH70- Introduction to Intermediate Algebra  
Course Revision- Course Title, Description
190. MTH95- Intermediate Algebra  
Course Revision- Description
191. BA131- Computers In Business  
Course Revision- Description, Outcomes
192. CG140a,b,c- Career and Life Planning, Career and Life Planning,  
Career and Life Planning  
Course Revision- Description, Outcomes
193. LAT217- Landscape Drafting  
Course Revision- Requisite
194. LAT271- Computer Aided Landscape Design  
Course Revision- Requisite
195. LAT280b- CE: Landscape Seminar  
Course Revision- Title, Description, Requisite, Outcomes
196. LAT280c- CE: Landscape Design  
Course Revision- Title, Description, Requisite, Outcomes
197. PHL207- Ethical Issues in Aging

### **New Course**

- 198. PHL207- Ethical Issues in Aging  
Designation- GenEd
- 199. PHL207- Ethical Issues in Aging  
Designation- List A
- 200. ART 215- History of American Residential Architecture  
**New Course**
- 201. HE261- Healthy Nutritional Choices for a Sustainable Future  
**New Course**
- 202. BI163- Organic Gardening  
**Contact/Credit Hr Change**

Curriculum Request Form  
Course Description and Learning Outcome Change

Change:	Course Description, Learning Outcomes
Current course number:	ARCH 121
Current course title:	Structural Systems 1
Current description:	Covers drawing building sections, structural framing and foundation details.
Proposed description:	An overview of residential structural systems, including identification of loads, sizing of framing, and reading of structural plans.
Reason for description change:	New description better matches new outcomes; drawing building details will not longer be used as learning tool.
Current learning outcomes:	<ol style="list-style-type: none"><li>1. Develop knowledge and skills in the proper methods of organizing raw site information into a presentable site plan.</li><li>2. Develop knowledge and skills in the proper methods of developing a site plan.</li><li>3. Develop knowledge and skills in the proper methods of site surveying and elevation drawings.</li><li>4. Develop knowledge and skills in the proper methods of representing surface features using a black and white format.</li><li>5. Develop knowledge and skills in the proper methods of developing a site plan.</li></ol>
Proposed learning outcomes:	<ol style="list-style-type: none"><li>1. Identify and apply appropriate foundation system through site analysis.</li><li>2. Identify and apply appropriate floor, walls, and roof structural systems through analysis of program needs and other criteria, using industry standards for building.</li><li>3. Prepare a schematic diagram of gravity loads, as they are transferred through a typical light frame building.</li></ol>

4. Locate bearing walls, through site observation, or analysis of building design.

5. Use appropriate concepts and terminology related to light frame structural systems, using building industry standards.

Reason for learning outcomes change: These proposed learning outcomes will better prepare students for ARCH 122 and 123, which are more advanced structures courses. Also, this course will present structural basics to Interior Design students, who will be required to take this class for their degree.

Current prerequisites: None

Proposed prerequisites: None

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: None

Current corequisites: None

Proposed corequisites: None

Will this impact other sacs?,is there an impact on other sacs?: Yes

How other sacs may be impacted: This class will be required for those getting the Interior Design degree, and has been approved by the Interior Design Chair JoAnn Thomas.

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2006

Contact name: Denise A. Roy

Contact e-mail: droy@pcc.edu

Curriculum Request Form  
Contact Credit Hour Change

Current course number: ARCH 132

Current course title: Building Codes

	Current	Proposed
lecture hours:	3	2
lab hours:	0	0
lec/lab hours:	0	0
Current load:	3	2
Total contact hours:	3	2
Current credits:	3	2

Reason for change: Current course for 3 credits covers both residential and commercial building codes. The ARCH program desires to divide this content into (two) 2-credit courses and expand the content of each.

Are outcomes affected?: YES

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: YES

Impact on dept/campus: This course will be required for the AAS degree in both Architecture and Interior Design; the Interior Design Chair (JoAnn Thomas) has met with Architecture and has requested that this course be required for her program.

Is there potential conflict with another sac?: YES

Impact on sacs: SAC Chairs from Building Inspections Program and Interior Design Program have been contacted and agree there is no overlap in the content or enrollment impact.

Implem. Term: Summer  
Implementation year, implem. Year: 2006

Contact name: Denise A. Roy  
Contact email: droy@pcc.edu

Curriculum Request Form  
New Course

Course number: ARCH 110

Course title: Introduction to Architectural Drawing

Transcript title: Intro to Architectural Drawing

Lecture hours: 1

Lab hours: 3

Load total: 0

Weekly contact hours: 4

Total credits: 2

Reason for new course: Need to consolidate basic drawing skills into one course. Both Arch and ID have several entry level courses that currently include similar basic skills content. This course would be required for Design students with no previous experience.

Course description: Covers basic Architectural drawing skills including lettering, line quality, plans, elevations, sections and axonometric drawings.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Develop and demonstrate knowledge of tools used to produce architectural drawings.
- Develop and demonstrate drafting skills representing industry standards for line quality and line weights in architectural drawings.
- Develop and demonstrate drafting skills representing industry standards for architectural lettering.
- Develop and demonstrate understanding of residential floor plan layouts and their associated symbols.
- Develop and demonstrate understanding of building

elevations and sections and their relationship to the floor plan layout.

Develop and demonstrate understanding of axonometric drawings and their relationship to the floor plan layout and elevations.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: This course will be required for the both the Architectural Design and Interior Design Degrees.

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Interior Design will now require this course and use it as a prerequisite for most other courses in the program.

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Summer

Implementation year: 2006

Contact name: elizabeth metcalf

Contact e-mail: emetcalf@pcc.edu

**PORTLAND COMMUNITY COLLEGE  
COURSE CONTENT AND OUTCOMES GUIDE**

**Date:** 10/20/05

**Prepared by:** E. Metcalf

**Course Number:** ARCH 110

**Course Title:** Introduction to Architectural Drawing

**Credit Hours:** 2

**Lecture Hours Per Week:** 1

**Lecture/Lab Hours Per Week:** 0

**Lab Hours Per Week:** 3

**Number of Weeks:** 11/12

**Special Fee:**

**Course Description for Publication:**

Covers the basics of architectural drawing including, line quality, lettering, plans, elevations, sections and axonometric drawings. **Prerequisites:** None

**Addendum to Course Description:**

This course is intended to be an introductory drawing course for the Interior and Architectural Design programs. It is a required course for the Interior Design certificate and degree. It is an elective in the Architectural Design department that is highly recommended for students who have no previous architectural drawing experience.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

**Intended Outcomes for the Course:**

- ◆ Develop and demonstrate knowledge of tools used to produce architectural drawings.
- ◆ Develop and demonstrate drafting skills representing industry standards for line quality and line weights in architectural drawings.
- ◆ Develop and demonstrate drafting skills representing industry standards for architectural lettering.
- ◆ Develop and demonstrate understanding of residential floor plan layouts and their associated symbols.
- ◆ Develop and demonstrate understanding of building elevations and sections and their relationship to the floor plan layout.

- ◆ Develop and demonstrate understanding of axonometric drawings and their relationship to the floor plan layout and elevations.

**Outcome Assessment Strategies:**

Student to demonstrate understanding of architectural drawings including: lettering and line quality, floor plan layout, creating elevations, sections and axons; through a series of architectural drawing projects.

Student to demonstrate time management skills by completion of projects by assigned deadlines and by meeting specific objectives for each project.

**Themes, Concepts, and Issues:**

Course materials will be presented in a lecture and discussion format, using multimedia, demonstration, video and diagrams which provide examples of industry standard drawings. The lecture/discussion will be followed by a lab, where students will apply knowledge of presented concepts by drawing floor plans, elevations, sections and axons.

**The primary purpose of the Course Content and Outcome Guide to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.**

Curriculum Request Form  
Course Description and Learning Outcomes Change

Change:	Course Description, Learning Outcomes
Current course number:	ARCH 124
Current course title:	Introduction to Building Systems
Current description:	An overview of structural and mechanical systems, specification, and building codes in residential and small commercial buildings.
Proposed description:	An overview of residential building systems, including building construction, and heating, cooling, plumbing, electrical, and passive solar systems.
Reason for description change:	Previous content related to structural systems will be covered in more depth in ARCH 121; building codes will be covered in more depth in ARCH 132.
Current learning outcomes:	<ol style="list-style-type: none"><li>1. Identify slab on grade and continuous foundation systems through construction site observation, and through examination of diagrams and construction documents.</li><li>2. Identify typical frame and post and beam wall systems through construction observation, and through examination of diagrams and construction documents.</li><li>3. Identify elements of stick-framed and trussed roof systems through construction site observation, and through examination of construction documents.</li><li>4. Prepare a schematic diagram of vertical loads, as they are transferred through a typical light frame building.</li><li>5. Locate interior bearing walls, through both on-site observation (completed construction), and through examination of construction documents.</li><li>6. Understand and make appropriate application of basic residential building codes to residential plans; to include stair design, room dimensions, egress, and insulation requirements.</li></ol>

7. Make recommendation for a basic heating system for a given residential application, based upon site and design elements.

8. Conduct a written analysis of a building's level of response to site and climatic conditions.

9. Apply principles of passive solar and direct gain systems, typical for local climate, to a residential example.

10. Make recommendation for basic conservation measures for an existing residence, based upon existing building, site, and design elements.

11. Build a scale model representing the framing system for a small building, showing location of framing members, according to standard construction.

12. Display understanding of specifications; including parts of a CIS specification, the types of a specification, and advantages and disadvantages of prescriptive vs. performance.

13. Identify elements of a ducted heating system, and provide schematic design of duct and furnace locations.

14. Identify elements of a standard plumbing system, and provide schematic design of pipe locations.

15. Ability to use appropriate concepts and terminology related to building, while working with architects and engineers, and building trades.

Proposed learning outcomes:

1. Apply understanding of basics of western framing systems for residential applications.

2. Locate interior bearing walls, through pictorial observation.

3. Make recommendations for a basic heating system for a given residential application, based upon site and building design elements.

4. Conduct a written analysis of a building's level of response to site and climatic conditions.

5. Apply principles of passive solar and direct gain systems, typical for local climate, to a residential example.

6. Make recommendations for basic conservation measures for an existing residence, based upon existing building, site and design elements.

7. Display understanding of specifications; including knowledge of the parts of a CIS specification, and the types of a specification.

8. Identify elements of a ducted heating system, and provide a schematic design of duct and furnace locations; show integration with the building's framing system.

9. Display an understanding of water harvesting systems for residences.

10. Identify elements of a standard plumbing system, and its integration with a building's framing system.

Reason for learning outcomes change:

Outcomes related to structural systems and building codes will be covered and expanded in ARCH 121 and ARCH 132.

Current prerequisites:

None

Proposed prerequisites:

None

Current prerequisites/concurrent:

None

Proposed prerequisites/concurrent:

None

Current corequisites:

None

Proposed corequisites:

None

Will this impact other sacs?,is there an impact on other sacs?:

Yes

How other sacs may be impacted:

The Chair of Interior Design has been consulted, as this course is required for those seeking the Interior Design Degree. The Chair, JoAnn Thomas has approved of these changes.

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: summer  
Requested year: 2006

Contact name: Denise A. Roy  
Contact e-mail: droy@pcc.edu

Curriculum Request Form  
Description Change

Change: Requisites

Current course number: ARCH 111

Current course title: Working Drawings 1

Current description: Covers standards of architectural drafting and preparation of construction documents, for typical residential construction. Construction process will also be examined.

Proposed description: Covers standards of architectural drafting and preparation of construction documents, for typical residential construction. Construction process will also be examined. Prerequisites: ARCH 110 recommended for students with no previous drafting experience.

Reason for description change: Consolidation of basic drawing skills into new course ARCH 110.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: winter

Requested year: 2006

Contact name: elizabeth Metcalf

Contact e-mail: emetcalf@pcc.edu

Curriculum Request Form  
Description Change

Change: Requisites

Current course number: ARCH 112

Current course title: Working Drawings 2

Current description: Covers standards of architectural drafting and preparation of construction documents for typical commercial construction. Construction process will also be examined.

Proposed description: Covers standards of architectural drafting and preparation of construction documents for typical commercial construction. Construction process will also be examined. Prerequisites: ARCH 110 recommended for students with no previous drafting experience.

Reason for description change: Consolidation of basic drawing skills into new course ARCH 110.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: winter

Requested year: 2006

Contact name: elizabeth Metcalf

Contact e-mail: emetcalf@pcc.edu

Curriculum Request Form  
Description Change

Change:	Requisites
Current course number:	ARCH 101
Current course title:	Architectural Graphics 1
Current description:	Introduction to design process and drawing for residential design. Course will include: 1) programming, 2) code/zoning/site analysis, 3) concept diagrams, 4) schematic design evolving into drawing of plans, elevations, section, 5) building of a model, and 6) creating a professional quality graphic presentation.
Proposed description:	Introduction to design process and drawing for residential design. Course will include: 1) programming, 2) code/zoning/site analysis, 3) concept diagrams, 4) schematic design evolving into drawing of plans, elevations, section, 5) building of a model, and 6) creating a professional quality graphic presentation. Prerequisites: ARCH 110 recommended for students with no previous drafting experience.
Reason for description change:	Consolidation of basic drawing skills into new course ARCH 110.
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	winter
Requested year:	2006
Contact name:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Request Form  
Description Change

Change:	Requisites
Current course number:	ARCH 102
Current course title:	Architectural Graphics 2
Current description:	Introduction to design and drafting for commercial design. Course will include: 1) programming, code/zoning/site analysis, 2) concept diagrams, 3) schematic design evolving into drawing of plans, elevations, section, 4) building of a model, and 5) creating a professional quality graphic presentation.
Proposed description:	Introduction to design and drafting for commercial design. Course will include: 1) programming, code/zoning/site analysis, 2) concept diagrams, 3) schematic design evolving into drawing of plans, elevations, section, 4) building of a model, and 5) creating a professional quality graphic presentation. Prerequisites: ARCH 110 recommended for students with no previous drafting experience.
Reason for description change:	Consolidation of basic drawing skills into new course ARCH 110.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	winter
Requested year:	2006
Contact name:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Request Form  
Contact/Credit Hr Change

Current course number:	ARCH201	
Current course title:	Design Studio 1	
	Current	Proposed
lecture hours:	4	2
lab hours:	12	12
load:	16	14
Total contact hours:	16	14
credits:	8	6

Reason for change: Creation of new course ARCH 110 Introduction to Architectural Drawing allows shift of content. Also 6 credit hours better aligns with transfer agreements. Course can now be offered 3 days a week instead of 4 opening more opportunities for general education.

Are outcomes affected?: NO

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Summer  
Implementation year, implem. Year: 2006

Contact name: Elizabeth Metcalf  
Contact email: emetcalf@pcc.edu

**PORTLAND COMMUNITY COLLEGE  
COURSE CONTENT AND OUTCOMES GUIDE**

Date: 02/11/05

Prepared by: E. Metcalf

Course Title: Design Studio 1

Course Number: ARCH 201

Number of Credits: 8

Lecture hours per week: 4

Lec/lab hours per week: 0

Lab hours per week: 12

Number of weeks: 11/12

**Course Description:**

Covers the process and drawings needed for residential design development and Construction documents. Prerequisites: ARCH 101, ARCH 111, ARCH 122, ARCH 124, ARCH 126, ARCH 132, ARCH 136, ARCH 137, ARCH 200, ARCH 224.

**Addendum to Description:**

This course is required for an Associate of Applied Science Degree in Architectural Design and Drafting.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

The Architectural Design & Drafting Department should be consulted with respect to the cost of materials for this course.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

**Course Activities and Design:**

This is a studio-based class: assignments, discussions, and seminars will take place in class, and attendance is expected. Assignments will revolve around studio exercises, discussions, out of class assignments and critical reviews.

**Intended Outcomes:**

1. Develop knowledge and skills in Residential Design Development.
2. Develop knowledge and skills in the drawing of Residential Construction Documents.

**Outcomes Assessment strategies:**

Participation in studio work sessions, class discussions and critiques

Proper and timely completion of class projects, which demonstrate effective use of knowledge

Evaluation procedures will be presented at the first class meeting. Student grades will be based on satisfactory completion of assigned projects.

**Course Content:****DESIGN DEVELOPMENT**

- Review of Schematic Design
- Design Development of Floor plans, Elevations and Site plan.
- Structural Framing Plan overlays

**CONSTRUCTION DOCUMENTS**

- Floor Plans
  - Required Elements, symbols and line work
  - Dimensioning
  - Window and Door schedules
  - Electrical schematics
  - Annotation
- Foundation/ Floor Framing Plans
  - Required Elements, symbols and line work
  - Dimensioning
  - Structural System
  - Annotation

- Roof Framing Plan
  - Required Elements, symbols and line work
  - Structural system
  - Annotation
- Building Sections
  - Required Elements, symbols and line work
  - Methods to choose Location of Building Sections
  - Dimensioning
  - Communicating Structural System
  - Annotation
- Elevations
  - Required Elements, symbols and line work
  - Dimensioning
  - Annotation
- Details
  - Required Elements, symbols and line work
  - Methods to choose required details
  - Graphic depiction of Construction Materials
  - Dimensioning
  - Annotation
- Site Plan
  - Required Elements, symbols and line work
  - Dimensioning
  - Local Zoning requirements
  - Annotation

Curriculum Request Form  
Contact/Credit Hr Change

Current course number: ARCH202

Current course title: Design Studio 2

	Current	Proposed
lecture hours:	4	2
lab hours:	12	12
load:	16	14
Total contact hours:	16	14
credits:	8	6

Reason for change: Creation of new course ARCH 110 Intro. to Architectural drawing allows shift of content. Also 6 credit hours better aligns with transfer agreements. Course can now be offered 3 days a week instead of 4 opening more opportunities for general education.

Are outcomes affected?: NO

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Summer  
Implementation year, implem. Year: 2006

Contact name: Elizabeth Metcalf  
Contact email: emetcalf@pcc.edu

**PORTLAND COMMUNITY COLLEGE  
COURSE CONTENT AND OUTCOMES GUIDE**

Date: 02/11/05

Prepared by: E. Metcalf

Course Title: Design Studio 2

Course Number: ARCH 202

Number of Credits: 8

Lecture hours per week: 4

Lec/lab hours per week: 0

Lab hours per week: 12

Number of weeks: 11/12

**Course Description:**

Covers the process and drawings needed for commercial design development and Construction documents. Prerequisites: ARCH 102, ARCH 111, ARCH 112, ARCH 122, ARCH 124, ARCH 126, ARCH 132, ARCH 136, ARCH 137, ARCH 200, ARCH 224.

**Addendum to Description:**

This course is required for an Associate of Applied Science Degree in Architectural Design and Drafting.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

The Architectural Design & Drafting Department should be consulted with respect to the cost of materials for this course.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

### **Course Activities and Design:**

This is a studio-based class: assignments, discussions, and seminars will take place in class, and attendance is expected. Assignments will revolve around studio exercises, discussions, out of class assignments and critical reviews.

### **Intended Outcomes:**

1. Develop knowledge and skills in Commercial Design Development.
2. Develop knowledge and skills in the drawing of Commercial Construction Documents.

### **Outcomes Assessment strategies:**

Participation in studio work sessions, class discussions and critiques

Proper and timely completion of class projects, which demonstrate effective use of knowledge

Evaluation procedures will be presented at the first class meeting. Student grades will be based on satisfactory completion of assigned projects.

### **Course Content:**

#### **DESIGN DEVELOPMENT**

- Review of Schematic Design
- Design Development of Floor plans, Elevations and Site plan.
- Structural Framing Plan overlays

#### **CONSTRUCTION DOCUMENTS**

- Floor Plans
  - Required Elements, symbols and line work
  - Dimensioning
  - Window and Door schedules
  - Electrical schematics
  - Zoning Requirements
  - Building Code requirements
  - Annotation

- Foundation/ Floor Framing Plans
  - Required Elements, symbols and line work
  - Dimensioning
  - Structural System
  - Annotation
- Roof Framing Plan
  - Required Elements, symbols and line work
  - Structural system
  - Annotation
- Building Sections
  - Required Elements, symbols and line work
  - Methods to choose Location of Building Sections
  - Dimensioning
  - Communicating Structural System
  - Annotation
- Elevations
  - Required Elements, symbols and line work
  - Dimensioning
  - Annotation
- Details
  - Required Elements, symbols and line work
  - Methods to choose required details
  - Graphic depiction of Construction Materials
  - Dimensioning
  - Annotation
- Site Plan
  - Required Elements, symbols and line work
  - Dimensioning
  - Local Zoning requirements
  - Annotation

Curriculum Request Form  
Course Title and Prerequisite Change

Change: Course Title, Prerequisite

Current course number: ID 135

Proposed course number: ID 135

Current course title: Professional Practices for Interiors Designers

Proposed course title: Professional Practices for Designers

Proposed transcript title: Pro Practice for Designers

Reason for title change: This course will now include Architectural Design students.

Current description: Covers the business aspects in creating interiors. Includes topics on ethics, contracts, licensing, ordering client-designer relationships, costs, billing and fee structures, and legal considerations. Prerequisites: ID 131 Introduction to Interiors, Math 20 or placement into Math 60.

Proposed description: Covers the business aspects of Design. Includes topics on ethics, contracts, licensing, ordering client-designer relationships, costs, billing and fee structures, and legal considerations. Prerequisites: ID 132 Planning Interiors or Arch 201, Math 20 or placement into Math 60.

Reason for description change: This course will now include Architectural Design Students.

Current learning outcomes: A student who completes this class will:

- Understand the role of goal and decision-making, time management and time keeping skills, service and ethics in the practice of interior design.
- Identify the major ways to form a business and the essential counsel necessary in setting up a business.
- Identify the licenses, permits, and other requirements for setting up a business in Oregon.
- Understand how to promote his/her services; develop clientele and how to handle the first meeting and client

interview.

Understand the organization and use of job/project folders.

Understand and apply the range of discounts and methods of establishing a fee basis.

Understand industry terminology.

Proposed learning outcomes: A student who completes this class will:

Understand the role of goal and decision-making, time management and time keeping skills, service and ethics in the practice of design.

Identify the major ways to form a business and the essential counsel necessary in setting up a business.

Identify the licenses, permits, and other requirements for setting up a business in Oregon.

Understand how to promote his/her services; develop clientele and how to handle the first meeting and client interview.

Understand the organization and use of job/project folders.

Understand and apply the range of discounts and methods of establishing a fee basis.

Understand industry terminology.

Reason for learning outcomes change: Architectural Design Students will now be included in this course.

Current prerequisites: ID 131, Math 20 or placement into Math 60

Proposed prerequisites: ID 131 or ARCH 111, Math 20 or placement into Math 60

Will this impact other sacs?, is there an impact on other sacs?: Yes

How other sacs may be impacted: This is a joint decision with the ID and Arch sac.

Will this impact other sacs?: Yes

depts/campuses?,is there an  
impact on another dept or  
campus?:

How other depts/campuses will be impacted: Arch will now offer this course as an elective

Request term: summer

Requested year: 2006

Contact name: elizabeth Metcalf

Contact e-mail: emetcalf@pcc.edu

Curriculum Request Form  
New Course

Course number: ID 280

Course title: Cooperative Education: Kitchen and Bath

Transcript title: CE: Kitchen and Bath

Lecture hours: 0

Lab hours: 6/9/18

Total credits: 2/3/6

Reason for new course: Requirement for new NKBA Certificate.

Course description: Work or observe on approved job sites. Student receives as varied and complete an experience as possible under job conditions. Credits are variable and based on the number of clock hours student spends on job site. Must be coordinated with the supervisor, instructor, and cooperative education specialist. Department permission required.

Prerequisite(s): ID225, ID236, ID 238

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Observe and recognize functions specific to the assigned job site. Successfully perform tasks relative to the work experience plan. Communicate effectively with associated co-workers, supervisors, and staff.

Other format: Other Format Selected

Other format: At assigned job site

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: This will be a requirement of the new NKBA certificate

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Summer

Implementation year: 2006

Contact name: elizabeth Metcalf

Contact e-mail: emetcalf@pcc.edu

ECE 194- Surviving and Thriving: Managing Personal Stress While Working With Children and Families- [too long for Banner](#)

Proposed: Surviving and Thriving in Early Education and Family Studies

ECE 197-Career Exploration Through Service Learning in Early Education and Family Studies- [too long for Banner](#)

Proposed: Career Exploration in Early Education and Family Studies

Curriculum Request Form  
Course Revision

Change: Course Number

Current course number: BA 95

Proposed course number: BA 111

Current course title: Introduction to Accounting

Reason for title change:

- 1) Other community colleges in Oregon offer their beginning course in Accounting as a college transfer or 100 level number.
- 2) The advantage for our students at PCC is that taking this recommended prerequisite (BA 95 Introduction to Accounting) will allow them to transfer this course to PSU and other 4-year colleges and universities.
- 3) The BA SAC is considering changing the BA 211, BA 212 and BA 213 sequence (all 3-credit hour classes) to two 4-credit hour classes that would be numbered BA 211 and BA 213. This would make a seamless transfer to PSU, the U of O, and OSU, since their 200 level accounting courses are all 4-credit hour courses and they teach their financial accounting (BA 211) and managerial accounting (BA 213) as just two 4-credit hour courses. If we make this change then we will be requiring students to take the BA 111, Introduction to Accounting course (or instructor waiver). Students will not object to taking this requirement if they can transfer the course. Right now the BA 95 course number does not transfer.
- 4) This change in course number should not affect any other department at PCC.

5) PCC should experience an increase in the number of students who will take the introduction to accounting course since it would now be a college transfer course. We are experiencing many students going directly into BA 211 without the recommended prerequisite because the BA 95 course does not transfer. However, if the BA 95 course is changed to BA 111, then students will be motivated to take the recommended prerequisite and be better prepared for the BA 211 course.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall  
Requested year: 2006

Contact name: Michael Lawrence  
Contact e-mail: mlawrenc@pcc.edu

Curriculum Request Form  
New Course

Course number: BI 145

Course title: Introduction to Wildlife Conservation and Management

Transcript title: Intro to Wild. Cons. and Manag

Lecture hours: 3

Lab hours: 3

Weekly contact hours: 6

Total credits: 4

Reason for new course: Wildlife Biology is an applied natural resource science that is missing in the coursework at the PCC campuses. Wildlife Biology is to Zoology as Fisheries is to Ichthyology or Forestry is to Botany. Wildlife Biology covers game and non-game animals, and endangered or rare organisms. Specific coursework in Wildlife is required for biologists to become Certified under the national professional organization, The Wildlife Society.

Course description: Introductory lecture and laboratory on fundamental wildlife conservation and management. Course will cover the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, human impacts on wildlife, and some management techniques. Wildlife examples from Oregon will be included. Prerequisite: Placement to Math 60 and placement to WR 115. Recommended: Biology 101 or equivalent.

Prerequisite(s): Math 60 and Writing 115

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

1. Understand and integrate fundamental concepts in wildlife conservation and management.
2. Develop ability to locate and critically evaluate wildlife scientific peer-reviewed literature and "gray" literature.
3. Participate in designing a wildlife-related experiment or study that uses the scientific method.
4. Become familiar with common Oregon wildlife and common

field and laboratory wildlife techniques. 5. Become familiar with primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife.

Gened list: YES, Gen. Ed. Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Other format: Other Format Selected

Other format: some field trips

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Spring

Implementation year: 2006

Contact name: Kathleen Richardson

Contact e-mail: kateb7kr@pdx.edu

## COURSE CONTENT AND OUTCOME GUIDE

Date: January 17, 2006

Prepared by: Marie P. Morin, Ph.D.

Course Number: Biology 145

Course Title: Introduction to Wildlife Conservation and Management

Credit Hours: 4

Lecture Hours per week: 3

Lab Hours per week: 3

Number of weeks: 10-11

Special Fee: varies for field trips

### COURSE DESCRIPTION FOR PUBLICATION:

Introductory lecture, lab, and discussion on fundamental wildlife conservation and management. Course will cover the basic elements of wildlife population dynamics, biodiversity, the importance of habitat, legal and social aspects of wildlife management, and human impacts on wildlife and ecosystems. Wildlife examples from Oregon will be included. Prerequisite: Placement to math 60 and placement to WR 115. Recommended: Biology 101 or equivalent.

### ADDENDUM TO DESCRIPTION:

To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.

- Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is not a guess, a dogma, nor a myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.
- The theory of evolution meets the criteria of a scientific theory. In contrast, creation “science” is neither self-examining nor investigatory. Creation “science” is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (*Webster v. New Lenox School District #122*, 917 F. 2d 1004).

Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our scientific curricula.

### INTENDED OUTCOMES FOR THE COURSE:

Student will:

- Understand and integrate fundamental concepts in wildlife conservation and management.
- Develop ability to locate and critically evaluate wildlife scientific peer-reviewed literature and “gray” literature.
- Participate in designing a wildlife-related experiment or study that uses the scientific method.
- Become familiar with common Oregon wildlife and common field and laboratory wildlife techniques.
- Become familiar with primary international, national, and state agencies and scientific organizations responsible for conservation and management of wildlife.

### OUTCOME ASSESSMENT STRATEGIES:

Assessments may include a combination of three or more of the following:

- Short quizzes: short answer, multiple choice, true/false, and matching.
- One or two mid-terms and a final exam: may include essay questions.
- Student project (group or solo) involving design of a small wildlife exercise, collection of data, and write-up in scientific paper format.
- Wildlife scientific paper critiques or written wildlife issue analyses.
- Other oral presentations or special projects.
- Wildlife related laboratory and/or field experiences.

#### COURSE CONTENT:

Themes and wildlife concepts will include:

- Historical relationships of humans and wildlife.
- History of wildlife in North America.
- Biogeography.
- Niche and habitat.
- Biodiversity and introductory taxonomy.
- Natural selection.
- Wildlife ecology (e.g. life history strategies, predator/prey relationships).
- Population dynamics (e.g. population structure, reproductive rates, etc).
- Biotic communities.
- The biology of rarity.
- Introduced species: aliens and exotics.
- Wildlife diseases.
- Wildlife scientific literature and resources.
- Federal wildlife agencies, international treaties, and laws.
- State wildlife agencies and laws.
- Role of non-governmental organizations in wildlife management.
- Wildlife harvest.
- Wildlife management techniques.
- Animal damage management.
- Wildlife and pollution.
- Urban wildlife.
- Oregon wildlife identification.
- Wildlife case studies (from Oregon and elsewhere).
- Wildlife economics and values.
- Citizen role in managing public wildlife and habitat resources.

#### COMPETENCIES AND SKILLS:

- Read and comprehend scientific wildlife literature.
- Interpretation of information and data.
- Analyze information critically and present logically in written format.
- Present and discuss facts and opinions regarding wildlife issues and stakeholders.
- Apply the scientific method.
- Understand the peer-review process.
- Identify and correctly utilize commonly-used wildlife-related scientific field equipment.
- Locate and utilize a variety of biological information sources.

Curriculum Request Form  
New Course

Course number: BI 112

Course title: Cell Biology for Health Occupations

Transcript title: Cell Biology for Health Occ

Lecture hours: 4/4

Lab hours: 1/3

Weekly contact hours: 7

Total credits: 5

Reason for new course: Increase student preparation, success, and retention in BI 231, and BI 234.

Course description: A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills.

Prerequisite(s): Placement into Math 60 and placement into WR 115

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Increased preparedness for prerequisite courses for health science programs. Collaboration as a leader and as a group member in studies using the scientific method. Application of biological and chemical principles of cell function for higher level science courses, careers, and lifestyle choices. Increased communication skills using appropriate scientific vocabulary.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

Is there impact on: NO

degrees or certificates:

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Spring  
Implementation year: 2006

Contact name: Kathleen Richardson  
Contact e-mail: krichard@pcc.edu

Date 1/18/06

Prepared by: Biology SAC

**Course Number: BI 112**

**Course Title: Cell Biology for Health Occupations**

Credit Hours: 5

Lecture hours per week: 4

Lab hours per week: 3

Number of weeks: 11

Special Fee: \$12

**COURSE DESCRIPTION FOR PUBLICATION:**

A laboratory science course designed as a prerequisite course for students who plan to take microbiology and/or anatomy and physiology. Topics will include study of the scientific method, cellular chemistry, cell structure and function, principles of inheritance, and laboratory skills. Prerequisites: Placement into Math 60 and placement into WR 115.

**ADDENDUM TO DESCRIPTION:**

To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.

Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.

The theory of evolution meets the criteria of a scientific theory. In contrast, creation “science” is neither self-examining nor investigatory. Creation “science” is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (*Webster v. New Lenox School District #122*, 917 F. 2d 1004).

Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

**Intended Outcomes for the course:**

Analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science;

Increased preparedness for prerequisite courses for health science programs.

Collaboration as a leader and as a group member in studies using the scientific method.

Application of biological and chemical principles of cell function for higher level science courses, careers, and lifestyle choices.

Increased communication skills using appropriate scientific vocabulary.

### **Outcome assessment strategies:**

- tests/quizzes
- oral presentations
- papers
- journals/lab notebooks
- group projects
- practical exams
- case studies

### **COMMENTS ON COURSE ACTIVITIES AND DESIGN**

The format for this course is a traditional lecture and laboratory presentation. Lecture will be presented utilizing a variety of multimedia and interactive presentations. Laboratory experiences will be largely hands-on, team based and collaborative utilizing a variety of resources including **but not limited to:** multimedia, prepared microscope slides, human and animal specimens.

### **COURSE CONTENT and OUTCOMES:**

#### **Skills**

Students who have successfully completed biology 112 will be able to:

- Take responsibility for their own learning, demonstrating essential student behaviors.
- Use the scientific method to look for the answers to questions
- Use scientific instruments safely and appropriately
- Study effectively (Understand their learning style preferences)
- Communicate effectively (reading/writing/verbal).
- Collaborate productively , both as a leader and a group member.
- Read and interpret scientific information
- Demonstrate math skills necessary to analyze, interpret, and calculate data.
- Graph dependant and independent variables.
- Synthesize to solve problems
- Organize ideas to achieve a specific purpose
- Apply theoretical and conceptual models and frameworks to real world situations.
- Analyze problem solving/decision making situations.
- Identify situations/concepts where science does and does not apply.
- Approach the discovery of knowledge in a logical and analytical manner.
- Use models, analogies, and simulations to explore biological phenomenon.
- Use the metric system.

#### **Themes, Issues, Concepts:**

##### I. Scientific Method and Measurement

Scientific Method

##### II. Chemistry

Atoms and Molecules

Chemical Bonding

pH, acids, bases, buffers

Properties of Water

Concentration gradients

Water and Lipid Solubility

Organic Molecules

Enzyme Structure and Activity

Chemical Reactions

Metabolism and Cellular Respiration

### III. Basic Principles of Life

Structure Dictates Function

Evolution

Homeostasis

Cell as basic unit of life

Levels of organization

### IV. Cell Structure and Function

Taxonomy of the Kingdoms/Domains

Prokaryotic and Eukaryotic Cell Structure and Function

Cell Division - Mitosis and Meiosis

Protein Synthesis

Membrane Transport

### V. Principles of Inheritance

Mendelian Genetics

Patterns of Inheritance

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and

requirements for students.

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Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	BI 231
Current course title:	Human Anatomy and Physiology 1
Current prerequisites:	BI 101 or higher
Proposed prerequisites:	BI 101 or BI 112
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Kathleen Richards
Contact e-mail:	b7kr@pdx.edu

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	BI 234
Current course title:	Microbiology
Current prerequisites:	BI 101, or 101B, or 211
Proposed prerequisites:	BI 101, or 101B, or 211, or 112
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Kathleen Richards
Contact e-mail:	b&kr@pdx.edu

Curriculum Request Form  
Course Description & Title Change

Change: Course Description, Course Title

Current course CAS 170  
number:

Current course Beginning Excel: WIN  
title:

Proposed Beginning Excel  
course title:

Reason for title We have had requests many times to remove the WIN from the title, but  
change: it seems to keep being printed.

Current Hands-on computer course covering beginning spreadsheet concepts  
description: including basic design, formulas, formatting, charting, lists, and  
functions. Stresses a working knowledge of spreadsheet vocabulary.

Proposed An in-depth, hands-on course that presents beginning spreadsheet  
description: concepts. Use Excel efficiently to design and create accurate,  
professional worksheets for use in business and industry. Includes  
entering data; creating formulas; professional formatting; creating charts;  
creating, sorting, and filtering lists; creating and using templates; and  
working with functions. Focus on ways to ensure accuracy including  
proofreading techniques and critical thinking to determine what data to  
present and how to present it.

Reason for To more accurately reflect the scope of the course. In addition to  
description learning the software features, the student also learns the importance of  
change: the reviewing his/her work for accuracy and a professional image.

Request term: Spring

Requested 2006  
year:

Contact name: Karen Jolly

Contact e-mail: [kjolly@pcc.edu](mailto:kjolly@pcc.edu)

Curriculum Request Form  
Course Description and Title Change

Change: Course Description, Course Title

Current course number: CAS 171

Current course title: Intermediate Excel: WIN

Proposed course title: Intermediate Excel

Reason for title change: Remove the WIN from the title; not needed (see CAS 170)

Current description: Learn advanced features of Excel including financial, logical, statistical, lookup, and database lists; pivot tables, "what-if: analysis with data tables, importing data, complex graphs, macros, and solver features.

Proposed description: An in-depth, hands-on course that presents advanced features of Excel to design and create accurate, professional worksheets for use in business and industry. Includes financial, logical, statistical, lookup, and database functions; pivot tables; "what-if" analysis with data tables; importing data; complex graphs; macros; and solver features. Focus on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it.

Reason for description change: To more accurately reflect the scope of the course. In addition to learning the software features, the student also learns the importance of the reviewing his/her work for accuracy and a professional image.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: spring

Requested year: 2006

Contact name: Karen Jolly

Contact e-mail: kjolly@pcc.edu

Curriculum Request Form  
Contact/Credit Hour

Current course number: HIM 270

Current course title: Classification Systems 1

	Current	Proposed
Lecture hours:	0	4
Lab hours:	0	0
Lec/lab hours:	3	0
Load:	.276	.272
Total contact hours:	5	4
Credits:	3	4

Reason for change: This course is no longer taught on campus but via distance learning. The lecture/lab setup does not make sense via distance. A separate lab course has been set up during the second series in the course which allows students the necessary lab component.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Summer  
Implem. Year: 2006

Contact name: Susan Williams  
Contact email: slwillia@pcc.edu

# Course Content and Outcome Guide

Date: January 2006

Prepared by: Trish Berrong

**Course Number: HIM 270**

**Course Title: Classification Systems 1**

Number of Credits: 4

Lecture Hours / Week: 4

Lab Hours / Week: 0

Number of Weeks: 11

Special Fees: None

## **Course Description for Publication:**

Classification of diseases and current reimbursement systems utilizing ICD.

## **Addendum to Description:**

None.

## **Intended Outcomes for the Course:**

Students who successfully complete this course will be able to:

1. Accurately assign ICD-9-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.).
2. Ensure compliance with coding updates.
3. Code according to licensure and accrediting rules.
4. Accurately code following coding convention and rules.

## **Assessment Strategies for the Outcomes:**

Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students:

1. Answer theoretical and application questions on information covered in the lecture, graded assignments and reading assignments.
2. Demonstrate ability to accurately code diagnostic and procedural statements using proper coding conventions and rules.

## **Competencies and Skills :**

To complete the outcomes in this course students must have skills in:

- Health record content
- Anatomy and physiology
- Pathophysiology
- Medical laboratory tests and imaging procedures
- Reimbursement systems
- Federal and state regulations for health records
- JCAHO documentation standards

- Medical terminology

Curriculum Request Form  
Contact/Credit Change

Current course number: HIM 273

Current course title: Classification Systems 2

	Current	Proposed
Lecture hours:	0	4
Lab hours:	0	0
Lec/lab hours:	3	0
Load:	.276	.272
Total contact hours:	5	4
Current credits:	3	4

Reason for change: This course is no longer taught on campus but via distance learning. The lecture/lab setup does not make sense via distance. A separate lab course has been set up which allows students the necessary lab component.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Fall  
Implem. Year: 2006

Contact name: Susan Williams  
Contact email: slwillia@pcc.edu

# Course Content and Outcome Guide

Date: January 2006

Prepared by: Trish Berrong

**Course Number: HIM 273**

**Course Title: Classification Systems 2**

Number of Credits: 4

Lecture Hours / Week: 4

Lab Hours / Week: 0

Number of Weeks: 11

Special Fees: None

## **Course Description for Publication:**

Continuation of classification of diseases and current reimbursement systems utilizing ICD.

## **Addendum to Description:**

None.

## **Intended Outcomes for the Course:**

Students who successfully complete this course will be able to:

1. Accurately assign ICD-9-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.).
2. Ensure compliance with classification and grouping systems updates.
3. Code according to licensure and accrediting rules.
4. Accurately code following coding convention and rules.
5. Validate coding accuracy.
6. Understand how to utilize structures and logic when applying classification and grouping systems such as DRG's, RBRVS, ASCs, ACGs, etc.
7. Maintain payer coding guidelines with coding system guidelines.
8. Validate assignment based on an understanding of classification and group system structures and logic.
9. Be familiar with the clinical terminologies or medical vocabularies utilized.

## **Assessment Strategies for the Outcomes:**

Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students:

1. Answer theoretical and application questions on information covered in the lecture, graded assignments and reading assignments.
2. Demonstrate ability to accurately code diagnostic and procedural statements using proper coding conventions and rules.
3. Assess coding accuracy of appropriate systems in a variety of settings using clinical information found in the health record.

## **Competencies and Skills :**

**To complete the outcomes in this course students must have skills in:**

- Health record content
- Anatomy and physiology
- Pathophysiology
- Medical laboratory tests and imaging procedures
- Federal and state regulations for health records
- Reimbursement systems
- JCAHO documentation standards
- Medical terminology

Curriculum Request Form  
Course Title, Description, and Learning Outcomes Change

Change: Course Title, Course Description, Learning Outcomes

Current course number: CJA 262

Current course title: Introduction to Correctional Process

Proposed course title: Introduction to Correctional Treatment

Proposed transcript title: Intro. Correctional Treatment

Reason for title change: More accurately reflect the proposed curriculum change.

Current description: This course covers the process of how offenders are brought under correctional supervision. Causes of criminal activity, the problems of crime in American society and the processes of pre-trial and post conviction supervision of offenders are discussed.

Proposed description: The course provides an overview of correctional treatment within the criminal justice system. It provides insight into the role and purpose of effective correctional treatment strategies and programs, including the responsibilities of providers and clients.

Reason for description change: The curriculum in the current course was covered in other classes. Nothing, however, covered offender treatment which has been a major focus in corrections in recent years. This course will complete the topics that should be taught in the correctional series.

Current learning outcomes:

1. In the context of a knowledge of basic criminological theories, students will detail causes of crime and criminal behavior.
2. Students will detail the processes of corrections including "flow" of offenders through the system.
3. Students will discuss the problems of crime in the larger society from the perspectives of public safety and order, costs, and the impact of crime on a constitutional democracy.
4. Students will identify the major types of "special needs" offenders and discuss the response of the correctional system to these needs.

5. Students will examine the major areas of civil and constitutional law that impact the operations of correctional agencies, and protect the rights of correctional clients.

6. Students will examine the future of correctional intervention in view of "The War on Drugs," sentencing reforms, community policing, victim/offender mediation and other societal responses to criminal behavior.

Proposed learning outcomes: Students will be able to understand:

1. The need for correctional treatment for criminal justice clients;

2. The role of the provider in the correctional treatment process;

3. The role of the client, including personal empowerment during treatment;

4. The importance of community education and involvement;

5. The laws and standards associated with correctional treatment series;

6. The role of treatment contracts between the client and provider;

7. The importance of outcome goals and the involvement of the court.

Reason for learning outcomes change: To accurately reflect the course description.

Current prerequisites: CJA 113

Proposed prerequisites: CJA 113

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall  
Requested year: 2006  
  
Contact name: Jim Parks  
Contact e-mail: jparks@pcc.edu

Curriculum Request Form  
New Course

Course number: TE 9702

Course title: Electricity for the Non-Electrician II

Transcript title: Electricity f/Non-Elect II

Lecture hours: 1/10

Lab hours: 0

Lec/lab hours: 1/20

Load total: 1.72

Weekly contact hours: 3

Total credits: 2

Reason for new course: Provides additional pre-apprenticeship training as well as an elective for the FMT Program.

Course description: Course provides practical, hands-on application of residential wiring methods. This class is a direct continuation of the skills developed in Electricity for the Non-Electrician, incorporating additional wiring practices, materials and troubleshooting methods. Emphasizing safety and workmanship as well as electrical theory and building codes as they apply to the homeowner. Prerequisite: TE 9071

Prerequisite(s): TE 9071

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Discuss and emphasize the importance of working safely in an electrical environment.

Relate basic electrical theories and codes to activities in class.

Review basic electrical terminology of residential wiring.

Review uses and names of common hand and power tools used in electrical work.

Review wire sizes and amperage as they relate to each other.

Discuss electrical and building codes related to residential wiring.

Identify different types of electrical devices and demonstrate proper use.

Identify different types of wire commonly used in a house wiring.

Demonstrate skills of proper wiring techniques.

Demonstrate understanding of basic types of conduit for residential application.

Demonstrate basic skill of bending EMT conduit.

Draw wiring diagrams for common circuit combinations around the house.

Incorporate the use of meters and testing equipment for troubleshooting electrical circuits.

Discuss the possible effects improper wiring may have on your house.

Provide an understanding and appreciation of building codes, electrical codes, licensing laws, and electrical permitting processes.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in NO

costs for library or av  
dept?:

Implementation term: Winter  
Implementation year: 2006

Contact name: Rick Willebrand  
Contact e-mail: [rvillebr@pcc.edu](mailto:rvillebr@pcc.edu)

Date: 12/29/05

Prepared By: Sally Von Entress

Course No.: TE 9072

Course Title: ELECTRICITY FOR THE NON-ELECTRICIAN II

Credit Hours: 2

Lecture Hours Per Week: 1

Lecture/Lab Hours Per Week: 2

Lab Hours Per Week: 0

Number of Weeks: 12

Special Fee: N/A

#### COURSE DESCRIPTION FOR PUBLICATION:

A practical, hands on application of residential wiring methods. This class is a direct continuation of the skills developed in Electricity for the Non-Electrician I, incorporating additional wiring practices, materials and troubleshooting methods. Emphasizing safety and workmanship as well as electrical theory and building codes as they apply to the homeowner. Prerequisite: TE 9071

#### ADDENDUM TO COURSE DESCRIPTION:

#### COURSE ACTIVITIES AND DESIGN:

A review of basic theory, materials and safety practices. The majority of the time will be spent performing practical wiring methods, and further develop proper installation techniques.

#### ASSESSMENT:

Prerequisite will be TE 9071 Electricity for the Non-Electrician. At the beginning of the course, the instructor will detail methods to evaluate student progress and criteria for assigning a final grade. The grading policy will be Pass - No pass unless otherwise requested.

**GOAL:** Give the homeowner skills to safely perform basic wiring techniques while being aware of building code regulations.

## Expected Student Competencies:

Discuss and emphasize importance of working safely in an electrical environment.

Relate basic electrical theories and codes to activities in class.

Review basic electrical terminology of residential wiring.

Review uses and names of common hand and power tools used in electrical work.

Review wire sizes and amperage as they relate to each other.

Discuss electrical and building codes related to residential wiring.

Identify different types of electrical devices and demonstrate proper use.

Identify different types of wire commonly used in a house wiring.

Demonstrate skills of proper wiring techniques.

Demonstrate understanding of basic types of conduit for residential application.

Demonstrate basic skill of bending EMT conduit.

Draw wiring diagrams for common circuit combinations around the house.

Incorporate the use of meters and testing equipment for troubleshooting electrical circuits.

Discuss the possible effects improper wiring may have on your house.

Provide an understanding and appreciation of building codes, electrical codes, licensing laws, and electrical permitting processes.

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	TE 9257
Proposed course number:	TE 9257
Current course title:	Basic HVAC/R Install
Current prerequisites:	None
Proposed prerequisites:	TE 9238 and TE 9243
Current prerequisites/concurrent:	None
Current corequisites:	None
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	summer
Requested year:	2006
Contact name:	Rick Willebrand
Contact e-mail:	rvillebr@pcc.edu

Curriculum Request Form  
Course Revisions

Change: Course Title, Course Description, Requisites, Learning Outcomes

Current course number: TE 9250

Proposed course number: TE 9250

Current course title: Shop-Light Comm/Refrig I

Proposed course title: Commercial Refrigeration Shop

Proposed transcript title: Commercial Refrigeration Shop

Reason for title change: Class used to be one in a series of three. Now it is a stand alone class and title is more descriptive of course.

Current description: Lab covering troubleshooting, evacuation, charging, clean-up and compressor replacement of commercial refrigerators, and air-conditioners trainers.

Proposed description: Troubleshooting, maintenance, and repair of typical commercial refrigeration equipment found in convenience stores, markets, restaurants, and related applications.

Reason for description change: More closely identifies the course content.

Current learning outcomes: Perform the procedures necessary to remove air and moisture from a refrigeration system. Perform the procedures necessary for proper charge of a refrigerant into a system. Perform the procedures for the joining of metals through soldering and/or brazing. Demonstrate knowledge and skill in assessing and repairing a refrigeration system. Demonstrate understanding of the purpose of the capillary tube. Diagnose and check the overload, relay, solid state relay, running compressor, direct, and temperature control. Clean up a refrigeration system using manufacturer's models and supplies. Check the efficiency of the compressor and replace a compressor.

Proposed learning outcomes: Demonstrate proper safety and system charging techniques Develop and use schematics Perform system efficiency checks Demonstrate appropriate

customer relations Demonstrate logical troubleshooting methods Prepare invoices

Reason for learning outcomes change: More accurately demonstrate the course content.

Current prerequisites: None

Proposed prerequisites: TE 9238 and TE 9243

Current prerequisites/concurrent: None

Current corequisites: None

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2006

Contact name: Tom Duncan

Contact e-mail: tduncan@pcc.edu

Curriculum Request Form  
Course Description & Learning Outcomes Change

Change:	Course Description, Learning Outcomes
Current course number:	EC 202
Proposed course number:	EC 202
Current course title:	Principles of Economics: Macroeconomics
Proposed course title:	Principles of Economics: Macreconomics
Reason for title change:	4 credit conversion
Current description:	Covers the overall economy. Includes the basic reasons for, and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and income policies; and other economic management tools
Proposed description:	A study of factors affecting the level of national income; the essentials of money and banking; the role of government expenditure and taxation in achieving economic stability, growth, and development; international monetary issues including exchange rates and the balance of payments. It is assumed that the student will have reading, writing, and mathematic skills appropriate for course work at the freshman college level. Recommended prerequisites; MTH 95 and WR 115. EC 201 and EC 202 constitute the two term transfer sequence, and may be taken in any order
Reason for description change:	4 credit conversion
Current learning outcomes:	<ol style="list-style-type: none"><li>1. To make rational decisions in the conduct of daily life.</li><li>2. To effectively participate in the political process</li><li>3. To challenge conventional thought</li><li>4. To complete additional courses including economics at the sophomore level and above; to successfully transfer to a four-year institution of higher education</li><li>5. To formulate independent and well-considered conclusions.</li><li>6. To effectively participate in the economy as a consumer and as a producer</li><li>7. To complete additional courses including upper-division macroeconomics and above; to successfully transfer to a four-year institution of higher education</li><li>8. To think critically and formulate independent and well-</li></ol>

considered conclusions about monetary and fiscal policies and ideologies

9. To make rational decisions in the conduct of daily life by utilizing an understanding of unemployment, inflation and other macroeconomic concepts

10. To challenge conventional macroeconomic theory 11. To effectively participate in the economy as a consumer and as a producer by utilizing an understanding of unemployment, inflation and other macroeconomic concepts

Proposed learning outcomes:

1. To complete additional courses in macroeconomics; to successfully transfer to a four-year institution of higher education

2. To understand the impact of government policy on product, labor, asset, and foreign exchange markets.

3. To effectively participate in the political process through an enhanced understanding of macroeconomic policy issues

4. To think critically about controversies in macroeconomics

Reason for learning outcomes change:

4 credit conversion

Will this impact other sacs?,is there an impact on other sacs?:

No

Will this impact other depts/campuses?,is there an impact on another dept or campus?:

No

Request term:

fall

Requested year:

2005

Contact name:

Jim Eden

Contact e-mail:

jeden@pcc.edu

Curriculum Request Form  
Course Description, Requisites, Learning Outcomes Change

Change: Course Description, Requisites, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: WR 227

Current course title: Technical Writing

Proposed course title: Technical and Professional Writing 1

Proposed transcript title: Technical/Professional WR 1

Reason for title change: The new course combines WR 214 (Business Communications) and WR 227 (Technical Writing). There is a second course by this title in the Technical and Professional Writing certificate program (course currently not being taught).

Current description: Introduces technical and professional communications. Includes such projects as definitions, specifications, descriptions, instructions, manuals, warnings, liability statements, and analytical reports. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Two instructor conferences required. Prerequisite WR 122 or 214.

Proposed description: Introduces technical and professional communications. Students compose, design, revise, and edit effective letters, memos, reports, descriptions, instructions, and employment documents. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally and ethically. Three instructor conferences required. Prerequisites WR 121, basic computer literacy, and intermediate word processing skills.

Reason for description change: The new course combines WR 214 (Business Communications) and WR 227 (Technical Writing) and 4-credit conversion. Students must use word processing to produce assignments.

Current learning outcomes: Intended Outcomes Upon completion of WR 227 with a "C" or better, the student will be able to:  
1. Design and produce the most commonly used types of technical communications.  
2. Design and produce technical communications that include

visuals and that are accurate, ethical, easy to access and understand, and from which information can be extracted quickly and easily.

3. Design and produce communications specifically tailored to a number of different audiences that have diverse educational, cultural and linguistic backgrounds, and various levels of expertise.

4. Work and problem solve effectively using collaborative techniques, respecting the work of colleagues, knowing that seldom is only one communication solution right and all others wrong.

Proposed learning outcomes:

Intended Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of WR 227 with a "C" or better, the student will be able to:

1. Read, interpret, analyze, and evaluate complex technical and professional documents and visuals.

2. Design and produce the most commonly used business/professional communications

3. Design and produce the most commonly used technical communications.

4. Design and produce communications specifically tailored to a number of different audiences who have diverse educational, cultural, and linguistic backgrounds, and who have various levels of expertise.

5. Design and produce communications that include visuals that are accurate, ethical, and accessible and from which more than one audience can extract the information quickly and easily.

6. Work and problem solve effectively with others to achieve a common communication goal, using collaborative techniques, respecting the work of colleagues, and meeting deadlines; listen and speak reflectively.

Reason for learning outcomes change:

The new course combines WR 214 (Business Communications) and WR 227 (Technical Writing) and 4-credit conversion.

Current prerequisites:

Wr 121 and WR 122 or WR 214

Proposed prerequisites:

Wr 121

Will this impact other sacs?,is there an impact on other sacs?:

No

Will this impact other  
depts/campuses?,is  
there an impact on  
another dept  
or campus?:

yes

How other  
depts/campuses will be  
impacted:

WR 227 is required for several technical programs. The  
course will be 4-credits now and will have only WR 121 as a  
prerequisite.

Request term:

fall

Requested year:

2006

Contact name:

Dian Chute

Contact e-mail:

Tina Redd, tina.redd@pcc.edu

Curriculum Request Form  
New Course

Course number: WR222

Course title: Writing Research Papers

Transcript title: Writing Research Papers

Lecture hours: 4.0

Weekly contact hours: 4

Total credits: 4.0

Reason for new course: With the 3-to-4 credit conversion, the Comp/Lit SAC decided to infuse more research methodology and academic writing into the WR121 and 122, but still there is a continuing need for a course that focuses on the larger research project. WR222 will fill that need. PSU offers a research writing class with the same course number, so the SAC thought that it would benefit students to have the new course number in two ways:  
1) students co-enrolled at both PCC and PSU would be able to take our course and save money; and  
2) greater alignment with PSU, to ease our students' transfer, was one of the reasons why PCC decided to move to 4-credit classes.

Course description: WR 222 Writing Research Papers, 4 Cr.--Uses extensive research writing to develop skills in critical analysis and documented argument. Students synthesize their considered response to designated text(s) and/or issues with the reactions of other writers. Students gain experience locating and using sources via library catalogs, professional databases and other forms of research. Includes paraphrasing, summarizing, quoting, and documenting, using style appropriate to discipline researched. At least two conferences required. Prerequisite: Successful completion (grade of "C" or higher) in WR 122.

Prerequisite(s): WR122

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require

time to read, reread, reflect, respond, interpret, analyze, and evaluate. Upon completion of WR 123 with a "C" or better, student will be able to:

Successfully organize and manage an extended, research-based, thesis-centered essay of 3500-5000 words (or an equivalent word count in shorter essays) using MLA, APA, or other appropriate documentation styles

Demonstrate critical thinking and problem-solving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, as well as evaluating and analyzing the structure and organization of sources and own writing

Independently locate, examine, select, evaluate, and use various primary and secondary sources (including academic, printed, electronic, and interview-based)

Practice and demonstrate skills necessary to research writing, such as paraphrase, summary, direct quotation, citation and documentation

Understand the ethics of research and avoid plagiarism

Suit writing style and research material to intended audience and purpose

Demonstrate control of research and voice to make an original claim

Gened list: YES, Gen. Ed. Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Course format: Online

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Jane Zunkel  
Contact e-mail: jzunkel@pcc.edu

Curriculum Request Form  
List B

Current course number: WR222

Current course title: Writing Research Papers

Request for: List B

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?: The course uses both primary and secondary texts that explore this question; the reader/rhetorics used in this course have essays that are multidisciplinary in nature and approach humanity from a variety of angles. In addition, the texts discovered by students in the course of their research and used for their projects often address this question.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Although the WR222 will have a variety of approaches or themes, the multiple readings employed as students work on research skills do entertain issues related to values, ethics and beliefs. Students also communicate, define, and defend these as they build arguments and propose solutions in their research projects. The significance of the historical perspective in analyzing particular texts is certainly discussed and emphasized.

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?: Yes.

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

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

Does the course provide students an Yes.

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?:

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

Contact name:

Jane Zunkel

Contact email:

jzunkel@pcc.edu

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	ARCH 113
Proposed course number:	ARCH 113
Current course title:	Working Drawings 3
Proposed course title:	Site Planning
Reason for title change:	Better describes course content
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Course Request  
New Course

Course Number: ARCH 133  
Course Title: Commercial Building Codes  
Transcript Title: Commercial Building Codes

Lecture Hours: 2  
Lab Hours: 0  
Lec/Lab Hours: 0  
Load Total: 2  
Weekly Contact Hours: 2  
Total Credits: 2

Reason For New Course: Need to create a course separate from the existing ARCH 132 - so that the 132 class can focus only on residential codes (for Architecture and Interior Design students), and the new 133 class will focus only on commercial codes (for Architecture students).

Course Description: Introduction to land use zoning and Oregon Building Codes for commercial buildings, using International Building Code. Selected portions of the code will be discussed, with application to sample buildings. Prerequisite: ARCH 120.

Prerequisite(S): ARCH 120  
Prereq/Concurrent: None  
Corequisite(S): None

Learning Outcomes:

1. Determine zoning of a given property, and corresponding development standards.
2. Complete a feasibility study for a given commercial property, including allowable uses, lot coverage, setbacks, heights, parking, and other specific design requirements.
3. Establish occupancy load factor, based on building use and size, and determine maximum number of occupants as related to egress and exit requirements.
4. Identify appropriate occupancy type for a given use, and determine allowable plan area and heights allowed.
5. Determine construction type allowed by occupancy group, and select most appropriate construction type based on building type.
6. Apply knowledge of codes to specific buildings, analyzing existing buildings for change of occupancy and/or expansion.
7. Determine required fire rated construction assemblies, based on Occupancy Type and location on property.
8. Determine fire rating and/or application requirements for

egress, light, ventilation requirements.

4. Select correct sizing for studs, joists, rafters, foundation and footings, from residential code tables.

5. Establish occupancy load factor, based on use and size of building, and determine number of building occupants.

6. Identify appropriate occupancy type for a given use, and determine allowable plan areas and heights.

7. Apply allowable area increases based on exceptions, for fire suppression, site design, and/or specific uses.

8. Determine construction type allowed by occupancy group; select most appropriate construction type based on assumption of budget for building type.

9. Determine required number of plumbing fixtures, based on use and building size.

10. Apply knowledge to specific building use to analyze existing building, proposed building, and change of occupancy.

11. Determine code requirements for installation of various materials for siding and roofing applications.

12. Use charts in codes to determine correct live loads, based on occupancy types.

13. Use charts in codes to determine allowable spans for various design values of lumber; use charts to determine design values of various lumber species.

#### PROPOSED LEARNING OUTCOMES:

1. Determine zoning of a given property, and corresponding development standards.

2. Complete a feasibility study for a given residential property, including allowable uses, lot coverage, setbacks, heights, parking, and any specific design requirements.

3. Establish building planning code requirements for residence, including room dimensions, and egress, light, ventilation requirements.
4. Apply knowledge to specific building use to analyze existing building, proposed building modifications, and change of occupancy.
5. Determine code requirements for installation of various materials for siding and roofing applications.
6. Use charts in codes to determine correct live loads.
7. Determine requirements for insulation for floor, wall, ceiling, and appropriate ventilation.
8. Determine required fire rated construction assemblies, based on location on property.
9. Determine footing and foundation sizes, and foundation ventilation requirements, based on tables in codes.
10. Understand and apply standards for lateral design.

REASON FOR LEARNING  
OUTCOMES CHANGE:

Proposed change is so this course can cover and expand residential Building Codes and Zoning Codes content.

CURRENT PREREQUISITES:

None

PROPOSED PREREQUISITES:

ARCH 120 (new course)

WILL THIS IMPACT OTHER  
SACS?,IS THERE AN IMPACT ON  
OTHER SACS?:

Yes

HOW OTHER SACS MAY BE  
IMPACTED:

Interior Design SAC has been informed, and they are approving this change, so their students can take this course and cover only residential building codes, not commercial codes

WILL THIS IMPACT OTHER  
DEPTS/CAMPUSES?,IS THERE  
AN IMPACT ON ANOTHER DEPT  
OR CAMPUS?:

No

REQUEST TERM: summer  
REQUESTED YEAR: 2006

CONTACT NAME: Denise A. Roy  
CONTACT E-MAIL: droy@pcc.edu

**PORTLAND COMMUNITY COLLEGE  
COURSE CONTENT AND OUTCOMES GUIDE**

**Date:** 10/24/05

**Prepared by:** D. Roy

**Course Number:** ARCH 133

**Course Title:** Commercial Building Codes

**Credit Hours:** 2

**Lecture Hours Per Week:** 2

**Lecture/Lab Hours Per Week:** 0

**Lab Hours Per Week:** 0

**Number of weeks:** 11/12

**Special Fee:**

**Course Description For Publication:**

Introduction to land use zoning and Oregon building codes for small commercial buildings, using International Building code. Selected portions of the code will be discussed, with application to sample buildings. **Prerequisites:** ARCH 120

**Addendum to Description:**

This course is a required for an Associate of Applied Science Degree in Architectural Design and Drafting.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

**Intended Outcomes for the Course:**

- Determine zoning of a given property, and corresponding development standards.
- Complete a feasibility study for a given commercial property, including allowable uses, lot coverage, setbacks, heights, parking, and other specific design requirements.
- Establish building planning code requirements for multi-family living, as related to room size, egress, light, and ventilation.
- Establish occupancy load factor, based on building use and size, and

determine maximum number of occupants as related to egress and exit requirements.

- Identify appropriate occupancy type for a given use, and determine allowable plan area and heights allowed.
- Determine construction type allowed by occupancy group, and select most appropriate construction type based on building type.
- Apply knowledge of codes to specific buildings, analyzing existing buildings for change of occupancy and/or expansion.
- Determine required fire rated construction assemblies, based on Occupancy Type and location on property.
- Determine fire rating and/or installation requirements for various interior and exterior finish products.

### **Outcomes Assessment Strategies:**

Student to analyze a given building, using IBC and zoning codes, to arrive at building analysis (term project, plus weekly practices). Student to demonstrate willingness and ability to work in small groups during class to provide input and solve in-class assignments, and articulate findings to class. Student to demonstrate time management skills by completion of projects by assigned by assigned deadlines and by meeting specific objectives for each phase of class projects.

### **Themes, concepts, and Issues:**

Course materials will be presented in a lecture and discussion format, using multimedia presentations (slides, overheads, videos) showing examples of code applications in various buildings, and tables from code books. Discussions will be supplemented by handouts that summarize highlights of the codes, due to the extensive amount of information in the codes. Weekly assignments will provide an opportunity for student to apply class information to actual building examples. Short answer midterm and final exams will cover a summary of information for International Building Codes.

**The primary purpose of the Course Content and Outcome Guide to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.**

Curriculum Request Form  
Course Title, Description, Prerequisite, Learning Outcome Changes

CHANGE: Course Title, Course Description, Requisites, Learning Outcomes

CURRENT COURSE NUMBER: ARCH 132

CURRENT COURSE TITLE: Building Codes

PROPOSED COURSE TITLE: Residential Building Codes

PROPOSED TRANSCRIPT TITLE: Residential Building Codes

REASON FOR TITLE CHANGE: The Course Title change is proposed so it will reflect more correctly the new course content and learning outcomes.

CURRENT DESCRIPTION: Introduction to land use zoning and Oregon Building Codes, using the One and Two Family International Code for residential, and the Uniform Building Code for commercial uses. Selected portions of the code will be discussed, with applications to sample buildings.

PROPOSED DESCRIPTION: Introduction to land use zoning and International Residential Building Codes. Selected portions of the code will be discussed, with application to sample building plans.

REASON FOR DESCRIPTION CHANGE: The change is proposed so the description will better fit course modifications in content and outcomes, specifically that the course covers only residential codes. This will better suit both Architecture and Interior Design students, both of whom will be taking the class for degree requirements.

CURRENT LEARNING OUTCOMES:

1. Determine zoning of a given property, and corresponding development standards.
2. Complete a feasibility study for a given residential or commercial property, including allowable uses, lot coverage, setbacks, heights, parking, and any specific design requirements.
3. Establish building planning code requirements for residence, including room dimensions, and

egress, light, ventilation requirements.

4. Select correct sizing for studs, joists, rafters, foundation and footings, from residential code tables.

5. Establish occupancy load factor, based on use and size of building, and determine number of building occupants.

6. Identify appropriate occupancy type for a given use, and determine allowable plan areas and heights.

7. Apply allowable area increases based on exceptions, for fire suppression, site design, and/or specific uses.

8. Determine construction type allowed by occupancy group; select most appropriate construction type based on assumption of budget for building type.

9. Determine required number of plumbing fixtures, based on use and building size.

10. Apply knowledge to specific building use to analyze existing building, proposed building, and change of occupancy.

11. Determine code requirements for installation of various materials for siding and roofing applications.

12. Use charts in codes to determine correct live loads, based on occupancy types.

13. Use charts in codes to determine allowable spans for various design values of lumber; use charts to determine design values of various lumber species.

#### PROPOSED LEARNING OUTCOMES:

1. Determine zoning of a given property, and corresponding development standards.

2. Complete a feasibility study for a given residential property, including allowable uses, lot coverage, setbacks, heights, parking, and any specific design requirements.

3. Establish building planning code requirements for residence, including room dimensions, and egress, light, ventilation requirements.
4. Apply knowledge to specific building use to analyze existing building, proposed building modifications, and change of occupancy.
5. Determine code requirements for installation of various materials for siding and roofing applications.
6. Use charts in codes to determine correct live loads.
7. Determine requirements for insulation for floor, wall, ceiling, and appropriate ventilation.
8. Determine required fire rated construction assemblies, based on location on property.
9. Determine footing and foundation sizes, and foundation ventilation requirements, based on tables in codes.
10. Understand and apply standards for lateral design.

REASON FOR LEARNING  
OUTCOMES CHANGE:

Proposed change is so this course can cover and expand residential Building Codes and Zoning Codes content.

CURRENT PREREQUISITES:

None

PROPOSED PREREQUISITES:

ARCH 120 (new course)

WILL THIS IMPACT OTHER  
SACS?,IS THERE AN IMPACT ON  
OTHER SACS?:

Yes

HOW OTHER SACS MAY BE  
IMPACTED:

Interior Design SAC has been informed, and they are approving this change, so their students can take this course and cover only residential building codes, not commercial codes

WILL THIS IMPACT OTHER  
DEPTS/CAMPUSES?,IS THERE  
AN IMPACT ON ANOTHER DEPT  
OR CAMPUS?:

No

REQUEST TERM: summer  
REQUESTED YEAR: 2006

CONTACT NAME: Denise A. Roy  
CONTACT E-MAIL: droy@pcc.edu

Curriculum Request Form  
Course Revision

Change:	Requisites
Current course number:	ID 125
Current course title:	Computer Drafting for Interior Designers
Current prerequisites:	Recom. ID 131; Req. MTH 20 or placement into MTH 60
Proposed prerequisites:	ID 131
Proposed prerequisites/concurrent:	ID 132
Is there an impact on other sacs?:	No
Is there an impact on another dept or campus?:	No
Request term:	summer
Requested year:	2006
Contact name:	JoAnn M. Thomas
Contact e-mail:	jthomas@pcc.edu

Curriculum Request Form  
Course Description

Change: Requisites

Current course number: ID 131

Current course title: Introduction to Interiors

Current description: A study of the design elements and principles as applied to interiors. Includes skill development in drawing floor plans, analyzing furniture arrangement, and basic techniques for creating interior design presentation boards including floor plans, color boards, and elevation drawings. Prerequisite: None

Proposed description: A study of the design elements and principles as applied to interiors. Includes skill development in drawing floor plans, analyzing furniture arrangement, and basic techniques for creating interior design presentation boards including floor plans, color boards, and elevation drawings. Prerequisite: None Recommended: ARCH 110 for students with no previous drafting experience

Reason for description change: New drafting class will be required in the interiors program by the second term studio, ID 132 Planning Interiors. Students can take the ARCH 110 concurrently with ID 131 if desired.

Is there an impact on other sacs?: Yes

How other sacs may be impacted: This is a joint effort between the interiors and architecture programs.

Is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2006

Contact name: JoAnn M. Thomas

Contact e-mail: jthomas@pcc.edu

Curriculum Request Form  
Course Revision

Change: Requisites

Current course number: ID 132

Current course title: Planning Interiors

Current prerequisites: ID 131; Req. MTH 20 or placement into MTH 60; WR 115 or placement into WR 121

Proposed prerequisites: ID 131; ARCH 100; ARCH 110; MTH/WR as above

Proposed prerequisites/concurrent: ARCH 100

Is there an impact on other sacs?: Yes

How other sacs may be impacted: The architecture program has already created and had approved ARCH 100. The ARCH 110 course will be submitted for approval in Jan. of 2006.

Is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2006

Contact name: JoAnn M. Thomas

Contact e-mail: jthomas@pcc.edu

Curriculum Request Form  
Course Revision

Change:	Requisites
Current course number:	ID 133
Current course title:	Space Planning
Current prerequisites:	ID 131; Req. MTH 20 or placement into MTH 60; WR 115 or placement into WR 121
Proposed prerequisites:	ID 131 or ARCH 201; ARCH 124; ARCH 100; ARCH 110; MTH/WR as above
Proposed prerequisites/concurrent:	ARCH 100
Is there an impact on other sacs?:	Yes
How other sacs may be impacted:	The architecture program has already created and had approved ARCH 100. The ARCH 110 course will be submitted for approval in Jan. of 2006.
Is there an impact on another dept or campus?:	No
Request term:	summer
Requested year:	2006
Contact name:	JoAnn M. Thomas
Contact e-mail:	jthomas@pcc.edu

Curriculum Request Form  
New Course

Course number: ID 225

Course title: CAD for Kitchen and Bath Design

Transcript title: CAD Kit/Bth Design

Lec/lab hours: 2

Weekly contact hours: 2

Total credits: 1

Reason for new course: This course is part of our new Kitchen and Bath Design Certificate.

Course description: Introduces kitchen and bath design software as a drafting tool and its applications to the kitchen and bath planner. Covers the creation, retrieval and modification of drawings using basic commands. Advances prior knowledge of Kitchen and Bath design skills.

Prerequisite(s): ID 138, ID 125 or ARCH 126 or BCT 105

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Incorporate the understanding of computer aided drafting in the design of kitchen and bath spaces

Utilize CAD software to execute the following: floor plans, elevations, section drawings, and dimensional drawings

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on This course is part of our new Kitchen and Bath Design

deg/cert: Certificate.

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Yes, this course has been developed with input from interiors, architecture, and building construction technology.

Have other sacs been contacted?: YES

Description of contact: Yes, this course has been developed with input from interiors, architecture, and building construction technology.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: JoAnn M. Thomas  
Contact e-mail: jthomas@pcc.edu

Course Number: **ID225**

Course Name: **CAD for Kit/Bth Design**

Credits: 1 cr

Lec/Lab: 2 hrs

Number of Weeks: 11

Prerequisites: ID138; ID 125 or ARCH 126 or BCT 105

**Course description for Publication:**

Introduces kitchen and bath design software as a drafting tool and its applications to the kitchen and bath planner. Covers the creation, retrieval and modification of drawings using basic commands. Advances prior knowledge of Kitchen and Bath design skills.

**Intended Learning Outcomes:**

- Incorporate the understanding of computer aided drafting in the design of kitchen and bath spaces
- Utilize CAD software to execute the following: floor plans, elevations, section drawings, and dimensional drawings

**Outcome Assessment Strategies:**

- Student will complete a set of drawings for a kitchen design in 1/2" scale according to NKBA Graphic and Presentation Standards using the computer-aided software. Set to include: floor plan, elevation drawings, section drawings, and dimensional drawings.
- Student will complete a set of drawings for a bathroom design in 1/2" scale according to NKBA Graphic and Presentation Standards using the computer-aided software. Set to include: floor plan, elevation drawings, section drawings, and dimensional drawings.

**Themes, Issues and concepts:**

- Application of NKBA Graphic and Presentation Standards
- Drawing walls, windows and doors
- Three dimensional objects (cabinets, countertops, appliances, fixtures and hardware
- Dimensioning
- Rendering
- Generating working & perspective drawings
- Notes, and Specifications (Text)
- Printing drawings to a laser plotter

**Process Skills:**

- Computer skills
- Critical thinking
- Computer vocabulary
- Architectural vocabulary
- Visualization
- Memorization
- Mathematical computations

Curriculum Request Form  
Course Requisites

Change: Requisites

Current course number: ID 236

Current course title: Lighting Design

Current prerequisites: ID 131; WR 115 or placement into WR 121; MTH 20 or placement into MTH 60

Proposed prerequisites: ARCH 110; ID 131 or ARCH 201; WR 115 or placement into WR 121; MTH 20 or placement into MTH 60

Is there an impact on other sacs?: Yes

How other sacs may be impacted: This is a joint effort between the interiors and architecture programs.

Is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2006

Contact name: JoAnn M. Thomas

Contact e-mail: jthomas@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Number, Course Title, Course Description, Requisites

Current course number: ID 237

Proposed course number: ID 138

Current course title: Kitchen and Bath Planning

Proposed course title: Introduction to Kitchen and Bath Planning

Proposed transcript title: Intro Kit/Bth Plng

Reason for title change: This course is part of our new Kitchen and Bath Design Certificate, and an advanced class has been added to the program.

Current description: Analyzes and evaluates basic functional and aesthetic design principles in residential kitchen and bath planning, and chronicles the kitchen and bath planning process from conceptual design to construction completion.

Proposed description: Incorporates basic functional and aesthetic design principles for residential kitchen and bath planning. The course will chronicle the kitchen and bath planning process from conceptual design through construction completion. ARCH 100 recommended

Reason for description change: This course is part of our new Kitchen and Bath Design Certificate, and an advanced class has been added to the program.

Current prerequisites: ID 131 Introduction to Interiors or occupational experience in design field

Proposed prerequisites: ARCH 111 or BCT 220; ID 133 or ARCH 201 or BCT 220

Will this impact other sacs?,is there an impact on other sacs?: Yes

How other sacs may be Creating the new Kitchen and Bath Design Certificate is

impacted: a joint effort between interiors, architecture and building construction technology.

Will this impact other depts/campuses?,is there an impact on another dept or campus?: Yes

How other depts/campuses will be impacted: Creating the new Kitchen and Bath Design Certificate is a joint effort between interiors, architecture and building construction technology.

Request term: fall  
Requested year: 2006

Contact name: JoAnn M. Thomas  
Contact e-mail: jthomas@pcc.edu

Curriculum Request Form  
New Course

Course number: ID 238

Course title: Advanced Kitchen and Bath Planning

Transcript title: Adv Kit Bth Plng

Lec/lab hours: 6

Weekly contact hours: 6

Total credits: 3

Reason for new course: This course is the capstone class in our new Kitchen and Bath Planning Certificate.

Course description: Incorporates advanced understanding of design principles and elements to analyze and evaluate functionality and aesthetic principles for residential kitchen and bath planning. Includes Universal Design as it relates to the kitchen and bath and incorporates an advanced understanding of the guidelines as established by the National Kitchen and Bath Association.

Prerequisite(s): ID 138, ID 225, ARCH 121 or BCT 103, ARCH 132 or INSP 151, ID 236 or BCT 129

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Design kitchens and baths that demonstrate an advanced knowledge of the NKBA Planning Guidelines for Kitchens and Baths; and the NKBA Access Planning Guidelines used in Universal Design projects for an aging population.
- Develop an understanding of advanced interview techniques with clients
- Utilize critical thinking and creative design skills to solve advanced kitchen and bath problems.
- Develop concept and theme designs by utilizing architectural and interior design history and specifying appropriate products and/or design details to achieve the client's style preferences.
- Create professional working documents to include:

construction documents, and specifications ready to bring an advanced kitchen and bath project from inception to completion

Gain experience utilizing effective presentation and selling techniques necessary to be successful designers and business professionals

Utilize CAD software in the creation of appropriate drawings

Course format:	On Campus
Are there similar courses existing:	NO
Required or elective:	Required
Is there impact on degrees or certificates:	YES
Description of impact on deg/cert:	This course is part of our new Kitchen and Bath Planning Certificate.
Is there an impact on another dept or campus?:	YES
Description of impact on dept/campus:	Yes, this course has been developed with input from interiors, architecture, and building construction technology.
Have other sacs been contacted?:	YES
Description of contact:	Yes, this course has been developed with input from interiors, architecture, and building construction technology.
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Fall
Implementation year:	2006
Contact name:	JoAnn M. Thomas
Contact e-mail:	jthomas@pcc.edu

Course Number: ID238

Course Name: **Advanced Kitchen and Bath Planning**

Credits: 3 cr

Lec/Lab: 6 hrs

Number of Weeks: 11

Prerequisites: ID 138; ID 225; Arch 121 or Bct 103; Arch 132 or Insp 151

**Course Description for Publication:**

Incorporates advanced understanding of design principles and elements to analyze and evaluate functionality and aesthetic principles for residential kitchen and bath planning. Includes "Universal Design" as it relates to the kitchen and bath and incorporates an advanced understanding of the guidelines as established by the National Kitchen and Bath Association.

**Intended Learning Outcomes:**

- Design kitchens and baths that demonstrate an advanced knowledge of the NKBA Planning Guidelines for Kitchens and Baths; and the NKBA Access Planning Guidelines used in Universal Design projects for an aging population.
- Develop an understanding of advanced interview techniques with clients
- Utilize critical thinking and creative design skills to solve advanced kitchen and bath problems.
- Develop concept and theme designs by utilizing architectural and interior design history and specifying appropriate products and/or design details to achieve the client's style preferences.
- Create professional working documents to include: construction documents, and specifications ready to bring an advanced kitchen and bath project from inception to completion
- Gain experience utilizing effective presentation and selling techniques necessary to be successful designers and business professionals
- Utilize CAD software in the creation of appropriate drawings

**Outcome Assessment Strategies:**

- Student will identify tangible and intangible project constraints by observing the space, meeting with the client to develop design criteria and designing solutions that satisfy the client's wants and needs.
- Student will demonstrate the understanding of advanced Design Principles and Elements and NKBA Guidelines of Planning by creating a min. of 2 kitchens and 2 bath projects, (1 kitchen and 1 bath to incorporate the NKBA Access Planning Guidelines for Universal Design)
- Student will create construction documents to include: floor plans, mechanical plans, elevations, construction plans, specifications and design statements to convey the design solution clearly to the client and or trade.

- Student will demonstrate the ability to read appliance and fixture specifications
- Students will present their kitchen and bath design solutions in a mock client meeting. Students must clearly and succinctly explain how their design solution meets the client's utilitarian, aesthetic and financial needs.

**Themes, issues and concepts:**

- Elements and Principles of design
- Theme Design
- History of architecture
- NKBA Planning Guidelines
- NKBA Access Planning Guidelines for Universal Design
- Kitchen appliances
- Kitchen and bath plumbing fixtures
- Cabinet specifications
- Countertops
- Flooring for kitchens
- Communicating with clients

**Process Skills:**

- Research, including internet resources
- Verbal communications including interview skills
- Written communications
- Critical thinking
- Networking
- Mathematical computations
- Memorization

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	GD 228
Proposed course number:	GD228
Current course title:	Professional Studio Practices
Proposed course title:	Professional Practices
Proposed transcript title:	Professional Practices
Reason for title change:	We have another course titled Graphic Design Studio. We would like to eliminate the confusion over the similarities of these two names .
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	PT 280A
Proposed course number:	GD 280A
Current course title:	CE: Printing Technology
Proposed course title:	CE: Graphic Design
Proposed transcript title:	CE: Graphic Design
Reason for title change:	With the closing of the Publishing Technology program, Graphic Design will be taking over this course.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	summer
Requested year:	2006
Contact name:	Cece Cutsforth
Contact e-mail:	ccutsfor@pcc.edu

Curriculum Request Form  
Course Title Change

Current course number: PT 244

Proposed course number: GD 244

Current course title: Preparing Files for Print

Proposed course title: Preparing Files for Print

Proposed transcript title: Preparing Files for Print

Reason for title change: With the closing of the Publishing Technology program, this course will now be offered through the Graphic Design program.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2006

Contact name: Cece Cutsforth

Contact e-mail: ccutsfor@pcc.edu

Curriculum Request Form  
New Course

Course number: PE187A

Course title: Boot Camp

Transcript title: Boot Camp

Lecture hours: 0

Lab hours: 3

Lec/lab hours: 0

Load total: .138

Weekly contact hours: 3

Total credits: 1

Reason for new course: To keep our offerings current as this has become a popular in athletic settings. This class is popular as it uses group energy to motivate improvements in cardio respiratory endurance and muscular strength and endurance.

Course description: A group exercise class focusing on cardio respiratory fitness and muscular endurance using dumbbells and other equipment (physioballs, steps, etc.) The class concentrates on all key muscle groups, working toward muscle fitness and flexibility gains. This class is geared to those who enjoy high-intensity callisthenic training in a group class format.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

1. Improve physical conditioning (muscle and cardio respiratory endurance, strength, flexibility, and body composition).
2. Develop skills for maintaining lifelong health and fitness.
3. Experience the relationship of the mind, body and spirit.
4. Apply the principles, language, and techniques of cardio

respiratory and muscle conditioning.

Course format: On Campus

Other format:

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Spring

Implementation year: 2006

Contact name: Lovina May Query

Contact e-mail: lquery@pcc.edu

# **COURSE CONTENT & OUTCOMES GUIDE**

## **REQUIRED FORMAT**

Date: November 3, 2005

Course Number: 199C

Course Title: Boot Camp

Credit Hours: 1

Lecture Hours per Week: 0

Lecture/Lab Hours per Week: 0

Lab Hours per Week (Includes Co-Op, Practicum or Clinical): 3

Number of Weeks: 11-12 weeks

Special Fee: Information on fees is published each term in the PCC Schedule of Classes

## **Course Description for Publication:**

A group exercise class focusing on cardiorespiratory fitness and muscular endurance using dumbbells and other equipment (physioballs, steps, etc.) The class concentrates on all key muscle groups, working toward muscle fitness and flexibility gains. This class is geared to those who enjoy high-intensity callisthenic training in a group class format.

### ***Addendum to Description:***

Each student supplies his/her own clothing. Clothing should be unrestrictive and comfortable for exercise. Shoes are mandatory and should be designed for cross training and/or aerobic training. Class format includes warm-up, cardiovascular and muscular endurance intervals, strength exercises, flexibility work, and cool-down.

## **Intended Outcome(s) for the Course:**

1. Improve physical conditioning (muscle and cardiorespiratory endurance, strength, flexibility, and body composition).
2. Develop skills for maintaining lifelong health and fitness.
3. Experience the relationship of the mind, body and spirit.
4. Apply the principles, language, and techniques of cardiorespiratory and muscle conditioning.

## **Outcome assessment strategies:**

1. Pre and post fitness testing
2. Attendance and participation in class
3. Personal goal setting, evaluation, and achievement
4. Demonstrations of proficiency in health and fitness skills

## **Themes, Concepts, and Issues**

1. Components of fitness
2. Benefits of aerobic training
3. Benefits of muscular strength and endurance training
4. Benefits of flexibility training
5. Target heart rate and rate of perceived exertion (RPE)
6. Warm-ups and cool downs
7. Principles of cardiorespiratory, muscle, interval, and flexibility training
8. Exercise myths
9. Mind-body awareness

## **Competencies and Skills:**

1. Practice appropriate warm-up and cool down activities
2. Monitor heart rate and RPE safely and effectively
3. Choose safe, appropriate attire and footwear
4. Select and employ routines appropriate to current fitness level and for achievement of personal goals
5. Modify routines and appropriately for special needs
6. Demonstrate proper body alignment and breathing techniques
7. Apply components of fitness and principles of cardiorespiratory and muscle conditioning
8. Demonstrate proper technique and safety considerations when using resistance equipment

Curriculum Request Form  
New Course

Course number: Soc214a

Course title: The Illumination Project: Tools for Creative Social Activism 1

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214a is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214a students will: 1. Build community within the class, creating a model on which to base later involvement in the greater PCC community. 2. Analyze how institutional oppression has affected their personal lives. 3. Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. 4. Learn to creatively express problems and solutions inherent in the social structure of our community. 5. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested

Diversity list: YES, Diversity Designation Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

# Course Content and Outcome Guide

Date: 1/10/06

**Course Number: Soc 214a**

**Course Title: The Illumination Project: Tools for Creative Social Activism 1**

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: Either the full 11 weeks or 6 weeks with a weekend class.

Special Fee: none

PREPARED BY: Jeannie LaFrance  
and Jan Abushakrah

## **Course Description for Publication**

Soc 214a First of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite: Instructor permission. Course must be taken in sequence.

## **Addendum to Description**

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## **Intended Outcomes for the Course**

Specific to 214a students will:

- Build community within the class itself, creating a model on which to base later involvement in the greater PCC community
  - Analyze how institutional oppression has affected their personal lives
- Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus.
  - Learn to creatively express problems and solutions inherent in the social structure of our community.

Over the course of all three terms the participating students will:

- Improve communication skills in listening, speaking, and writing.
- Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own.
- Gain skills to intervene in oppressive situations and take action to create positive change.
- Increase awareness of the skills needed for healthy relationships.
- Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals.
- Increase awareness of own strengths, values, beliefs, feelings, and important learning from life.
- Increase self-esteem and self-confidence.
- Increase desire and ability to persist in college.
- Develop a sense of the history and usefulness of social change theater and popular education learning strategies.

- Develop skills around creating sustainable and respectful communities
- Acquire facilitation and conflict resolution skills.
- Identify ways in which personal experience informs our classroom and learning culture.
- Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

### **Outcome Assessment Strategies**

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.
3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.

### **Course Content**

#### **Themes, Concepts, Issues**

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression.

Specific to the first term the course will focus on:

1. Basic oppression theory including social stratification and systems of inequality (racism, classism, sexism, heterosexism, anti-semitism, ableism etc.).
2. Historic and current day theater activism; exploring the connections between life and art with respect to personal experience with institutional oppression.
3. Basic stage and performance techniques
  4. Structures of community
  5. Conflict resolution and negotiation techniques

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change.

Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home

and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, "Freeze!" when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an "intervention." The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience "succeeds," and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next "intervenable" scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an "Ally Book" provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project's strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into knowledge -- that can be applied to success in school, careers, and throughout students' lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively engaged in doing. Through the activity of that experience the participant comes to own it -- to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

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Curriculum Request Form  
New Course

Course number: Soc214b

Course title: The Illumination Project: Tools for Creative Social Activism 2

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214b is the second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission; Soc214a

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214b students will:

1. Identify common themes of social inequality and create interactive theater pieces based on those themes.
2. Develop and improve group processing and communication skills.
3. Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression.
4. Work on committees to create and produce performances.
5. Engage in active listening, dialogue and community building.
6. Perform interactive social change plays for the greater PCC community.
7. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested

Diversity list: YES, Diversity Designation Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

# Course Content and Outcome Guide

Date: 1/10/06

**Course Number: SOC 214B**

**Course Title: The Illumination Project: Tools for Creative Social Activism 2**

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: 11 weeks

Special Fee: none

PREPARED BY: Jeannie

LaFrance and Jan Abushakrah

## **Course Description for Publication**

Soc 214b Second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite: Instructor permission. Course must be taken in sequence.

## **Addendum to Description**

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## **Intended Outcomes for the Course**

Specific to 214b students will:

- Identify common themes of social inequality and create interactive theater pieces based on those themes
  - Develop and improve group processing and communication skills.
- Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression.
  - Work on committees to create and produce performances.
  - Engage in active listening, dialogue and community building.
  - Perform interactive social change plays for the greater PCC community.

Over the course of all three terms the participating students will:

- Improve communication skills in listening, speaking, and writing.
- Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own.
- Gain skills to intervene in oppressive situations and take action to create positive change.
- Increase awareness of the skills needed for healthy relationships.
- Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals.
- Increase awareness of own strengths, values, beliefs, feelings, and important learning from life.
- Increase self-esteem and self-confidence.
- Increase desire and ability to persist in college.
- Develop a sense of the history and usefulness of social change theater and popular education

- learning strategies.
- Develop skills around creating sustainable and respectful communities
- Acquire facilitation and conflict resolution skills.
- Identify ways in which personal experience informs our classroom and learning culture.
- Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

### **Outcome Assessment Strategies**

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.
3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.
4. Participation in outside of class activities including performing both on and off campus as well as attending a non-Illumination Project performance.

### **Course Content**

#### **Themes, Concepts, Issues**

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression

Specific to the second term the course will focus on:

1. Specific oppression theory as it relates to the topic chosen to be the focus of the play that term.
2. Elements of writing, producing and performing social change theater.
3. How to create an atmosphere that encourages wide spread community dialogue around emotional and controversial issues.

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change.

Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim

bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, “Freeze!” when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an “intervention.” The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience “succeeds,” and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next “intervenable” scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an “Ally Book” provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project’s strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into knowledge -- that can be applied to success in school, careers, and throughout students’ lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively engaged in doing. Through the activity of that experience the participant comes to own it – to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.
- Design, plan and implement programs as well as lead and participate in committee work.
- Create plays and produce performances.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

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Curriculum Request Form  
New Course

Course number: Soc214c

Course title: The Illumination Project: Tools for Creative Social Activism 3

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214c is the third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission; Soc214a; Soc214c

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214c students will: 1. Apply conflict negotiation and facilitation skills while working with individuals and audience members around issues of oppression. 2. Work on committees to create and produce performances. 3. Compare and contrast the personal and audience response to the topic last term and this term. 4. Perform interactive social change plays for the greater PCC community. 5. Facilitate interactions between audience and actors. 6. Analyze the effect the performances have had on the PCC community, the class and themselves. 7. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested

Diversity list: YES, Diversity Designation Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

# Course Content and Outcome Guide

Date: 1/10/06

Prepared by: Jeannie LaFrance and Jan  
Abushakrah

**Course Number: Soc 214C**

**Course Title: The Illumination Project: Tools for Creative  
Social Activism 3**

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: 11 weeks

Special Fee: none

## **COURSE DESCRIPTION FOR PUBLICATION:**

Third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite: Instructor permission. Course must be taken in sequence.

## **Addendum to Description**

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## **Intended Outcomes for the Course**

Specific to 214c students will:

- Apply conflict negotiation and facilitation skills while working with individuals and audience members around issues of oppression.
- Work on committees to create and produce performances.
- Compare and contrast the personal and audience response to the topic last term and this term.
- Perform interactive social change plays for the greater PCC community.
- Facilitate interactions between audience and actors.
- Analyze the effect the performances have had on the PCC community, the class and themselves.

Over the course of all three terms the participating students will:

- Improve communication skills in listening, speaking, and writing.
- Deepen awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own.
- Gain skills to intervene in oppressive situations and take action to create positive change.
- Increase awareness of the skills needed for healthy relationships.
- Gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals.
- Increase awareness of own strengths, values, beliefs, feelings, and important learning from life.
- Increase self-esteem and self-confidence.
- Increase desire and ability to persist in college.
- Develop a sense of the history and usefulness of social change theater and popular education learning strategies.

- Develop skills around creating sustainable and respectful communities
- Acquire facilitation and conflict resolution skills.
- Identify ways in which personal experience informs our classroom and learning culture.
- Participate in writing, producing and acting in interactive community performances designed to create a welcoming and inclusive campus and community.

### **Outcome Assessment Strategies**

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.
3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.
4. Participation in outside of class activities including performing both on and off campus as well as attending a non-Illumination Project performance.

### **Course Content**

#### **Themes, Concepts, Issues**

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression.

Specific to the Soc 214c the course will focus on:

1. Specific oppression theory as it relates to the topic chosen to be the focus of the play that term.
2. Elements of writing, producing and performing social change theater.
3. How to create an atmosphere that encourages wide spread community dialogue around emotional and controversial issues.
4. The relationship between classroom experience, life experience and future goals.

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change.

Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim

bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, “Freeze!” when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an “intervention.” The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience “succeeds,” and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next “intervenable” scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an “Ally Book” provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project’s strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into knowledge -- that can be applied to success in school, careers, and throughout students’ lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively engaged in doing. Through the activity of that experience the participant comes to own it – to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.
- Design, plan and implement programs as well as lead and participate in committee work.
- Create plays and produce performances.
- Practice active inclusive community building skills in future settings.

- Participate effectively in organizations dedicated to social change.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

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Curriculum Request Form  
GenEd Request

Current course number: Soc214a

Current course title: The Illumination Project

Category: Course is in Social Science

Explain how this course fits in the above category: The course is designed to study and address issues of institutional oppression, based on systems of inequality such as race/ethnicity, gender, sexual orientation, religious affiliation, and social class. The course content draws on social theory, and develops skills in the area of social analysis, group facilitation, and social change interventions.

How does course incorporate breadth and scope of gen/ed philosophy statement: The course promotes understanding of various cultures and their interaction within various social contexts. It addresses cultural issues within a historical and global context and from an interpersonal and personal perspective. It calls upon students to analyze social situations, to conceptually organize campus-based experiences and to discern their meaning in a broader societal context. Skill development in interactive theater relates to aesthetic and artistic values. Finally, the primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.

Course is transferrable to: PSU, OSU, UO

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Participation in the course requires extensive reading and reflection on the social issues addressed by the project and preparation for the group process of writing scripts, preparing educative materials, performing in interactive theater, and promoting meaningful interaction and reflection from the audiences.

How does the course incorporate substantial student evaluation and demonstrate literacy: Student learning is evaluated through the assessment tasks of analysis of assigned reading, classroom discussion and exercises, and through the writing and performing of scripts and contribution to a comprehensive educational experience for the audience. Students are evaluated on their individual

contribution as well as on their team's performance. Research, discussion, exercises, performances, written educational materials, and interaction with audiences all require a high level of literacy in English and specifically in the social sciences.

How does course include a wide spectrum of concepts and theoretical models: Students study various microlevel and macrolevel sociological theories of oppression, inequality, conflict and conflict resolution, and social change and apply these theories in their scripts, performances and audience interactions.

How does course examine relation to other disciplines and reflect historical perspective: The Illumination Project works across disciplinary boundaries to involve students in an active learning experience in a multicultural environment. Historical perspectives and cultural differences are integral to this engaged and active learning relating to intergroup interactions within the campus context.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts: Students must be sufficiently grounded in a critical understanding of the various concepts in order to apply them through writing and performing scripts and engaging in interactive theater with a varied audience.

Contact name: Jan Abushakrah  
Contact email: jabushak@pcc.edu

Curriculum Request Form  
GenEd Request

Current course number: Soc214b

Current course title: The Illumination Project

Category: Course is in Social Science

Explain how this course fits in the above category: The course is designed to study and address issues of institutional oppression, based on systems of inequality such as race/ethnicity, gender, sexual orientation, religious affiliation, and social class. The course content draws on social theory, and develops skills in the area of social analysis, group facilitation, and social change interventions. In this second course of the sequence, the focus turns from analysis to the writing and performing of scripts for interactive theater performances.

How does course incorporate breadth and scope of gen/ed philosophy statement: The course promotes understanding of various cultures and their interaction within various social contexts. It addresses cultural issues within a historical and global context and from an interpersonal and personal perspective. It calls upon students to analyze social situations, to conceptually organize campus-based experiences and to discern their meaning in a broader societal context. Skill development in interactive theater relates to aesthetic and artistic values. Finally, the primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.

Course is transferrable to: PSU, OSU, UO

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Participation in the course requires extensive reading and reflection on the social issues addressed by the project and preparation for the group process of writing scripts, preparing educative materials, performing in interactive theater, and promoting meaningful interaction and reflection from the audiences.

How does the course incorporate substantial student evaluation and Student learning is evaluated through the assessment tasks of analysis of assigned reading, classroom discussion and exercises, and through the writing and performing of scripts

demonstrate literacy: and contribution to a comprehensive educational experience for the audience. Students are evaluated on their individual contribution as well as on their team's performance. Research, discussion, exercises, performances, written educational materials, and interaction with audiences all require a high level of literacy in English and specifically in the social sciences.

How does course include a wide spectrum of concepts and theoretical models: Students study various microlevel and macrolevel sociological theories of oppression, inequality, conflict and conflict resolution, and social change and apply these theories in their scripts, performances and audience interactions.

How does course examine relation to other disciplines and reflect historical perspective: The Illumination Project works across disciplinary boundaries to involve students in an active learning experience in a multicultural environment. Historical perspectives and cultural differences are integral to this engaged and active learning relating to intergroup interactions within the campus context.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts: Students must be sufficiently grounded in a critical understanding of the various concepts in order to apply them through writing and performing scripts and engaging in interactive theater with a varied audience.

Contact name: Jan Abushakrah  
Contact email: jabushak@pcc.edu

Curriculum Request Form  
GenEd Request

Current course number: Soc214c

Current course title: The Illumination Project

Category: Course is in Social Science

Explain how this course fits in the above category: The course is designed to study and address issues of institutional oppression, based on systems of inequality such as race/ethnicity, gender, sexual orientation, religious affiliation, and social class. The course content draws on social theory, and develops skills in the area of social analysis, group facilitation, and social change interventions. In this third course of the sequence, the primary focus is on the writing and performing of scripts for interactive theater performances.

How does course incorporate breadth and scope of gen/ed philosophy statement: The course promotes understanding of various cultures and their interaction within various social contexts. It addresses cultural issues within a historical and global context and from an interpersonal and personal perspective. It calls upon students to analyze social situations, to conceptually organize campus-based experiences and to discern their meaning in a broader societal context. Skill development in interactive theater relates to aesthetic and artistic values. Finally, the primary outcome of The Illumination Project for the student educators and their audiences is an understanding of the ethical and social requirements of responsible citizenship in a diverse world, as well as development of the skills to realize responsible citizenship.

Course is transferrable to: PSU, OSU, UO

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Participation in the course requires extensive reading and reflection on the social issues addressed by the project and preparation for the group process of writing scripts, preparing educative materials, performing in interactive theater, and promoting meaningful interaction and reflection from the audiences.

How does the course incorporate substantial student evaluation and demonstrate literacy: Student learning is evaluated through the assessment tasks of analysis of assigned reading, classroom discussion and exercises, and through the writing and performing of scripts and contribution to a comprehensive educational experience

for the audience. Students are evaluated on their individual contribution as well as on their team's performance. Research, discussion, exercises, performances, written educational materials, and interaction with audiences all require a high level of literacy in English and specifically in the social sciences.

How does course include a wide spectrum of concepts and theoretical models: Students study various microlevel and macrolevel sociological theories of oppression, inequality, conflict and conflict resolution, and social change and apply these theories in their scripts, performances and audience interactions.

How does course examine relation to other disciplines and reflect historical perspective: The Illumination Project works across disciplinary boundaries to involve students in an active learning experience in a multicultural environment. Historical perspectives and cultural differences are integral to this engaged and active learning relating to intergroup interactions within the campus context.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts: Students must be sufficiently grounded in a critical understanding of the various concepts in order to apply them through writing and performing scripts and engaging in interactive theater with a varied audience.

Contact name: Jan Abushakrah  
Contact email: jabushak@pcc.edu

Curriculum Request Form  
Transfer List B

Current course number: Soc214a

Current course title: The Illumination Project I

Request for: List B

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?: The course relies on various social science and theatrical texts focused on forms of social oppression, inequalities, conflict, and social change. The focus is on intergroup relations on a multicultural level. Students analyze texts and also engage in experiential and service learning through the performance of interactive theater for social change.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: The core outcome of The Illumination Project is to address questions of value, ethics, and belief in a multicultural and historical context, both to promote understanding between groups and to promote social change toward inclusion, conflict resolution, and cooperation.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The Illumination Project crosses disciplinary boundaries within the social sciences and the humanities to produce and perform interactive theater aiming at social change. A respect for various perspectives and paradigms is inherent in the social change approach to interactive theater.

Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?: Attention to language and its meanings within multicultural and conflictual social contexts is central to the social change theater approach.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? : Students are introduced to and work with the text of acknowledged innovators in social change theory and interactive theater, and their work on writing scripts and the Ally Book for each performance introduces them to the major theorists in social inequalities and social change.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and discussions, as described in detail in the The Illumination Project is based on interactive, experiential, and service learning performances and and discussions, as described in detail in the

with each other, through discussion course syllabi.  
and writing about the perspectives on  
the human condition that such texts  
provide?:

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:  
The core outcome of the course is based upon responses to human experiences to promote social change.

Contact name:

Jan Abushakrah

Contact email:

jabushak@pcc.edu

Curriculum Request Form  
Transfer List B

Current course number:	Soc214b
Current course title:	The Illumination Project II
Request for:	List B
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?:	The course relies on various social science and theatrical texts focused on forms of social oppression, inequalities, conflict, and social change. The focus is on intergroup relations on a multicultural level. Students analyze texts and also engage in experiential and service learning through the performance of interactive theater for social change.
Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?:	The core outcome of The Illumination Project is to address questions of value, ethics, and belief in a multicultural and historical context, both to promote understanding between groups and to promote social change toward inclusion, conflict resolution, and cooperation.
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?:	The Illumination Project crosses disciplinary boundaries within the social sciences and the humanities to produce and perform interactive theater aiming at social change. A respect for various perspectives and paradigms is inherent in the social change approach to interactive theater.
Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?:	Attention to language and its meanings within multicultural and conflictual social contexts is central to the social change theater approach.
Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :	Students are introduced to and work with the text of acknowledged innovators in social change theory and interactive theater, and their work on writing scripts and the Ally Book for each performance introduces them to the major theorists in social inequalities and social change.
Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and	The Illumination Project is based on interactive, experiential, and service learning performances and discussions, as described in detail in the

with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

course syllabi.

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

The core outcome of the course is based upon examining, analyzing, and enacting subjective responses to human experiences to promote social change.

Contact name:

Jan Abushakrah

Contact email:

jabushak@pcc.edu

Curriculum Request Form  
Transfer List B

Current course number:	Soc214c
Current course title:	The Illumination Project III
Request for:	List B
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?:	The course relies on various social science and theatrical texts focused on forms of social oppression, inequalities, conflict, and social change. The focus is on intergroup relations on a multicultural level. Students analyze texts and also engage in experiential and service learning through the performance of interactive theater for social change.
Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?:	The core outcome of The Illumination Project is to address questions of value, ethics, and belief in a multicultural and historical context, both to promote understanding between groups and to promote social change toward inclusion, conflict resolution, and cooperation.
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?:	The Illumination Project crosses disciplinary boundaries within the social sciences and the humanities to produce and perform interactive theater aiming at social change. A respect for various perspectives and paradigms is inherent in the social change approach to interactive theater.
Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?:	Attention to language and its meanings within multicultural and conflictual social contexts is central to the social change theater approach.
Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :	Students are introduced to and work with the text of acknowledged innovators in social change theory and interactive theater, and their work on writing scripts and the Ally Book for each performance introduces them to the major theorists in social inequalities and social change.
Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and	The Illumination Project is based on interactive, experiential, and service learning performances and discussions, as described in detail in the

with each other, through discussion and writing about the perspectives on the human condition that such texts provide?: course syllabi.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?: The core outcome of the course is based upon examining, analyzing, and enacting subjective responses to human experiences to promote social change.

Contact name:

Jan Abushakrah

Contact email:

jabushak@pcc.edu

Curriculum Request Form  
Diversity Request

CURRENT COURSE NUMBER: Soc214a, Soc214b, Soc 214c

CURRENT COURSE TITLE: The Illumination Project I, The Illumination Project II, The Illumination Project III

EXPLAIN HOW THIS COURSE MEETS THE DIVERSITY STATEMENT: The Illumination Project addresses issues of institutional oppression through classroom and community presentations utilizing interactive theater. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. Specifically the project deepens awareness and understanding of the needs, concerns and issues of students from backgrounds different from their own, and develops skills to intervene in oppressive situations and take action to create positive change. Within the campus and community context, the interactive performances promote awareness of unacknowledged intergroup relations or institutionalized practices that exclude or devalue diversity, facilitate strategies to overcome obstacles to inclusion and develop leadership in the valuing of diversity.

CONTACT NAME: Jan Abushakrah

CONTACT EMAIL: jabushak@pcc.edu

Curriculum Request Form  
New Course

Course number: DRF 100

Course title: Drafting Orientation

Transcript title: Drafting Orientation

Lecture hours: 3

Total credits: 3

Reason for new course: This course introduces new students to the world of drafting through manufacturing tours, guest lecturers, report and memo writing, and exploring the internet.

Course description: No prerequisites. Designed to acquaint students with firms that employ drafters and designers. Students observe product lines and manufacturing operations through visual media or facility tours. Students become familiar with working conditions, and may converse with employees. Covers the fundamentals of technical report writing, memos, resume development, and internet research of technical products related to drafting and design.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: INTENDED OUTCOMES FOR THE COURSE: Students will develop a general knowledge of the function of drafters in the local employment environment. Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guide, including;

1. Participation in the various manufacturing tours as scheduled during the course.
2. Generate technical reports and memos as required by the drafting industry.
3. Complete a personal resume suitable for submission to a potential employer.
4. Engage in internet activities that explore and define the world

of drafting and design.

Course format: On Campus

Course format: Online

Other format: Other Format Selected

Other format: local tours

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: This is an additional course added to the existing 1-year Drafting Technology certification.

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall

Implementation year: 2006

Contact name: Mark Hagen

Contact e-mail: mhagen@pcc.edu

# Course Content and Outcome Guide

DATE: 1/11/2006

PREPARED BY: Hagen

**COURSE TITLE: Drafting Orientation**

**COURSE NUMBER: DRF 100**

NUMBER OF CREDITS: 3

LECTURE HOURS PER WEEK: 3

LEC/LAB HOURS PER WEEK: 0

LAB HOURS PER WEEK: 0

NUMBER OF WEEKS: 11/12

## **COURSE DESCRIPTION FOR PUBLICATION:**

No prerequisites. Designed to acquaint students with firms that employ drafters and designers. Students observe product lines and manufacturing operations through visual media or facility tours. Students become familiar with working conditions, and may converse with employees. Covers the fundamentals of technical report writing, memos, resume development, and internet research of technical products related to drafting and design.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities.

## **INTENDED OUTCOMES FOR THE COURSE:**

Students will develop a general knowledge of the function of drafters in the local employment environment. Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guide, including;

1. Participation in the various manufacturing tours as scheduled during the course.
2. Generate technical reports and memos as required by the drafting industry.
3. Complete a personal resume suitable for submission to a potential employer.
4. Engage in internet activities that explore and define the world of drafting and design.

## **COURSE ACTIVITIES AND DESIGN:**

A number of class sessions will involve guest speaker(s) and/or tours of facilities. Students will have the opportunity to observe technical drawings, product samples and sales materials. Industry representatives will provide orientation sessions and ample opportunity for student questions.

The remaining class sessions will be devoted to the development of technical reports and memos, resume writing, internet research, and participation in discussions with industry representatives.

## **OUTCOME ASSESSMENT STRATEGIES:**

Evaluation procedures and grading criteria will be discussed during the first class meeting. Individual and classroom discussion, written reports, attendance and participation may be used to assess outcomes.

## **COURSE CONTENT:**

### 1.0 Local representatives from industry

- A. Students will experience industry representatives on campus.
  - a. The students will observe industry standard drawings.

- b. The students will observe product line parts and the drawings needed to describe these parts.
- c. The students will have the opportunity to ask questions during, and after, the presentation.

#### 2.0 Students will participate in manufacturing facility tours

- A. Students will observe the actual drafting job environment.
  - a. Students will experience the chronological sequence from design, drafting (with CAD), through manufacturing.
  - b. Students will have the opportunity to ask questions throughout the tour(s).

#### 3.0 Technical documents, Resumes, and Internet Research

- A. Students will produce technical documents including basic reports and office memos.
- B. Students will create a personal resume suitable for submission to a potential employer.
- C. Students will engage in internet activities that explore the world of drafting and design.

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: DRF 117

Current course title: Drafting Fundamentals

Current lecture hours: 2

Proposed lecture hours: 2

Proposed lab hours: 3

Current lec/lab hours: 2

Proposed lec/lab hours: 2

Current credits: 3

Proposed credit hours: 4

Reason for change: The current drafting sequence, DRF 117 133 135 137 (four courses), is being reduced to 3 courses, DRF 117 133 135. The content that is present within the DRF 137 course will be redistributed into the previous 3 courses (raising the credit load from 3 to 4 each). By doing this, a student can take these 3 courses in one traditional academic calendar: Fall, Winter, and Spring.

Are outcomes affected?: NO

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: NO

Is there potential conflict with another: NO

sac?:

Implem. Term: Fall

Implementation  
year, implem. Year: 2006

Contact name: Mark Hagen

Contact email: mhagen@pcc.edu

# Course Content and Outcome Guide

DATE: 11/30/2005

PREPARED BY: Hagen / Truman

**COURSE TITLE: Drafting Fundamentals**

**COURSE NUMBER: DRF 117**

NUMBER OF CREDITS: 4

LECTURE HOURS PER WEEK: 2

LEC/LAB HOURS PER WEEK: 2

LAB HOURS PER WEEK: 3

NUMBER OF WEEKS: 11/12

## **COURSE DESCRIPTION FOR PUBLICATION:**

No prerequisites. Covers use of drafting equipment. Includes lettering, orthographic projection, sectional views, pictorial drawings, and primary auxiliary views according to industry standards.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities.

## **INTENDED OUTCOMES FOR THE COURSE:**

Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guides, including;

1. Demonstrate competency in the production of basic mechanical drawings using the appropriate line types and lettering techniques.
2. Produce basic mechanical drawings utilizing the principles of orthographic projection.
3. Produce basic mechanical drawings utilizing the principles of auxiliary views.
4. Demonstrate the proper method of depicting section views, using appropriate drafting conventions.
5. Produce pictorial drawings using appropriate isometric and oblique drawing techniques.

## **COURSE ACTIVITIES AND DESIGN:**

Drafting Fundamentals is designed to acquaint the student with a fundamental understanding of drawing techniques. Emphasis will be placed on the sketching techniques, lettering, orthographic projection, auxiliaries, sections, and pictorials.

## **OUTCOME ASSESSMENT STRATEGIES:**

Evaluation procedures and grading will be discussed on the first day of class. Units of instruction begin with a lecture presentation followed by lab application, which may include individual instruction. Lab drawing assignments, exams and quizzes, and projects may be used to assess outcomes.

## **COURSE CONTENT:**

### 1.0 LINES

- A. Alphabet of lines: Produce mechanical drawings using the appropriate line types which will include:
  1. Object (visible)
  2. Hidden
  3. Center
  4. Dimension including extension, dimension and leader
  5. Cutting plane
  6. Section
  7. Phantom

## 2.0 LETTERING

## 3.0 ORTHOGRAPHIC PROJECTION

- A. Principal views: Produce drawings demonstrating the six principal views and how they are projected.
- B. Layout of Views: Proper technique for the layout of objects with features including:
  - 1. Incline surfaces

## 4.0 AUXILIARY VIEWS

- A. Produce drawings that include auxiliary views, as needed.
- B. Demonstrate the proper technique for the layout of an auxiliary view.

## 5.0 SECTIONS AND CONVENTIONS

- A. Conventions: Demonstrate the proper method of depicting features including:
  - 1. Rounds
  - 2. Fillets
  - 3. Runout
  - 4. Conventional edges
- B. Sections: Demonstrate an understanding of the different types of sections including:
  - 1. Full section
  - 2. Half section
  - 3. Broken out section
  - 4. Removed section
  - 5. Revolved section
  - 6. Assembly section
  - 7. Features in section, including:
    - i. Ribs
    - ii. Spokes
    - iii. Lugs
    - iv. Holes
    - v. Structural materials

## 6.0 PICTORIAL DRAWING

- A. Isometric construction: Use the appropriate techniques in the construction of isometric drawings with the following surfaces or features:
  - 1. Normal
  - 2. Inclined
  - 3. Round
  - 4. Sections
- B. Oblique construction: Use the appropriate techniques in the construction of oblique drawings with the following surfaces of normal and round.

Curriculum Request Form  
Learning Outcomes Change

Change:	Learning Outcomes
Current course number:	DRF 133
Current course title:	Intermediate Drafting
Current learning outcomes:	<p>INTENDED OUTCOMES FOR THE COURSE: Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;</p> <ol style="list-style-type: none"><li>1. Demonstrate competency when dimensioning all types of technical mechanical drawings using ANSI/ASME Standards.</li><li>2. Demonstrate a thorough understanding of tolerancing practices used to develop fits and limits when designing mating parts.</li><li>3. Understand surface finishing concepts and correctly use surface finish symbols when producing mechanical drawings.</li><li>4. Understand and use the American National Standard Limits and Fits tables.</li></ol>
Proposed learning outcomes:	<p>INTENDED OUTCOMES FOR THE COURSE: Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;</p> <ol style="list-style-type: none"><li>1. Demonstrate competency when dimensioning technical mechanical drawings using ANSI/ASME Standards.</li><li>2. Demonstrate a thorough understanding of tolerancing practices used to develop fits and limits when designing mating parts.</li><li>3. Understand surface finishing concepts and correctly use surface finish symbols when producing mechanical drawings.</li><li>4. Utilize freehand sketching techniques to communicate the drafting-design process.</li><li>5. Utilize CAD software applications to design and subsequently print 2-D drawings.</li></ol>
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other	No

depts/campuses?,is there an  
impact on another dept or  
campus?:

Request term: fall

Requested year: 2006

Contact name: Mark Hagen

Contact e-mail: mhagen@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: DRF 133

Current course title: Intermediate Drafting

	Current	Proposed
lecture hours:	2	2
lab hours:	0	3
lec/lab hours:	2	2
credits:	3	4

Reason for change: The current drafting sequence, DRF 117, 133, 135,137 (four courses), is being reduced to 3 courses, DRF 117, 133,135. The content that is present within the DRF 137 course will be redistributed into the previous 3 courses (raising the credit load from 3 to 4 each). By doing this, a student can take these 3 courses in one traditional academic calendar: Fall, Winter, and Spring.

Are outcomes affected?: YES

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Fall  
Implementation year,implem. Year: 2006

Contact name: Mark Hagen  
Contact email: mhagen@pcc.edu

# Course Content and Outcome Guide

DATE: 11/30/05

PREPARED BY: Hagen / Truman

**COURSE NUMBER: DRF 133**

**COURSE TITLE: Intermediate Drafting**

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 2

LECTURE-LAB HOURS PER WEEK: 2

LAB HOURS PER WEEK: 3

NUMBER OF WEEKS: 11/12

## **COURSE DESCRIPTION FOR PUBLICATION:**

Course is intended to give the student an opportunity to increase their basic drafting skills. Course will review and incorporate the subject matter presented in DRF117 and DRF126. This course introduces Geometric Construction, Dimensioning, Surface Finishing, and Fits and Limits of mating parts.

Prerequisites: DRF117 and DRF126 or instructor's approval.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office of Disabilities.

## **INTENDED OUTCOMES FOR THE COURSE:**

Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;

1. Demonstrate competency when dimensioning technical mechanical drawings using ANSI/ASME Standards.
2. Demonstrate a thorough understanding of tolerancing practices used to develop fits and limits when designing mating parts.
3. Understand surface finishing concepts and correctly use surface finish symbols when producing mechanical drawings.
4. Utilize freehand sketching techniques to communicate the drafting-design process.
5. Utilize CAD software applications to design and subsequently print 2-D drawings.

## **COURSE ACTIVITIES & DESIGN:**

This course will be presented by means of lecture presentations and coordinated laboratory exercises. Lectures are supplemented with selected reading assignments. Individualized instruction will be provided while the student is working on lab projects.

## **OUTCOME ASSESSMENT STRATEGIES:**

Evaluation procedures and grading criteria will be discussed during the first class meeting. Individual and classroom discussions, completed assignments, attendance and classroom participation. exams, quizzes, and worksheets may be used to assess outcomes.

## **COURSE CONTENT:**

### 1.0 GEOMETRIC CONSTRUCTION

- A. Identify and draw basic geometric elements.

- B. Understand definitions of terms used in geometric construction.
- C. Use geometric construction techniques to solve problems.

## 2.0 DIMENSIONING

- A. Dimension drawings using ANSI/ASME Y 14.5M-1994 standards.
  - a. Accurately measure assigned drawings and produce dimensioned sketches.
  - b. Using AutoCAD, create 2-D orthographic mechanical drawings and dimension.
- B. Apply proper drawing notation to various types of mechanical drawings.

## 3.0 SURFACE FINISHING

- A. Using charts and tables, determine the surface finish for various parts.
- B. Correctly apply surface finish marks to dimensioned drawing.

Curriculum Request Form  
Course Title and Description Change

Change: Course Title, Learning Outcomes

Current course number: DRF 135

Current course title: Advanced Drafting I

Proposed course title: Advanced Drafting

Proposed transcript title: Advanced Drafting

Reason for title change: The new title is more appropriate for the coursework being presented. More specifically, for Fall 2006, there will only be one advanced course required for the certification.

Current learning outcomes: INTENDED OUTCOMES FOR THE COURSE: Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;

1. Demonstrate a thorough understanding of threads and fasteners, including; types of threads, types of fasteners, and practices involved when choosing and drawing fasteners.
2. Understand basic spring theory and be able to draw a representation of a helical springs.
3. Understand and identify types of keys and key sizes.
4. Understand working drawings, assemblies and details, and correctly produces both types of drawings.

Proposed learning outcomes: INTENDED OUTCOMES FOR THE COURSE: Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;

1. Demonstrate a thorough understanding of threads and fasteners, including types of threads, types of fasteners, and practices involved when choosing and drawing fasteners.
2. Understand basic spring theory and be able to draw a representation of a helical spring.
3. Understand and identify types of keys and key sizes.
4. Become familiar with welding symbols and their

placement on a drawing. Learn how to prepare a working weldment drawing.

5. Utilize freehand sketching techniques to communicate the drafting-design process. 6. Utilize CAD software applications to design and subsequently print 2-D drawings.

Reason for learning outcomes change:

The current drafting sequence, DRF 117, 133, 135, 137 (four courses), is being reduced to 3 courses, DRF 117, 133, 135. The content that is present within the DRF 137 course will be redistributed into the previous 3 courses (raising the credit load from 3 to 4 each). By doing this, a student can take these 3 courses in one traditional academic calendar: Fall, Winter, and Spring.

Will this impact other sacs?,is there an impact on other sacs?:

No

Will this impact other depts/campuses?,is there an impact on another dept or campus?:

No

Request term:

fall

Requested year:

2006

Contact name:

Mark Hagen

Contact e-mail:

mhagen@pcc.edu

Curriculum Course Request  
Contact/Credit Hour Change

Current course number: DRF 135

Current course title: Advanced Drafting I

	Current	Proposed
lecture hours:	2	2
lab hours:	0	3
lec/lab hours:	2	2
credits:	3	4

Reason for change: The current drafting sequence, DRF 117, 133, 135, 137 (four courses), is being reduced to 3 courses, DRF 117, 133, 135. The content that is present within the DRF 137 course will be redistributed into the previous 3 courses (raising the credit load from 3 to 4 each). By doing this, a student can take these 3 courses in one traditional academic calendar: Fall, Winter, and Spring.

Are outcomes affected?: YES

Are degrees/certs affected?: YES

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Fall  
Implementation year, implem. Year: 2006

Contact name: Mark Hagen  
Contact email: mhagen@pcc.edu

# Course Content and Outcome Guide

DATE: 11/30/05

PREPARED BY: Hagen / Truman

**COURSE NUMBER: DRF 135**

**COURSE TITLE: Advanced Drafting**

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 2

LECTURE-LAB HOURS PER WEEK: 2

LAB HOURS PER WEEK: 3

NUMBER OF WEEKS: 11/12

## **COURSE DESCRIPTION FOR PUBLICATION:**

Course is intended to give the student an opportunity to increase their basic drafting skills. Course will review and incorporate the subject matter presented in DRF133 and DRF136. This course introduces Threads and Fasteners, Springs, Working Drawings, and Documentation.

Prerequisites: DRF133 or instructor's approval.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office of Disabilities.

## **INTENDED OUTCOMES FOR THE COURSE:**

Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including;

1. Demonstrate a thorough understanding of threads and fasteners, including types of threads, types of fasteners, and practices involved when choosing and drawing fasteners.
2. Understand basic spring theory and be able to draw a representation of a helical spring.
3. Understand and identify types of keys and key sizes.
4. Become familiar with welding symbols and their placement on a drawing. Learn how to prepare a working weldment drawing.
5. Utilize freehand sketching techniques to communicate the drafting-design process.
6. Utilize CAD software applications to design and subsequently print 2-D drawings.

## **COURSE ACTIVITIES & DESIGN:**

This course will be presented by means of lecture presentations and coordinated laboratory exercises. Lectures are supplemented with selected reading assignments. Individualized instruction will be provided while the student is working on lab projects.

## **OUTCOME ASSESSMENT STRATEGIES:**

Evaluation procedures and grading criteria will be discussed during the first class meeting. Individual and classroom discussions, completed assignments, attendance and classroom participation. exams, quizzes, and worksheets may be used to assess outcomes.

## **COURSE CONTENT:**

### 1.0 THREADS AND FASTENERS

- A. Identify individual thread forms and understand their history and use.
- B. Identify and use standard table specifications for nuts, bolts, screws, and washers.
- C. Calculate and draw threaded fasteners in assembly.

D. Describe and demonstrate the use of schematic and simplified threads.

## 2.0 SPRINGS

- A. Understand the various types of springs and their uses.
- B. Layout and draw a detailed representation of an extension spring and compression springs.

## 3.0 KEYS AND LOCKING PINS

- A. Given specific shaft sizes select correct key sizes from standard tables and use in assembly drawings. (Square keys, woodruff keys, gib head keys, flat keys, etc.)
- B. Show various locking pins in assembly.

## 4.0 WELDMENTS

- A. Symbols
  - a. Given a sketch of weld joints, draw the symbol and provide all the information required to produce that joint.
- B. Weldment drawing
  - a. Given a sketch of a welded assembly, prepare a complete working drawing of that unit including weld symbols, materials and dimensions along with any required notes. Dimensions will be applied using AISC standards.

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	DRF 270
Current course title:	Beginning SolidWorks
Proposed course title:	SolidWorks Fundamentals
Proposed transcript title:	SolidWorks Fundamentals
Reason for title change:	The majority of courses within the certificate program use the terms "Fundamentals" and "Advanced". To promote consistency, the application of the word "Fundamentals" would be a logic choice to replace the word "Beginning". With this minor change, The DRF 270 course would reflect a similar title structure with courses that are comparative in scope.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Mark Hagen
Contact e-mail:	mhagen@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: DRF 271

Current course title: SolidWorks Level II

Proposed course title: SolidWorks Advanced

Proposed transcript title: SolidWorks Advanced

Reason for title change: The majority of courses within the certificate program use the terms "Fundamentals" and "Advanced". To promote consistency, the application of the word "Advanced" would be a logical choice to replace the words "Level II". With this minor change, The DRF 271 course would reflect a similar title structure with courses that are comparative in scope.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2006

Contact name: Mark Hagen

Contact e-mail: mhagen@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Number, Course Title, Course Description, Requisites, Learning Outcomes

Current course number: EDO229

Proposed course number: ETC112

Current course title: Communication Center Operations - High Risk

Proposed course title: Communication Center Operations - Advanced Skills

Proposed transcript title: Com Cen Ops – Adv

Reason for title change: Program Revision

Proposed description: This is the third in a series of 9-1-1 simulation labs designed to build skills in emergency call-taking and emergency services radio communication. The types of calls handled will involve volatile situations, such as, crimes in progress, incidents involving weapons, serious injuries or those having a severe impact upon individuals and the community. This course demands a high level of multi-tasking ability, quick responses and rapid problem-solving skills, as well as a familiarity with 911 computer software and multi-function telephone systems.

Reason for description change: Program Revision

Current learning outcomes: See Attachment #1

Proposed learning outcomes: See Attachment #2

Reason for learning outcomes change: Better prepare students for on-the-job training in emergency communications.

Proposed prerequisites: ETC 110 & ETC 111

Will this impact other sacs?, is there an impact on other sacs?: No

Will this impact other depts/campuses?, is there

an impact on another dept  
or campus?:

Request term: summer

Requested year: 2006

Contact name: Carol Bruneau

Contact e-mail: cbruneau@pcc.edu

Curriculum Request Form  
New Course

Course number: ETC 201

Course title: Law Enforcement Data System (LEDS)

Transcript title: LEDS

Lec/lab hours: 2

Load total: .108

Weekly contact hours: 2

Total credits: 1

Reason for new course: Inclusion in new certificate (1-year)

Course description: LEDS is the State of Oregon Law Enforcement data network. This course is designed as an overview of the system and to provide certification at the lowest level (Inquiry). Students will use the LEDS Operating Manual to format requests for information and to access links to state and local computer systems, as well as the National Crime Information System (FBI). State certification requires the application of certain programs to test records in the live system.

Prerequisite(s): None

Prereq/concurrent: ETC 103

Corequisite(s): None

Learning outcomes: Students will demonstrate how to format inquiries using the LEDS Operating Manual. Students will learn formats and codes based upon NCIC codes and abbreviations. Students will be able to access a variety of computer test files, simulating warrants, stolen vehicles, missing persons, lost and stolen property, securities, etc. Students will demonstrate the use of Administrative Messages to contact law enforcement agencies both local and national. Upon successful completion of a written test and practical application of computer formats, students will receive a state certification valid for up to two years.

Course format: On Campus

Other format: Other Format Selected

Other format: Local Police Departments

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Spring

Implementation year: 2006

Contact name: Carol Bruneau

Contact e-mail: cbruneau@pcc.edu

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	ETC 111
Current course title:	Communication Center Operations - Advanced Skills
Proposed course title:	Communication Center Operations - Intermediate Skills
Proposed transcript title:	Com Cen Ops – Intermediate
Reason for title change:	Addition of a third term lab to be titled Advanced Skills
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Carol Bruneau
Contact e-mail:	cbruneau@pcc.edu

Curriculum Request Form  
Course Title and Description Change

Change: Course Title, Course Description

Current course number: MTH 70

Current course title: Introduction to Intermediate Algebra

Proposed course title: Review of Introductory Algebra

Reason for title change: Intermediate algebra content has been removed from the course.

Current description: Prerequisite: Successful completion of MTH 63 or MTH 65, and RD 80 (or ENNL 251). Linear functions, quadratic functions, and the properties of exponents are reviewed. Rational equations, radical equations, and complex fractions are introduced. Technology is integrated as appropriate. Students communicate results in oral and written form. Recommended: Concurrent registration in MTH 93.

Proposed description: Linear and quadratic equations, systems of equations, properties of exponents and factoring polynomial expressions are reviewed. Technology is integrated as appropriate. Students communicate results in oral and written form. Prerequisite: Successful completion of MTH 63 or MTH 65, and RD 80 (or ENNL 251).

Reason for description change: Intermediate algebra content has been removed from the course.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2006

Contact name: Ann Sitomer

Contact e-mail: asitomer@pcc.edu

Curriculum Request Form  
Course Description Change

Change: Course Description

Current course number: MTH 95

Current course title: Intermediate Algebra

Current description: Functions are investigated graphically, numerically, symbolically, and verbally in real world settings. Linear, quadratic and exponential functions are explored. Technology is integrated into all aspects of the course, as appropriate. Students communicate results in oral and written form. TI graphing calculator required, see instructor at first class meeting. Prerequisites: MTH 65 or MTH 70 and placement into WR 115.

Proposed description: Functions are investigated graphically and symbolically with an emphasis on function notation. Quadratic functions are examined in detail. Rational and radical expressions and equations are emphasized. Absolute value equations and inequalities are solved. Technology is integrated as appropriate. Students communicate results in oral and written form. Graphing calculator required: TI 89/92 plus or Voyage 200 recommended. Prerequisites: MTH 63, MTH 65 or MTH 70 and placement into WR 115.

Reason for description change: Some content from MTH 95 and included in the course description will be covered in the MTH 111 courses.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2006

Contact name: Ann Sitomer

Contact e-mail: asitomer@pcc.edu

Curriculum Request Form  
Course Description and Learning Outcome Change

Change:	Course Description, Learning Outcomes
Current course number:	BA 131
Current course title:	Computer In Business
Current description:	Course in computer literacy that covers computer concepts and typical activities computers are used for business. Includes introduction to hardware and software, operating systems, word processing, spreadsheet, database and electronic mail.
Proposed description:	Current plus the following: Appreciate the value of ethical conduct in a business/computer environment.
Reason for description change:	This review is a systematic update on a three year rotation basis. The last review was in 2002. The minor changes put emphasis on the business aspect of a computer. Business/Computer ethics has always been taught in BA 131 and a chapter of the BA 131 textbook is dedicated to ethics. BA 131 is now part of the ASOT-Business Degree course requirements.
Current learning outcomes:	Demonstrate an understanding of computer and communications technology Apply technology to support business planning, operations, and decision-making Utilize operating system, word processing, spreadsheet, database management and communications software
Proposed learning outcomes:	Demonstrate an understanding of business computer and communications technology Apply technology to support business planning, operations, and decision-making Utilize operating system, word processing, spreadsheet, database management and communications software Recognize ethical conduct in a business/computer environment
Reason for learning outcomes change:	This review is a systematic update on a three year rotation basis. The last review was in 2002. The minor changes put emphasis on the business aspect of a computer. Business/Computer ethics has always been taught in BA 131 and a chapter of the BA 131 textbook is dedicated to ethics. BA 131 is now part of the ASOT-Business Degree course requirements.
Will this impact other	No

sacs?,is there an impact on other sacs?:

How other sacs may be impacted:

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: summer

Requested year: 2005

Contact name: Diana Ellis

Contact e-mail: dellis@pcc.edu

Curriculum Request Form  
Course Description & Learning Outcomes Change

Change: Course Description, Learning Outcomes

Current course number: CG140A

Current course title: Career and Life Planning

Current description: This course provides students with the tools needed to make informed career decisions. Students will assess skills, values, interests, personality, obstacles, attitudes and approaches to decision-making. The course provides instruction in how to research career information, gain access to information materials, and methods of exploring careers. Prerequisite: College-level reading or writing skills, as defined by placement in WR 115 or RD 115, or instructor permission.

Proposed description: This course provides students with the most in depth tools needed to make informed career decisions. Students will assess career confidence and readiness, skills, values, interests, personality, obstacles, attitudes and approaches to decision making. The course provides instruction on how to research career information, gain access to information materials, and methods of exploring careers. Also included is educational decision making which covers choice of major and college as well as planning a program of study. Prerequisite: college-level reading and writing skills, as defined by placement into WR 115 or RD 115 or instructor permission.

Reason for description change: to describe accurately course learning outcomes changes.

Current learning outcomes: 

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Research current occupational information integrating acquired knowledge of personal characteristics.
3. Utilize decision-making skills to affect life-long changes; i.e., to make informed choices.

Proposed learning outcomes: 

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Research current occupational information integrating acquired knowledge of personal characteristics. Use and apply career theories to explain personal characteristics. In addition, practice occupational interviewing and understand the dynamics of the global economy and

technical changes in the workplace.

3. Utilize a variety of decision-making models to plan for career and life choices.

4. Integrate the career information, knowledge related to self awareness, a decision making model, and a career goal and educational plan i.e. college major or program of study.

5. Use sophisticated decision making approaches to design an academic plan to achieve career goal.

6. Assess own level of career readiness and career confidence.

Reason for learning outcomes change:

To further clarify and develop the course content.

Current prerequisites:

Ready for WR 115 or RD 115

Will this impact other sacs?,is there an impact on other sacs?:

No

Will this impact other depts/campuses?,is there an impact on another dept or campus?:

No

Request term:

spring

Requested year:

2006

Contact name:

Catherine Sills

Contact e-mail:

csills@pcc.edu

Curriculum Request Form  
Course Description and Learning Outcomes Change

Change: Course Description, Learning Outcomes

Current course number: CG140B

Current course title: Career and Life Planning

Current description: This course provides students with the tools needed to make informed career decisions. Students will assess skills, values, interests, personality, obstacles, attitudes and approaches to decision-making. The course provides instruction in how to research career information, gain access to information material, and methods of exploring careers. Prerequisite: College-level reading or writing skills, as defined by placement in WR 115 or RD 115, or instructor permission.

Proposed description: This course provides students with the tools needed to make informed career decisions. Students will assess skills, values, interests, personality, obstacles, and approaches to decision making. The course provides instruction on how to research career information, gain access to information materials, and methods of exploring careers and majors. Prerequisite: college-level reading and writing skills, as defined by placement into WR 115 or RD 115 or instructor permission.

Reason for description change: to reflect changes in learning outcomes

Current learning outcomes:

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Research current occupational information integrating acquired knowledge of personal characteristics.
3. Utilize decision-making skills to affect life-long changes; i.e., to make informed choices.

Proposed learning outcomes:

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Research current occupational information integrating acquired knowledge of personal

characteristics. Use and apply career theories to explain personal characteristics. In addition practice occupational interviewing and understand the dynamics of the global economy and technical changes in the workplace.

3. Utilize a variety of decision-making models to plan for career and life choices. Integrate the career information using self awareness and decision making skills in order to create a career and educational plan i.e. college major or program of study.

Reason for learning outcomes change: To refine and develop course learning outcomes.

Current prerequisites: Placement into WR115 or RD115

Current prerequisites/concurrent: n/a

Current corequisites: n/a

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: spring

Requested year: 2006

Contact name: Catherine sills

Contact e-mail: csills@pcc.edu

Curriculum Request Form  
Course Description and Learning Outcomes Change

Change: Course Description, Learning Outcomes

Current course number: CG140C

Current course title: Career and Life Planning

Current description: This course helps provide students with the tools needed to make informed career decisions. Students will assess their skills, values, interests, personality, obstacles, attitudes, and approaches to decision-making. The course provides instruction in how to research career information, gain access to information materials, and methods of exploring careers. Prerequisites: College level reading and writing skills as defined by placement in WR 115, or RD 115, or instructor permission.

Proposed description: This course provides students with the tools needed to make informed career decisions. Students will assess skills, values, interests and personality toward making a career decision. The course provides instruction on how to research career information, gain access to information materials, and methods of exploring careers. Prerequisite: college-level reading and writing skills, as defined by placement into WR 115 or RD 115 or instructor permission.

Reason for description change: to reflect changes in learning outcomes

Current learning outcomes:

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Research current occupational information integrating acquired knowledge of personal characteristics.
3. Utilize decision-making skills to affect life-long changes; i.e., to make informed choices.

Proposed learning outcomes:

1. Identify personal characteristics that relate to appropriate life choices pertaining to work, leisure, and education.
2. Conduct basic career research using the internet and/or career center resources.

	3. Set goals using self knowledge and gathered information.
Reason for learning outcomes change:	To reflect refinement of and developing of course content.
Current prerequisites:	Placement into WR 115 or RD 115
Current prerequisites/concurrent:	n/a
Current corequisites:	n/a
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Catherine Sills
Contact e-mail:	csills@pcc.edu

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	LAT 217
Current course title:	Landscape Drafting
Current prerequisites:	0
Proposed prerequisites:	HOR 290 Introduction to Landscape Design
Will this impact other sacs? Is there an impact on other sacs?:	No
Will this impact other depts/campuses? Is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2006
Contact name:	Marilyn Alexander
Contact e-mail:	malexand@pcc.edu

Curriculum Request Form  
Prerequisite Change

Change:	Requisites
Current course number:	LAT 271
Current course title:	Computer Aided Landscape Design
Current prerequisites:	Recommended prerequisite: Landscape Drafting and familiarity with DOS/Windows environment.
Proposed prerequisites:	LAT 217 Landscape Drafting
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2006
Contact name:	Marilyn Alexander
Contact e-mail:	malexand@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Title, Course Description, Requisites, Learning Outcomes

Current course number: LAT 280B

Current course title: CE: Landscape Seminar

Proposed course title: Cooperative Work Experience - Landscape Seminar

Proposed transcript title: CE - Landscape Seminar

Reason for title change: We're trying to get all of our cooperative work experience classes listed in the same format for consistency.

Current description: Provides opportunity to share work experiences with other students and instructor. Recommended: concurrent enrollment in LAT 280A. Prerequisite: Department permission required.

Proposed description: Department permission required. This seminar compliments a Cooperative Education work experience. Students must have a designated worksite and be concurrently enrolled in LAT 280A.

Reason for description change: We have changed the seminar to an on-line course (a few years back) and the description should reflect this.

Current learning outcomes: none currently on file (no CCOG)

Proposed learning outcomes: The student will learn more about the requirements and realities of their chosen job field by conducting an informational interview. By completing several assignments, which are matched to the student's particular needs and interests, the student will enhance their job search, job success, and personal development skills. The student will reflect upon their work experiences in the form of two written papers sharing that reflection.

Reason for learning outcomes change: Again, change to an on-line format, and lack of a current CCOG on file anywhere!

Current prerequisites/concurrent: LAT 280A (?)

Proposed prerequisites/concurrent: LAT 280A

Current corequisites:

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall  
Requested year: 2006

Contact name: Marilyn Alexander  
Contact e-mail: malexand@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Title, Course Description, Requisites, Learning Outcomes

Current course number: LAT 280C

Current course title: CE: Landscape Design

Proposed course title: Cooperative Work Experience - Landscape Design

Proposed transcript title: CE - Landscape Design

Reason for title change: We're trying to get all of our cooperative work experiences to be listed the same in the catalog. This one is very different than the rest with very specific outcomes tailored to design.

Current description: Actual work experience at approved job sites or on Rock Creek grounds. Department permission required.

Proposed description: Department permission required. Actual landscape design work experience for approved clients utilizing a required set of learning outcomes.

Reason for description change: The clients need to be approved by the coop. ed. counselor, and the criteria for the learning outcomes was developed in the last year or so.

Current learning outcomes: no current CCOG

Proposed learning outcomes: To utilize skills and concepts learned in the classroom. Enhance oral communication, interview and presentation skills. Develop appropriate work ethic. Improve interactions with clients and management. Meet job timelines and schedules. Document time and materials required for job performance. Evaluate business practice and ethics.

Reason for learning outcomes change: This coop.ed. is specific for the landscape design student. Students finish a design with two different clients. Each project must complete specific criteria for each project with guidance along the way.

Will this impact other sacs?,is there an impact on other sacs?: No

Will this impact other depts/campuses?,is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2006

Contact name: Marilyn Alexander

Contact e-mail: malexand@pcc.edu

Curriculum Request Form  
New Course

Course number: PHL 207

Course title: Ethical Issues in Aging

Transcript title: Ethical Issues in Aging

Lecture hours: 4

Load total: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: As baby boomers start to enter retirement age, healthcare institutions will need to be increasingly geared toward appropriate care of the elderly. As a result, it is important that students entering the healthcare field have specific experience dealing with ethical issues arising in the context of caring for elderly patients. Additionally, the Gerontology program at PCC is asking for an ethics class that is tailored to the needs of its students. As many of the Gerontology students will be enrolled through Distance Learning, the course is being proposed as a Distance Learning course.

Course description: This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in caring for the elderly. Students will learn how to identify ethical issues in caring for the elderly and become proficient in ethical decision-making in order to render well-reasoned ethical decisions regarding care for the elderly.

Prerequisite(s): Recommended - College level reading and writing ability.

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will learn to identify ethical issues/dilemmas that arise in caring for the elderly. Students will utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas. Students will understand the impact legal and cultural

frameworks have on ethical decision-making in caring for the elderly.

Gened list: YES, Gen. Ed. Requested

List a: YES, Transfer List A requested

Course format: Online

Are there similar courses existing: YES

Description of existing courses: Biomedical Ethics (PHL 205) covers a broader range of ethical issues in medicine and biology. The proposed Ethical Issues in Aging course will complement Biomedical Ethics by allowing students to discuss ethical issues pertaining to end-of-life care in greater depth.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: The Gerontology Program is requiring its students to complete a class in ethics. This proposed Ethical Issues in Aging course will meet that requirement.

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: This course is being developed in conjunction with the Gerontology Department.

Have other sacs been contacted?: YES

Is there an increase in costs for library or av dept?: NO

Description of library/av impact: Jan Abushakra from Gerontology has been involved in the planning of this proposed course.

Implementation term: Fall

Implementation year: 2006

Contact name: John Holmes  
Contact e-mail: jholmes@pcc.edu

## COURSE CONTENT AND OUTCOME GUIDE

Date: January 22, 2006

Course Number: **Philosophy 207**

Course Title: **Ethical Issues in Aging**

Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: None

Number of Weeks: 12

Special Fee: none

### **Course Description for Publication:**

This course will investigate central ethical issues pertaining to the care of elderly patients. Students will become familiar with various ethical principles and frameworks and then apply these to various ethical issues and dilemmas that arise in caring for the elderly. Students will learn how to identify ethical issues in caring for the elderly and become proficient in ethical decision-making in order to render well-reasoned ethical decisions regarding appropriate care for the elderly.

### **Intended Outcomes for the Course:**

Students completing this course should be able to:

- identify ethical issues/dilemmas that arise in caring for the elderly,
- utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas,
- understand the impact legal and cultural frameworks have on ethical decision-making in caring for the elderly.

### **Outcome Assessment Strategies:**

Assessment strategies will include some of the following:

- Essays in the form of in-class exams, short papers, or term papers,
- Short-answer exams,
- Student presentations,
- Class and small group discussions,
- Attendance and participation.

### **Course Content - Themes, Concepts, Issues:**

The course will focus on some or all of the following ethical questions that arise in caring for the elderly:

- What should the aging and dying experience be like?
- What is futile care?
- Are assisted-suicide and euthanasia appropriate end-of-life care options?
- What role should hospice and palliative care play in end-of-life care?
- What is the appropriate use of artificial nutrition and hydration in end-of-life care?
- How should decision-making conflicts be resolved in end-of-life care?
- How should society structure health care for the elderly?

**Competencies and Skills:**

Students will learn to do the following:

- Examine a clinical or social situation and identify ethical issues/dilemmas
- Discuss clinical or social situations from ethical point of view
- Devise and justify ethical responses to identified situations
- Evaluate discussions of identified ethical issues/dilemmas

Curriculum Request Form  
GenEd Request

Current course number: PHL 207

Current course title: Ethical Issues in Aging

Category: Course is in Arts and Humanities

Explain how this course fits in the above category: This course involves the study of ethical issues arising in the care of the elderly. The subject matter relates directly to the ethical realm of human thought and the appropriate human actions and reactions to the dying process.

How does course incorporate breadth and scope of gen/ed philosophy statement: This course helps students achieve an understanding of the ethical standards toward care of the elderly and incorporates other cultural approaches to the subject. Students in the course will develop the ability to conceptually analyze the aging and dying process and attempt to resolve ethical issues and concerns in order to provide meaning and understanding to that process. The course educates students about the appropriate ethical and social requirements of responsible health care for the elderly.

Course is transferrable to: This course is transferable to both the University of Oregon and Portland State University.

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Philosophical/ethical analysis requires ample student preparation outside of class. Students are responsible for reading a variety of articles that relate to the available human choices in care for the elderly. The reading material provides a basis for student application of ethical decision-making. The process of ethical decision-making involves in-depth understanding of argument structure and ethical theories and frameworks. The ethical decision-making process requires students to reflect and evaluate their own perspective in relation to others in society.

How does the course incorporate substantial student evaluation and demonstrate literacy: This course includes assessment strategies in the form of exams, papers, quizzes and on-line discussion projects. These strategies enable the instructor to fully evaluate whether the students have grasped the central aspects of the course.

How does course include a wide spectrum: The ethical and philosophical understanding of aging requires deployment of a variety of ethical tools and theories. These

of concepts and theoretical models:

ethical tools and theories vary in their attempt to provide human understanding of ethical issues and dilemmas. The ethical tools and theories range over the following concepts: autonomy, beneficence, non-maleficence, justice, virtue, and clinical integrity.

How does course examine relation to other disciplines and reflect historical perspective:

In light of the increasingly complex social and interpersonal relationships that elderly patients find themselves embedded in, this course incorporates sociological and psychological subject matter in order to fully address the central ethical issues in caring for the elderly. In addition, the relationship between ethics and legal matters is very close and the course utilizes historical and contemporary legal frameworks and decisions when engaging in ethical decision-making. Lastly, the ethical tools and theories utilized in this course all have historical roots that are investigated in order to develop a proper sense of how the tools and theories ought to be deployed.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts:

The various ethical tools and theories utilized in the course all employ a unique approach the ethical issues and concerns that arise in caring for the elderly. This requires students not only to be well-versed in the various tools and theories, but also to make critical comparisons and evaluations between the various tools and theories. This process of comparing and evaluating encourages the development of critical analytic skills required for making ethical judgments.

Contact name:

John Holmes

Contact email:

jholmes@pcc.edu

Curriculum Request Form  
Transfer List A

Current course number: PHL 207

Current course title: Ethical Issues in Aging

Request for: List A

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?: The course uses primary text articles to elicit reflection on philosophical and ethical themes regarding human relationships with respect to the aging and dying process.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: This course focuses directly on values, ethics and personal belief by utilizing historical ethical tools and theories.

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?: This course utilizes historical and contemporary ethical frameworks in an attempt to understand the complex human relations that occur during the aging and dying process. Each framework provides a unique perspective that provides grounds for questioning and analyzing the other frameworks.

Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?: This course pays close attention to the use of language in describing and developing answers to ethical issues and concerns that arise in the care for the elderly. Each ethical framework used in this course attempts to carve out its own moral space through the use of a specialized and highly developed mode of communication and analysis.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? : This course provides an historical and contemporary overview of the major ethicists and moral philosophers who have contributed to society's understanding of how to care for the elderly.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and This course provides students with the opportunity to engage the texts and interact with others through assignments such as small group discussions, group and individual projects, and

writing about the perspectives on the human condition that such texts provide?:

papers. Each of these assignments focuses student attention on resolving central ethical issues and concerns that arise when caring for the elderly.

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

This course and philosophy as a discipline are both centered around the individual's awareness of his or her human condition. This course uses student subjective experience as a foundation for formulating ethically appropriate responses to the human condition as it presents itself near and at the end of life.

Contact name:

John Holmes

Contact email:

jholmes@pcc.edu

Curriculum Request Form  
New Course

Course number: ART 215

Course title: History of American Residential Architecture

Transcript title: History of American Res. Arch.

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: Fills a need for a residential Architecture history course for both the Arch and ID departments as well as requirements for NKBA accreditation.

Course description: Examines the historical origins and elements of American house styles in order to develop insights into the residential architecture of our own era.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Appreciate art and architecture in general, and enjoy a life rich by the exposure to and the understanding of personal and cultural achievement. Understand the origins of American residential architecture and its relationship to social, political, economical and religious influences of the era. Develop insights into the residential architecture styles of our own era through understanding of earlier styles.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: This will become a required course for the Architectural degree, the Interior design degree and the NKBA certificate.

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Yes, the ARCH and ID departments have been consulted and approve.

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Summer  
Implementation year: 2006

Contact name: elizabeth Metcalf  
Contact e-mail: enmetcalf@pcc.edu

**PORTLAND COMMUNITY COLLEGE  
COURSE CONTENT AND OUTCOMES GUIDE**

**Date:** 12/01/05

**Prepared by:**

**Course Number:** ART 215

**Course Title:** History of American Residential Architecture

**Credit Hours:** 3

**Lecture Hours Per Week:** 3

**Lecture/Lab Hours Per Week:** 0

**Lab Hours Per Week:** 0

**Number of weeks:** 11/12

**Special Fee:**

**Course Description For Publication:**

Examines the historical origins and elements of American house styles in order to develop insights into the residential architecture of our own era.

**Prerequisites:** None

**Addendum to Description:**

This course is a required for an Associate of Applied Science Degree in Architectural Design and Drafting and in Interior Design.

Transferability of credit depends entirely upon the institution to which the student wishes to transfer.

Students must be capable of reading and communicating in the English language and may be required to pass a listening competency test administered by the department. Students who may have a disability and wish an accommodation should make arrangements to meet with the instructor outside of class to discuss specific requests. Any request for accommodation may require that documentation of disability be reviewed by the Office for Students with Disabilities

**Intended Outcomes for the Course:**

- ◆ Appreciate art and architecture in general, and enjoy a life enriched by the exposure to and the understanding of personal and cultural achievement.
- ◆ Understand the origins of American residential architecture and its relationship to the social, political, economical and religious influences of the era.
- ◆ Develop insights into the residential architecture styles of our own era through an understanding of earlier styles.

- ◆ Identify elements or components of particular architectural styles.

### **Outcomes Assessment strategies:**

- ◆ Comprehend, apply, analyze and evaluate reading assignments.
- ◆ Identify elements or components of a particular architectural style, and relate facts and ideas about these elements in exam format.
- ◆ Research, plan, compose, edit and revise short papers.
- ◆ Participate in class field trips.

### **Themes, Concepts, and Issues:**

#### Theoretical

- ◆ theory and criticism in the history of American residential architecture
- ◆ pattern-based thinking and historical process
- ◆ various interpretations of art
- ◆ art and gender
- ◆ creativity and the impulse to make art and architecture

#### Stylistic and Interpretive

- ◆ visual literacy
- ◆ architectural media and technique
- ◆ "seeing and knowing"
- ◆ iconography
- ◆ the formal principles and elements of architecture

#### Social and Cultural

- ◆ other peoples and their histories, values, and culture
- ◆ American residential architecture and economics
- ◆ American residential architecture and the social fabric
- ◆ American residential architecture and religion

- ◆ American residential architecture and politics
- ◆ art and gender
- ◆ relationship of culture and style
- ◆ American residential architecture and cultural transmission
- ◆ historical impact of art
- ◆ the influence of architecture on ones own culture
  - the influence of architecture on relations with other cultures
- ◆ American residential architecture and the architect
  - the impulse to make American residential architecture
  - the Gestalt of art
  - the role of the architect in society
  - biography
- ◆ geography and its influence on architecture and culture
- ◆ artifact recovery, analysis, restoration, and incorporation into a larger historical fabric

**Competencies and Skills:**

The successful student should be able to:

- ◆ work creatively with art historical data, using it to develop principles of art history
- ◆ recognize and appraise patterns in historical phenomena
- ◆ assess the ways in which an object from American residential architecture is affected by our own vantage point
- ◆ recognize and discriminate among various styles of architecture
- ◆ trace the development of art from one period to another
- ◆ analyze formally works of architecture and appreciate the interrelationship of various elements
- ◆ determine symbolism in architecture
- ◆ employ iconographical nomenclature

- ◆ express the relationship of American residential architecture and culture
- ◆ analyze the "meaning" of the elements of American residential architecture through understanding of historical, social, and political context
- ◆ use specific terminology to describe American residential architecture

**The primary purpose of the Course Content and Outcome Guide to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.**

Curriculum Request Form  
New Course

Course number: HE 261

Course title: Healthy Nutritional Choices for a Sustainable Future

Transcript title: Nutrition & Sustainable Future

Lecture hours: 3

Lab hours: 0

Lec/lab hours: 3

Load total: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: This course addresses nutritional choices that support a sustainable food system. This is a topic of great interest to many people in society. Locally and nationally sustainable food systems are gaining support. Consumers need information to make informed choices at the market.

Course description: This course will examine eating patterns that promote healthy bodies and a healthy environment. We will discuss ways to be a healthy eater in your community. The focus will be on foods rather than the science of nutrition.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Course Outcomes:  
1.Students will develop eating patterns that promote health.  
2.Students will make eating choices based on knowledge of a sustainable US food production system.  
3.Students will avoid restrictive dietary formulas that perpetuate fearful and anxious attitudes about food and eating.

4.Students will be able to describe the responsibility of parents and children when it comes to feeding.

5.Students will identify the role of each food group in a nutritional adequate diet.

6.Students will demonstrate the ability to select, prepare, and enjoy wholesome food that tastes good and is easily prepared using inexpensive, locally available foods.

7.Students will create a collection of recipes that support wholesome food choices.

8.Students will describe appropriate techniques for feeding infants and children.

9.Students will be able to describe appropriate solutions to feeding problems with infants, children, and adults.

10. Students will understand both sides of some controversial nutrition issues.

11. Students will write appropriate menus for adults and children of all ages.

12. Students will evaluate children's books for their messages about food and health.

Gened list:

YES, Gen. Ed. Requested

Course format:

Online

Are there similar courses existing:

NO

Description of existing courses:

The course exists now in Health as an experimental course and I would like to make it permanent.

Required or elective:

Elective

Is there impact on degrees or certificates:

NO

Is there an impact on another dept or campus?:

NO

Have other sacs been contacted?:

YES

Description of contact: I did speak with nutrition about this course because the topic is covered from a eating for health perspective.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall  
Implementation year: 2006

Contact name: Shari Rochelle  
Contact e-mail: srochell@pcc.edu

## **Course Content and Outcome Guide**    Prepared by: Monica Hunsberger

Date: January 24, 2006

Course Number: HE 261

Course Title: Healthy Nutritional Choices for a Sustainable Future

Credits: 3

Lecture Hours Per Week: 3

Lab Hours Per Week: 0

Special Fee: \$20.00 (WebCt)

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### **Course Description for Publication:**

This course will examine eating patterns that promote healthy bodies and a healthy environment. We will discuss ways to be a healthy eater in your community. The focus will be on foods rather than on the science of nutrition.

**Course Description:** This 3-credit course covers how to prepare and offer families a variety of nutrient dense foods in an environment that helps them develop a positive approach to eating. The class focuses on how families can go about staying well-nourished while supporting sustainable agriculture. Through weekly readings and class discussion we will explore how to select foods that are healthy for our bodies and for our environment.

### **Course Outcomes:**

1. Students will develop eating patterns that promote health.
2. Students will make eating choices based on knowledge of a sustainable U.S. food production system.
3. Students will avoid restrictive dietary formulas that perpetuate fearful and anxious attitudes about food and eating.
4. Students will be able to describe the responsibility of parents and children when it comes to feeding.
5. Students will identify the role of each food group in a nutritional adequate diet.
6. Students will demonstrate the ability to select, prepare, and enjoy wholesome food that tastes good and is easily prepared using inexpensive, locally available foods.
7. Students will create a collection of recipes that support wholesome food choices.
8. Students will describe appropriate techniques for feeding infants and children.
9. Students will be able to describe appropriate solutions to feeding problems with infants, children, and adults.
10. Students will understand both sides of some controversial nutrition issues.
11. Students will write appropriate menus for adults and children of all ages.
12. Students will learn to evaluate children's books for their messages about food and health.

**Assessment Tasks:**

1. Weekly Quizzes
2. Weekly online discussion
3. Weekly Surveys of class opinions for discussion
4. Course activities including: recipe project, video review, and research

**Process Skills**

Critical Thinking

Compare

Problem solving

Decision making

**Communication Skills**

Written communication skills

Computer literacy

Cooperative group work

**Intrapersonal Communication**

Values clarification

Reflective writing

**Access Skills**

Collect qualitative and quantitative data

Access current information

Evaluate validity of information

**Themes, Concepts, and Ideas**

1. Increase health knowledge in the area of environmental health and nutrition.
2. Explore current research in environmental health and food production.
3. Understand the relationship of the consumer and the environment.
4. Compare and contrast different dietary choices and how that impacts the health of the environment and the individual.
5. Analyze the different dietary recommendations that are made by leading health and human service agencies.
6. Increase knowledge and general application of healthy eating techniques and health behaviors.
7. Compare current dietary patterns to historical dietary patterns.
8. Increase knowledge of the current obesity epidemic and health behavior change can combat this epidemic.

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: BI 163

Current course title: Organic Gardening

	Current	Proposed
lecture hours:	3	3
lab hours:	0	3
contact hours:	3	6
credits:	3	4

Reason for change: Students need additional hands-on activities to supplement this course. In addition, it is a good opportunity to make this course competitive as a stand alone science lab course able to fulfill the lab science requirement for various degrees.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: YES

Impact on sacs: Environmental Science and Landscape

Implem. Term: Spring  
Implementation year, implem. Year: 2006

Contact name: Kevin Lien  
Contact email: klien@pcc.edu

## **BIOLOGY 163 – ORGANIC GARDENING**

DATE: June 19, 2003  
PREPARED BY: Kevin Lien  
COURSE NUMBER: BI 163  
COURSE TITLE: Organic Gardening  
CREDIT HOURS: 4  
LECTURE HOURS PER WEEK: 3  
LAB HOURS PER WEEK: 3  
NUMBER OF WEEKS: 10-12  
SPECIAL FEE: \$12

### **COURSE DESCRIPTION FOR PUBLICATION:**

Organic Gardening introduces the structure and function of soils including the soil food web, composting and compost tea, and the basics of biogeochemical cycling. The course also explores basic plant anatomy, and growing flowers, vegetables and fruits in the Pacific Northwest including organic pest control, beneficial insects, and pruning and grafting. The laboratory will elucidate these concepts. There is no prerequisite for this course, although an interest in plants and a basic high school biology course are recommended.

### **ADDENDUM TO DESCRIPTION:**

To clarify the teaching of evolution and its place in the classroom, the Portland Community College Science Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.

Science is a fundamentally nondogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.

The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (*Webster v. New Lenox School District #122*, 917 F. 2d 1004).

Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

## INTENDED OUTCOMES FOR THE COURSE:

A student will be able to collaboratively and independently:

Identify and express orally and in writing the basic concepts and techniques used in organic gardening

Identify and express the basic concepts in organic gardening

Utilize current practices in organic gardening

Demonstrate an understanding of ecosystem functioning as it relates to gardening

## OUTCOME ASSESSMENT STRATEGIES:

Assessment Tasks may include any or all of the following:

Essay and multiple choice exams

Research paper on an organic gardening topic

Field trip

Response journals

Laboratory quizzes and practicals

## COURSE CONTENT: THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS:

Concepts and Themes:

Soil composition and parameters such as NPK and pH

Compost and compost tea production and techniques

Climate, heat units and microclimates

Basic plant anatomy and physiology

Knowledge of cool and warm season plants, annuals, biennials and perennials and the appropriate culture for each category.

Process Skills (Competency skills):

Read and process scientific literature

Write using the scientific format

Apply the scientific method

Utilize techniques and equipment used in organic gardening

Apply knowledge of plant anatomy to pruning – differentiate between thinning and heading back

Perform basic grafts – including cleft, whip, bark or T-bud

Develop skill in plant propagation – division, cuttings and ground and air layering

Understand biotechnology issues as they relate to organic farming

Apply organic controls to common pest diseases – differentiate between fungal and bacterial disease, as well as identify cultural practices that prevent disease

Identify some basic insect pests and also some beneficial organisms in the garden

Locate and access appropriate information

Think critically

Collaborate with peers -- Work effectively in groups

Present conclusions logically

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SACC approved outline of the course. It is not intended to replace the course syllabus, which details course content and requirements for students.



