

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

Agenda  
October 4, 2006 3 pm  
Sylvania, CC- Conference Room B

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

Experimental Course

- LAT 299B - Basic Landscape Drainage
- LAT 299 - Oregon Landscape Contractor's Exam Preparation

OLD BUSINESS

241. CJA 228 – Theory and Structure of Organized Crime  
Course Revision – Title Change  
Proposed – Organized Crime and Terrorism

NEW ITEMS

1. HUM 100 – Introduction to Humanities  
[New Course](#)

- General Education Request
- Transfer List B Request
- Diversity Request

2. ARCH 201 – Design Studio 1  
Course Revision – Prerequisite change

3. ARCH 202 – Design Studio 2  
Course Revision – Prerequisite change

4. ARCH 203 – Design Studio 3  
Course Revision – Prerequisite change

5. GEO 266 – Analysis with Geographic Information Systems  
Course Revision – Title, Description change

6. CJA 264 – Introduction to Public Safety Management  
Course Revision – Title, Description, Requisites, Outcomes

7. FT 102 – Injury Prevention & Management  
Course Revision – Description, Requisites, Outcomes

8. FT 103 – Nutrition for Fitness Instructors

Course Revision – Description, Outcomes

9. FT 106 – Analysis of Movement

Course Revision – Description, Requisites, Outcomes

10. FT 107 – Exercise Science I

Course Revision – Requisite change

11. FT 131 – Structure and Function of the Human Body

Course Revision – Description, Outcomes

12. FT 202 – Fitness and Aging

Course Revision – Outcomes

13. FT 204 – Exercise Science II

Course Revision – Description, Requisite

14. EET 280B – CE: Biomedical Equipment – Seminar

[New Course](#)

15. EET 280C – Cooperative Education: BMET Practicum

[New Course](#)

16. AD 101 – Alcohol Use and Addiction

Course Revision – Description, Outcomes

17. AD 102 – Drug Use and Addiction

Course Revision – Outcomes

18. AD 155 – Motivational Interviewing

Course Revision – Title, Description, Requisites

19. AD 184 – Men and Addiction

Course Revision – Description, Outcomes

20. AD 250 – Advanced Counseling and Addiction

Course Revision – Description, Requisites, Outcomes

21. AD 251 – Advanced Counseling Skills Mastery

Course Revision – Outcomes

22. AD 255 – Multiple Diagnoses

Course Revision – Description, Requisites, Outcomes

23. AD 280C – Prevention Supervised Experiential Learning

Course Revision – Description, Requisites

24. AD 280D – Cooperative Education: Prevention Practicum Seminar

Course Revision – Title, Description, Requisite

25. CG 105 – Scholarships: Finding Money for College  
[New Course](#)

26. SC 10 - Principles of Technology  
[New Course](#)

27. SC 11A - Applied Mathematics  
[New Course](#)

28. SC 11B – Applied Mathematics  
[New Course](#)

29. SC 12A - Introduction to Computers  
[New Course](#)

30. SC 12B – Introduction to Computers  
[New Course](#)

31. SC 16 - Employment Explorations  
[New Course](#)

32. SC 18 - Foundation Skills  
[New Course](#)

33. SC 19 - CORD Literacy Lab  
[New Course](#)

34. SC 20A - Industry Orientation  
[New Course](#)

35. SC 20B - Industry Orientation  
[New Course](#)

36. SC 28 - Cooperative Work Experience  
[New Course](#)

Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	CJA 228
Current course title:	Theory and Structure of Organized Crime
Proposed course title:	Organized Crime and Terrorism
Reason for title change:	To more accurately reflect 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:	fall
Requested year:	2006
Contact name:	Jim Parks
Contact e-mail:	jparks@pcc.edu

Curriculum Request Form  
New Course

Course number: Hum 100

Course title: Introduction to Humanities

Transcript title: Introduction to Humanities

Lecture hours: 4

Load total: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: This is actually the reactivation of a course that has not been taught for years. The purpose is to provide a non prerequisite course for students that prepares them for humanities course offerings.

Course description: This course is an inquiry into the humanities through the arts and intellectual traditions, with an emphasis on understanding human achievements and values. It examines interrelationships among several elements: art, literature, drama, philosophy, science, history and music. Encourages a lifelong interest in the humanities and introduces students to critical evaluation

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Critical thinking. Communication. Diversity. Aesthetic Values

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 NO

courses existing:

Description of existing  
courses:

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: James S. Harrison

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

There are some accompanying documents, but I'm having trouble accessing them. Gen Ed, List B and Diversity. I will post ASAP.

**Portland Community College  
Course Outcome Guide (COG)**

**Date:** March 2006

**Course Number:** Hum 100

**Course Title:** Introduction to Humanities

**Credit Hours:** 4      **Lecture Hours Per Week:** 4      **Number of Weeks:** 10-11

**COURSE DESCRIPTION**

This course is an inquiry into the humanities through the arts and intellectual traditions, with an emphasis on understanding human achievements and values. It examines interrelationships among several elements: art, literature, drama, philosophy, science, history and music. Encourages a lifelong interest in the humanities and introduces students to critical evaluation

**ADDENDUM TO DESCRIPTION**

Humanities provides an opportunity to explore possible answers to enduring life questions. Compassion, tolerance and a greater understanding of what it means to be human are goals that make this course relevant to the "good life." Your ability to think critically and synthesize knowledge will be exercised regularly through readings, writings and class discussions.

**Aim:**

The purpose of Humanities is to increase students' ability to appreciate man's passion to find meaning in the world through religion, art and ideas.

**Essential Questions:**

What does it mean to be human?

**COURSE DESCRIPTION:** A study of disciplines and concerns that promote humanness (such as literature, theatre, language, history, art, music, philosophy, and religion) and critical thinking about moral values, myths, love, and freedom. (3 credit hours)

**GOALS OF THE COURSE:** Students will emerge from the class with a greater understanding of and appreciation for the humanities. Our intent is to liberate students from intellectual, social, and cultural parochialism by instilling within them 1) a clear understanding of their humanness, 2) a strong sense of the history of human thought and creativity, 3) a balanced perspective of diverse and contrary ideas that have shaped human life and society, and 4) an examined set of primary values that help them understand what being human truly means and requires of them.

**COURSE DESCRIPTION:**

Humanities 100 is a survey course covering art, music, history, drama, film, science, religion and philosophy which examines the unfolding of the humanistic traditions through the landmarks of several cultural traditions in order to reawaken our sense of wonder and curiosity about the meaning of life. The course gives the students criteria from which to evaluate our own time and situation and, in addition, enriches students' historical perspectives. It shows how the various arts intersect, influence and are influenced by their times.

Prerequisite: Completion of WR 115 with a C or higher.

An opportunity to experience the culture of Western civilization. Course covers selections in art, drama, music, literature, philosophy and architecture, and is structured to provide a historical overview of each major period from early man to modern times. Western culture is emphasized, but study of China, India, Japan, Islam, Africa, Meso-America and North America is included. Prehistory and the ancient world through the Classical Age.

Humanities 101 is designed to introduce students to college-level study in the humanities. The course treats four roots of modern American culture: Ancient Civilizations, Greco-Roman, the Judeo-Christian, and West African. It examines cultural products from these roots in an interdisciplinary context with emphasis on the interrelationships among the disciplines of the humanities. It encourages students to have recourse not only to the thoughts, ideals, and creations of others in different cultures and eras but also to their own unique skills, talents, and powers. The course also provides further practice in the reading and writing skills studied in the freshman English courses.

#### **ADDENDUM TO DESCRIPTION**

The course is arranged into areas of coverage meant to invigorate your sense of what it means to be human, enliven your inquisitive spirit relative to Humanities study, and illuminate the relationships among your life, the world, and patterns replicated among humans. Such rich, interdisciplinary patterns, loosely identified, form the areas of coverage for this course, which you will investigate through class discussions and "exploratory" writings. Critical thinking...

This is an introductory course designed for those who have minimal knowledge or experience with the arts. The curriculum introduces students to the fundamentals of painting, printmaking, photography, sculpture, cinema, theatre, literature, music and architecture. In addition, students learn how style relates to the arts and become acquainted with major historical styles and periods.

In searching for the origins of technology, students may examine Islamic, Meso-American, East Asian, or European societies. In Europe, for example, students might study the Renaissance and Romantic periods, looking at both mainstream and Other concepts of self, deity, nature and the relationship between these and the development of tools, changes in concepts of labor, development of cities, and how these relationships were seen and expressed. Course may focus on particular themes such as "War," "Urban Evolution," or "Man and/or Woman and Nature," but within these, the overall theme will be the interaction of these early societies and technology. Students will begin to understand how our contemporary values and views of technology represent a confluence of many traditions.

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

By the end of this course, the student should be able to: better participate in the cultural life of the community, articulate connections between the humanities and one's life, and participate in informed conversation about a work of art, literature or philosophy.

Intended Learning Outcomes



- Critical thinking.
- Communication.
- Diversity.
- Aesthetic Values

Communication and Critical Thinking: Student should be able to identify and describe the major cultures of the western world from ancient times to the time of the Holy Roman Empire.

Critical Thinking: Student should be able to analyze cultures in terms of their major expressions in several of the following: art, architecture, literature, music, religion, philosophy, drama, folk traditions, and daily life routines.

Critical Thinking and Diversity: Student should be able to identify and describe similarities and differences between cultures or eras in the history of western culture.

Critical Thinking: Student should demonstrate an understanding of the significance of historical contexts of cultures.

Critical Thinking and Diversity: Student should be able to identify and explain the elements and motivations for cultural creativity.

Critical Thinking: Student should be able to distinguish among the terms "classic," "romantic," and "modern" by explanation and exemplification.

Communication: Student should be able to name and describe the impact/contributions of defining moments, people, and works that emerged in the time periods relevant to this course.

Critical Thinking: Student should be able to recognize and describe the relationships among the various forms of cultural expression in terms of prevailing themes of the time periods studied.

Critical Thinking and Communication: Student should recognize and know the names of diverse sources of cultural expression represented in the time periods relevant to this course.

After successful completion of HUM 100 students will be able to:

- Explain the ways art, architecture, literature, music, philosophy, and religion reveal the values of the culture that produced them. express a basic knowledge of the historical background of women's lives and the role of culture in organizing, containing or furthering women's knowledge, experiences, voices and achievements;
- identify concepts of class, race, age and gender as constructions by societies and interrelated throughout women's lives;
- use analytical skills in reading, listening, observing, writing and speaking about women's issues (like feminism) in order to demonstrate an enhanced understanding of your own views - as well as those of others;

- function as a member of an efficient working group, thus better understanding how our learning and cooperation can prepare us to challenge social institutions and practices that marginalize, subordinate and devalue particular groups of people;
- venture further into cross-cultural and interdisciplinary resources to demonstrate an understanding of and appreciation for both the diversity and commonality of our lives, identities and dreams across time, place and social groupings. Use critical thinking to analyze and evaluate aspects of specified disciplines and how it affects peoples, societies and nations, in different geographic areas and time periods.
- Develop and demonstrate aesthetic literacy through critical analysis of humanities discourse and through informed, personal readings of various manifestations of humanness.
- Demonstrate college-level communication skills by speaking, listening and writing clearly about cultures and civilizations.
- Develop and demonstrate a more thoughtful awareness of multicultural and global considerations through their study of various manifestations of the humanities.
- Demonstrate an understanding of theories of origin, nature, and function of humanities through written responses, privately in written “explorations” and openly in discussions, to topics arising from the study of text materials and individual investigations.
- familiarize themselves with the intellectual and artistic movements of the last 500 years, analyzing the cultural products, value systems, and individuals who have shaped (and continue to shape) our global/human culture.
- 1. To develop an understanding of western cultural diversity and continuity as well as some historical influences that have contributed to our present culture.
- 
- 2. To develop an understanding of the interrelatedness of human history, great ideas, and the arts.
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- 3. To recognize that the study of humanities is a study of the creators of ideas, words, and artifacts and the values those creators held.
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- 4. To develop an increased understanding of what moves humans to create and how their creations reflect their world views.

Demonstrate an understanding of theories of origin, nature, and function of humanities through written responses, privately in written “explorations” and openly in discussions, to topics arising from the study of text materials and individual investigations.

#### **OUTCOME ASSESSMENT STRATEGIES:**

The SAC expects that instructors will assess student learning throughout the term using a variety of methods. The SAC encourages instructors to consider the following in determining the achievement of course outcomes:

- Midterm and /or final exam
- In-class quizzes
- Examine and discuss musical, literary or visual art and support views in writing.
- Describe the value of a creative work from a cultural-historical perspective.

- Working collaboratively in large and small groups
- Capstone project on the influence of technology, for example on music or painting
- Research paper on the impact of technology, for example on the role of women in various cultures
- Assess how the humanities have benefited societies over time.
- Analyze primary and secondary sources of information
- Written summations exploring manifestations of humanness in specific areas of the Humanities.

## **COURSE CONTENT:**

### **Competencies and Skills:**

- Critical and creative thinking
- Connect past and present events
- Problem solving
- Work collaboratively with others
- Clearly articulate thoughts orally and in writing
- Close examination of primary and secondary sources

### **Themes**

- interaction of technology and society
- The role of women
- Cultural continuity and change
- Political and economic developments
- Developments in literature, art and music
- Religions and philosophies
- Changes in the concept of labor
- War and Peace, conflict and cooperation

### **Concepts**

- tools
- civilization
- the self and the other
- the deity
- urban evolution
- the confluence of values and technology
- changes in the concept of "labor"

### **Issues**

- technology's affect on societal values
- impact of technology on urban development
- nature and the development and use of tools
- relationship between societies and mechanistic devices

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	ARCH 201
Current course title:	Design Studio 1
Current prerequisites:	ARCH 101, 122, 123, 132, 126, 136
Proposed prerequisites:	ARCH 100, 101, 111, 113, 121, 122, 124, 126, 132, 136, 137, 200 and ART 215.
Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	ARCH 224
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:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	ARCH 202
Current course title:	Design Studio 2
Current prerequisites:	ARCH 102, 122, 123, 132, 126, 136
Proposed prerequisites:	ARCH 100, 102, 112, 121, 122, 124, 126, 132, 136, 137, 200.
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:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	ARCH 203
Current course title:	Design Studio 3
Current prerequisites:	ARCH 101, 122, 123, 132, 126, 136
Proposed prerequisites:	ARCH 100, 101, 111, 113, 121, 122, 124, 126, 132, 136, 137, 200 and ART 215.
Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	ARCH 224
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:	elizabeth Metcalf
Contact e-mail:	emetcalf@pcc.edu

Curriculum Request Form  
Course Title, Description, Outcomes

Change: Course Title, Course Description

Does this correspond with a conversion request?: YES

Current course number: GEO 266

Current course title: Analysis with Geographic Information Systems

Proposed course title: GIS Analysis

Reason for title change: Update to reflect new changes in field.

Current description: In depth examination of GIS approaches to spatial analysis problems. Exposure to data models to support raster, surface and/or network analyses. Introduction to application development tools and macro languages. Laboratory component features hands-on learning with professional grade GIS software.

Proposed description: Provides a more advanced overview of ArcGIS software and introduces extensions to the main ArcMap interface. Topics include preparing data for analysis, creating and managing databases, geocoding, creating and editing spatial data, and analyzing data using the Spatial Analyst and 3D Analyst extensions.

Reason for description change: Update to reflect new changes in field.

Current learning outcomes: ??

Proposed learning outcomes: Upon successful completion of Geography 266 the student will be able to:

- \* Demonstrate an advanced understanding of data preparation and manipulation.
- \* Demonstrate an advanced understanding of map principles and map design.
- \* Demonstrate an understanding of geodatabase design and management.

\* Demonstrate a basic understanding of statistical processes behind data analysis.

Reason for learning outcomes change:

Original CCOG is not available.

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

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

Request term: fall  
Requested year: 2006

Contact name: Cheryl Scott  
Contact e-mail: cscott@pcc.edu



Curriculum Request Form  
Course title, description, requisites and outcomes

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

Current course number: CJA 264

Current course title: Introduction to Public Safety Management

Proposed course title: Introduction to Corrections Administration

Proposed transcript title: Intro. Corrections Admin

Reason for title change: To focus on administration and management of corrections facilities.

Current description: This course provides an overview of public safety management techniques including the hiring, training and retention of staff. In addition, the role of partnerships, agency and facility operations, budgeting, management styles, supervision and delegation, planning and community involvement will be discussed.

Proposed description: This course provides an overview of the administration and management of corrections facilities, programs and field services. It provides insight into the role and purpose of effective management strategies for the professional delivery of correctional services.

Reason for description change: To focus on corrections management as opposed to public safety management.

Current learning outcomes:

1. Identify the reasons for different types of management styles, management programs associated with the operations of various types of agencies and institutions and their effect upon the community.
2. Students will define and describe the role and purpose of different delegation and supervision styles utilized with the criminal justice system including:
  - a. the role of community involvement
  - b. laws, rules and standards associated with public safety management
  - c. dynamic budgeting, evaluation and its effect on various planning alternatives

d. the use of strategic management within public safety agencies

Proposed learning outcomes:

Students will be able to understand:

1. Management processes associated with the operation of corrections facilities and field service agencies
2. The role of positive relationships between staff and management
3. The effect of successful correctional programs and services
4. The role and purpose of empowerment and teams within corrections
5. The importance of community education and involvement
6. The laws, standards and directives associated with corrections services
7. The use of dynamic planning, budgeting and evaluation processes
8. The application of mission, vision and strategic planning techniques.

Reason for learning outcomes change:

To reflect the focus to corrections administration.

Current prerequisites:

CJA 100, CJA 111 and CJA 113

Proposed prerequisites:

CJA 100 and 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:

winter

Requested year:

2007

Contact name:

Jim Parks

Contact e-mail:

jparks@pcc.edu

Curriculum Request Form  
Course Description, requisites, outcomes change

Change: Course Description, Requisites, Learning Outcomes

Current course number: FT 102

Current course title: Injury Prevention & Management

Current description: Gains knowledge for prevention & management of injuries that occur in a variety of recreational & fitness activities.

Proposed description: Injury Prevention & Management aims to provide information and knowledge concerning prevention and rehabilitation of athletics/sports/fitness injuries. Emphasis will be on prevention of injury by incorporating fitness principles related to cardiovascular strength & endurance, flexibility/range of motion, muscular strength & endurance, nutrition & body composition. Patterns will be discussed as they impact prevention and treatment options of sports injuries. Emphasis will be placed on the methods used to build, improve and maintain fitness, as a means of injury/illness prevention.

Reason for description change: 3- year update with a more accurate & detailed description.

Current learning outcomes: Prevent & Manage common mild to moderate injuries that occur in a variety of fitness & recreational activities. Apply basic concepts, fitness assessments and programming to populations with special needs.

Proposed learning outcomes:

- Distinguish between acute, overuse, and chronic injuries
- Analyze and evaluate clients for injury potential
- Modify basic fitness assessments and programs to prevent or manage mild to moderate injuries
- Describe, demonstrate, and implement safety precautions, directed at injury prevention.
- Analyze and solve problems commonly encountered by injured persons who wish to begin or continue an exercise program.
- Prevent & manage common mild to moderate injuries that occur in a variety of fitness activities

Reason for learning outcomes change: Original 2nd Outcome is covered in PE 282B Special Populations and the New learning Outcomes are more accurate and up to date.

Current prerequisites: Asset Scores of 40 in reading, 38 in writing & 38 in math

Proposed prerequisites: None

Current corequisites: FT 106

Proposed 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: fall

Requested year: 2006

Contact name: Moe O'Connor

Contact e-mail: moconnor@pcc.edu

Curriculum Request Form  
Course Description and Learning Outcomes

Change: Course Description, Learning Outcomes

Current course number: FT 103

Current course title: Nutrition for Fitness Instructors

Current description: Presents an overview of basic principles of nutrition and weight management with particular application to fitness and sport.

Proposed description: This course is an overview of the basic principles of nutrition with an emphasis on application to fitness, weight management and athletic performance.

Reason for description change: Updated from 2001 - simple change to reflect more accurate description of the course.

Current learning outcomes: Apply basic nutrition concepts, assessments and dietary planning practices to sport/athletic performance.

Proposed learning outcomes:  Apply basic nutrition concepts, assessments & dietary planning practices to sport performance  
 Describe the function of and relationships of nutrients in human performance

Reason for learning outcomes change: Updated from 2001 - simple change to reflect more accurate outcomes.

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: 2007

Contact name: Moe O'Connor

Contact e-mail: moconnor@pcc.edu

Curriculum Request Form  
Course Description, Requisites, and Outcomes

Change: Course Description, Requisites, Learning Outcomes

Current course number: FT 106

Current course title: Analysis of Movement

Current description: Studies & analyzes human posture as it applies to physical fitness and sport. Uses knowledge to design safe exercise programs.

Proposed description: This course focuses on the anatomical & mechanical components of human movement. Students will study & analyze human movement as it applies to physical fitness and sport. An emphasis will be placed on practical applications of this introduction to biomechanics-kinesiology so that students will be equipped to better understand & design effective training programs.

Reason for description change: Update from 2001 with more accurate descriptions.

Current learning outcomes: Develop and interpret basic terms, vocabulary, and biomechanical concepts within Kinesiology.  
Demonstrate interpretation of the synergistic relationship between the appendicular and axial skeletons, skeletal muscle, and joints.  
Develop, demonstrate, and implement appropriate and effective fitness programs for a diverse population.  
  
Acquire sufficient knowledge to pass the kinesiology section of the ACSM Health/Fitness Instructor Certification or equivalent.

Proposed learning outcomes:  Analyze joint structure & movements capable at each major joint & the muscles responsible for those movements  
  
 Develop and interpret basic terms, vocabulary and biomechanical concepts  
  
 Describe the anatomical & mechanical principles/concepts of body movement for sport activities

Reason for learning outcomes change: Updates from 2001 with more accurate outcomes of current course

Current prerequisites: BI 121

Proposed prerequisites: FT 131

Current corequisites: FT 102

Proposed 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: spring

Requested year: 2007

Contact name: Moe O'Connor

Contact e-mail: moconnor@pcc.edu

Curriculum Request Form  
Course Revision

Change:	Requisites
Current course number:	FT 107
Current course title:	Exercise Science I
Current prerequisites:	BI 121 or equivalent
Proposed prerequisites:	FT 131
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:	Moe O'Connor / Tanya Littrell
Contact e-mail:	moconnor@pcc.edu / tanya.littrell@pcc.edu



Curriculum Request Form  
Course description and learning outcomes change

Change: Course Description, Learning Outcomes

Current course number: FT 131

Current course title: Structure and Function of the Human Body

Current description: Introduces terminology, concepts, basic chemistry, cell structure and function, tissues, and the following systems: metabolic, cardiovascular, pulmonary, skeletal, muscular, endocrine, and nervous. Pre-Requisites, Admission into the Fitness Technology Program

Proposed description: Presents basic principles in anatomy, physiology, and exercise science. This class will introduce terminology, concepts, basic chemistry, cell structure and function, tissues and the following systems: metabolic, cardiovascular, pulmonary, skeletal, muscular, endocrine, and nervous. Interpret and apply the fundamental concepts of human anatomy and physiology. Prepares students who are in the Fitness Technology program for their future course work.

Reason for description change: Slight wording change that reads better.

Current learning outcomes: 

1. Interpret and apply the fundamental concepts of kinesiology physical activity.
2. Effectively communicate in writing and speech your knowledge of kinesiology
3. Recognize the functional link between kinesiology and physical activity.
4. Prepare students for their future course work in the Fitness Technology Program.

Proposed learning outcomes: 

1. Interpret and apply the fundamental concepts of basic anatomy and physiology.
2. Effectively communicate knowledge of basic anatomy and physiology.
3. Recognize the functional link between anatomy, physiology, and exercise.

4. Prepare students for their future course work in the Fitness Technology Program.

Reason for learning outcomes change:

Slight wording change that better reflects the course now.

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:

Moe O'Connor / Tanya Littrell

Contact e-mail:

moconnor@pcc.edu / tanya.littrell@pcc.edu

Curriculum Request Form  
Change learning outcomes

Change: Learning Outcomes

Current course number: FT 202

Current course title: Fitness and Aging

Current learning outcomes: Apply basic physiological principles/concepts to the aging population. Apply basic exercise physiology principles/concepts to the aging population. Apply concepts and skills from a variety of disciplines to solve problems or adapt to new situations effectively and creatively.

Proposed learning outcomes: 1. Understand the trends and research in fitness and exercise on aging and youth populations.

2. Apply basic exercise physiology principles/concepts to the aging and youth populations.

3. Apply concepts and skills from a variety of disciplines to solve problems, adapt to new situations, and communicate knowledge effectively.

4. Acquire sufficient knowledge to pass the ACSM Health/Fitness Instructor Certification sections on youth and older adults.

Reason for learning outcomes change: Reflects changes made in the course over the last 5 years.

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: Moe O'Connor / Tanya Littrell

Contact e-mail: moconnor@pcc.edu / tanya.littrell@pcc.edu

Curriculum Request Form  
Course description and requisite change

Change: Course Description, Requisites

Current course number: FT 204

Current course title: Exercise Science II

Current description: Continues application of physiological concepts from Exercise Science I. Introduces special populations, environmental conditions, nutritional and pharmacological ergogenic aids, training, and exercise prescription.

Proposed description: Continues application of physiological concepts from Exercise Science I. This course will introduce environmental conditions, ergogenic aids, advanced training adaptations, and clinical exercise physiology. Students will spend additional time in the lab setting learning metabolic and ECG stress testing. Prerequisite: FT 107.

Reason for description change: Better reflects the course now.

Current prerequisites: none listed

Proposed prerequisites: FT 107

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: 2007

Contact name: Moe O'Connor / Tanya Littrell

Contact e-mail: moconnor@pcc.edu / tanya.littrell@pcc.edu

Curriculum Request Form  
New Course

Course number: EET 280B

Course title: CE: Biomedical Equipment – Seminar

Lecture hours: X

Weekly contact hours: 4

Total credits: 4

Reason for new course: Part of the new Biomedical Engineering Option. This is a companion course for the EET 280C-BMET Practicum to better assist students to understand the biomedical equipment.

Course description: COURSE DESCRIPTION FOR PUBLICATION: Companion course to EET 280C. Introduction to medical instrumentation and imaging. Recommended: completion of EET 113, EET 123, EET 221. Prerequisite: Department permission required.

Prerequisite(s): Department permission required.

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students who successfully complete the EET-Biomedical Engineering Option are expected to develop skills and knowledge appropriate for entry-level biomedical electronics technicians. Upon successful completion of this Biomedical Engineering Technology option, students should be able to:

- Adapt, operate and maintain the biomedical equipment covered by the course.
- Perform safety inspections and make repairs when necessary.
- Supervise, evaluate, calibrate and maintain biomedical equipment.

Course format: On Campus

Other format: lecture, hands on projects, guest speakers from hospitals or other programs from PCC, field trips

Are there similar courses existing: YES

Description of existing courses: The other medical equipment courses offered by PCC are specific to a particular discipline. This course is an overview of the medical instrumentation and imaging equipment. This makes it different than the existing courses.

Required or elective: Required

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 checked with the Radiology and Biotechnology Departments. The curriculum was also presented to the Computer, Biology, and Medical Profession departments.

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

Implementation term: Winter  
Implementation year: 2007

Contact name: Sanda Nedelcu  
Contact e-mail: sanda.nedelcu@pcc.edu

# Course Content and Outcome Guide

DATE: June 30, 2006

PREPARED BY: Sanda Nedelcu

**COURSE NUMBER: EET 280B**

**COURSE TITLE: CE: BMET Equipment-Seminar**

**EXPERIENCE SEMINAR**

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 4

LECTURE/LAB HOURS PER WEEK: 0

LAB HOURS PER WEEK: 0

NUMBER OF WEEKS: 10

SPECIAL FEE: NONE

## **COURSE DESCRIPTION FOR PUBLICATION:**

Companion course to EET 280C. Introduction to imaging, laboratory and electromedical equipment. Recommended: completion of EET 113, EET 123, EET 221.

Prerequisite: Department permission required.

## **ADDENDUM TO DESCRIPTION:**

The knowledge and skills developed through the biomedical electronics equipment course is intended to assist the students with the degree required work experience in hospital's biomedical electronics departments. It is important that students complete many of the electronics classes before enrolling in this course in order to understand the material. The course will include lecture as well as hands on projects. Guest speakers from other PCC health related programs or from hospitals may be included. Field trips may also be included.

## **INTENDED OUTCOME(S) FOR THE COURSE:**

Students who successfully complete the EET-Biomedical Engineering Option are expected to develop skills and knowledge appropriate for entry-level biomedical electronics technicians.

Upon successful completion of this Biomedical Engineering Technology option, students should be able to:

- adapt, operate and maintain the biomedical equipment covered by the course.
- perform safety inspections and make repairs when necessary.
- supervise, evaluate, calibrate and maintain biomedical equipment.

## **OUTCOME ASSESSMENT STRATEGIES**

- Students will have hands-on projects to study and troubleshoot medical equipment.
- Students will take quizzes over the lectured material

## **COURSE CONTENT MAY INCLUDE:**

- The Human Body: Overview
- Introduction to Biomedical Instrumentation and Measurement
- Basic Theories of Measurements
- Signals and Noise

- Electrodes, Sensors, and Transducers
- Bioelectric Amplifiers
- Electrocardiographs
- Measurements of human respiratory and nervous systems
- Medical laboratory Instrumentations
- Medical Ultrasonography
- Waveforms display devices
- Fiber Optics and lasers
- Computers in Biomedical Equipment
- Radiology and Nuclear Medicine Equipment



Curriculum Request Form  
New Course

Course number: EET 280C

Course title: Cooperative Education: BMET Practicum

Transcript title: EET 280C-CE: BMET Practicum

Total credits: 4-11

Reason for new course: Part of the new Biomedical Engineering Technology Option

Course description: Provides clinical education experience in a biomedical department with a hospital, clinic or other medical facility under the supervision of a biomedical technician. Variable credit: 30 hours of work experience equals 1 credit.

Prerequisite(s): Department Permission Required

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to:

- Develop a portfolio of material produced, as permitted by the employer
- Compare her/his strengths to the employer's needs
- Create a professional development plan for a career in a field of interest
- Produce a written summary of work experience that may be shared with other students and/or instructors

Other format: Other Format Selected

Other format: work experience with hospital's biomedical department

Are there similar courses existing: YES

Description of existing courses: Many programs have CE courses.

Required or elective:	Required
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 presented the BMET curriculum to the EET, Biology, Computer, Biotechnology, Medical Profession SAC or SAC chairs.
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Winter
Implementation year:	2007
Contact name:	Sanda Nedelcu
Contact e-mail:	sanda.nedelcu@pcc.edu

# Course Content and Outcome Guide

DATE: July 7, 2006

PREPARED BY: Sanda Nedelcu

**COURSE NUMBER: EET 280C**

**COURSE TITLE: CE: BMET Practicum**

CREDIT HOURS: 4-11

LOAD TOTAL: 120-330 total hours

LECTURE HOURS PER WEEK: 0

LECTURE/LAB HOURS PER WEEK: 0

LAB HOURS PER WEEK: 0

WORK EXPERIENCE HOURS PER WEEK:

NUMBER OF WEEKS: 8-12

SPECIAL FEE: None

This course may be repeated.

## **COURSE DESCRIPTION FOR PUBLICATION:**

Provides clinical education experience in a biomedical department with a hospital, clinic or other medical facility under the supervision of a biomedical technician. Variable credit: 30 hours of work experience equals 1 credit.

Prerequisite: Department permission required.

## **ADDENDUM TO DESCRIPTION:**

A Cooperative Education Training Agreement will be executed between the student, employer, instructor, and cooperative education specialist. This Agreement will include student and employer/supervisor information, and indicate job status (paid or not paid), beginning and end dates of employment, and workers compensation insurance information.

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

The student will be able to:

- Develop a portfolio of material produced, as permitted by the employer
- Compare her/his strengths to the employer's needs
- Create a professional development plan for a career in a field of interest
- Produce a written summary of work experience that may be shared with other students and/or instructors

## **OUTCOME ASSESSMENT STRATEGIES:**

1. A Cooperative Education Learning Outcomes form will be executed between the student, employer, instructor, and cooperative education specialist. This form will list Objectives, regarding what is to be learned, and Duties, indicating what will be done to learn the Objectives. Attainment of the Objectives and the effectiveness of the Duties in learning the Objectives will be evaluated.
2. A Cooperative Education Employer Evaluation will be completed for the student by the supervisor at the end of the work placement. This Evaluation will address:
  - Attitudes toward work
  - Relations with others
  - Attendance

- Job learning/skill improvement
  - Quality of work
  - Appearance
3. The instructor, or an appointee, will make at least one site visit to meet with the student's supervisor during the work placement. The student may or may not be present.
  4. Successful completion of the Cooperative Education Work Placement will earn the student a P (Pass) grade. The course is available for P/NP (Pass/No Pass) grading only.

**THEMES, CONCEPTS, AND ISSUES:**

1. Attitudes toward work
2. Relations with others
3. Attendance
4. Job learning/skill improvement
5. Quality of work
6. Appearance
7. Professionalism, including ethical conduct

Curriculum Request Form  
Course Revision

Change: Course Description, Learning Outcomes

Current course number: AD101

Current course title: Alcohol Use and Addiction

Current description: Basic overview of addiction with emphasis on alcohol addiction. Considers physiology, psychology, denial, intervention, treatment, prevention, recovery, relapse, and community resources. Required for students wishing to enter the program.

Proposed description: Basic overview of addiction with emphasis on alcohol addiction. Considers physiology, psychology, treatment, prevention, recovery, and relapse. Required for students wishing to enter the Alcohol and Drug Counselor Program.

Reason for description change: SAC Recommendation & Approval

Current learning outcomes: At the conclusion of this course the student will be able to identify and articulate the basic process of addiction (including prevention and treatment) from a behavioral, physical, social and spiritual perspective.

Proposed learning outcomes: At the conclusion of this course the student will be able to identify and articulate the basic processes of addiction including psychological and medical consequences. The student will also be able to outline a basic understanding of evidence-based practices, treatment, recovery, relapse and prevention. The student will have a basic understanding of addiction science.

Reason for learning outcomes change: SAC Recommendation and Approval.

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: 2007

Contact name: Florence Spraggins  
Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form-  
Course Revision

Change: Learning Outcomes

Current course number: AD 102

Current course title: Drug Use and Addiction

Current learning outcomes: At the conclusion of this course the student will be able to demonstrate an intellectual understanding of each of the major drug categories including the relevant neurochemistry, physiology, medical consequences of use and treatment strategies and protocols for each drug category.

Proposed learning outcomes: At the conclusion of this course, the student will be able to demonstrate an intellectual understanding of each of the major drug categories including the relevant neurochemistry, physiology, medical consequences of use and treatment strategies and protocols for each drug category. Will know how to access and interpret professional research that supports evidence based practice/best practice relevant to the addiction field.

Is there an impact on other sacs?: no

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

Request term: Summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Title, Course Description, Requisites

Current course number: AD 155

Current course title: Motivational Interviewing

Proposed course title: Motivational Interviewing & Addiction

Proposed transcript title: Motivational Intrv & Addiction

Reason for title change: SACC Recommendation.

Current description: Produce a counseling video that demonstrates mastery of the micro skills of the Anchor Point System. Prerequisites: AD 101, AD 150, AD 151.

Proposed description: This class is designed to facilitate the acquisition of motivational interviewing counseling skills as applied to the arena of addiction counseling. Prerequisites: AD 101, AD 150, AD 151, WR 121, WR 122. (WR 122 may be taken concurrently).

Reason for description change: SACC Recommendation.

Current prerequisites: AD 101, AD 150, AD 151

Proposed prerequisites: AD101, AD150, AD151, WR121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR122

Is there an impact on other sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu



Curriculum Request Form  
Course Revision

Change: Course Description, Learning Outcomes

Current course number: AD 184

Current course title: Men and Addiction

Current description: Investigates patterns of alcohol and drug abuse by men in our society. Explores treatment and recovery models specific to the needs of men, plus the relationship of substance abuse to social issues.

Proposed description: This course will provide an in-depth view of the biological, cultural, and sociological origins of male roles and behavior and explore the implications of this for understanding mental health, sexuality, addiction, and criminal behavior of men. Course develops a framework for the essential elements of gender-specific treatment for boys and men.

Reason for description change: SACC Approval

Current learning outcomes: This course is primarily a consciousness raising opportunity created to facilitate the student being able to become aware and able to articulate issues specific to the male experience. The student will also develop an ability to describe how these issues impact drug use, addiction and recovery for men.

Proposed learning outcomes: 1. Students will increase their personal awareness of the origins and outcomes of the experience of being male particularly as it applies to the field of addiction and counseling.  
2. Students will gain an increased ability to understand, assess, and develop gender-specific interventions for working with boys and men.  
3. Students will identify personal barriers and challenges which may block/hinder their ability to work effectively with men and boys.

Reason for learning outcomes change: SACC Approval

Is there an impact on other sacs?: No

Is there an impact on another dept or

campus?:

Request term: spring

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: AD 250

Current course title: Advanced Counseling and Addiction

Current description: AD 250 Advanced Counseling and Addiction, 3 cr.  
Focuses on advanced skills for an effective professional relationship with clients. Covers interview techniques, facilitative dimensions, feedback, maintaining empathy and rapport, confrontation, problem solving, structuring the counseling interview, recovery and relapse, 12-step recovery programs, attitudes and values, and counselor self-care. Prerequisites: AD 101, 150, and 151. Corequisite: AD 251

Proposed description: This class is designed to enhance the professional knowledge and skills of counselors preparing to enter the field. It focuses on current evidence-based practice/best-practice models in addiction counseling, integrating a variety of conceptual theories into a comprehensive framework for human behavior, addiction, and change. Prerequisites: AD 101, AD 150, AD 151, WR 121, WR122. (WR122 may be taken concurrently), Corequisite: AD 251.

Reason for description change: Sacc recommendation

Current learning outcomes: 1. The Helping Process  
1.1 Define counseling and the facilitative dimensions of effective counseling relationship (empathy, genuineness, concreteness and respect).  
1.2 Define counselor functioning employing standardized Responding Skills Scale and accurately rate counselor functioning in the helping interaction employing this scale.  
1.3 Define three primary needs which impact human functioning and describe the effect these needs will have on the client and counselor relationship and the recovery process.  
1.4 Define and review issues commonly associated with life experiences as an Adult Child of an Alcoholic Parent. Relate these issues to primary human needs and review student's awareness of the specific impact awareness can have on the counseling process.  
1.5 The student will be able to describe accurately their own

interpersonal functioning as it relates to the three primary needs states and to demonstrate an awareness of how this impacts on their relationships with clients.

1.6 The student will conduct a self-assessment of strengths and weaknesses as a potential counselor and will develop a professional development.

#### 2.0 BASIC COUNSELING SKILL DEVELOPMENT

2.1 Students will demonstrate the ability to function at a minimum of 2.5 on a 5 point rating scale which measures counselor functioning in the use of empathy, genuineness, concreteness and respect.

2.2 All students will make one brief videotape of a counseling interaction for review in class.

#### 3.0 ADVANCED COUNSELING SKILLS

3.1 The student will be able to define the concepts of conflict and confrontation as they relate to client behavior, client feelings and client self-perception.

3.2 The student will be able to define concepts of attitudes and values as they relate to both client and counselor functioning in a helping relationship and specifically as they relate to the recovery process for the chemically dependent client.

3.3 The student will be able to define the concept of immediacy as it relates specifically to client and counselor relationship.

3.4 Define the concept of genuineness and "owning of counselor feelings" as a therapeutic tool in the helping relationship.

3.5 Demonstrate the ability to utilize techniques involved in confrontation, responding to conflicts, responding to and discovery of attitudes and values, responding to issues of immediacy and owning of counselor feelings in a manner which facilitates client self-exploration, growth and change.

3.6 Describe and discuss chemical dependency, recovery and relapse process.

3.7 Identify the phases of the problem-solving process:

3.7.1 Goal setting.

3.7.2 Developing alternatives including use of self help and support groups and the role of spiritual and cultural issues.

3.7.3 Selecting course of action.

3.7.4 Developing and implementing action plan.

3.7.5 Relapse prevention and follow-up planning.

3.8 Develop a personal and professional goal and a personal action plan to achieve this goal and where appropriate a personal relapse prevention and burnout prevention plan.

#### 4.0 ETHICS

4.1 Identify and define specific ethical concerns and accepted professional conduct which relate to functioning in

the role of an alcohol and drug counselor.  
4.2 Demonstrate an ability to apply ethical conduct in difficult situations similar to those encountered in the profession.

Proposed learning outcomes:

Upon completion of this course, the student will be able to:

1. Conduct ongoing self-assessment of functioning in key areas of relationship skills.
2. Articulate and apply key elements of Evidence-Based/Best-Practice models in the areas of relationship, cognitive behavioral therapy, and stages of change.
3. Apply a wide range of clearly defined therapeutic skills, techniques, and interventions based on Evidence-Based/Best-Practice for clients in various phases of recovery from personal addiction(s).
4. Create and update written inventory of personal cognitive belief system and relationship of these beliefs to functioning as professional counselor.
5. Understand and articulate the impact of vicarious traumatization on the addictions. Counselor and create an ongoing personal plan to assess and develop support necessary to maintain high levels of personal/professional functioning in the field.

Reason for learning outcomes change:

Sacc recommendations

Current prerequisites:

AD 101, AD 150, AD 151

Proposed prerequisites:

AD 101, AD 150, AD 151, WR 121

Current prerequisites/concurrent:

None

Proposed prerequisites/concurrent:

WR 122

Current corequisites:

AD 251

Proposed corequisites:

Same

Is there an impact on other sacs?:

No

Is there an impact on another dept or campus?: no  
Request term: spring  
Requested year: 2007  
  
Contact name: Florence Spraggins  
Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form  
Course Revision

Change: Learning Outcomes

Current course number: AD 251

Current course title: Advanced Counseling Skills Mastery

Current learning outcomes: Students will demonstrate the ability to function at a minimum of 2.0 (or 1.75 on a 3.0 scale) on a 5 point rating scale which measures counselor functioning in the use of empathy, genuineness, concreteness, immediacy and respect.  
1.2 All students will make one brief videotape of a counseling interaction for review in class.  
1.3 Write an assessment of personal strengths and that the student brings to the helping role.  
1.4 Students will increase their awareness of the difference between effective confrontation, problem solving and enabling behavior.  
1.5 Students will demonstrate the ability to effectively confront clients in a way which minimizes defensiveness and which promotes increased depth of self-exploration.  
1.6 Students will demonstrate ability to initiate a treatment planning process for clients and will develop a personal action plan for themselves.

Proposed learning outcomes: 1. Demonstrate a minimally facilitative skill level on empathy, genuineness, concreteness, and respect scales, as measured by the Robert Carkhoff Scales.  
  
2. Demonstrate intermediate and advanced counseling skills required for initial employment as an addictions counselor.

Reason for learning outcomes change: SACC Recommendation

Current corequisites: AD 250

Proposed corequisites:

Is there an impact on other sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu



Curriculum Request Form  
Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: AD 255

Current course title: Multiple Diagnoses

Current description: Covers assessment of chemical dependency clients for communicable diseases and co-existing mental disorders, effective intervention and referral of clients to the optimum resources for resolving the client's co-existing diagnosis. Develops clear ethical guidelines for alcohol and drug counselors practicing within area of competence. Prerequisites: AD101, AD102 Psy. 239, Abnormal Psychology, pre- or co-requisite

Proposed description: Covers assessment of chemical dependency clients for communicable diseases and co-existing mental disorders, effective intervention and referral of clients to the optimum resources for resolving the client's co-existing diagnosis. Develops clear ethical guidelines for alcohol and drug counselors practicing within area of competence. Prerequisites: AD 101, AD 102, AD 151, WR 121, WR 122, PSY 239 Abnormal Psychology. (WR 122 & PSY 239 may be taken concurrently).

Reason for description change: SACC recommendation & approval.

Current learning outcomes: 

1. Gather data regarding communicable disease assessment and existence of co-existing mental disorders in alcohol and drug clients.
2. Develop ethical guidelines regarding limits of competency and when to refer clients.
3. Develop guidelines for assessing the competency and/or appropriateness of any given referral source.
4. Conduct a referral interview with a client and determine the most appropriate documentation and follow-up strategy.
5. Screen dual diagnosis clients using DSMIVtr and, through clinical supervision, consultation, and/or referral and co-case management, provide effective services.
6. Understand and utilize the expertise of mental health professionals on staff and at other agencies.
7. Understand integrated treatment.
8. Complete ACCBO prerequisite requirement for HIV risk assessment/risk reduction training.

Proposed learning outcomes:	<ol style="list-style-type: none"> <li>1. Gather data regarding communicable disease assessment and existence of co-existing mental disorders in alcohol and drug clients.</li> <li>2. Develop ethical guidelines regarding limits of competency and when to refer clients.</li> <li>3. Conduct a referral interview with a client and determine the most appropriate documentation and follow-up strategy.</li> <li>4. Screen dual diagnosis clients using DSMIVtr and, through clinical supervision, consultation, and/or referral and co-case management, provide effective services.</li> <li>5. Understand and utilize the expertise of mental health professionals on staff and at other agencies.</li> <li>6. Understand integrated treatment.</li> <li>7. Complete Addiction Counselor Certification Board of Oregon (ACCBO) prerequisite requirement for HIV risk assessment/risk reduction training.</li> </ol>
Reason for learning outcomes change:	SACC Approval
Current prerequisites:	AD101, AD102
Proposed prerequisites:	AD101, AD102, WR 121
Current prerequisites/concurrent:	Psy. 239, Abnormal Psychology
Proposed prerequisites/concurrent:	PSY 239, WR 122
Is there an impact on other sacs?:	No
Is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2007
Contact name:	Florence Spraggins
Contact e-mail:	fspraggi@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Description, Requisites

Current course number: AD 280C

Current course title: Prevention Supervised Experiential Learning

Current description: Works with a prevention professional mentor to achieve knowledge of International Certification Consortium Alcohol, Tobacco and Other Drug Abuse Prevention Domains. Learns professional responsibilities and growth, cultural sensitivity and ethics. Prerequisites: AD101, AD102, AD241, AD242,WR 121. Co-requisite: 280D.

Proposed description: Works with a prevention professional mentor to achieve knowledge of Addiction Counselor Certification Board of Oregon (ACCBO), Alcohol, Tobacco and Other Drug Abuse Prevention Domains. Learns professional responsibilities and growth, cultural sensitivity and ethics. Prerequisites: AD 101, AD 102, AD 241, AD242, WR 121, WR 122. (WR 122 may be taken concurrently). Corequisite: 280D. Students must document two years of not abusing alcohol and other drugs, and pass the criminal history check as outlined in ACCBO Certified Prevention Specialist certification standards, and department approval.

Reason for description change: Sacc recommendation and approval.

Current prerequisites: AD101, AD102, AD241, AD242, WR 121

Proposed prerequisites: Same

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR 122

Current corequisites: AD 280D

Proposed corequisites: Same

Is there an impact on other sacs?: No

Is there an impact on No

another dept or campus?:

Request term: Select One

Requested year: Select One

Contact name: Florence Spraggins

Contact e-mail: fspragg@pcc.edu

Curriculum Request From  
Course Revision

Change: Course Title, Course Description, Requisites

Current course number: AD 280D

Current course title: Cooperative Education: Prevention Practicum Seminar

Proposed course title: Prevention Supervised Experiential Learning Seminar

Proposed transcript title: Prevention Exp Learn Seminar

Reason for title change: SACC Recommendation

Current description: Focuses on prevention specialist's supervised learning experience including professional growth and responsibility, prevention specialist ethics, six professional domains of prevention and integration of academic preparation with "real world" experience. Corequisite: AD 280C

Proposed description: Focuses on prevention specialist's supervised learning experience including professional growth and responsibility, prevention specialist ethics, five professional domains of prevention, and integration of academic preparation with "real world" experience. AD101, AD102, AD241, AD242, WR121, WR 122. (WR122 may be taken concurrently). Corequisite: 280C. Students must document two years of not abusing alcohol and other drugs, and pass the criminal history check as outlined in ACCBO Certified Prevention Specialist certification standards, and department approval.

Reason for description change: SACC Recommendation

Current prerequisites: None

Proposed prerequisites: AD101, AD102, AD241, AD242, WR121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR 122

Current corequisites: AD 280C

Proposed corequisites: Same

Is there an impact on other  
sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form  
New Course

Course number: CG 105

Course title: Scholarships: Finding Money for College

Transcript title: Scholarships: \$\$ for College

Lecture hours: 2

Weekly contact hours: 2

Total credits: 2

Reason for new course: Rapidly increasing college costs and flat financial aid funding make access to additional resources vital for many students. This course will enable students to hone skills in finding, and successfully applying for, scholarships for college.

Course description: This course provides a systematic approach to researching and applying for scholarships. Topics include: Creating a scholarship portfolio, Oregon Student Assistance Commission application, PCC Foundation application, internet resources, and research strategies. Students will identify skills, accomplishments, values, goals, and life experiences, and learn strategies to translate them into an effective scholarship application. Interviewing tips will be discussed. Panels and guest speakers, including scholarship winners, will share perspectives on the scholarship process.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): WR 199: Scholarship Essay Writing

Learning outcomes: Students will be able to:

1. Identify personal experiences, skills, accomplishments, and life experiences important to presenting a positive picture of themselves in a scholarship application.
2. Learn to quickly and effectively research a large variety of pertinent scholarships, focusing on the Internet.
3. Develop a personal scholarship portfolio, using time effectively to produce scholarship applications.
4. Create a long-term plan for annual scholarship applications, including working consistently to improve each aspect of the three main criteria (academic performance, out-of-school

involvement, personal essays) necessary for successful scholarships.  
5. Identify and apply for at least three scholarships.  
6. Gain the confidence to create successful scholarship applications, and the determination to continue applying each year that they are in school.

Gened list: YES, Gen. Ed. 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?: YES

Description of impact on dept/campus: Writing Dept. will teach a "linked" Writing 199 (ideally becoming a CCOG course within a year)

Have other sacs been contacted?: YES

Description of contact: CG and Writing SACs discussed the CG 105 and WR 199 courses at their April 2006 SAC meetings. No duplication, enrollment impact, or content overlap issues were found.

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

Implementation term: Winter  
Implementation year: 2007

Contact name: Michael Morrow  
Contact e-mail: mmorrow@pcc.edu

CG 105 CCOG is Coming, I will post as soon as I receive it.



Curriculum Request Form  
New Course

Course number: SC 10

Course title: Principles of Technology

Transcript title: Principles of Technology

Lec/lab hours: 4

Weekly contact hours: 8

Total credits: 4

Reason for new course: To give students foundations skills in the fourteen principles of the physical world that will better prepare them for entry level jobs in industrial technology environments.

Course description: In Principles of Technology students learn measurement and the relationships between mechanical, electrical, fluid, and thermal systems., which are commonly encountered in industrial environments. Students learn about force, work, rate, resistance, energy, power, and force transformance through lab exercises, discussions, group exploration, and in-class assignments. Students learn to use tools and read instruments common in industry. Students will solve math problems typically encountered in the workplace.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will be able to practically and safely use tools common to the work and community environment. Students will be able to use scientific, technical, and computerized methods to solve technical problems commonly encountered in the workplace. Students will be able to recognize and use basic fundamental skills that apply to the workplace

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses: No, this is unlike normal physics courses due to its short-term, workforce orientation, and pre-technical format.

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Description of impact on dept/campus: No, this is unlike college level and pre-college courses due to its short-term, workforce orientation, and pre-technical format.

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: Randy Blakely  
Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

- A request for a new course requires submission of both a New Course Request Form and CCOG.
- Use this form to develop new CCOGs. Help is available at nearly every step – click on the title as necessary. If you have questions that are not addressed by the help links, please call the Curriculum Office.
- When you type text in the boxes, they will expand to provide you with more space. You can also cut and paste from another document. However, be aware that when this information is loaded into the electronic CCOG, some, but not all, of the familiar formatting options will be available. (Available: bold, italic, numbered and bulleted lists, and indentations. Not available: alternate fonts or characters, sub or super scripts. Links may be possible)

**Course Number:** SC 10

**Course Title:** Principles of Technology

**Credits:** 4

**Lecture Hours:**

**Lecture/Lab Hours:** 8

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** none

**Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:** In Principles of Technology you will learn measurement and the relationships between mechanical, electrical, fluid, and thermal systems., which are commonly encountered in industrial environments. You will learn about force, work, rate, resistance, energy, power, and force transformance through lab exercises, discussions, group exploration, and in-class assignments. You will learn to use tools and read instruments common in industry. You will solve math problems typically encountered in the workplace.

**Addendum to Description:** N/A

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

Students will be able to practically and safely use tools common to the work and community environment

Students will be able to use scientific, technical, and computerized methods to solve technical problems commonly encountered in the workplace

Students will be able to recognize and use basic fundamental skills that apply to the workplace

**Outcome assessment strategies (aka Performance Tasks):**

- ◆ Collect and record data using scientific method
- ◆ Construct then collect and record data for a simple mechanical system in a lab setting
- ◆ Construct then collect and record data for a simple electrical system in a lab setting
- ◆ Create graphical data representation
- ◆ Use effective research methods to find knowledge bases and other information that is widely available in a computerized environment
- ◆ Use computerized tools to solve technical problems

**Course Activities & Design:**

The frame of the class is structured to provide you with the time you need to master the material presented. If we need to modify the topics due to inclement weather or other unforeseen events, we will negotiate changes as a class.

**Course Content:**

What they need to understand (themes, issues, concepts).

What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Themes and concepts:**

Technical Workforce Terminology

Conversion English to SI Scientific and Prefix Notation

**Measurement**

- Linear, Rotational
- Tolerance, Weight/mass

**Mechanical systems**

- Vector forces, Torque, radians, acceleration, velocity, tolerance

**Electrical systems**

- Voltage, amperage
- Resistance, color coding

**Fluid Systems**

- Pressure, weight density

- Density, specific gravity
- Volume/Mass Flow rate

**Computerization**

Knowledge Base software

Schematics, Technical manuals, Graphs, Charts, flowcharts,

**Issues:**

Problem solving strategies

Fundamental technical workplace concepts

Recognition of transferable skills in technical fields

Safety procedures

Curriculum Request Form  
New Course

Course number: SC11A

Course title: Applied Mathematics

Transcript title: Applied Mathematics

Lec/lab hours: 4

Weekly contact hours: 8

Total credits: 4

Reason for new course: To engage students in utilizing numeracy skills during workforce readiness training.

Course description: In this course students learn mathematical concepts and skills as you apply them to the real workplace applications. This is the first term of a two-term sequence. Through lecture/discussion and hand on laboratory experiences students will learn how to apply the fundamental concepts of arithmetic and pre-college algebra to workplace applications in the trades and industries. This class is designed to assist students in preparation for transition into a pre-technical and/or pre-trades program.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Preparation for the GED mathematics test. Successfully transition to employment or pre-trades and apprenticeship programs. Use mathematical skills to organize and solve real world math application problems in both their personal and professional lives. As a team member, analyze data; then determine appropriate solutions. Efficiently apply skills to a variety of environments i.e. workplace and personally.

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses: No, this is a class that is workforce oriented in specific fields of trades and industries.

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Description of impact on dept/campus: No, this is a class that is workforce oriented in specific fields of trades and industries.

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: Randy Blakely

Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 11A

**Course Title:** Applied Math

**Credits:** 4

**Lecture Hours:**

**Lecture/Lab Hours:** 8

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

Course Description for Publication Include Prerequisite/Co-requisite/Recommendations: In this course students learn mathematical concepts and skills as you apply them to the real workplace applications. This is the first term of a two-term sequence. Through lecture/discussion and hand on laboratory experiences students will learn how to apply the fundamental concepts of arithmetic and pre-college algebra to workplace applications in the trades and industries. This class is designed to assist students in preparation for transition into a pre-technical and/or pre-trades program.

**Addendum to Description:** N/A

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

Preparation for the GED mathematics test

Successfully transition to employment or pre-trades and apprenticeship programs.

Use mathematical skills to organize and solve real world math application problems in both their personal and professional lives.

As a team, analyze data; then determine appropriate solutions



Efficiently apply skills to a variety of environments i.e. workplace and personally.

**Outcome assessment strategies** (aka Performance Tasks):

Develop and solve consumer/business/technical application problems  
Each student will create and solve at least 20 workplace specific application problems  
Tutor peers in mathematics laboratory  
Calculate vectors using the coordinate system and the triangulation system  
Research and develop data to be used in a simulation to generate statistical information including mean, median, mode, standard deviation, and create a graph

**Course Activities & Design:**

Show competence with arithmetic problems  
Operates the TI-30xa and TI-30 X II with skill and confidence.  
Uses 2nd functions  
Uses Statistics keys  
Solves applications using equations.  
Simple factoring and quadratics  
Solves linear equations  
Graph linear equations  
Create, solve and interpret graphs, charts and tables  
Solve right triangle problems using Pythagorean theorem  
Solve triangle problems using trig ratios  
Solve problems using scientific notation and exponents  
Use MS Office Applications to develop mathematics, notes exercises and applications  
Determine techniques for producing portfolio applied math assignments

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Themes:**

- Integration
- Design and Layout
- Professionalism

**Concepts:**

- Basic Skills Numeration
- Math terminology
- Measurement
- Conversion
- Formula manipulation
- Application problems/word problems/work problems

**Issues:**

- Transfer logical thinking skills to other areas
- Systems thinking
- Teamwork
- Statistics
- Problem solving
- Trig ratios-sine,cos,tan
- Linear systems/equations
- Quadratic equations/power equations
- Exponentials
- Pythagorean theorem
- Factoring/polynomials
- Special factoring/rational factors

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 11B

**Course Title:** Applied Math

**Credits:** 2

**Lecture Hours:**

**Lecture/Lab Hours:** 4

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:  
In this course students learn mathematical concepts and skills as you apply them to the real workplace applications. This is the first term of a two-term sequence. Through lecture/discussion and hand on laboratory experiences students will learn how to apply the fundamental concepts of arithmetic and pre-college algebra to workplace applications in the trades and industries. This class is designed to assist students in preparation for transition into a pre-technical and/or pre-trades program.

**Addendum to Description:** N/A

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

Preparation for the GED mathematics test

Successfully transition to employment or pre-trades and apprenticeship programs.

Use mathematical skills to organize and solve real world math application problems in both their personal and professional lives.  
As a team, analyze data; then determine appropriate solutions  
Efficiently apply skills to a variety of environments i.e. workplace and personally.

**Outcome assessment strategies** (aka Performance Tasks):

Develop and solve consumer/business/technical application problems  
Each student will create and solve at least 20 workplace specific application problems  
Tutor peers in mathematics laboratory  
Calculate vectors using the coordinate system and the triangulation system  
Research and develop data to be used in a simulation to generate statistical information including mean, median, mode, standard deviation, and create a graph

**Course Activities & Design:**

Show competence with arithmetic problems  
Operates the TI-30xa and TI-30 X II with skill and confidence.  
Uses 2nd functions  
Uses Statistics keys  
Solves applications using equations.  
Simple factoring and quadratics  
Solves linear equations  
Graph linear equations  
Create, solve and interpret graphs, charts and tables  
Solve right triangle problems using Pythagorean theorem  
Solve triangle problems using trig ratios  
Solve problems using scientific notation and exponents  
Use MS Office Applications to develop mathematics, notes exercises and applications  
Determine techniques for producing portfolio applied math assignments

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Themes:**

- Integration
- Design and Layout
- Professionalism

**Concepts:**

- Basic Skills Numeration
- Math terminology
- Measurement
- Conversion

- Formula manipulation
- Application problems/word problems/work problems

**Issues:**

- Transfer logical thinking skills to other areas
- Systems thinking
- Teamwork
- Statistics
- Problem solving
- Trig ratios-sine,cos,tan
- Linear systems/equations
- Quadratic equations/power equations
- Exponentials
- Pythagorean theorem
- Factoring/polynomials
- Special factoring/rational factors

Curriculum Request Form  
New Course

Course number: SC 12A

Course title: Introduction to Computers

Transcript title: Introduction to Computers

Lec/lab hours: 4

Weekly contact hours: 8

Total credits: 4

Reason for new course: This is a workforce computer literacy class that enable students to use simple computer based instruments or machines.

Course description: In this course students learn automation terminology, concepts, processes, and techniques used some of the most commonly used business computer applications. Through lecture/discussion and lab experience students learn how a computer works, and how word-processing, spreadsheets, presentation and databases (as time allows) features are used everyday. This class is designed for computer challenged individuals to develop or enhance the fundamental computer skills needed to be successful in the workplace.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: 1. Uses word processing in business and industry communication.

2. Analyzes information with computer based tools that assist employees in the workplace.

3. Allows student to create and maintain a collection of information and access the data in a variety of methods to best use the information.

Course format: On Campus

Are there similar NO

courses existing:

Description of existing courses: No, This course is designed as part of a basic skills environment. The trainers in the Skill Center team-teach in this area due to the need of basic skills students must have during computer training. In fact, instructors from the Computer Application Systems (CAS) program will recommend students to this course, who are having trouble meeting CAS course requisites.

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?: YES

Implementation term: Fall  
Implementation year: 2006

Contact name: Randy Blakely  
Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES GUIDE

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**Course Number:** SC12 A

**Course Title:** Introduction to Computers

**Credits:** 4

**Lecture Hours:**

**Lecture/Lab Hours:** 8

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

**Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:** Students learn the automation terminology, concepts, processes, and techniques used some of the most commonly used business software. Through lecture/discussion and lab experience you will learn how a computer works, and how word-processing, spreadsheets, presentation and databases (as time allows) software features are used everyday. This class is designed to for individuals to develop or enhance the fundamental computer skills needed to be successful in the workplace.

**Addendum to Description:** N/A

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

1. Uses word processing in business and industry communication.
2. Analyzes information with computer based tools that assist employees in the workplace.



3. Allows student to create and maintain a collection of information and access the data in a variety of methods to best use the information.

**Outcome assessment strategies** (aka Performance Tasks):

- ❖ Be able to explain and demonstrate a fundamental computerization concept
- ❖ Be able to summarize the difference in application usage
- ❖ Be able to use a variety of applications
- ❖ Be able to share information between two applications
- ❖ Be able to create a variety of documents, including
- ❖ Complete the portfolio assessment
- ❖ Reflective statement (The day program students will have multiple reflections. The evening students need at least one reflective statement about your experience at the Skill Center and in the class)
- ❖ Resume
- ❖ Cover Letter
- ❖ Three to four well organized and correctly formatted business related document. They should not be all the same kind of document.
- ❖ Examples of Excel spreadsheets that you may have created
- ❖ Possible certain types of handwritten work or test results
- ❖ A hard copy of a PowerPoint presentation if one if completed.
- ❖ Other items that are appropriate for the portfolio

**Course Activities & Design:**

- ❖ Students will be expected to log into the tracking system. The idea is similar to a workplace environment. It is your responsibility to log in and out. If student does not fulfill this requirement he/she will not be credited for the time spent and it will prevent one from passing this course.
- ❖ Students will log in when they arrive to class and out when they leave for any appointment and log back in back when they return. Students will log out when they leave for the day.
- ❖ Attendance may be taken in addition to the tracking system. Students must be in class. Attendance is part of the outcome criteria.

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Computer Hardware**

- Hardware
- Historical context

- Terminology
- Local Area Networks

### **Software**

- Operating Systems
- Application Software
- Internet browsers & Email
- MS Office
- Word processing
- Spreadsheets
- Data Bases
- Internet integration

### **Ethics and Security**

- Viruses
- Copyright
- Privacy
- Security

Curriculum Request Form  
New Course

Course number: SC12 B

Course title: Introduction to Computers

Transcript title: Introduction to Computers

Lec/lab hours: 2

Weekly contact hours: 4

Total credits: 2

Reason for new course: This is a workforce computer literacy class that enables students to use simple computer based instruments or machines.

Course description: Students learn the automation terminology, concepts, processes, and techniques used some of the most commonly used business software. Through lecture/discussion and lab experience you will learn how a computer works, and how word-processing, spreadsheets, presentation and databases (as time allows) software features are used everyday. This class is designed to for individuals to develop or enhance the fundamental computer skills needed to be successful in the workplace.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: 1. Uses word processing in business and industry communication.

2. Analyzes information with computer based tools that assist employees in the workplace.

3. Allows student to create and maintain a collection of information and access the data in a variety of methods to best use the information.

Course format: On Campus

Are there similar courses existing:	NO
Description of existing courses:	No, this course is designed as part of a basic skills environment for a specific cohort and occupation cluster.
Required or elective:	Elective
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Description of impact on dept/campus:	No, this course is designed as part of a basic skills environment for a specific cohort and occupation cluster.
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:	Randy Blakely
Contact e-mail:	rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES GUIDE

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**Course Number:** SC12 B

**Course Title:** Introduction to Computers

**Credits:** 2

**Lecture Hours:**

**Lecture/Lab Hours:** 4

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

**Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:** Students learn the automation terminology, concepts, processes, and techniques used some of the most commonly used business software. Through lecture/discussion and lab experience you will learn how a computer works, and how word-processing, spreadsheets, presentation and databases (as time allows) software features are used everyday. This class is designed to for individuals to develop or enhance the fundamental computer skills needed to be successful in the workplace.

**Addendum to Description:** N/A

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

4. Uses word processing in business and industry communication.
5. Analyzes information with computer based tools that assist employees in the workplace.
6. Allows student to create and maintain a collection of information and access the data in a variety of methods to best use the information.

**Outcome assessment strategies (aka Performance Tasks):**

- ❖ Be able to explain and demonstrate a fundamental computerization concept
- ❖ Be able to summarize the difference in application usage
- ❖ Be able to use a variety of applications
- ❖ Be able to share information between two applications
- ❖ Be able to create a variety of documents, including
- ❖ Complete the portfolio assessment
- ❖ Reflective statement (The day program students will have multiple reflections. The evening students need at least one reflective statement about your experience at the Skill Center and in the class)
- ❖ Resume
- ❖ Cover Letter
- ❖ Three to four well organized and correctly formatted business related document. They should not be all the same kind of document.
- ❖ Examples of Excel spreadsheets that you may have created
- ❖ Possible certain types of handwritten work or test results
- ❖ A hard copy of a PowerPoint presentation if one if completed.
- ❖ Other items that are appropriate for the portfolio

**Course Activities & Design:**

- ❖ Students will be expected to log into the tracking system. The idea is similar to a workplace environment. It is your responsibility to log in and out. If student does not fulfill this requirement he/she will not be credited for the time spent and it will prevent one from passing this course.
- ❖ Students will log in when they arrive to class and out when they leave for any appointment and log back in back when they return. Students will log out when they leave for the day.
- ❖ Attendance may be taken in addition to the tracking system. Students must be in class. Attendance is part of the outcome criteria.

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Computer Hardware**

- Hardware
- Historical context
- Terminology
- Local Area Networks

**Software**

- Operating Systems
- Application Software
- Internet browsers & Email
- MS Office
- Word processing
- Spreadsheets
- Data Bases
- Internet integration

**Ethics and Security**

- Viruses
- Copyright
- Privacy
- Security

Curriculum Request Form  
New Course

Course number: SC 16

Course title: Employment Explorations

Transcript title: Employment Explorations

Lec/lab hours: 2

Weekly contact hours: 2

Total credits: 1

Reason for new course: To enable first time job seekers to access the computerized Oregon Career Information System and create occupation goals and career pathway map.

Course description: This class prepares the student to become an informed consumer when seeking employment. Students will engage in job search activities that require critical thinking and priority setting. Students use team activities and learn strategies for developing networks to find sustainable employment and creating a career ladder

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: 1. Acquire a foundation for moving into entry level employment.  
2. Build a support network for personal and career mobility

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses: No. This course involves a student cohort that are within a cluster industry and students relate to specific job requirements and employment projections.

Required or elective: Elective



Is there impact on degrees or certificates: NO

Description of impact on deg/cert:

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: Randy Blakely  
Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 16

**Course Title:** Employment Exploration

**Credits:** 1

**Lecture Hours:** 2

**Lecture/Lab Hours:**

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

**Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:** This class prepares the student to become an informed consumer when seeking employment. Students will engage in job search activities that require critical thinking and priority setting. Students use team activities and learn strategies for developing networks to find sustainable employment and creating a career ladder.

**Addendum to Description:** N/A

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

1. Acquire a foundation for moving into entry level employment.
2. Build a support network for personal and career mobility

**Outcome assessment strategies** (aka Performance Tasks):

Complete the CIS Apprenticeship and Trades Exploration Assignment  
Complete the Network Building Strategies Assignment

Complete the Mock Interview Exercise  
Complete the Personal Behaviors and Professional Expectations exercise  
Complete the Job Shadow and write a Reflection Paper  
Compile a portfolio and make a presentation to the class

**Course Activities & Design:**

- Model attitudes appropriate for work and school environments
- Demonstrate on time-behavior and have ninety (90%) percent class attendance
- Research personal assets and identify expenditures
- Develop a personal budget
- Demonstrate appropriateness of dress and participate in interviewing activities
- Prepare for job search activities
- Write resumes; Cover letters and Thank you notes
- Develop employment search network

**Attitudes**

- Work as a team with others
- Listen to others
- Communicate appropriately

**Attendance**

- Demonstrate on-time behavior
- Learn time management skills

**Networking**

- **Participate in network building strategy exercises**
- Develop a list of networks
- Personal/Professional
- Visual Mapping exercise

**Interviewing**

- Learn common interview questions
- Prepare questions to ask during interviews
- Participate in mock interviews

**Job Shadow**

- Select and complete a J.S.

**Technology**

- Use Career Inventory Survey software

**Course Content:**

What they need to understand (themes, issues, concepts).

What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Attitudes**

- Barriers
- Fear of Discovery

**Attendance**

- Punctuality
- Time management

**Interviewing**

- How to prepare
- Informational interviewing
- Preparing for interviews

**Networking**

- **Why is it important**
- **How to build**

**Technology**

- **Exploration tool**
- **Use in the workplace**

Curriculum Request Form  
New Course

Course number: SC 18

Course title: Foundation Skills

Transcript title: Foundation Skills

Lec/lab hours: 1.7

Weekly contact hours: 3.4

Total credits: 1.7

Reason for new course: To prepare disenfranchised residents for entry level positions in the workforce and equip them with basic skills that will enable them to successfully complete a specific occupational training course.

Course description: This is a four-week class that is the entry-way class to the PCC Skill Center training program. This class is designed to prepare students who lack basic skills and computer literacy. The class focuses on teaching basic computer skills and word processing, so students can effectively enter the 12-week training program. In addition students will learn to interact and write effectively in a business environment using appropriate format and Standard English. In addition, students will learn to read efficiently using active reading skills and practice correct pronunciation of words while reading text. Students will also learn problem solving skills to apply too workplace situations. Students work in small groups and with individual tutors as needed.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Effective Successful completion of Foundation course assignments. Confidence that will written business or organization communication skills. Lead to self-efficacy and a team player.

Course format: On Campus

Are there similar NO

courses existing:

Description of existing courses: NO, this is workforce oriented and is geared for individuals, who need associated support services such as coaching, mentoring, and advocacy during training.

Required or elective: Elective

Is there impact on degrees or certificates: NO

Description of impact on deg/cert: No, these are pre-college and employability training courses

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: Randy Blakely  
Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 18

**Course Title:** Foundation Skills

**Credits:** 1.7

**Lecture Hours:**

**Lecture/Lab Hours:** 3.4

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

**Course Description for Publication** Include Prerequisite/Co-requisite/Recommendations: This is a four-week class that is the entry-level class to the PCC Skill Center training program. This class is designed to prepare students who are computer illiterate. The class focuses on teaching basic computer skills and word processing, so students can effectively enter the 12-week training program. In addition students will learn to write clearly and produce mail able quality business letters and memorandums using appropriate format and Standard English. In addition, students will learn to read efficiently using active reading skills and practice correct pronunciation of words while reading text. Students will also learn problem solving skills to apply too workplace situations. Students eill connect with the N/NE Community and encourage others to attend the Skill Center. Students work in small groups and with individual tutors as needed.

**Addendum to Description:** N/A

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

- Successful completion of Foundation course assignments..
- Effective written business or organization communication skills.
- Confidence that will lead to self-efficacy and a team player.

**Outcome assessment strategies** (aka Performance Tasks):

Key, proof, and edit a business letter using word processing program.  
Create a business memo using correct format and Standard English.  
Work in a team to solve workplace conflict.  
Become a tutor peer.

**Course Activities & Design:**

1. Identify tool bars and parts of computer screen.
2. Create, open save, and retrieve a file.
3. Perform, click, and drag double click functions.
4. Write complete sentences and combine runs.
5. Use precise word choice
6. Use parallel structure
7. Write clear, concise sentences
8. Eliminate redundancy and trite phrases
9. Use Correct punctuation
10. Proofread, edit, and format using skills 7-12.
11. Ask content related questions
12. Perform basic operations in addition, subtraction, multiplication, division on whole numbers and simple fractions.
13. Solve a workplace conflict scenario.

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Concepts:**

Keyboarding

Vocabulary

Mechanics in writing

- Grammar
- Spelling



○ Phonics

Syntax

Fractions

Decimals

Percentages

Business Correspondence

Employment Tests

Appropriate Assertiveness

Computer Applications

**Issues:**

- Follow written and oral direction.
- Interpersonal relations
- Self-esteem
- Self-efficacy
- Hygiene Life Skills
- Teamwork

Curriculum Request Form  
New Course

Course number: SC 19

Course title: CORD Literacy Lab

Transcript title: Literacy Lab

Lec/lab hours: 3

Weekly contact hours: 3

Total credits: 1.5

Reason for new course: To retrieve credits for high school youth ages 16-18, who are on the verge of being expelled from school. These students are usually looking for work upon completion of high school.

Course description: This class is designed to prepare students who need foundation skills in reading and writing in order to sustain in a high school environment. The class focuses on teaching with an adult model approach, so students can mature and realize high school graduation through retrieval of lost credit. Students will also learn problem solving skills to apply to workplace situations.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

1. Acquire basic skills and word processing abilities
2. Students will learn to read efficiently for comprehension and correct pronunciation of words while reading text.
3. Retrieve High School Credits as agreed upon among the student, parent, the referring school, and the Skill Center.
4. Transfer earned high school credit back to the home school and continue high school education toward graduation.

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses: No, this course is designed specifically for Jefferson and Roosevelt students, who do not meet the dual credit criteria set by the college and need constant wrap-around support services of coaching, mentoring, and advocacy, while they are currently in school. They take their regular high school courses, plus enroll in this course. Other PCC courses are geared for those individuals, who have already left high school, or meet dual credit criteria.

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: Randy Blakely  
Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES GUIDE

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**Course Number:** SC 19

**Course Title:** CORD Literacy Lab

**Credits:** 1.5

**Lecture Hours:**

**Lecture/Lab Hours:**3

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** None

**Course Description for Publication** Include Prerequisite/Co-requisite/Recommendations: This class is designed to prepare students who need foundation skills in reading and writing in order to sustain in a high school environment. The class focuses on teaching with an adult model approach, so students can mature and realize high school graduation through retrieval of lost credit. Students will also learn problem solving skills to apply to workplace situations.

**Addendum to Description:** N/A

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

1. Acquire basic skills and word processing abilities
2. Students will learn to read efficiently for comprehension and correct pronunciation of words while reading text.
3. Retrieve High School Credits as agreed upon among the student, parent, the referring school, and the Skill Center.
4. Transfer earned high school credit back to the home school and continue high school education toward graduation.

**Outcome assessment strategies** (aka Performance Tasks):

- Create a business memo using correct format and Standard English.
- Investigate science-based societal issues through reading literature, research and written response.
- Write in response to literature, employing the rhetorical techniques observed in reading
- Become a tutor peer

**Course Activities & Design:**

- Engage in the development of standards-based lessons, assessments, and active learning strategies
- Concept mapping, classifying activities, experimenting with water.
- Understand systems measurement of matter – inertia, volume, density, and laboratory investigation.
- Understanding physical and chemical changes – Boyle's law, Charles's law, plasma.
- Understanding the classification of elements and the periodic table.
- Write clear, concise sentences, paragraphs, and narratives.
- Understand the rise of industrial economics.
- Able to trace the development of American literature from the colonial period forward.

**Course Content:**

What they need to understand (themes, issues, concepts).  
What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Concepts:**

Use of Center of Occupation and Research Development (CORD) curriculum in applied communication

Use of other Internet and library sources

Mechanics in writing

Grammar

Spelling

Phonics

Science  
Socio-economics  
Government/History  
Humanities

Curriculum Request Form  
New Course

Course number: SC 20A

Course title: Industry Orientation

Transcript title: Industry Orientation

Lec/lab hours: 2

Weekly contact hours: 4

Total credits: 2

Reason for new course: To orient unemployed and disenfranchised students to the different occupations in the workforce. Many have minimal or no work experience and are not aware of certain work situations such as working in inclement weather, various shifts, high places, hazardous environments, culture, and the like.

Course description: This class provides the student with an orientation into occupational Trades and business work environments. Students will engage in a series of activities to understand Business, apprenticeship, and trades occupations. They will participate in exercises that foster understanding of the entry level and apprenticeship process, personal support network building, acquiring personal attributes, and preparing to move into Trades and Industry Pre-trades program or completing Skill Center Principles of Business Technology training.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Awareness and knowledge of the desired industry's culture, climate, and expectations. Using a support platform for personal and career development. Complete a Oregon Career Information System Apprenticeship and Occupation Exploration Assignment

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses:	No. This is a course that has been specifically requested by the Oregon Department of Transportation due to their difficulty in hiring and keeping ethnic minorities and Women in their trades employment area. Reasons stem from new employees not being aware of the working conditions and company expectations.
Required or elective:	Elective
Is there impact on degrees or certificates:	NO
Description of impact on deg/cert:	No. This is a pre-college, employability training course.
Is there an impact on another dept or campus?:	NO
Description of impact on dept/campus:	No, this is a course that delves into explaining working conditions for individuals, who have been chronically unemployed and have many social and personal barriers.
Have other sacs been contacted?:	NO
Description of contact:	No, because this course specifically applies to individuals who are not ready for college level courses.
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Fall
Implementation year:	2006
Contact name:	Randy Blakely
Contact e-mail:	rblakely@pcc.edu



# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 20A

**Course Title:** Industry Orientation

**Credits:** 2

**Lecture Hours:**

**Lecture/Lab Hours:** 4

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** none

<p><b><u>Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:</u></b> This class provides the student with an orientation into occupational Trades and business work environments. Students will engage in a series of activities to understand Business, apprenticeship, and trades occupations. They will participate in exercises that foster understanding of the entry level and apprenticeship process, personal support network building, acquiring personal attributes, and preparing to move into Trades and Industry Pre-trades program or completing Skill Center Principles of Business Technology training.</p>
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<p><b><u>Addendum to Description:</u></b></p>
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N/A

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

Awareness and knowledge of the desired industry's culture, climate, and expectations  
Using a support platform for personal and career development  
Complete a CIS Apprenticeship and Occupation Exploration Assignment  
Complete the Dress for Success Exercise  
Complete the Network Building Strategies Assignment  
Complete Personal Budget  
Compile a portfolio and make a presentation to the class

**Outcome assessment strategies (aka Performance Tasks):**

1. Attend class on regular bases to complete class-hour and competency requirements.
2. Complete assignment for Network Building Strategies.
3. Document participation in the Mock Interview (Panelist and Interviewee) exercise.
4. Assemble your portfolio for review.

**Course Activities & Design:**

- Master on-time behavior
- Comprehend the apprenticeship structure and responsibilities
- Appreciate learning
- Knowing the learning process
- Create effective study habits
- Learn to create a portfolio of evidence
- Learn time management skills
- Learn the right attitude and respect for others
- Learn active listening techniques
- Overcome three types of barriers
- Make ethical decisions
- Learn to handle workplace, racial, sexual, harassment, including the handling of harassment
- Learn how truth and honesty pays.
- Understand your role as a responsible employee and person
- **Participate in network building strategy exercises**
- Develop a list of networks
- **Participate in dress for success exercises**
- Create
- Visual Mapping exercise
- Small group discussion
- Work-place simulations

- PowerPoint presentations

**Course Content:**

What they need to understand (themes, issues, concepts).

What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Attendance**

- Punctuality
- Time management

**Understanding Apprenticeships and Business**

**Master Student**

**Workplace Ethics**

- Responsibility
- Barriers
- Respect in the Workplace
- Truth/Honesty
- Taking Responsibility
- Handling Difficult Situations

**Application Process**

**Network Platforms**

**Dressing for Success**

- **Appropriate Clothing**
- **Clean and Neat Appearance**

**Personal Finance**

- Budgeting
- Cost Savings Strategies

Curriculum Request Form  
New Course

Course number: SC 20B

Course title: Industry Orientation

Transcript title: Industry Orientation

Lec/lab hours: 1

Weekly contact hours: 2

Total credits: 1

Reason for new course: To orient underemployed students to the different occupations in the workforce. Many are currently in minimum wage jobs that have no career ladder. They have worked these jobs most of thier lives, or they are immigrants who do not understand the workforce system in this country.

Course description: This class provides the student with an orientation into occupational Trades and business work environments. Students will engage in a series of activities to understand Business, apprenticeship, and trades occupations. They will participate in exercises that foster understanding of the entry level and apprenticeship process, personal support network building, acquiring personal attributes, and preparing to move into Trades and Industry Pre-trades program or completing Skill Center Principles of Business Technology training.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: 1. Awareness and knowledge of the desired industry's culture, climate, and expectations

2. Using a support platform for personal and career development

3. Complete a CIS Apprenticeship and Occupation Exploration Assignment

Course format: On Campus

Are there similar courses existing:	NO
Description of existing courses:	No, this course is part of the Pre-trades training agreement with the Oregon Department of Transportation (ODOT) and is oriented specifically to underemployed Women and ethnic minorities wanting to work in Trades related industry environments.
Required or elective:	Elective
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Description of impact on dept/campus:	No, this course is part of the Pre-trades training agreement with the Oregon Department of Transportation (ODOT) and is oriented specifically to underemployed Women and ethnic minorities wanting to work in Trades related industry environments.
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:	Randy Blakely
Contact e-mail:	rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES

## GUIDE *draft*

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**Course Number:** SC 20B

**Course Title:** Industry Orientation

**Credits:** 1

**Lecture Hours:**

**Lecture/Lab Hours:** 2

**Lab Hours** (Includes Co-Op, Practicum Or Clinical):

**Special Fee:** none

**Course Description for Publication Include Prerequisite/Co-requisite/Recommendations:** This class provides the student with an orientation into occupational Trades and business work environments. Students will engage in a series of activities to understand Business, apprenticeship, and trades occupations. They will participate in exercises that foster understanding of the entry level and apprenticeship process, personal support network building, acquiring personal attributes, and preparing to move into Trades and Industry Pre-trades program or completing Skill Center Principles of Business Technology training.

**Addendum to Description:**

**N/A**

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

1. Awareness and knowledge of the desired industry's culture, climate, and expectations
  2. Using a support platform for personal and career development
  3. Complete a CIS Apprenticeship and Occupation Exploration Assignment
- Complete the Dress for Success Exercise  
Complete the Network Building Strategies Assignment  
Complete Personal Budget  
Compile a portfolio and make a presentation to the class

**Outcome assessment strategies (aka Performance Tasks):**

5. Attend class on regular bases to complete class-hour and competency requirements.
6. Complete assignment for Network Building Strategies.
7. Document participation in the Mock Interview (Panelist and Interviewee) exercise.
8. Assemble your portfolio for review.

**Course Activities & Design:**

- Master on-time behavior
- Comprehend the apprenticeship structure and responsibilities
- Appreciate learning
- Knowing the learning process
- Create effective study habits
- Learn to create a portfolio of evidence
- Learn time management skills
- Learn the right attitude and respect for others
- Learn active listening techniques
- Overcome three types of barriers
- Make ethical decisions
- Learn to handle workplace, racial, sexual, harassment, including the handling of harassment
- Learn how truth and honesty pays.
- Understand your role as a responsible employee and person
- **Participate in network building strategy exercises**
- Develop a list of networks
- **Participate in dress for success exercises**
- Create
- Visual Mapping exercise
- Small group discussion
- Work-place simulations
- PowerPoint presentations

**Course Content:**

What they need to understand (themes, issues, concepts).

What skills they need to Master

**Themes, Concepts, Issues and Skills:**

**Attendance**

- Punctuality
- Time management

**Understanding Apprenticeships and Business**

**Master Student**

**Workplace Ethics**

- Responsibility
- Barriers
- Respect in the Workplace
- Truth/Honesty
- Taking Responsibility
- Handling Difficult Situations

**Application Process**

**Network Platforms**

**Dressing for Success**

- **Appropriate Clothing**
- **Clean and Neat Appearance**

**Personal Finance**

- Budgeting
- Cost Savings Strategies



Curriculum Request Form  
New Course

Course number: SC 28

Course title: Cooperative Work Experience

Transcript title: Cooperative Work Experience

lab hours: 1-5

Weekly contact hours: 3-15

Total credits: 1-5

Reason for new course: Many chronically unemployed students have little or no work experience. This is a huge disadvantage for students when competing for job opportunities.

Course description: This course provides work experience with a college-approved employer in an area related to the student's program. Emphasis is placed on integrating Skill Center classroom technical abilities and affective skills with related work experience. Upon completion, students should be able to evaluate job selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Apply learned basic work ready principles to engender positive interpersonal relations and quality work production within a specific workplace and diverse workforce.

Course format: On Campus

Other format: Other Format Selected

Other format: At worksite

Are there similar courses existing: NO

Description of existing courses: No, this course allows instructor to use intensive support services of advocacy, coaching, and mentoring to students that

have no or minimal work history. These individuals may not have the experience and where-with-all to deal with everyday work issues.

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: Randy Blakely

Contact e-mail: rblakely@pcc.edu

# COURSE CONTENT & OUTCOMES GUIDE

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**Course Number:** SC 28

**Course Title:** Cooperative Work Experience

**Credits:** 1-5

**Lecture Hours:**

**Lecture/Lab Hours:**

**Lab Hours** (Includes Co-Op, Practicum Or Clinical): 3-15

**Special Fee:** None

**Course Description for Publication** Include Prerequisite/Co-requisite/Recommendations:

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating Skill Center classroom learning with related work experience. Upon completion, students should be able to evaluate job selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b><u>Addendum to Description:</u></b> N/A
--

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

Apply learned basic work ready principles to engender positive interpersonal relations and quality work production within a specific workplace and diverse workforce.

**Outcome assessment strategies** (aka Performance Tasks):

1. Attend worksite on a regular basis with minimal absences.
2. Work the required number of hours at the job training site.
3. Completes a self evaluation essay.
4. Completes an employer evaluation of work performance.

**Course Activities & Design:**

- Site supervisor interviews and chooses student (s)
- Student schedules appointment with Instructor and is oriented to the course and the Cooperative Education Training Agreement.
- Instructor and Supervisor discuss Cooperative Education Training Agreement and form is signed off by employer.
- Student develops a training/work schedule
- Site supervisor provides time to orient, train, and gives feedback to student(s).
- Site supervisor periodically meets with student to review progress and notifies instructor if significant issues arise.
- Instructor meets weekly with student to discuss progress.
- Student completes Self-Evaluation Essay.
- Site supervisor and instructor meet to evaluate the student's performance at mid-term and at the end of term.
- Instructor completes Student Program Evaluation and submits final grade.

**Course Content:**

What they need to understand (themes, issues, concepts).

What skills they need to Master

**Themes, Concepts, Issues and Skills:**

Time management

- a. Punctuation
- b. Attendance
- c. Self Control
- d. Flexibility

Active Learning

- a. Reflective Listening
- b. Self control
- c. Attention
- d. Feedback

Etiquette/Ethics

- a. Appropriate Dress
- b. Hygiene
- c. Grooming
- d. Greetings/salutations
- e. Politeness
- f. Pleasantness
- g. Honesty
- h. Sensitivity

Workplace Effectiveness

- a. Acceptable Skills, knowledge, and abilities

b. Appropriate behavior and speech

Self Efficacy

- a. Self esteem
- b. Confidence
- c. Self promotion

Problem Solving

- a. Understanding
- b. Analysis
- c. Synthesis
- d. Decisions
- e. Follow through

Team Building

- a. Cooperation
- b. Synergy
- c. Energy
- d. Agreement