

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

Agenda  
November 1, 2006 3 pm  
Sylvania, CC- Conference Room B

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

Experimental Course

- FT 199A – Event Planning
- WR 199 – Writing for Scholarships
- MP 199B - Basic Medical Terminology 2
- TA 299 - Mask and Makeup Design for Theatrical Performance
- ART 299- Mask and Makeup Design for Theatrical Performance

Course Inactivation

- NUR 60 – Nursing Success Strategies
- NUR 9439 - Int Adn Nur: LPN Transition
- HUM 106 British Life and Culture
- HUM 121 Leadership Training- I
- HUM 122 Leadership Training- II
- HUM 125 International Education
- HUM 225 International Education
- HUM 230 Transformations of Myth Through Time
- HST 225 History of Women, Sex and the Family

OLD BUSINESS

302. CG 191- Exploring Identity and Diversity for College Success

[New Course](#)

Diversity Designation

1. HUM 100 – Introduction to Humanities (See CCOG for accurate description & outcomes)

[New Course](#)

GenEd Designation

Transfer List B

Diversity Request

5. GEO 266 – Analysis with Geographic Information Systems

Course Revision – Course Title & Description

NEW BUSINESS

37. NUR 104 - Introduction to Nursing

Course Revision – Learning Outcomes

38. NUR 106- Foundations for Nursing and Client Self-Care  
Course Revision – Description, Requisites, Learning Outcomes

39. FT 280 – Cooperative Education: Fitness Technology  
Course Revision – Course Description

40. ECE 122 – Environments for Young Children  
Course Revision – Title, Description, Learning Outcomes

41. ECE 123 – Curriculum for Young Children  
Course Revision – Title, Description, Requisites, Learning Outcomes

42. ECE 174 – Head Start Past and Present  
[New Course](#)

43. ECE 179 – The Power of Portfolios  
[New Course](#)

44. ECE 184 – Puppetry & Theater  
[New Course](#)

45. ECE 186 – Nature and Gardening With Young Children  
[New Course](#)

46. ECE 173 – Children and Loss: The Effects of Divorce and Death on Young Children  
[New Course](#)

47. ECE 187 – Cooking With Kids  
[New Course](#)

48. ECE 193 – Advocacy in the Field of Early Education and Family Studies  
[New Course](#)

49. ECE 198 – Building Effective Outdoor Environments  
[New Course](#)

50. ECE 188 – Block Play and Woodworking For Young Children  
[New Course](#)

51. ECE 189 – Building Relationships With Infants, Toddlers, and Their Families  
[New Course](#)

52. ECE 196 – OAEYC Conference and Professional Exploration  
[New Course](#)

53. BA 177 – Payroll Accounting  
Course Revision – Description, Requisites, Learning Outcomes

54. BA 213 – Principles of Accounting III

Course Revision – Description, Requisites, Learning Outcomes

55. BA 228 – Computer Accounting Applications  
Course Revision – Description, Requisites, Learning Outcomes

56. BA 251 – Office Management  
Course Revision – Requisites, Learning Outcomes

57. ENGR 211 – Statics  
Course Revision – Requisites

58. CAS 232 – Desktop Publishing: InDesign  
[New Course](#)

The following 6 courses are non-credit, but because they are supported by a SAC they are requested to go through the college approval process.

59. ABE 0750B – Bilingual Basic Skills: ESL-Basic  
[New Course](#)

60. ABE 0750L - Bilingual Basic Skills: ESL-Low  
[New Course](#)

62. ABE 0750I - Bilingual Basic Skills: ESL-Intermediate  
[New Course](#)

63. ABE 0750H - Bilingual Basic Skills: ESL-High  
[New Course](#)

64. ABE 0750A - Bilingual Basic Skills: ESL-Advanced  
[New Course](#)

65. ABE 0750M - Bilingual Basic Skills: ESL-Mixed  
[New Course](#)

66. HST 111 – U.S. History Skills and Issues  
[New Course](#)

Curriculum Request Form  
New Course

Course number: CG 191

Course title: Exploring Identity and Diversity for College Success

Transcript title: Exploring Identity & Diversity

Lecture hours: 4

Load total: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: As our society and college become more diverse, students need to be able to work and interact with people from diverse backgrounds. This course would provide students an opportunity to gain better awareness of their own culture, to reflect on the impact that culture and identity has on interpersonal relationships, and to be more successful in college and a global society.

Course description: This course is designed to assist students in gaining a deeper understanding of the impact diversity and social justice has on human development and their experiences as students in college. The experiential nature of this course will provide students an opportunity to explore the different facets of identity development and how culture plays a role in their college experience. Participants will also develop culturally competent skills to succeed in college and in a diverse society. Prerequisite: WR115.

Prerequisite(s): WR115

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: 1. Broaden understanding of diversity, identity, and the experiences of others

2. Increase understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness
3. Demonstrate knowledge and understanding regarding how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals
4. Increase personal cultural self-awareness in a pluralistic society
5. Increase understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept

Diversity list: YES, Diversity Designation Requested

Course format: On Campus

Are there similar courses existing: YES

Description of existing courses: In development of this course we reviewed SOC213 General Sociology: Diversity in the United States. We recognize that SOC213 provides a sociological overview of diversity in the United States whereas CG191 looks at diversity, and the impact of diversity, from a human development and individualistic perspective. The experiential nature of this course will provide students an opportunity to explore the different facets of identity development and how culture plays a role in their college experience.

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: Adrian Rodriguez

Contact e-mail: arodrigu@pcc.edu

\*\*\*See CCOG for most recent course information\*\*\*

## Course Content & Outcome Guide

**Date Modified: October 2006**

**Submitted by: Adrian J. Rodriguez**

**Course Number: CG 191**

**Course Title: Exploring Identity and Diversity for College Success**

**Credit Hours: 4**

**Lecture Hours: 4**

### **COURSE DESCRIPTION FOR PUBLICATION:**

This course is designed to assist students in gaining a deeper understanding of the impact diversity and social justice has on human development and their experiences as students in college. The experiential nature of this course will provide students an opportunity to explore the different theories and facets of identity development and culture and how they play a role in their college success. Prerequisite: Placement into WR121.

### **OUTCOMES SUGGESTIONS:**

1. Broaden understanding of diversity, identity, and how they shape one's experiences and perspectives
2. Increase understanding of one's identity and the importance of cultural competence/consciousness
3. Demonstrate knowledge and understanding regarding how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals
4. Increase cultural self-awareness in a pluralistic society
5. Increase understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept

### **ASSESSMENT STRATEGIES:**

1. Respond orally and/or in writing to course related assignments
2. Participate in and report on an experiential or service learning activity
3. Develop a individual and/or group presentation based on a specific topic of the course
4. Write journals reflecting personal experiences and reactions to course related topics

Participate in class experiences and discussions **THEMES, CONCEPTS, ISSUES:**

1. Introduction to identity development theory
2. Exploration of diversity, pluralism, and social justice issues
3. Power, privilege and oppression
4. Exploration of values, definitions, language, views, and myths as they relate to cultural issues
5. Exploration of cultural identity in the U.S. including:

- Race and ethnicity
  - Gender
  - Sexual orientation
  - Disability/ability
  - Multiracial/biracial identity
  - Age
  - Religion
6. Understand the personal impact of cross-cultural conflict

**COMPETENCIES AND SKILLS:**

1. Identify one's own culture
2. Develop a basic understanding of various identity development models
3. Be able to define and use human diversity terminology that is appropriate and inclusive of all groups
4. Develop an understanding of how identities intersect
5. Develop an understanding of how stereotypes, prejudice, discrimination, and oppression are interconnected
6. Develop an understanding that diversity and social justice education is a life long learning process
7. Recognize the impact of identity with culture
8. Learn what constitutes the components of culture
9. Enhance skills related to critical thinking, speaking, and writing as they relate to social justice, diversity, and identity development



Curriculum Request Form  
Diversity Designation

Current course number: CG191

Current course title: Exploring Identity and Diversity for College Success

Explain how this course meets the diversity statement: This course emphasizes elements of critical thinking related to identity and diversity providing illustrations of ways in which the interactions of race, ethnicity, social class, gender, religion, sexual orientation, disability, age, and other aspects of identity impact our personal relationships and success in college. The course incorporates a variety of learning activities that draw from historical and contemporary examples of difference, power, and discrimination and shows how these perspectives impact identity development and interpersonal relationships.

Contact name: Adrian Rodriguez  
Contact email: arodrigu@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

\*\*\*See CCOG for accurate course information\*\*\*

Curriculum Request Form  
GenEd Designation

Current course number: Hum 100

Current course title: Introduction to Humanities

Category: Course is in Arts and Humanities

Category: Course is in Social Science

Explain how this course fits in the above category: This course serves as an introduction to the study of humanities and involves the arts, history, economics, architecture, science and philosophy.

How does course incorporate breadth and scope of gen/ed philosophy statement: It focuses on cross cultural understanding across disciplines as well. I think that the Outcomes provide an insight into the course:  
 Critical thinking.  
 Communication.  
 Diversity.  
 Aesthetic Values

Course is transferrable to: PSU, OSU

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

How does the course demonstrate rigor and require significant student preparation: As with any class it requires reading and in this case readings of some classic writers, examination of web site materials and/or library materials.

How does the course incorporate substantial student evaluation and demonstrate literacy: Student evaluation runs a gamut:  
 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.

How does course include a wide spectrum of concepts and theoretical models: The course will examine the roles of literature, politics and law, for example, in various societies. Some models might include the use of drama in the Book of Job, Shakespeare and the The Dutchman; in politics: political rebels vs gadflys vs conservative hermits; in law- Hammurabi's Code, Roman Law, Aztec social regulations and the Christian 'law' embodied in the Golden Rule.

How does course examine relation to other disciplines and reflect historical perspective: This is a course that takes students through a series of historical periods and each one is encountered on its own terms but also in comparison with previous time periods. It is by definition an interdisciplinary course that investigates arts, science, history, music and the roles these played in the lives of people and in shaping their cultures.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts: In terms of critical thinking, students will be asked to analyze cultures in terms of their major expressions in several of the following fields: art, architecture, literature, music, religion, philosophy, drama, folk traditions, and daily life routines all revolving around the concepts of 'self' and 'other,' of 'dieties,' 'tradition,' 'continuity' and sense of 'civic engagement.'

Contact name: James S. Harrison  
Contact email: [jharriso@pcc.edu](mailto:jharriso@pcc.edu)

Curriculum Request Form  
Transfer List B

Current course number:	Hum 100
Current course title:	Introduction to Humanities
Request for:	List B
Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?:	Yes. This course is formed around the idea of what makes us human and investigates that concept across history and cultures.
Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?:	Yes. The course investigates the building blocks of cultures and that necessarily means an engagement in values and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment.
Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?:	The course is multi-disciplinary and introduces students to subjects such as history, music, art, science, etc, individually and then weaves them all into the context of various cultures; the focus is that there are a variety of ways of being human.
Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?:	I am not sure how to respond to this question. The 'subject' of humanities is human beings and so the course does investigate how humans understand themselves.
Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :	Yes! Students will read and be exposed to the literature, art, etc of the well known as well as lesser known contributors to human knowledge.
Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:	Yes! Key to the course is that students engage in materials and they engage with each other.

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

Yes! The question that you asked defines the nature of this course.

Contact name:

James S. Harrison

Contact email:

jharriso@pcc.edu

### Curriculum Request Form Diversity Request

Current course number: Hum 100

Current course title: Introduction to Humanities

Explain how this course meets the diversity statement: This course surveys a variety of cultures from ancient Egypt to China to the Inca and Maya, Ghana, Mali, Songhai, the Renaissance. The focus is on cross cultural understanding of Humanities as the glue of all civilizations.

Contact name: James S. Harrison

Contact email: jharriso@pcc.edu

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

**Date:** November 2006

Prepared by: James S. Harrison

**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 designed to introduce students to college-level study in the humanities; it is a survey course that promotes a sense of humanity through such topics as literature, theatre, language, history, art, music, philosophy, and religion by critical thinking about moral values, myths, aesthetics, and liberty. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. Prerequisite: None.

**ADDENDUM TO DESCRIPTION**

The humanities provide 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. An essential question for this course is: What does it mean to be human? The course also provides practice in reading and writing skills. Finally, a key purpose of humanities is to increase students' ability to appreciate people's compassion for both the natural and created worlds

**INTENDED LEARNING OUTCOMES FOR THE COURSE:**

Students will emerge from the class with a greater understanding of and appreciation for the humanities. After successful completion of HUM 100 students will be able to:

- Articulate a more thoughtful and critical awareness of cultures in terms of their major expressions in several areas, such as art, architecture, literature, music, religion, philosophy, drama, folk traditions, and daily life.



- Demonstrate an increased ability to communicate by speaking and writing clearly about the impact, contributions and defining moments of cultures and civilizations.
- Participate in informed conversations about the aesthetic value of the arts and sciences.
- Understand that the study of humanities involves an analysis of what motivates humans to create and how their creations reflect their values and world views.
- Understand the interrelatedness of human history, great ideas, and the arts and sciences.
- Demonstrate an increased understanding of what moves humans to create and how their creations reflect their world views.

### **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:

- Quizzes, exams or exercises.
- Examine and discuss musical, literary or visual art and support views in writing.
- Written descriptions of 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 the arts or sciences on various cultures
- Written assessment of how the humanities have benefited societies over time.
- Analyze primary and secondary sources of information

### **COURSE CONTENT:**

#### **Themes**

- interaction of art, science and society
- The role of women
- Cultural continuity and change
- Political and economic developments
- Developments in literature, art and music
- Religions and philosophies
- Violence, conflict and cooperation

#### **Concepts**

- Tools
- Civilization
- The self and the other
- The deity
- Urban evolution
- The confluence of values and technology
- Labor
- The arts

#### **Issues**

- Technology's affect on societal values
- Impact of technology on human settlements

- Development and use of tools
- Creation and significance of art
- Relationship between societies and mechanical devices
- Religion's effect on society and inter-cultural relations

**COMPETENCIES AND SKILLS**

- Critical and creative thinking about the arts and sciences.
- Connect past and present events
- Written and oral analysis of cultural creations: objects, music, etc.
- Work collaboratively with others
- Conduct research using both primary and secondary sources.
- Write and communicate orally in a clear, organized, and effective manner.

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 Revision

Change: Learning Outcomes

Current course number: Nur 104

Current course title: Introduction to Nursing

Current learning outcomes: None listed

Proposed learning outcomes:

1. Performs basic health care skills using biological and psychosocial concepts in a laboratory setting.
2. Demonstrates problem-solving abilities while performing selected skills in the lab setting.
3. Identifies concepts of professional communication and applies these in collaborative relationships.
4. Uses library and internet to enhance professional learning.
5. Identifies legal and ethical issues related to nursing with respect to standards of care and licensure/certification.

Reason for learning outcomes change: So the students will know what they are to learn by the end of the course.

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

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

Request term: fall

Requested year: 2006

Contact name: Peggy Sherer

Contact e-mail: msherer@pcc.edu

Curriculum Request Form  
Course Revisions

Change: Course Description, Requisites, Learning Outcomes

Current course number: NUR 106

Current course title: Foundations for Nursing and Client Self-Care

Current description: This course provides the foundation for nursing practice using the self-care model and the nursing process. The course explores the influences of legal, ethical, and cultural issues on the role of the nurse. In this course, the student begins to apply the nursing process and principles of effective communication to professional nursing care. The course provides introduction to community-based nursing health principles.

Proposed description: This course provides the foundation for nursing practice using the self-care model and the nursing process. The course explores the influences of legal, ethical, and cultural issues on the role of the nurse. In this course, the student begins to apply the nursing process and principles of effective communication to professional nursing care. The course provides introduction to community-based nursing health principles. Course Pre-requisites: admission into the Nursing Program and satisfactory completion of Nursing 104. Co-requisites: PSY 215, BI 233.

Reason for description change: Updating to include completion of Nursing 104 and the support courses that are taken in the same term as Nursing 106. Pre-requisites and support courses are not new and therefore will not impact other departments.

Current learning outcomes: None

Proposed learning outcomes:

1. Applies biological , psychosocial and cultural concepts of the self-care model while caring for clients.
2. Uses the nursing process to manage the care of clients.
3. Uses critical thinking to promote self-care of clients and manage nursing care of clients.
4. Demonstrates effective communication strategies in the nurse-client relationship.
5. Identifies concepts of health promotion and health

protection in community and relate to the self-care model.

6. Identifies and applies legal/ethical principles in the nursing care of clients.

Reason for learning outcomes change:	Students need to know what they are expected to learn over the course of the term.
Current prerequisites:	None
Proposed prerequisites:	Satisfactory completion of Nur 104
Current corequisites:	none mentioned
Proposed corequisites:	PSY 215, BI 233
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
How other depts/campuses will be impacted:	As mentioned, these are the requirements we have had for a number of years, but somehow did not get into publication.
Request term:	fall
Requested year:	2006
Contact name:	Peggy Sherer
Contact e-mail:	msherer@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Description

Current course number: FT 280

Current course title: Cooperative Education: Fitness Technology

Current description: Provides required practicum experiences for Fitness Technology majors. Required: 6th term standing in Fitness Tech program or instructor permissions; must have current First Aid and CPR card.

Proposed description: Provides required internship experiences for Fitness Technology majors. Required: 3rd term standing for Certificate students, 6th term standing for AAS Degree students in Fitness Tech program or instructor permission; must have current First Aid and CPR card.

Reason for description change: Need to differentiate between requirements for Certificate and AAS students. Word "internship" is more appropriately descriptive than "practicum". Also, fixed a typo.

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: Mike Guthrie

Contact e-mail: mguthrie@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Title, Course Description, Learning Outcomes

Current course number: ECE 122

Current course title: Environments for Young Children

Proposed course title: Environments and Curriculum in Early Care and Ed I

Proposed transcript title: Environments & Curriculum I

Reason for title change: ECE 122 and 123 were designed and implemented a couple of years ago. Courses have been redesigned to reflect a introductory and intermediate sequence on the topics.

Current description: For home or care centers with children age six weeks to six years. Links the developmental states and needs of the child with components of the physical and social environment. Provides guidelines for establishing, maintaining, and evaluating developmentally appropriate environments for young children.

Proposed description: An introduction to and overview of creating physical and social environments and curriculum for children six weeks to six years in home or center-based programs. Course covers theories and relationships between physical and social space, activities, experiences, and materials. Students are introduced to the use of developmentally and culturally appropriate practices in planning, selecting, and evaluating environments and curriculum for young children.

Reason for description change: See above. Overall content has not changed. Only the way in which the content is organized.

Current learning outcomes: At the end of the class, students will be able to recognize, plan and maintain developmentally and culturally appropriate environments for children (ages six weeks - six years), parents, and professional staff.

Proposed learning outcomes: Students will:  
  
∑ Articulate the teacher's role in incorporating development, culture, and play in the creation of indoor and outdoor learning environments and supporting curriculum.



Σ Discuss theoretical perspectives on environments and curriculum for young children.

Σ Identify principles and components of appropriate environments and curriculum.

Σ Describe the role of routines and schedules in environments and curriculum.

Σ Review safety and health rules and regulations in the creation of environments for young children.

Σ Review use of lesson planning and webbing in the creation of environments and curriculum.

Σ Discuss use of observation and assessment to plan, implement and evaluate environments and curriculum.

Reason for learning outcomes change: See above. Further, the revised learning outcomes better specify the outcomes for students completing the course.

Current prerequisites: None

Current prerequisites/concurrent: None

Current corequisites: None

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

Curriculum Request Form  
Course Revision

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

Current course number: ECE 123

Current course title: Curriculum for Young Children

Proposed course title: Environments and Curriculum in Early Care and Ed II

Proposed transcript title: Environments and Curriculum II

Reason for title change: ECE 122 and 123 were designed and implemented approximately two years ago. They have been evaluated and modified. New title reflects modification.

Current description: Review the importance of play. Evaluate Assessments for children (six weeks to six years). Learns about the teacher's role in planning appropriate curriculum for individual and groups of children. Creating lessons and web plans for interest based and skill based activities for children. Explores how to for select, present, and evaluate developmentally appropriate materials , equipment and activities for children in home- or center-based care.

Proposed description: This course explores the use of developmentally and culturally appropriate practices in creating physical and social environments and curriculum for children six weeks to six years in home or center-based programs. Theories of play and early care and education are employed to plan and implement environments and curriculum for children. Students plan, implement, and evaluate environments and curriculum for young children.

Reason for description change: See above. Revised course description reflects course modification and re-distribution of course material.

Current learning outcomes: Students will:

- \* Use a variety of assessments of children's development and employ the resulting information in planning curriculum
- \* Describe how children's play experiences impact curriculum planning, implementation and evaluation.
- \* Plan, implement, and evaluate developmentally appropriate curriculum for individual children between the ages of six weeks and six years.
- \* Adapt materials and activities to individual children, allowing each child to experience success and a sense of

competence.

\* Recognize the difference between emergent, theme, and skill based activities

\* Recognize how to use lesson or web planning in meeting the needs of individual and groups of children in an early childhood classroom

Proposed learning outcomes:

Students will:

Σ Select, analyze, and present materials, equipment, toys, games, and software for children of different ages, cultures, families, and so forth.

Σ Choose strategies, approaches, and tools that promote learning in environments and curriculum for young children.

Σ Analyze, adapt, and modify routines and schedules to enable individuals and groups of children to experience success and a sense of competence.

Σ Observe, analyze, adapt and modify curriculum activities that are based on emergent, theme- and skill-based approaches.

Σ Employ lesson planning and webbing to plan and implement developmentally and culturally appropriate environments and curricula.

Reason for learning outcomes change:

See above. Revised outcomes reflect redistribution of material. ECE 123 reflects students use and critical evaluation of techniques and ideas presented in the revised ECE 122.

Current prerequisites:

None

Proposed prerequisites:

ECE 122

Current prerequisites/concurrent:

None

Current corequisites:

None

Is there an impact on other sacs?:

No

Is there an impact on another dept or campus?:

No

Request term:

winter

Requested year:

2007

Contact name:

Christyn Dundorf

Contact e-mail:

cdundorf@pcc.edu

Curriculum Request Form  
New Course

Course number: ECE 174

Course title: Head Start Past and Present

Transcript title: Head Start

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Head Start (including Migrant and Tribal Head Start) has served and empowered families and children from low-income environments for over 30 years. Today, Head Start is one the largest child care-related employers in the country. This course examines the history, current status, and future of Head Start. An ideal course for students interested in future employment with the agency.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

∑ Identify common components of Head Start programs.

∑ Articulate role of Head Start performance standards in Head Start programming, evaluation, and accountability.

∑ Review Head Start outcomes for children and families at the

state and national level.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

**COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 174  
**Course Title:** Head Start for Beginners

**Credit Hours:** 1  
**Lecture Hours Per Week:** 1  
**Lecture/Lab Hours per Week:** 0  
**Lab Hours Per Week:** 0  
**Number of Weeks:** 10  
**Special Fees:** None

### **COURSE DESCRIPTION**

Head Start (including Migrant and Tribal Head Start) has served and empowered families and children from low-income environments for over 30 years. Today, Head Start is one of the largest child care-related employers in the country. This course examines the history, current status, and future of Head Start. An ideal course for students interested in future employment with the agency.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

### **Learning Outcomes:**

Students will:

- Identify common components of Head Start programs.
- Articulate role of Head Start performance standards in Head Start programming, evaluation, and accountability.
- Review Head Start outcomes for children and families at the state and national level.

### **Outcome Assessment Strategies:**

Students will:

1. Attend and actively participate in class and small group activities.
2. Observe a Head Start program and interview Head Start staff/parents.
3. Complete written observations and assignments
4. Complete a reflective journal.

### **Course Content:**

1. History of Head Start (including Migrant and Tribal Programs) and role in attempts to correct inequities in opportunity and education from the War on Poverty to the present.
2. Head Start philosophy including comprehensive nature of programs, efforts to empower families, and create opportunities to escape poverty.
3. Head Start components (including health and nutrition, parent involvement, and family services), program options and requirements
4. Head Start Performance Standards (including ongoing child assessment).
5. Effect of Head Start programming on children and families – short- and long-term outcomes.
6. Individualized instruction and addressing special needs in Head Start.
7. Opportunities for employment and advancement in Head Start



Curriculum Request Form  
New Course

Course number: ECE 179

Course title: The Power of Portfolios

Transcript title: Advocacy in Early Ed.

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 ? 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Portfolios for children in early care and education programs are a powerful way to demonstrate children's skills, learning, development, and culture. Creating meaningful portfolios with children and families includes an observation plan, an organization system, and accessible technology (digital photography, scanners, etc.).

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

∑ Identify common components of child portfolios.

∑ Articulate various observation and organization plans to facilitate the collection of developmental information.

∑ Employ digital technology in organizing portfolio data and creating portfolio entries.



Σ Practice using portfolios to demonstrate development during parent conferences.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 179

**Course Title:** The Power of Portfolios

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Portfolios for children in early care and education programs are a powerful way to demonstrate children's skills, learning, development, and culture. Creating meaningful portfolios with children and families includes an observation plan, an organization system, and accessible technology (digital photography, scanners, etc.).

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

### **Learning Outcomes:**

Students will:

- Identify common components of child portfolios.
- Articulate various observation and organization plans to facilitate the collection of developmental information.
- Employ digital technology in organizing portfolio data and creating portfolio entries.
- Practice using portfolios to demonstrate development during parent conferences.

### **Outcome Assessment Strategies:**

Students will:

5. Attend and actively participate in class and small group activities.
6. Complete written observations and assignments
7. Complete a reflective journal.

### **Course Content:**

8. Portfolio components.
9. Collaborating with children and families in creating portfolios.
10. Productive observation plans (assessment possibilities, observation schedules, focus on domains, etc.).
11. Effective organization systems.
12. Digital technology (digital photography, use of scanners, word processing and simple graphic design software use).
13. Use of portfolios in parent conferences and EI/ECSE case conferences and in demonstrating achievement of standards.

Curriculum Request Form  
New Course

Course number: ECE 184

Course title: Children's Puppetry and Theater

Transcript title: Puppetry & Theater

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 □ 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Puppetry and theater can be a powerful tool in early childhood environments. Puppetry and theater capitalizes on children's creativity and imagination. It fosters development across domains and is particularly effective in helping children work through issues, conflicts and important transitions in their lives. This course explores the many benefits of puppetry and theater for young children.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

Identify elements of quality puppetry and theater for young children.

Articulate the role of puppetry and theater in the acquisition of skills and concepts across all developmental domains.

Design, implement and evaluate puppetry and theater experiences for children of varying ages (2 years to school age) and abilities.

Identify solutions to common barriers and issues that arise when using puppetry and theater with children.

Describe the ways in which puppetry and theater with children can be a component of cultural validation and building relationships with families.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** September 12, 2006

**Course Number:** ECE 184

**Course Title:** Children's Puppetry and Theater

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Puppetry and theater can be a powerful tool in early childhood environments. Puppetry and theater capitalizes on children's creativity and imagination. It fosters development across domains and is particularly effective in helping children work through issues, conflicts and important transitions in their lives. This course explores the many benefits of puppetry and theater for young children.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Identify elements of quality puppetry and theater for young children.
- Articulate the role of puppetry and theater in the acquisition of skills and concepts across all developmental domains.
- Design, implement and evaluate puppetry and theater experiences for children of varying ages (2 years to school age) and abilities.
- Identify solutions to common barriers and issues that arise when using puppetry and theater with children.
- Describe the ways in which puppetry and theater with children can be a component of cultural validation and building relationships with families.

### **Outcome Assessment Strategies:**

Students will...

8. Attend and actively participate in class and small group activities.
9. Complete written observations and assignments
10. Complete a reflective journal.

### **Course Content:**

1. Why plan puppetry and theater experiences for children?
2. Design and implementation of quality puppetry and theater experiences.
3. Facilitating learning and development across domains with puppetry and theater experiences.
4. Use of puppetry and theater in exploring emotions, conflicts, and transitions in children's lives.
5. Involving families and communities in puppetry and theater projects with children.
6. Community resources.
7. Addressing common barriers and issues that arise in puppetry and theater experiences.

Curriculum Request Form  
New Course

Course number: ECE 186

Course title: Nature and Gardening With Young Children

Transcript title: Nature and Gardening

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Children are inherently engaged by nature and gardening experiences. Bringing gardening and experiences in nature to your work with children will help you facilitate children's development across domains in an engaging and ever-changing context. This course explores the many benefits of gardening and natural experiences for young children.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

- ∑ Identify elements of quality garden and nature experiences for young children.
- ∑ Articulate the role of gardening and nature experiences in the acquisition of skills and concepts across all developmental domains.

Σ Design, implement and evaluate gardening and nature experiences for children of varying ages (2 years to school age) and abilities.

Σ Identify solutions to common barriers and issues that arise when implementing gardening and nature experiences with children.

Σ Describe the ways in which gardens and explorations of nature with children can be a component of cultural validation and building relationships with families.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu



## **COURSE OUTCOME GUIDE**

**Date:** September 12, 2006

**Course Number:** ECE 186

**Course Title:** Nature and Gardening With Young Children

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Children are inherently engaged by nature and gardening experiences. Bringing gardening and experiences in nature to your work with children will help you facilitate children's development across domains in an engaging and ever-changing context. This course explores the many benefits of gardening and natural experiences for young children.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Identify elements of quality garden and nature experiences for young children.
- Articulate the role of gardening and nature experiences in the acquisition of skills and concepts across all developmental domains.
- Design, implement and evaluate gardening and nature experiences for children of varying ages (2 years to school age) and abilities.
- Identify solutions to common barriers and issues that arise when implementing gardening and nature experiences with children.
- Describe the ways in which gardens and explorations of nature with children can be a component of cultural validation and building relationships with families.

### **Outcome Assessment Strategies:**

Students will...

11. Attend and actively participate in class and small group activities.
12. Complete written observations and assignments
13. Complete a reflective journal.

### **Course Content:**

8. Benefits of and barriers to implementing gardening and nature experiences in programs for children?
9. Design and implementation of quality gardening and nature experiences.
10. Facilitating learning and development across domains with gardening and experiences.
11. Use of gardening and nature experiences to develop children's life-long enjoyment of and care for the natural world.
12. Involving families and communities in gardening and nature projects with children.
13. Community resources.
14. Addressing common barriers and issues that arise in gardening and nature experiences.

Curriculum Request Form  
New Course

Course number: ECE 173

Course title: Children and Loss: The Effects of Divorce and Death on Young Children

Transcript title: Children and Loss

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Divorce and death in families can have a profound affect on young children. Development can be impacted across domains. This course examines the effect of loss on children and common developmental outcomes. Strategies and resources for supporting children and families through difficult periods involving separation or the death of a loved one are explored.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:  
- Articulate common effects of divorce and death on the development and behavior of young children.  
  
-Identify resources for children and families during difficult times.  
  
- Identify strategies for supporting children who are experiencing a loss in their lives.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** 173

**Course Title:** Children and Loss: The effects of divorce and death

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Divorce and death in families can have a profound affect on young children. Development can be impacted across domains. This course examines the effect of loss on children and common developmental outcomes. Strategies and resources for supporting children and families through difficult periods involving separation or the death of a loved one are explored.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

### **Learning Outcomes:**

Students will:

- Articulate common effects of divorce and death on the development and behavior of young children.
- Identify resources for children and families during difficult times.
- Identify strategies for supporting children who are experiencing a loss in their lives.

### **Outcome Assessment Strategies:**

Students will:

14. Attend and actively participate in class and small group activities.
15. Complete written observations and assignments
16. Complete a reflective journal.

### **Course Content:**

- When a loss occurs: Roles and responses of children, teachers, parents, families.
- Summary of normal social/emotional development
- Stages of grieving.
- Possible behavior or emotional symptoms arising from stress due to loss or changed family structure/circumstances.

Community supports and resources for children and families experiencing a loss or change in family

Curriculum Request Form  
New Course

Course number: ECE 187

Course title: Cooking With Kids

Transcript title: Cooking With Kids

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Cooking with kids can do it all! Cooking can help young children learn language and literacy, math, science, cooperation, and healthy eating habits. Learn to create and share cooking experiences with young children in a way that maximizes child participation and developmental opportunities and minimizes the potential for chaos.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:  
-Identify elements of quality cooking experiences for young children.  
  
-Articulate the role of cooking in the acquisition of skills and concepts across all developmental domains.  
  
-Design, implement and evaluate cooking experiences for children of varying ages (2 years to school age) and abilities.

-Identify solutions to common barriers and issues that arise when cooking with children.

-Describe the ways in which cooking with children can be a component of cultural validation and building relationships with families.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** September 12, 2006

**Course Number:** ECE 187

**Course Title:** Cooking With Kids

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Cooking with kids can do it all! Cooking can help young children learn language and literacy, math, science, cooperation, and healthy eating habits. Learn to create and share cooking experiences with young children in a way that maximizes child participation and developmental opportunities and minimizes the potential for chaos.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Identify elements of quality cooking experiences for young children.
- Articulate the role of cooking in the acquisition of skills and concepts across all developmental domains.
- Design, implement and evaluate cooking experiences for children of varying ages (2 years to school age) and abilities.
- Identify solutions to common barriers and issues that arise when cooking with children.
- Describe the ways in which cooking with children can be a component of cultural validation and building relationships with families.

### **Outcome Assessment Strategies:**

Students will...

17. Attend and actively participate in class and small group activities.
18. Complete written observations and assignments
19. Complete a reflective journal.

### **Course Content:**



15. Why cook with children?
16. Design and implementation of quality cooking experiences.
17. Facilitating learning and development across domains with cooking experiences.
18. Use of cooking with children in the development of healthy eating habits and the prevention of childhood obesity.
19. Involving families and communities in cooking projects with children.
20. Addressing common barriers and issues that arise in cooking experiences.

Curriculum Request Form  
New Course

Course number: ECE 193

Course title: Advocacy in the Field of Early Education and Family Studies

Transcript title: Advocacy in Early Ed.

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Issues in early education and family studies (affordability, funding, quality, compensation, accessibility, and so forth) provoke impassioned responses and a desire to effect change. This course explores the role of advocacy in the field of early education and family studies. In contributing to real-life (self-selected) advocacy efforts students will learn effective advocacy techniques, plan an advocacy project, and review lobbying and legislative processes.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

1. Explain the role of advocacy in the field of early education and family studies.
2. Examine characteristics of a successful advocate.

3. Examine characteristics of effective advocacy campaigns.
4. Describe the legislative process at the community, state, and national levels.
5. Plan, implement and evaluate advocacy efforts based on a self-selected advocacy project.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 193

**Course Title:** Advocacy in the Field of Early Education and Family Studies

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

Lab Hours Per Week: 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION FOR PUBLICATION**

Issues in early education and family studies (affordability, funding, quality, compensation, accessibility, and so forth) provoke impassioned responses and a desire to effect change. This course explores the role of advocacy in the field of early education and family studies. In contributing to real-life (self-selected) advocacy efforts students will learn effective advocacy techniques, plan an advocacy project, and review lobbying and legislative processes.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

### **Intended Outcomes For the Course:**

Students will...

1. Explain the role of advocacy in the field of early education and family studies.
2. Examine characteristics of a successful advocate.
3. Examine characteristics of effective advocacy campaigns.
4. Describe the legislative process at the community, state, and national levels.
5. Plan, implement and evaluate advocacy efforts based on a self-selected advocacy project.

### **Outcome Assessment Strategies:**

Students will...

20. Attend and actively participate in class and small group activities.
21. Complete written observations and assignments
22. Complete a reflective journal.

### **Course Content:**

1. Issues in early education and family studies provoking advocacy efforts.

2. Characteristics of a successful advocate.
3. Characteristics of a successful advocacy campaign.
4. Advocacy and communication.
5. The legislative process (local, state, national) and lobbying.
6. Advocacy opportunities in the Portland vicinity and in the state of Oregon.

Curriculum Request Form  
New Course

Course number: ECE 198

Course title: Building Effective Outdoor Environments

Transcript title: Outdoor Environments

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 □ 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Outdoor spaces are an integral part of quality early childhood environments. Outdoor experiences foster children's exploration and positive self-esteem as well as large- and small- motor development. This course will examine outdoor environments for children of all ages and abilities. Students will plan, implement, and evaluate outdoor environments and activities.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

- Identify elements of quality outdoor environments and activities.

-Articulate the role of physical activity in the prevention of childhood obesity.

-Design, implement and evaluate outdoor environments and activities for children of varying ages and abilities.

- Identify solutions to common barriers and issues that arise in outdoor environments.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 198

**Course Title:** Creating Effective Outdoor Environments

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Outdoor spaces are an integral part of quality early childhood environments. Outdoor experiences foster children's exploration and positive self-esteem as well as large- and small- motor development. This course will examine outdoor environments for children of all ages and abilities. Students will plan, implement, and evaluate outdoor environments and activities.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Identify elements of quality outdoor environments and activities.
- Articulate the role of physical activity in the prevention of childhood obesity.
- Design, implement and evaluate outdoor environments and activities for children of varying ages and abilities.
- Identify solutions to common barriers and issues that arise in outdoor environments.

### **Outcome Assessment Strategies:**

Students will...

23. Attend and actively participate in class and small group activities.
24. Complete written observations and assignments
25. Complete a reflective journal.

### **Course Content:**

21. Role of outdoor environments and activities in development
22. Aspects of quality outdoor environments and activities ("hardscape," landscaping, props, supervision).
23. Design and implementation of quality outdoor environments.



24. Facilitating learning and development in the outdoor environment.
25. Use of outdoor environments in the prevention of childhood obesity.
26. Involving families and communities in developing outdoor environments.
27. Addressing common barriers and issues that arise in outdoor environments.

Curriculum Request Form  
New Course

Course number: ECE 188

Course title: Block Play and Woodworking For Young Children

Transcript title: Block Play, Woodworking

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: When children are exposed to well-planned block play and wood working experiences they create, they build, they construct, and they stay engaged. Bringing block play and wood working to your program will help you facilitate children's development across domains in an engaging context. This course explores the many benefits of block play and wood working experiences for young children.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

∑ Identify elements of quality block play and wood working experiences for young children.

∑ Articulate the role of block play and wood working in the acquisition of skills and concepts across all developmental domains.

Σ Design, implement and evaluate block play and wood working experiences for children of varying ages (2 years to school age) and abilities.

Σ Describe the ways in which block play and woodworking with children can be a component of cultural validation and building relationships with families.

Σ Identify solutions to common barriers and issues that arise when implementing block play and wood working experiences with children.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** September 12, 2006

**Course Number:** ECE 188

**Course Title:** Block Play and Woodworking For Young Children

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

When children are exposed to well-planned block play and wood working experiences they create, they build, they construct, and they stay engaged. Bringing block play and wood working to your program will help you facilitate children's development across domains in an engaging context. This course explores the many benefits of block play and wood working experiences for young children.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Identify elements of quality block play and wood working experiences for young children.
- Articulate the role of block play and wood working in the acquisition of skills and concepts across all developmental domains.
- Design, implement and evaluate block play and wood working experiences for children of varying ages (2 years to school age) and abilities.
- Describe the ways in which block play and woodworking with children can be a component of cultural validation and building relationships with families.
- Identify solutions to common barriers and issues that arise when implementing block play and wood working experiences with children.

### **Outcome Assessment Strategies:**

Students will...

26. Attend and actively participate in class and small group activities.
27. Complete written observations and assignments
28. Complete a reflective journal.

**Course Content:**

28. Benefits of and barriers to implementing block play and wood working experiences in programs for children?
29. Design and implementation of quality block play and wood working experiences for children of varying ages and developmental levels.
30. Facilitating learning and development across domains with block play and wood working.
31. Tools for children.
32. Safety precautions.
33. Involving families in block play and woodworking experiences.
34. Community resources.
35. Addressing common barriers and issues that arise in block play and wood working experiences.

Curriculum Request Form  
New Course

Course number: ECE 189

Course title: Building Relationships With Infants, Toddlers, and Their Families

Transcript title: IT Building Relationships

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Strong relationships are vital to healthy development for infants and toddlers. The role of infant and toddler caregivers is to facilitate, support, and sustain individualized relationships with the families and children in their programs. This course will explore ways in which caregivers can facilitate and sustain these extremely important relationships.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

∑ Explain the importance of strong relationships in children's lives for life-long adaptive development.

∑ Identify methods of building relationships with infants and toddlers.

Σ Identify methods of building relationships with parents (families) of infants and toddlers.

Σ Recognize common barriers to building relationships and discuss ways of overcoming such barriers.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 189

**Course Title:** Building Relationships with Infants, Toddlers, and Their Families

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

Lab Hours Per Week: 0

**Number of Weeks:** 10

**Special Fees:** None

## **COURSE DESCRIPTION**

Strong relationships are vital to healthy development for infants and toddlers. The role of infant and toddler caregivers is to facilitate, support, and sustain individualized relationships with the families and children in their programs. This course will explore ways in which caregivers can facilitate and sustain these extremely important relationships.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

## **LEARNING OUTCOMES**

Students will:

- Explain the importance of strong relationships in children's lives for life-long adaptive development.
- Identify methods of building relationships with infants and toddlers.
- Identify methods of building relationships with parents (families) of infants and toddlers.
- Recognize common barriers to building relationships and discuss ways of overcoming such barriers.

### **Outcome Assessment Strategies:**

Students will...

29. Attend and actively participate in class and small group activities.
30. Complete written observations and assignments
31. Complete a reflective journal.

### **Course Content:**

36. Social and emotional development in infancy and toddlerhood.
37. Parent-infant and Parent-toddler relationships – cultural and individual perspectives.



38. The impact of caregiver-parent relationships on infant and toddler development and programming for infants and toddlers.
39. Aspects of and techniques for fostering caregiver-child relationships
40. The role of routines in relationship-building.
41. Aspects of and techniques for fostering caregiver-parent (family) relationships.
42. Barriers to relationship-building and addressing such barriers.
43. Relationship building under special circumstances (children with special needs).

Curriculum Request Form  
New Course

Course number: ECE 196

Course title: OAEYC Conference and Professional Exploration

Transcript title: Conference & Exploration

Lecture hours: 1

Load total: .068

Weekly contact hours: 1

Total credits: 1

Reason for new course: The Early Education department is gradually replacing its three credit electives with 1 credit elective modules. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 - 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

Course description: Ongoing professional development is a vital piece of lifelong learning and professional renewal in the field of early education. The OAEYC conference offers an excellent opportunity to further one's professional development. In this course, students will explore their professional strengths and challenges and identify conference sessions that might best enhance their learning. Following conference participation, students will reflect on professional development experiences, share knowledge and insights, and evaluate professional actions resulting from the experience.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Students will:

1. Identify personal professional strengths and challenges.
2. Reflect on professional development experiences following

the OAEYC conference.

3. Synthesize personal learning experiences with knowledge and insights of classmates.

4. Plan, implement and evaluate professional actions deriving from conference participation.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Spring

Implementation year: 2007

Contact name: Christyn Dundorf

Contact e-mail: cdundorf@pcc.edu

## **COURSE OUTCOME GUIDE**

**Date:** October 12, 2006

**Course Number:** ECE 196

**Course Title:** OAEYC Conference and Professional Exploration

**Credit Hours:** 1

**Lecture Hours Per Week:** 1

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

**Lab Hours Per Week:** 0

**Number of Weeks:** 10

**Special Fees:** \$120 conference registration.

## **COURSE DESCRIPTION FOR PUBLICATION**

Ongoing professional development is a vital piece of lifelong learning and professional renewal in the field of early education. The OAEYC conference offers an excellent opportunity to further one's professional development. In this course, students will explore their professional strengths and challenges and identify conference sessions that might best enhance their learning. Following conference participation, students will reflect on professional development experiences, share knowledge and insights, and evaluate professional actions resulting from the experience.

### **Course Description Addendum:**

This course is a 1-credit elective class. The 1-credit elective classes are designed to enhance the knowledge base of our degree-seeking students (who are required to take 6 – 10 credits of elective credit) while also providing an accessible, interesting, and relevant course to students who are seeking to meet their professional development requirements and/or who might have limited experience in the college setting.

### **Intended Outcomes For the Course:**

Students will...

6. Identify personal professional strengths and challenges.
7. Reflect on professional development experiences following the OAEYC conference.
8. Synthesize personal learning experiences with knowledge and insights of classmates.
9. Plan, implement and evaluate professional actions deriving from conference participation.

### **Outcome Assessment Strategies:**

Students will...

32. Attend and actively participate in class and small group activities.
33. Attendance at OAEYC professional conference.
34. Complete written observations and assignments
35. Complete a reflective journal.

### **Course Content:**

7. Professional demands of early education and family studies.

8. Identification of personal, professional strengths and challenges.
9. Overview of conference options and content.
10. Translating conference knowledge and insights into professional action.

Curriculum Request Form  
Course Description, Requisites, Outcomes Change

Change: Course Description, Requisites, Learning Outcomes

Current course number: BA 177

Current course title: Payroll Accounting

Current description: COURSE DESCRIPTION FOR PUBLICATION:  
Fundamental skills necessary to prepare a business payroll. Principle skills learned include payroll and personnel record keeping; calculation of pay; payroll journalizing; and social security, withholding, and unemployment regulations. Projects are both computer based and manual. Prerequisite: BA 212 Principles of Accounting II. It is recommended that students have microcomputer experience.

Proposed description: COURSE DESCRIPTION FOR PUBLICATION: The student will learn the fundamental skills and basic knowledge in the area of business payroll. The focus of the course is primarily in the following areas: payroll and personnel record keeping, calculation of gross pay using various methods, calculation of Social Security and Medicare taxes, calculation of federal and state income taxes, calculation of federal and state unemployment taxes, journalizing and posting payroll entries, and completing various federal and state forms. Prerequisite: BA 111 Introduction to Accounting or BA 211 or instructor consent. Recommended: MTH 30  Business Mathematics and Microcomputer experience.

Reason for description change: The proposed changes in the Course Description section is a rewrite to the current format from an older format style. The content changes now reflect the materials covered in the course and the desired skills and concepts we seek our students to learn. The changes in the area of Prerequisite and Recommended items reflect those skills and prior knowledge items that are necessary as a foundation for students to grasp the ideas and perform the skills for this level of course and the computer software and hardware covered in the course and many employers.

Current learning outcomes: EXPECTED STUDENT COMPETENCIES: The learning outcome will be demonstrated by achievement of proficiency in these three performance tasks.  
1. Payroll and personnel record keeping.  
2. Calculation of pay.  
3. Payroll journalizing.

Performance tasks will demonstrate proficiency in these skills and abilities:

- \*Calculation of gross pay and net pay for an individual
- \*Journalizing of all payroll transactions
- \*Calculation of the the employer's unemployment taxes
- \*Recording of a payroll in a payroll register and journalizing from it
- \*Recording in an individual employee's earnings record
- \*Application of federal and state regulations to a payroll

Proposed learning outcomes:

INTENDED OUTCOMES FOR THE COURSE: Upon successful completion of Payroll accounting, the student will be able to:

- Demonstrate an understanding of the basic payroll accounting function and tasks.
- Prepare payroll reports containing gross taxable compensations, common withholdings, net pay amounts, and do the related accounting for an unsophisticated employer.
- Prepare many routine reports and forms.
- For an unsophisticated employer, be able to determine the employer's taxes to paid and understand how payments are made.

Reason for learning outcomes change:

The proposed changes in the Intended Outcomes For The Course section is a rewrite to the current format from an older format style. The four listed outcomes reflect the particular skills and concepts we require the student to master to an acceptable level in order to successfully complete this course of study. Other skills and concepts are generally included in the course by instructors but these stated outcomes provide the basics and key areas that we prepare our students for employment-related positions.

Current prerequisites:

Prerequisite: BA 212 Principles of Accounting II. It is recommended that students have microcomputer experience.

Proposed prerequisites:

Prerequisite: BA 111 Introduction to Accounting or BA 211 or instructor consent. MTH 30  Business Mathematics and Microcomputer experience.

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

no

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: Kenneth Leibham, Columbia Gorge Community College  
Contact e-mail: kleibham@cgcc.cc.or.us



Curriculum Request Form  
Course Prerequisites Change

Change: Course Description, Requisites, Learning Outcomes

Current course number: BA 213

Current course title: Principles of Accounting III

Current description: COURSE DESCRIPTION FOR PUBLICATION: In this course students study managerial Accounting. It covers cost/volume relationships, manufacturing costs, cost decisions, management planning, budgeting, and responsibility accounting.

Proposed description: COURSE DESCRIPTION FOR PUBLICATION: In this course students study Managerial Accounting. It covers cost/volume relationships, manufacturing costs, cost decisions, management planning, budgeting, and responsibility accounting. Prerequisite: BA 211, Principles of Accounting I.

Reason for description change: 1. The Course Content and Outcome Guide will now reflect it is the third course in a traditional accounting principles sequence. This is the last course in the first year accounting sequence for accounting, business administration majors, and others completing a full year college sequence.

Current learning outcomes: INTENDED OUTCOMES FOR THE COURSE:  
Upon successful completion of Principle of Accounting III the student will be able to:

- Demonstrate an understanding of basic Managerial Accounting concepts.
- Apply basic managerial accounting to business transactions and activities.
- Communicate effectively using standard business and accounting terminology

OUTCOME ASSESSMENT STRATEGIES  
Students will be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:

- Participation/Quizzes
- Out of class assignments

- Individual or group projects
- Presentations
- Completion of assessment examinations

**COURSE CONTENT THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS Themes, Concepts, Issues**

- Managerial Accounting Terminology
  - Accounting Reasoning
- Critical Thinking
- Effective Written and Oral Communications
- Ethical Accounting Conduct Competencies and Skills
- Demonstrate an understanding of cost flows
- Demonstrate an understanding of allocated costs
- Demonstrate knowledge of Capital Budgeting
- Analyze the nature relevant costs
- Demonstrate an understanding of Standard Costs
- Distinguish between job order and process accounting
- Demonstrate an understanding of Cost-Volume-Profit
- Demonstrate an understanding of segment reporting

Proposed learning outcomes:

**INTENDED OUTCOMES FOR THE COURSE:**

Upon successful completion of Principle of Accounting III the student will be able to:

- Demonstrate an understanding of basic Managerial Accounting concepts.
- Apply basic managerial accounting to business transactions and activities.
- Communicate effectively using standard business and accounting terminology.

**OUTCOME ASSESSMENT STRATEGIES:**

(a) Students will be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:

- Attendance
- (b)  Quizzes
  - Classroom participation
  - Out of class assignments
  - Individual or group projects
  - Presentations
  - Case study analysis
  - Completion of assessment examinations

**COURSE CONTENT THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS: Themes, Concepts, Issues**

- Managerial Accounting Terminology
- Accounting Reasoning

- Critical Thinking
- Effective Written and Oral Communications
- Ethical Accounting Conduct Competencies and Skills
- Demonstrate an understanding of cost flows
- Demonstrate an understanding of allocated costs
- Demonstrate knowledge of Capital Budgeting
- Analyze the nature relevant costs
- Demonstrate an understanding of Standard Costs
- Distinguish between job order and process accounting
- Demonstrate an understanding of Cost-Volume-Profit relationships
- (c)
- Demonstrate an understanding of segment reporting

Reason for learning outcomes change:

Three changes in this broad area.

(a) correct spelling of word, STRATEGIES. added colon [:] after the word, STRATEGIES. Reason. clean up spelling and formatting error from the past.

(b) Listing of possible methods used to assess students knowledge increased from five items to eight items. Reason for change is to provide greater variety of teaching styles, methods of learning, and assessment methods to the faculty and students respectively. Different faculty and different students teach and learn in different ways respectively. These additions should reflect the increased diversity of learning methods available.

(c) Added the word, Relationships to item number seven of the list of "Competencies and Skills" so as to read as follows, "Demonstrate an understanding of Cost-Volume-Profit relationships". Reason for change. What is taught is "Cost-Volume-Profit relationships". With this change, the document will reflect the emphasis of the relationships of these three items. This is a terminology update to reflect what has been and what is being covered in this course.

Current prerequisites: (none)

Proposed prerequisites: BA 211, Principles of Accounting I

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: Kenneth Leibham, Columbia Gorge Community College  
Contact e-mail: kleibham@cgcc.cc.or.us

Curriculum Request Form  
Course Description, Prerequisite Change

Change: Course Description, Requisites, Learning Outcomes

Current course number: BA 228

Current course title: Computer Accounting Applications

Current description: COURSE DESCRIPTION FOR PUBLICATION:  
  
This course introduces double-entry, fully integrated computerized general ledger software on the microcomputer. Topics include general ledger, accounts receivable, accounts payable, payroll, fixed asset accounting and inventory. Recommended: BA 211 or instructor permission

Proposed description: COURSE DESCRIPTION FOR PUBLICATION:  
  
This course introduces double-entry, fully integrated computerized general ledger software. Topics include general ledger, accounts receivable, accounts payable, payroll, fixed assets, bank reconciliations, and inventory. Required: BA 111 or BA 211 or instructor permission and microcomputer experience.

Reason for description change: Deleted, "on the microcomputer." In the Course Description For Publications: section. Reason: We do not limit the size or type of computer that the software will reside on or limit the possibilities as to what will be used in the learning process or limit the possibilities of potential employers or users. Added ", bank reconciliations," in the same section. Reason: This is another task and skill we teach and expect our students to learn. This accounting task in the workplace has become more computer oriented with the continued use of computers in organizations. This is an additional skill we are and should be covering in this course. Please note, colons have been added at the end of each CAPITALIZED SECTION LINE to reflect uniformity in design/ format.

Current learning outcomes: INTENDED OUTCOMES FOR THE COURSE Upon successful completion of Computerized Accounting Applications, the student will be able to:

- Demonstrate an understanding of accounting theory.
- Apply accounting procedures using microcomputer software.

- Communicate effectively using standard accounting terminology.
- Demonstrate an understanding of accounting reports and records.

OUTCOME ASSESSMENT STRATEGIES Students will be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:

- Attendance and participation in class activities
- Portfolio of completed and corrected homework problems
- Presentations
- Individual or group projects
- Completion of assessment or certification-style examinations

COURSE CONTENT: THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS Themes, Concepts, Issues:

- Planning
- Responsibility and accountability
- Critical Thinking
- Effective Written and Oral Communications
- Ethical Conduct Competencies and Skills:
  - Demonstrate an understanding of the need for quality of data entry in accounting.
  - Demonstrated ability to perform data entry in various functional areas of accounting.
  - Demonstrate an understanding of accounting and business records and reports.
  - Demonstrate basic skills in entering accounting information into a computerized accounting system.
  - Demonstrate knowledge of a basic accounting vocabulary.
  - Demonstrate knowledge of computers and computer software.
  - Recognize the importance of ethics.

Proposed learning outcomes:

INTENDED OUTCOMES FOR THE COURSE:

Upon successful completion of Computerized Accounting Applications, the student will be able to:

- Demonstrate an understanding of accounting theory.
- Apply accounting procedures using microcomputer software.
- Communicate effectively using standard accounting terminology.
- Demonstrate an understanding of accounting reports and

records.

OUTCOME ASSESSMENT STRATEGIES: Students will be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:

- Attendance and participation in class activities
- Portfolio of completed and corrected homework problems
- Presentations
- Individual or group projects
- Completion of assessment or certification-style examinations
- Other assessments such as quizzes, written exams, etc.

COURSE CONTENT: THEMES, CONCEPTS, ISSUES, COMPETENCIES, AND SKILLS: Themes, Concepts, Issues:

- Planning
- Responsibility and accountability
- Critical Thinking
- Effective Written and Oral Communications Competencies and Skills:
- Demonstrate basic skills in entering accounting information into a computerized accounting system.
- Demonstrate an understanding of the need for quality of data entry in accounting.
- Demonstrate an understanding of accounting and business records and reports.
- Demonstrate knowledge of a basic accounting vocabulary.
- Demonstrate basic knowledge of computers and computerized accounting software.
- Demonstrate an ability to write a business memo using correct formatting, grammar, and spelling.

Reason for learning outcomes change:

added  Other assessments such as quizzes, written exams, etc.  Reason: Provide greater flexibility to address more diversified learning and teaching styles and methods of students and faculty respectively. (b) deleted  Ethical Conduct . Reason: While this topic may still be covered in this course and other courses, it will be stressed more in other courses. By deleting this topic, instructors will not be required to cover this topic here. The issues of ethical conduct are covered in several other Business Administration required courses (such as BA 131, BA 211, BA 212 and the required ethics course.). This course is designed to be heavily hands-on and data entry type skills and applying accounting principles. (c) deleted  Recognize the importance of ethics . Reason: While this topic may still be covered in this course and other courses, it will be stressed more in other courses. By deleting this topic, instructors will not be required to cover this topic

here. The issues of ethical conduct are covered in several other Business Administration required courses (such as BA 131, BA 211, BA 212 and the required ethics course.). This course is designed to be heavily hands-on and data entry type skills and applying accounting principles.

Current prerequisites: BA 211 or instructor permission.

Proposed prerequisites: BA 111 or BA 211 or instructor permission and microcomputer experience.

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: Kenneth Leibham, Columbia Gorge Community College

Contact e-mail: kleibham@cgcc.cc.or.us



Course Revision Form  
Prerequisite Change

Change: Requisites, Learning Outcomes

Current course number: BA 251

Current course title: Office Management

Current learning outcomes: INTENDED OUTCOME(s) FOR THE COURSE  
 Acquire the knowledge needed to perform the duties of an office manager.

OUTCOME ASSESSMENT STRATEGIES

A letter grade will be issued for this course. Assessment tasks may include:

- Case study analysis
- Individual or group projects
- Presentations
- Examinations Themes, Concepts, Issues
- Planning
- Controlling
- Leading
- Organizing
- Responsibilities Competencies, Skills
- Identify the skills and competencies needed by an office manager.
- Recognize the nature and purpose of the office manager.
- Describe the process of selecting and orientating the office staff.
- Explore the aspects of training, appraising, and promoting office personnel.
- Describe the objective of office salary administration.  Explore labor-management relations in the office.
- Identify and describe the major office personnel problems.
- Cite the benefits to an organization that establishes a program of work standards.
- Describe several techniques used to improve office productivity.

Proposed learning outcomes:

INTENDED OUTCOME(s) FOR THE COURSE:  
Upon successful completion of Office Management, the student will be able to:

- Acquire the knowledge needed to perform the duties of an office manager.
  
- Communicate within a department and other departments using standard business terminology.

## OUTCOME ASSESSMENT STRATEGIES:

Students may be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following:

- Class participation
- Homework
- Case study analysis
- Individual or group projects
- Presentations
- Examinations
- Other assessment techniques

## COURSE CONTENT THEMES, CONCEPTS, ISSUES, COMPETENCIES, AND SKILLS:

Themes, Concepts, Issues

- Planning
- Controlling
- Leading
- Organizing
- Responsibilities Competencies, Skills
- Identify the skills and competencies needed by an office manager.
- Recognize the nature and purpose of the office manager.
- Describe the process of selecting and orientating the office staff.
- Explore the aspects of training, appraising, and promoting office personnel.
- Describe the objective of office salary administration.
- Explore labor-management relations in the office.
- Identify and describe the major office personnel problems.
- Cite the benefits to an organization that establishes a program of work standards.
- Describe several techniques used to improve office productivity.

Reason for learning outcomes change:

- (a) added Upon successful completion of Office Management, the student will be able to: Reason: This sentence adds a description, clarity, and meaning to the list and core outcomes for this course. (b) added Communicate within a department and other departments using standard business terminology. Reason: By adding this core course outcome, we are defining the need and goal for students to learn the importance of working with others in the organization within and outside their own department. Also, this outcome stresses the importance of learning and using standard business language. (c) changed the assessment sentences, A

letter grade will be issued for this course. Assessment tasks may include: to Students may be expected to demonstrate knowledge of the concepts described in the required competencies by any combination of the following: Reason: A change is language and combining two sentences into one. This language is closer to the normal terminology used in many BA Course Content and Outcome Guides. This language focuses on demonstrating knowledge of desired concepts rather than a letter grade or assessment tasks. (d) added three assessment methodologies. Reason: Provide greater flexibility to address more diversified learning and teaching styles and methods of students and faculty respectively. (e) added

COURSE CONTENT THEMES, CONCEPTS, ISSUES, COMPETENCIES, AND SKILLS: Reason: This added section line provides a distinctive break between the prior section and the new section that follows.

Current prerequisites: (none)

Proposed prerequisites: BA 101 or instructor consent.

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: Kenneth Leibham, Columbia Gorge Community College  
Contact e-mail: kleibham@cgcc.cc.or.us

Curriculum Request Form  
Course Revision

Change:	Requisites
Current course number:	ENGR 211
Current course title:	Statics
Current prerequisites:	MTH 253, PHY 211; ENGR 101
Proposed prerequisites:	MTH 252, PHY 211; ENGR 101
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:	Todd Sanders
Contact e-mail:	tsander@pcc.edu

Curriculum Request Form  
New Course

COURSE NUMBER: CAS 232  
COURSE TITLE: Desktop Publishing: InDesign  
TRANSCRIPT TITLE: Desktop Publishing: InDesign  
LECTURE HOURS: 1  
LEC/LAB HOURS: 4  
WEEKLY CONTACT HOURS: 5  
TOTAL CREDITS: 3

REASON FOR NEW COURSE: This course is being developed due to an upgrade in software for a current course, CAS 230, PageMaker. The desktop publishing software, PageMaker, has become obsolete. The new software that has replaced PageMaker has significant changes in the interface and software features as well as a new name, InDesign. These changes will require a change in course content and, therefore, facilitate developing a new course.

COURSE DESCRIPTION: Students will use InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Create, import, and manipulate text and/or graphics through use of software features. This course is a replacement for CAS 230, PageMaker. Recommended: Placement into RD 115 or WR 115 and prior knowledge and use of Windows technology and CAS 216.

PREREQUISITE(S): None

PREREQ/CONCURRENT: None

COREQUISITE(S): None

LEARNING OUTCOMES: Utilize and manage features of the desktop publishing software to create publications for business use. Use critical thinking skills to independently produce publications. Use software efficiently and effectively. Integrate and/or import documents from related software to create effective publications.

COURSE FORMAT:	On Campus
COURSE FORMAT:	Online
ARE THERE SIMILAR COURSES EXISTING:	NO
REQUIRED OR ELECTIVE:	Elective
IS THERE IMPACT ON DEGREES OR CERTIFICATES:	YES
DESCRIPTION OF IMPACT ON DEG/CERT:	This course will be a restricted elective for the CAS degrees.
IS THERE AN IMPACT ON ANOTHER DEPT OR CAMPUS?:	NO
HAVE OTHER SACS BEEN CONTACTED?:	YES
IS THERE AN INCREASE IN COSTS FOR LIBRARY OR AV DEPT?:	NO
IMPLEMENTATION TERM:	Winter
IMPLEMENTATION YEAR:	2007
CONTACT NAME:	Linda Bruss, CAS/OS SAC Chair
CONTACT E-MAIL:	lbruss@pcc.edu

# COURSE CONTENT AND OUTCOME GUIDE

**Course Number:** CAS 232  
**Course Title:** Desktop Publishing: InDesign  
Credit Hours: 3  
Lecture Hours Per Week: 1  
Lecture/Lab Hours Per Week: 4  
Number of Weeks: 12  
Special Fee: Computer Lab Fee, \$8

## Course Description for Publication:

Students will use InDesign, a desktop publishing software, to design and create effective publications, such as announcements, fliers, advertisements, and reports. Create, import and manipulate text and/or graphics through use of software features. Recommended: Placement into RD 115 or WR 115 and prior knowledge and use of Windows technology and CAS 216. This course is a replacement for CAS 230, PageMaker.

## Intended Outcome(s) for the Course:

Students will be able to

- Utilize and manage features of the desktop publishing software to create publications for business use.
- Use critical thinking skills to independently produce publications.
- Use software efficiently and effectively.
- Integrate and/or import documents from related software to create effective publications.

## Outcome Assessment Strategies:

A letter grade will be issued for this course. Assessment tasks may include:

- Production tests
- Objective tests
- Projects with original work

## Themes, Concepts, Issues

- Desktop publishing terminology
- Creating, importing, and manipulating graphics
- Creating and manipulating text
- Formatting paragraphs, tables, and lists
- Enhancing documents through special effects
- Creating and using templates
- Using color effectively
- Import text from other software

## May also include:

- Create, edit, and print long documents including supporting pages
- Effective design and layout rules used in publication industry

- Scanning and importing graphics

**Competencies, Skills**

- Learn basics of desktop publishing software.
- Import graphics.
- Move, size, and crop graphics appropriately.
- Create and import text.
- Apply attributes of size and style to text to enhance documents.
- Use automatic features of software efficiently.
- Demonstrate proper file management techniques.
- Demonstrate safe handling and use of hardware and software.

**May also include:**

- Create supporting pages for multi-page documents, such as index or table of contents.
- Use color appropriately and effectively.
- Create and use template documents.



Curriculum Request Form  
New Course

**Course number:** ABE 0750B

**Course title:** Bilingual Basic Skills: ESL-Basic

**Transcript title:** Biling Basic Skill-ESL Basic

**Lecture hours:** 10-14

**Load total:** 10-14

**Weekly contact hours:** 10-14

**Total credits:** 0

**Reason for new course:** This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

**Course description:** Prepare students to begin a sequence of Academic English classes (low, intermediate, high, advanced levels) offered through the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs. Students ages 16-21 begin to develop basic English skills in reading, writing, speaking, and listening.

**Prerequisite(s):** Appropriate reading, writing and oral scores on IPT entrance assessment

**Prereq/concurrent:** None

**Corequisite(s):** None

**Learning outcomes:**

- Read and comprehend simple short fiction and nonfiction on familiar subjects
- Read and comprehend basic graphs, charts and maps
- Recognize simple present and present progressive verb tenses in reading

- Write short, grammatically correct sentences
- Demonstrate basic competence in using simple present and present progressive verb tenses
- Communicate using basic English in a guided conversation
- Use comprehensible pronunciation
- Understand and respond to simple questions within a limited context

**Course format:** On Campus

**Are there similar courses existing:** NO

**Required or elective:** Elective

**Is there impact on degrees or certificates:** NO

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

**Have other sacs been contacted?:** NO

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

**Implementation term:** Winter

**Implementation year:** 2007

**Contact name:** James Jansen

**Contact e-mail:** jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: ABE 0750L

Course title: Bilingual Basic Skills: ESL-Low

Transcript title: Biling Basic Skill-ESL Low

Lecture hours: 10-14

Load total: 10-14

Weekly contact hours: 10-14

Total credits: 0

Reason for new course: This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

Course description: First course in a sequence of four levels of Academic English designed to help non-native speakers, ages 16-21, develop basic reading, writing, speaking, and listening skills. These basic academic skills serve as the foundation for developing English language skills in preparation for subsequent levels within the program.

Prerequisite(s): Successful completion of ESL-Basic or appropriate reading, writing and oral scores on IPT entrance assessment

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Comprehend and interpret a variety of level-appropriate reading materials
- Employ pre-reading strategies to predict content of text
- Use context clues to infer meaning of new vocabulary
- Read and recognize structure, sequence, and support in a

passage

- Write simple paragraphs, including topic sentence, supporting sentences, and conclusion
- Apply basic spelling, grammar, punctuation, and capitalization rules
- Speak with comprehensible pronunciation and grammar in a variety of contexts
- Participate in conversations on common subjects
- Use English to indicate problems and suggest solutions

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Winter

Implementation year: 2007

Contact name: James Jansen

Contact e-mail: jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: ABE 0750I

Course title: Bilingual Basic Skills: ESL-Intermediate

Transcript title: Biling Basic Skill-ESL Interm

Lecture hours: 10-14

Load total: 10-14

Weekly contact hours: 10-14

Total credits: 0

Reason for new course: This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

Course description: The second course in a sequence representing four levels of Academic English designed to help non-native speakers, ages 16-21, to improve their academic English skills in preparation for college-level courses. Students continue to develop their skills in reading, writing, speaking, and listening to prepare them for the next level in the series.

Prerequisite(s): Successful completion of ESL-Low or appropriate reading, writing and oral scores on IPT entrance assessment

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Comprehend and interpret a variety of level-appropriate reading materials
- Employ skimming and scanning techniques
- Identify information from illustrations, tables of content, glossaries, indexes, headings, graphs, charts, and diagrams to assist in reading comprehension

- Predict meaning of unfamiliar words using contextual clues, phonics, and syntax
- Identify sequence of events, main ideas, facts, and supporting details in a variety of texts
- Extend ideas and evaluate information to form opinions, conclusions, and judgments about texts
- Recognize paragraph organization, including main idea, supporting details, sequencing of ideas, transitional words, and conclusion
- Demonstrate correct use of most grammar and punctuation in writing
- Organize and clearly present basic information to a group

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

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

Implementation term: Winter

Implementation year: 2007

Contact name: James Jansen

Contact e-mail: jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: ABE 0750H

Course title: Bilingual Basic Skills: ESL-High

Transcript title: Biling Basic Skill-ESL High

Lecture hours: 10-14

Load total: 10-14

Weekly contact hours: 10-14

Total credits: 0

Reason for new course: This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

Course description: The third of four course levels of Academic English designed to help non-native speakers, ages 16-21, to improve their academic English skills in preparation for college level courses. Students continue to develop their skills in reading, writing, speaking, and listening to prepare them for ESL-Advanced, the next level in the series.

Prerequisite(s): Successful completion of ESL-Intermediate or appropriate reading, writing and oral scores on IPT entrance assessment

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Comprehend literal and some figurative meaning of grade-level material in a variety of subjects and styles
- Use information from graphs, charts, and illustrations to assist in interpreting written material
- Read grade-level material aloud with natural phrasing, expression, and appropriate pacing

- Employ reading strategies including pre-reading, skimming, and scanning
- Determine meaning of new words using decoding strategies
- Identify writing modes, including narrative, descriptive, and expository (particularly cause/effect, compare/contrast, opinion)
- Apply ideas from narrative and descriptive texts to self-generated writing
- Summarize the main idea of a text orally, answer questions regarding supporting details, and locate information found in text to support answers
- Write fluent sentences that vary in length
- Write paragraphs that include a well-formed thesis, supporting arguments, and a concise conclusion
- Use complete sentences with subject-verb agreement to convey ideas
- Write sentences that demonstrate understanding of level-appropriate grammar
- Understand and respond to questions on subjects covered in class
- Use effective communication strategies in conversation
- Prepare and orally present material on a familiar topic

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been NO



contacted?:

Description of contact:

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

Implementation term: Winter

Implementation year: 2007

Contact name: James Jansen

Contact e-mail: jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: ABE 0750A

Course title: Bilingual Basic Skills: ESL-Advanced

Transcript title: Biling Basic Skill-ESL Adv

Lecture hours: 10-14

Load total: 10-14

Weekly contact hours: 10-14

Total credits: 0

Reason for new course: This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

Course description: The fourth course of four levels of Academic English designed to help non-native speakers, ages 16-21, improve their language skills in preparation for college-level courses. Students continue to develop their skills in reading, writing, speaking, and listening to prepare them for college-level coursework.

Prerequisite(s): Successful completion of ESL-High or appropriate reading, writing and oral scores on IPT entrance assessment

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Comprehend and interpret literal and figurative meaning in a variety of reading materials
- Employ skimming and scanning as a tool for finding information and discovering generalizations presented in a variety of texts
- Identify and produce a variety of writing modes, including

narrative; descriptive, and expository (particularly cause-effect, comparison-contrast)

- Utilize information from illustrations, tables of content, glossaries, indexes, headings, graphs, charts, and diagrams to understand articles and passages
- Make inferences and draw conclusions from written material
- Derive meaning from new vocabulary using contextual clues, knowledge of affixes and stems, and etymological clues
- Identify sequence of events, main ideas, facts, and supporting details in a variety of texts
- Express opinions, conclusions, and judgments about texts in a written summary
- Demonstrate effective paragraph and essay organization skills using a variety of writing styles
- Extend ideas and evaluate information to form opinions, conclusions, and judgments about texts
- Use self-editing techniques to identify and correct errors in spelling, capitalization, grammar, and punctuation
- Communicate orally at near-native speed, fluency, and accuracy
- Demonstrate awareness of and growth in vocabulary and grammar usage
- Organize and present information clearly to a group using appropriate speech patterns, gestures, and oral/visual cues

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: NO

Description of contact:

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

Implementation term: Winter

Implementation year: 2007

Contact name: James Jansen

Contact e-mail: jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: ABE 0750M

Course title: Bilingual Basic Skills: ESL-Mixed

Transcript title: Biling Basic Skill-ESL Mixed

Lecture hours: 10-14

Load total: 10-14

Weekly contact hours: 10-14

Total credits: 0

Reason for new course: This change is part of the college-wide initiative to convert all ESL/ENNL/ESOL courses from lecture/lab contact hours to lecture only. Because the funding for this course, which is part of the Multicultural Academic Program (MAP) within PCC Preparatory Alternative Programs, is from sources outside PCC (i.e., local public school districts), the resulting increase in instructional pay will have no impact on the college's general fund.

Course description: Course consisting of two, three, or all four levels of Academic English (ESL-Low, ESL-Intermediate, ESL-High, ESL-Advanced) designed to help non-native speakers, ages 16-21, improve their language skills in preparation for college-level courses. Students continue to develop their skills in reading, writing, speaking, and listening to prepare them for college-level coursework.

Prerequisite(s): Successful completion of previous ESL course/level or appropriate reading, writing and oral scores on IPT entrance assessment

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Low Level:

- Comprehend and interpret a variety of level-appropriate reading materials
- Employ pre-reading strategies to predict content of text

- Use context clues to infer meaning of new vocabulary
- Read and recognize structure, sequence, and support in a passage
- Write simple paragraphs, including topic sentence, supporting sentences, and conclusion
- Apply basic spelling, grammar, punctuation, and capitalization rules
- Speak with comprehensible pronunciation and grammar in a variety of contexts
- Participate in conversations on common subjects
- Use English to indicate problems and suggest solutions

Intermediate Level:

- Comprehend and interpret a variety of level-appropriate reading materials
- Employ skimming and scanning techniques
- Identify information from illustrations, tables of content, glossaries, indexes, headings, graphs, charts, and diagrams to assist in reading comprehension
- Predict meaning of unfamiliar words using contextual clues, phonics, and syntax
- Identify sequence of events, main ideas, facts, and supporting details in a variety of texts
- Extend ideas and evaluate information to form opinions, conclusions, and judgments about texts
- Recognize paragraph organization, including main idea, supporting details, sequencing of ideas, transitional words, and conclusion
- Demonstrate correct use of most grammar and punctuation in writing
- Organize and clearly present basic information to a group

High Level:

- Comprehend literal and some figurative meaning of grade-level material in a variety of subjects and styles
  - Use information from graphs, charts, and illustrations to assist in interpreting written material
  - Read grade-level material aloud with natural phrasing, expression, and appropriate pacing
  - Employ reading strategies including pre-reading, skimming, and scanning
  - Determine meaning of new words using decoding strategies
  - Identify writing modes, including narrative, descriptive, and expository (particularly cause/effect, compare/contrast, opinion)
  - Apply ideas from narrative and descriptive texts to self-generated writing
  - Summarize the main idea of a text orally, answer questions regarding supporting details, and locate information found in text to support answers
  - Write fluent sentences that vary in length
  - Write paragraphs that include a well-formed thesis, supporting arguments, and a concise conclusion
  - Use complete sentences with subject-verb agreement to convey ideas
  - Write sentences that demonstrate understanding of level-appropriate grammar
  - Understand and respond to questions on subjects covered in class
  - Use effective communication strategies in conversation
  - Prepare and orally present material on a familiar topic
- Advanced Level:  Comprehend and interpret literal and figurative meaning in a variety of reading materials
- Employ skimming and scanning as a tool for finding information and discovering generalizations presented in a variety of texts
  - Identify and produce a variety of writing modes, including

narrative; descriptive, and expository (particularly cause-effect, comparison-contrast)

- Utilize information from illustrations, tables of content, glossaries, indexes, headings, graphs, charts, and diagrams to understand articles and passages
- Make inferences and draw conclusions from written material
- Derive meaning from new vocabulary using contextual clues, knowledge of affixes and stems, and etymological clues
- Identify sequence of events, main ideas, facts, and supporting details in a variety of texts
- Express opinions, conclusions, and judgments about texts in a written summary
- Demonstrate effective paragraph and essay organization skills using a variety of writing styles
- Extend ideas and evaluate information to form opinions, conclusions, and judgments about texts
- Use self-editing techniques to identify and correct errors in spelling, capitalization, grammar, and punctuation
- Communicate orally at near-native speed, fluency, and accuracy
- Demonstrate awareness of and growth in vocabulary and grammar usage
- Organize and present information clearly to a group using appropriate speech patterns, gestures, and oral/visual cues

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

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



Description of impact  
on dept/campus:

Have other sacs been  
contacted?: NO

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

Implementation term: Winter

Implementation year: 2007

Contact name: James Jansen

Contact e-mail: jjansen@pcc.edu

Curriculum Request Form  
New Course

Course number: Hst 111

Course title: U.S. History Skills and Issues

Transcript title: U.S. History Skills and Issues

Lecture hours: 1

Weekly contact hours: 1

Total credits: 1

Reason for new course: To provide history skills for high school students in the Gateway to College Program.

Course description: This course helps students to increase academic skills and deepen their understanding of American history as a discipline while supporting work performed in HST 201, 202, or 203. Includes 1) a tutorial relating to course concepts and content, 2) academic skill building, and 3) a brief community-related learning project to allow for direct application of learning.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): Hst 201 or Hst 202 or Hst 203

Learning outcomes:

- Show development in understanding concepts and content in U.S. history courses.
- Increase performance on U.S. history course exams and assignments.
- Demonstrate study skills required to conduct historical research.
- Use critical thinking to evaluate historical events and their impact on American society or the world.
- Recognize and appreciate the contributions of diverse groups (national, ethnic,  religious, gender) to U.S. history.
- Identify culturally grounded assumptions that have influenced the perceptions and behaviors of people in the past.

Demonstrate effective communication through writing and speaking.

Gened list: YES, Gen. Ed. Requested

Course format: On Campus

Are there similar courses existing: YES

Description of existing courses: Political Science has also developed a similar course for their discipline.

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?: NO

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

Implementation term: Winter

Implementation year: 2007

Contact name: James S. Harrison

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

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

**Date:** November 2006                      Prepared By: James Jansen & James S. Harrison  
**Course Number:** HST 111  
**Course Title:** U.S. History Skills and Issues  
**Credit Hours:** 1      **Lecture Hours Per Week:** 1.5      **Number of Weeks:** 10-11

**COURSE DESCRIPTION:**

This course helps students to increase academic skills and deepen their understanding of American history as a discipline while supporting work performed in HST 201, 202, or 203. Includes 1) a tutorial relating to course concepts and content, 2) academic skill building, and 3) a brief community-related learning project to allow for direct application of learning.

Pre-requisite: None.

Co-requisite: Enrollment in one of the following U.S. history courses: Hst 201, Hst 202, Hst 203.

**INTENDED LEARNING OUTCOMES**

After successful completion of HST 111 the student will be able to:

- Show development in understanding concepts and content in U.S. history courses.
- Increase performance on U.S. history course exams and assignments.
- Demonstrate study skills required to conduct historical research.
- Use critical thinking to evaluate historical events and their impact on American society or the world.
- Recognize and appreciate the contributions of diverse groups (national, ethnic, religious, gender) to U.S. history.
- Identify culturally grounded assumptions that have influenced the perceptions and behaviors of people in the past.
- Demonstrate effective communication through writing and speaking.

**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:

- Community-related project.
- Formal written papers that present and analyze historical topics or issues.
- Participation in and contribution to large and small group discussions and activities.
- Exams and exercises.
- Evaluate different interpretations of the same event.
- Associate past events to contemporary times.

**COURSE CONTENT**

**Themes, Concepts and Issues**

These items are reflected in the joint history course: Hst 201, 202 or 203.

**COMPETENCIES AND SKILLS**

- Critical thinking
- Evaluate interpretations of historical events
- Effective communication orally and in writing
- Analyze the causal relationship between two or more historical events
- Identifying historical themes
- Working collaboratively with others
- Library and Internet use
- Research of primary and secondary sources