

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

Agenda
February 7, 2007 3 pm

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

Experimental Courses:

MM 299E– Video Production III - Documentary
MUS 199A – Vocal Jazz
MUS 299 – Introduction to Music Composition

All course inactivation's will be added to a consent agenda:

Course Inactivation:

CIS 288I - Web Server Administration
MTH 116 - Review of Precalculus

Old Business:

85. CMET 237- Computer Aided Design III
Course Revision – Course Title: MET Computer Aided Design Elective

98. N 208 – Nursing Care of Clients with Emergent Health Care Needs
Course Revision – Description

New Business:

147. BCT 101 – Principles of Construction Surveying
Course Revision – Description

148. BCT 102 – Residential Printreading
Course Revision – Description

149. BCT 104 – Construction Math
Course Revision – Description, Requisites

150. BCT 120 – Floor Framing
Course Revision – Description

151. BCT 121 – Wall Framing
Course Revision – Description

152. BCT 122 – Roof Framing 1
Course Revision – Description

153. BCT 123 – Roof Framing 2
Course Revision – Description
154. BCT 126 – Site Layout
Course Revision – Description, Requisites
155. BCT 128 – Exterior Finish
Course Revision – Description
156. BCT 129 – Mechanical Systems for Kitchens and Baths
Course Revision – Description, Outcomes
157. BCT 203 – Interior Finish
Course Revision – Description, Outcomes
158. BCT 219 – Professional Cabinetmaking 1
Course Revision – Description
159. BCT 223 – Finished Stair Construction
Course Revision - Description
160. BCT 229 – Introduction to Kitchens and Baths
[New Course](#)
161. BCT 213 – Commercial Print Reading
Contact/Credit Hour Change- Increase from 2 to 3 credits
162. BCT 223 – Finished Stair Construction
Contact/Credit Hour Change – Increase from 2 to 3 credits
163. BA 104 – Business Math
[New Course](#)
164. BA 226 – Business Law 1
Contact/Credit Hour Change – Increase from 3 to 4 credits
165. ENL 265 – Upper Advanced Academic Communication
Course Revision – Number, Title, Description, Outcomes
166. ENL 267 – Upper Advanced Pronunciation
Course Revision – Number, Title, Description, Outcomes
167. AD 103 – Women and Addiction
Course Revision – Description, Outcomes
168. AD 150 – Basic Counseling and Addiction
Course Revision – Requisites, Outcomes
169. AD 151 – Basic Counseling Skills Mastery
Course Revision – Requisites, Outcomes

170. AD 152 – Group Counseling and Addiction
Course Revision – Requisites, Outcomes

171. AD 154 – Case Management and Addiction
Course Revision – Title, Description, Requisites, Outcomes

172. AD 156 – Ethical and Professional Issues
Course Revision – Description, Requisites, Outcomes

173. AD 201 – Families and Addiction
Course Revision – Description, Outcomes

174. AD 280A – Practicum
Course Revision – Description, Outcomes

175. AD 280B – Practicum
Course Revision – Outcomes

176. CJA 230 – Police Report Writing
[New Course](#)

177. AVS 157 – Aircraft Systems & Structures I: Airframe
[New Course](#)

178. AVS 167 – Aircraft Systems & Structures II: Powerplant
[New Course](#)

179. CIS 188 – Introduction to Wireless Networking
[New Course](#)

180. CIS 189 – Wireless Security
[New Course](#)

181. CIS 195P – PHP Web Development I
[New Course](#)

[182. CIS 295P – PHP Web Development II](#)
[New Course](#)

183. BI 112 – Cell Biology for Health Occupations
General Education Designation

184. BI 212 – Principles of Biology
Course Revision – Description

185. BI 231 – Human Anatomy and Physiology I
Course Revision – Description, Requisites

186. BI 198 – Independent Study
Course Revision – Description, Outcomes

187. BI 298 – Independent Study

[New Course](#)

188. BI 280A – Work Experience

Course Revision – Description, Requisites

189. RD 80 – Reading 80

Contact/Credit Hour Change

190. RD 80 – Reading 80

Course Revision – Description, Outcomes

191. RD 80A – Reading 80A

Contact/Credit Hour Change

192. RD 80A – Reading 80A

Course Revision – Description, Outcomes

193. RD 80C – Reading 80C

Contact/Credit Hour Change

194. RD 80C – Reading 80C

Course Revision – Description, Outcomes

195. RD 90 – Reading 90

Contact/Credit Hour Change

196. RD 90 – Reading 90

Course Revision – Description, Outcomes

197. RD 90A – Reading 90A

Contact/Credit Hour Change

198. RD 90A – Reading 90A

Course Revision – Description, Outcomes

199. RD 115 – College Reading

Contact/Credit Hour Change

200. RD 115 – College Reading

Course Revision – Description, Outcomes

201. WR 80 – Writing 80

Contact/Credit Hour Change

202. WR 80 – Writing 80

Course Revision – Description, Outcomes

203. WR 80C – Writing 80C

Contact/Credit Hour Change

204. WR 80C – Writing 80C
Course Revision – Description, Outcomes

205. WR 90 – Writing 90
Contact/Credit Hour Change

206. WR 90 – Writing 90
Course Revision - Description, Outcomes

207. WR 90C – Writing 90C
Contact/Credit Hour Change

208. WR 90C – Writing 90C
Course Revision – Description, Outcomes

209. CG 181 – Gerontology Career Exploration
Contact/Credit Hour Change – Increase from 1 to 2 credits

210. CG 181 – Gerontology Career Exploration
Course Revision – Title, Description, Outcomes

(GRN – Gerontology)

211. GRN 165 – Basic Activity Director Training
[New Course](#)

212. GRN 265 – Activity Professional Training 1
[New Course](#)

213. GRN 266 – Activity Professional Training 2
[New Course](#)

214. GRN 280 – CE: Gerontology Internship
[New Course](#)

215. GRN 281 – Gerontology Internship Seminar
[New Course](#)

Curriculum Request Form
Course Revision

Change:	Course Title
Current course number:	CMET 237
Current course title:	Computer Aided Design III
Proposed course title:	MET Computer Aided Design Elective
Proposed transcript title:	MET CAD Elective
Reason for title change:	Better describes course content.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	winter
Requested year:	2007
Contact name:	Jan Chambers
Contact e-mail:	jchamber@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: NUR 208

Current course title: Nursing Care of Clients with Emergent Health Care Needs

Current description: Focuses on the nursing management of clients experiencing physical and emotional crises. Role transition is facilitated from student to the professional graduate nurse with a focus on leadership, management and legal/ethical concepts. Prerequisites: NUR 106, 107, 108, 206, 207.

Proposed description: Focuses on the nursing management of clients experiencing physical and emotional crises. Role transition is facilitated from student to the professional graduate nurse with a focus on leadership, management and legal/ethical concepts. Prerequisites: NUR 104, NUR 106, 107, 108, 206, 207.

**Same as posted only to include a pre-requisite of Nursing 104 in addition to the other stated nursing courses.

Reason for description
change:

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

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

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: BCT 101

Current course title: Principles of Construction Surveying

Current description: Basic concepts of construction surveying. Includes set up and use of builders level, transite, theodolite, leveling rod and steel tape, field note assembly and subsequent interpretation, elevation and distance measuring techniques. Vertical and horizontal angle calculation and grid method for generate contour maps. Prerequisite: Prior completion of BCT 104 or instructor permission.

Proposed description: This class will provide a collaborative learning framework in which learners practice the basic concepts of construction surveying. Includes set up and use auto level, total station, leveling rod and steel tape. Also included are field note assembly and interpretation, and elevation and distance measuring techniques. Vertical and horizontal angle calculation also covered. Includes grid method for generate contour maps.

Reason for description change: The proposed course description better reflects the subject matter covered in BCT 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: fall

Requested year: 2007

Contact name: Robert Steele

Contact e-mail: rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	BCT 102
Current course title:	Residential Printreading
Current description:	Provides a collaborative learning framework cultivating blueprint reading skills and concepts relevant to building construction. Demonstrate understanding of blueprint reading by analyzing, interpreting, and measuring plans for relevant construction information, and by sketching scaled plans for peer and instructor evaluation. Work will be limited to residential blueprints.
Proposed description:	Provides a collaborative learning framework in which learners will develop print reading skills and concepts relevant to building construction. Learners will demonstrate their understanding of print reading by analyzing interpreting and measuring plans for relevant construction information and by sketching scaled plans for peer and instructor evaluation. Work will be limited to residential prints.
Reason for description change:	The proposed description changes the word blueprint to read print which is currently the excepted term for construction plans.
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:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Requisites
Current course number:	BCT 104
Current course title:	Construction Math
Current description:	Covers basic math, terminology and language commonly used in the normal work day of the builder.
Proposed description:	This class will provide a framework for learners to apply mathematical concepts and principles to building construction situations and problems through collaborative learning. Learners will also develop, articulate and document their own problem solving strategies. Exploration of construction problems will be limited to light framing, concrete, finish carpentry and cabinetmaking. As a prerequisite, learners must place into MTH 20 A or seek departmental approval.
Reason for description change:	The proposed course description provides a more detailed overview of the course subject content.
Current prerequisites:	None
Proposed prerequisites:	learners must place into MTH 20 A or seek departmental approval.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	fall
Requested year:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteale@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	BCT 120
Proposed course number:	BCT 120
Current course title:	Floor Framing
Proposed course title:	Floor Framing
Proposed transcript title:	Floor Framing
Current description:	Explores and uses different labor methods and materials for the erection of various floor framing systems, including post & beam and truss floor systems and rough stair construction. Prerequisite: BCT 106 or instructor permission.
Proposed description:	Covers the basic floor framing systems and principles used in residential construction. Floor systems will be installed on foundations using current building construction methods. Learning will include floor leveling, sill plate installation, floor framing material identification, joist and beam lay-out, quantity take offs, estimating and related codes. Prerequisites: BCT 106, or instructor approval.
Reason for description change:	The current course description does not accurately reflect the subject matter covered in the class.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	BCT 121
Proposed course number:	BCT 121
Current course title:	Wall Framing
Current description:	Explores and uses different labor methods and materials for the erection of various wall framing systems, including interior and exterior wall partitions, and different wall sheathing applications. Prerequisite: BCT 106 or instructor permission.
Proposed description:	Covers basic residential wood wall framing methods and principles used in current residential construction. Content will include wall lay-out and assembly of studs, corners, partitions and openings. Includes material quantity take offs, estimating and related codes. Structural sheathing, interior wall bracing, bay framing, window box, framing arched openings and stair construction will also be covered. Prerequisite, BCT 106 or instructor approval.
Reason for description change:	New course description provides more complete information of the subject areas covered.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteale@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	BCT 122
Current course title:	Roof Framing 1
Current description:	Use of the framing square, rafter tables, rafter framing formulas, and appropriate terminology. Layout, cut and assemble shed, gable and hip roofs. Prerequisite: (BCT 104 and 106) or instructor permission.
Proposed description:	Course covers basic residential roof rafter framing. Content covers rafter math calculations for various roof slopes, lay-out, part nomenclature, assembly procedures, related codes and material take-off. Ceiling joist, collar ties, gable roof, gambrel roof and hip roof types will be covered. Prerequisite: BCT 104 and 106 or instructor approval.
Reason for description change:	The new course description better reflects the course subject areas covered.
Will this impact other sacs?,is there an impact on other sacs?:	No
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: BCT 123

Current course title: Roof Framing 2

Current description: Layout, cutting and assembly of hip, intersecting and unequal pitch roofs, and dormers. Discussions include truss roof assemblies. Prerequisite; BCT 122 or instructor permission

Proposed description: Course covers more advanced residential roof rafter framing. Content covers rafter math calculations for various roof slopes, lay-out, part nomenclature, assembly procedures, related codes and material take-off. Intersecting hip/valley, Greek return eaves, blind valleys, dormers and bay roof types will be covered. Prerequisite: BCT 122 or instructor permission

Reason for description change: Proposed course description better reflects the subject area covered during 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: spring

Requested year: 2007

Contact name: Robert Steele

Contact e-mail: rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Requisites

Current course number: BCT 126

Current course title: Site Layout

Current description: Learners become familiar plot plan interpretation and drafting. Includes the establishment of existing property grade before building, planning a new grade locating the building on a lot and accurate layout of the building foundation and floor elevations. Includes calculation of cut and fill. Prerequisites of BCT 101 or instructor permission.

Proposed description: Learners will become familiar with plot plan interpretation and drafting. Skills will be developed in the location of property boundaries using legal descriptions such as metes and bounds. Includes the establishment of existing property grade before building, planning new grade based on building location, utility locations, setbacks and easements, accurately locating a building on a lot and accurate laying out the building foundation, and floor elevations. Includes calculation of cut and fill. BCT 101, BCT 104 or instructor permission.

Reason for description change: The proposed course description more accurately reflects the course subject matter.

Current prerequisites: BCT 101 or instructor permission.

Proposed prerequisites: BCT 101, BCT 104 or instructor permission.

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: 2007

Contact name: Robert Steele

Contact e-mail:

rstele@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	BCT 128
Current course title:	Exterior Finish
Current description:	Learners become familiar with the installation and estimation of materials and labor exterior doors and windows, composition, shake and shingle roofing, horizontal lap siding, bevel siding, board and baton siding, vinyl siding and wood shingle siding. Includes construction of various cornice and soffit treatments. Prerequisite; BCT 106 or instructor approval
Proposed description:	Course covers the installation, estimation of materials and labor of various exterior siding products. Includes construction of various horizontal lap, wood shingles and vertical sidings. Covers ceiling soffits, door, window and corner trim. Roofing covers composition, shake and shingle roofing, Prerequisite; BCT 106 or instructor approval.
Reason for description change:	Proposed course description better reflects the course subject area covered during the class.
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:	2007
Contact name:	Robert Steele
Contact e-mail:	rsteale@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Learning Outcomes
Current course number:	BCT 129
Current course title:	Mechanical Systems for Kitchens and Baths
Current description:	Covers electrical, plumbing, HVAC systems used in residential kitchens and baths. Students will become familiar with the appliances, fixtures and equipment associated with each system. Code requirements and restrictions will be examined and applied to remodeling case studies. Students will design general and task lighting systems for kitchens and baths.
Proposed description:	Covers electrical, plumbing, HVAC systems used in residential kitchens and baths. Students will become familiar with the code requirements and restrictions through the examination of remodeling case studies. Students will design general and task lighting systems for kitchens an
Reason for description change:	The proposed course description reflects the removal of appliances, fixtures and equipment as subject matter because there is not enough time to adequately cover these topics and the other subject matter covered in the course. The removed subject matter will be covered in a new proposed course BCT 229 Introduction to Kitchens and baths.
Current learning outcomes:	<ul style="list-style-type: none">◆ Identify the components of existing kitchen and bath mechanical systems◆ Design kitchen and bath lighting systems that supply satisfactory general and task lighting◆ Design effective kitchen and bath ventilation systems◆ Recognize and specify appliances, fixtures and equipment that fit customer needs◆ Incorporate safe and code compliant mechanical systems into kitchen and bath designs

Proposed learning outcomes:

- ◆ Identify the components of existing kitchen and bath mechanical systems
- ◆ Design kitchen and bath lighting systems that supply satisfactory general and task lighting
- ◆ Design effective kitchen and bath ventilation systems
- ◆ Incorporate safe and code compliant mechanical systems into kitchen and bath designs

Reason for learning outcomes change:

The proposed learning outcomes reflect the removal of subject matter appliances, fixtures and equipment. The removed subject matter will be covered in a new proposed course BCT 229 Introduction to Kitchens and baths.

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:

2007

Contact name:

Robert Steele

Contact e-mail:

rsteele@pcc.edu

Curriculum Request Form
Course Revision

Current course number:	BCT 203
Current course title:	Interior Finish
Current description:	Covers codes, techniques, and estimating methods used to: install, tape, finish, texture and patch drywall; hang and trim interior doors, hardware, base trim, casing, crown molding, wainscoting, various interior window trim treatments, and plastic laminate; and to figure and construct interior staircases, including construction of handrails and guardrails. A student may not receive credit for both BCT 203 and the 3-class series BCT 223, 224 and 226. Prerequisite: BCT 106 or instructor permission.
Proposed description:	Covers codes, materials, installation, and estimating methods in residential drywall. Includes drywall, tape, finish, texture and patching. Finish carpentry covers materials types, take-offs and estimation of interior trim. Includes the miter cuts and installation of base molding, casing, crown molding, wainscot panel molding, door installation and various other interior trim treatments. A student may not receive credit for both BCT 203 and BCT 224 or 226. Prerequisite: BCT 106 or instructor approval.
Reason for description change:	BCT 203 currently covers drywall, interior finish and finished stair construction. The BCT Department has concluded that there is not enough time in one term to adequately cover the three subject areas. The proposed course description reflects the removal of finished stair construction from BCT 203. There is an existing BCT 223 Finished stair Construction to cover this subject area.
Current learning outcomes:	<ul style="list-style-type: none">◆ Safely use and maintain drywall and finish carpentry tools◆ Patch drywall and match existing textures ◆ Safely install, tape, finish, and texture drywall to industry standards ◆ Understand various drywall assemblies and applications ◆ Safely install interior doors, window surrounds,

moldings, and hardware to AWI standards

◆ Calculate and lay out stair parts to meet current building codes >Construct finished stairs to industry standards

◆ Estimate materials and labor for finish stairs and handrails

Proposed learning outcomes:

◆ Safely use and maintain drywall and finish carpentry tools

◆ Patch drywall and match existing textures

◆ Safely install, tape, finish, and texture drywall to industry standards

◆ Understand various drywall assemblies and applications

◆ Safely install interior doors, window surrounds, moldings, and hardware to AWI standards

◆ Calculate and lay out stair parts to meet current building codes >Construct finished stairs to industry standards

◆ Estimate materials and labor for finish stairs and handrails

Reason for learning outcomes change:

The change in the proposed learning outcomes reflects removing finished stair construction subject matter from BCT 203 Interior Finish.

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:

2007

Contact name:
Contact e-mail:

Robert Steele
rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: BCT 219

Current course title: Professional Cabinetmaking 1

Current description: Covers materials, hardware, outsourcing alternatives, equipment and techniques necessary to produce industry standard cabinetry and estimation of cabinet materials. Learn and demonstrate the safe use of both portable and stationary power equipment. Includes taking site measurements, subsequent generation of shop drawings and cabinet installation methods. Also covers the estimation of cabinet materials and labor.

Proposed description: Learners will become familiar with the skills, materials, hardware and equipment necessary to produce industry standard cabinets. Students will learn and demonstrate the safe use of cabinetmaking hand and power tools. Students will draw shop drawings and estimate materials for cabinetmaking jobs. Learners will develop cabinetmaking skills by constructing instructor designed cabinet projects.

Reason for description change: The proposed course description more accurately describes the course subject matter covered.

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: 2007

Contact name: Robert Steele

Contact e-mail: rsteele@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: BCT 223

Current course title: Finished Stair Construction

Current description: Covers an understanding of methods and techniques used to frame and finish interior staircases, including construction of handrails and guardrails. Emphasizes building codes which govern the construction of stairs, handrails and guardrails. Includes methods used to estimate labor and materials associated with stair and rail construction with emphasis on outsourcing. A student may not receive credit for both BCT 223, 224 and 226 series and BCT 203.

Proposed description: Covers the construction and finish of interior staircases, including balustrades, handrails and guardrails. Emphasizes the materials and techniques used to construct finish stairs, relevant building codes, and methods used to estimate labor and materials associated with stair and rail construction.

Reason for Description Change: The proposed course description provides a more clear and concise description of the course content.

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

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: No

Request term: fall

Requested year: 2007

Contact name: Robert Steele

Contact e-mail: rsteele@pcc.edu

Curriculum Request Form
New Course

Course number: BCT 229

Course title: Introduction to Kitchens and Baths

Transcript title: Intro to Kitchens and Baths

Lec/lab hours: 2/2

Load total: .216

Weekly contact hours: 4

Total credits: 2

Reason for New Course: BCT 229 is a necessary add to BCT curriculum to meet the course requirements of the National Kitchen and Bath Association for endorsement of our students in the BCT Design Build Program.

Course description: Explores the history and trends of the kitchen and bath industry. Focuses on basic kitchen & bath layout and specification of specialized equipment, materials and surfaces required for safe and functional kitchens & baths. Products include cabinet systems, appliances, equipment and surfacing materials. Students will complete basic kitchen and bath designs based on case studies. Prerequisite: ARCH 110 or instructor approval

Prerequisite(s): ARCH 110 or instructor approval

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- ◆ Identify and specify kitchen and bath cabinetry, appliances, fixtures and equipment appropriate for customer needs and design space requirements.
- ◆ Read and interpret product specifications for design and installation information.
- ◆ Graphically communicate placement and specifications of kitchen and bath products

◆ Draw and specify details based on product specifications and design space requirements.

Course format: On Campus

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: NO

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

Have other sacs been contacted?: YES

Is there an increase in costs for Library or AV Dept?: NO

Implementation term: Fall
Implementation year: 2007

Contact name: Robert Steele
Contact E-mail: rsteele@pcc.edu

Date: 01/18/07 Prepared by: Spencer Hinkle CKD

Course Number: BCT 229

Course Name: Introduction to Kitchen and Baths

Credits: 2 Cr.

Lecture-/WeekLab: 2 hour lecture 2 hour lab

Number of Weeks: 11

Course Description for Publication:

Explores the history and trends of the kitchen and bath industry. Focuses on basic kitchen & bath layout and specification of specialized equipment, materials and surfaces required for safe and functional kitchens & baths. Products include cabinet systems, appliances, equipment and surfacing materials. Students will complete basic kitchen and bath designs based on case studies. Prerequisite: ARCH 110 or instructor approval

Intended Learning Outcomes:

- Identify and specify kitchen and bath cabinetry, appliances, fixtures and equipment appropriate for customer needs and design space requirements.
- Read and interpret product specifications for design and installation information.
- Graphically communicate placement and specifications of kitchen and bath products
- Draw and specify details based on product specifications and design space requirements.

Outcome Assessment Strategies:

- Students will develop an on-line web "Resource" folder including cabinet, appliance, plumbing fixture, fittings, equipment and hardware product catalogs.
- Students will demonstrate the ability to locate and interpret appliances and fixture specifications.
- Students will design and graphically present a single wall, L shaped and U shaped kitchen.
- Students will select a countertop surface and draw a detail showing how it is installed and its relationship to cabinetry components.

Themes, issues and concepts:

- Kitchen and bath trends
- Demographic and population trends
- Kitchen and bath storage systems
- Kitchen and bath configurations
- Graphic standards
- Cabinet types and manufacturing systems
- Standard cabinet nomenclature
- Cabinet sizes & configurations
- Mechanical plans
- Appliance types and planning considerations
- Kitchen and bath fixture design and planning consideration
- Kitchen and bath fittings – materials and engineering
- Surfacing materials

Process Skills:

- Research, including internet resources
- Verbal communications
- Written communications
- Graphic (drafting) communications
- Networking
- Critical thinking
- Teamwork

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: BCT 213

Current Course Title: Commerical Print Reading

	Current	Proposed
Lecture Hours:	2	3
Load:	.136	.204
Total Contact Hours:	2	3
Credits:	2	3

Reason for Change: The SAC committee feels that there is a need to increase the weekly contact hours to adequately cover the course content. This same change was made earlier to BCT 102 Residential Printreading for the same reason.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: NO

Is there potential conflict with another SAC?: NO

Implem. Term: Fall
Implementation Year, Implem. Year: 2007

Contact Name: Robert Steele
Contact Email: rsteele@pcc.edu

This message was created by a form/link located at:
<http://www.pcc.edu/resources/academic/eac/curriculum/curriculum-office/forms/contact-cr-form.html>

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: BCT 223

Current Course Title: Finished Stair Construction

	Current	Proposed
Lec/Lab Hours:	2	3
Load:	.216	.324
Contact Hours:	4	6
Credits:	2	3

Reason for Change: More contact hours are necessary to adequately cover the proposed course content.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: NO

Is there potential conflict with another SAC?: NO

Implem. Term: Fall
Implementation Year, Implem. Year: 2007

Contact Name: Robert Steele
Contact Email: rsteele@pcc.edu

Curriculum Request Form
New Course

Course number: BA 104

Course title: Business Math

Lecture hours: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: We want our BA students to be able to apply general business math to significant areas within the business environment. Math 30 is no longer accepted toward an AAS degree.

Course description: This course explores the real world concepts of business math by extensive use of applications in banking, hotel/motel industry, retail, real estate, and others. It will guide students through the review of basic mathematical skills including graphing. These skills will then be applied to business situations such as incentive plans, bonuses, benefit load, discounts, markup/markdown, interest, credit, and more. Business or scientific calculator required. Prerequisites: MTH 65 and RD 90 (or ESOL 250).

Prerequisite(s): MTH 65 and RD 90 (or ESOL 250)

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- ◆ Demonstrate basic business math skills.
- ◆ Demonstrate basic graphic principles.
- ◆ Apply business math skills to business situations.
- ◆ Prepare students for future course work in the business environment.

Course format: On Campus

Course format: Online

Are there similar courses existing: YES

Description of existing courses: Math 30 - no longer applies towards credit for an AAS degree.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: All BA degrees and certificates.

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

Description of impact on dept/campus: CAS/OS to the best of my knowledge

Have other sacs been contacted?: YES

Description of contact: Math and CAS.

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

Implementation term: Fall

Implementation year: 2007

Contact name: Bill Bruno

Contact e-mail: bbruno@pcc.edu

Course Content and Outcome Guide

DATE: October, 2006

PREPARED BY: Bill Bruno

COURSE NUMBER: BA 104

COURSE TITLE: Business Math

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 4

LECTURE/LAB HOURS PER WEEK:

LAB HOURS PER WEEK:

NUMBER OF WEEKS: 10

SPECIAL FEE:

COURSE DESCRIPTION FOR PUBLICATION:

This course explores the real world concepts of business math by extensive use of applications in banking, hotel/motel industry, retail, real estate, and others. It will guide students through the review of basic mathematical skills including graphing. These skills will then be applied to business situations such as incentive plans, bonuses, benefit load, discounts, markup/markdown, interest, credit, and more. Business or scientific calculator required.

Prerequisites : MTH 65 and RD 90 (or ENL 250).

ADDENDUM TO DESCRIPTION:

This course is to be taught with a SAC approved text.

INTENDED OUTCOMES FOR THE COURSE:

- Demonstrate basic business math skills.
- Demonstrate basic graphic principles.
- Apply business math skills to business situations.
- Prepare students for future course work in the business environment.

OUTCOME ASSESSMENT STRATEGIES:

Assessment may include:

1. Examinations
2. At least two of the following additional measures:
 - a) graded homework / worksheets.
 - b) quizzes.
 - c) writing assignments.
 - d) group / individual projects.

COMPETENCIES AND SKILLS:

Equations and percentages

- Review order of operations in the solution of business math problems.
- Identify unknowns in business oriented applications.
- Solve equations for business unknowns.
- Apply proportions to rate, base, and percentage problems.

Incentive plans, commissions and bonuses

- Use of incentive plans, commissions and bonus for employee motivation.
- Identify various incentive plan and bonus options (merit pay, sales quotas, etc.).
- Calculate incentive and bonus payments.

Trade and cash discounts

- Use of trade and cash discounts.
- Calculate trade discounts, single and series.
- Calculate cash discounts.
- Compare advantages of cash discounts and credit terms.

Benefit load

- Use of benefit loads and compensation payments.
- Identify the components of benefit loads.
- Calculate various benefit loads.

Retail pricing

- Review retail pricing components.
- Prepare markups based on cost and selling price.
- Prepare markdowns based on cost and selling price.
- Compare the impact of markups and markdowns on marginal gross income.
- Calculate markdown, reduced price, and rate of markdown.

Interest and promissory notes

- Identify the use of interest and promissory notes in business.
- Compute simple interest application problems: principal, interest, rate, and time.
- Solve compound interest application problems using compound interest tables and compound interest formula:
- Investigate bank discount and proceeds for a promissory note.

Depreciation and inventory control

- Identify types of depreciation and inventory control
- Calculate the following types of depreciation: straight-line, declining-balance, sum-of-the-years digits, double declining balance and modified accelerated cost recovery system (MACRS).
- Calculate the following types of inventory control: specific identification, weighted average, last in/first out (LIFO) and first in/first out (FIFO).

Wages, payroll deductions (including taxes) and banking statements

- Analyze various ways wages are calculated.
- Compute employee wages (hourly and/or piecework).

- Calculate payroll deductions, taxes, FICA, etc.
- Reconcile a checking account with a bank statement.

Annuities

- Analyze an annuity.
- Compute the future value of an annuity.
- Calculate the present value of an annuity using a table.
- Compute the payment for a sinking fund using a table.

Curriculum Request Form
Course Revision

Current course number: BA226

Current course title: Business Law 1

	Current	Proposed
lecture hours:	3	4
contact hours:	3	4
Credits:	3	4

Reason for change: The course description is being updated to include intellectual property and cyberlaw and e-commerce. This addition reflects recent developments in business law and what needs to be taught in the class. The credit hours will be changed to four (4). This allows for more depth in discussion of current topics and needed due to expanded coverage of newer, developing areas of business law related to electronic transactions, and to improve consistency with other community colleges in the greater Portland area. BA226 is a four credit course at many other Oregon universities and colleges including Mt. Hood and Clackamas Community Colleges (see list below). 4 credit Business Law classes (note: not all colleges and universities were researched) Oregon Community Colleges: BA226, 4 credits - Mt. Hood Community College, BA226, 4 credits - Clackamas Community College, BA226, 4 credits - Lane Community College, BA226, 4 credits - Rogue Community College, BA226, 4 credits - Blue Mountain Community College, BA226, 4 credits - Umpqua Community College, BA230, 4 credits Linn-Benton Community College.

Are outcomes affected?: NO

Are degrees/certs affected?: YES

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

Is there potential conflict with another sac?: NO

Implem. Term: Fall
Implementation 2007

year, implem. Year:

Contact name: DeLyse Totten or Cheryl Scott

Contact email: dtotten@pcc.edu; cscott@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Title, Description, Outcomes

Current course number: ENL 265

Proposed course number: ESOL 265

Current course title: Upper Advanced Academic Communication

Proposed course title: Level 8 Academic Communication

Proposed transcript title:

Reason for title change: Combined two departments. Need all the course titles to be consistent.

Current description: Discussion and listening comprehension, including lecture/note-taking. Public speaking, including prepared speeches of five minutes with written outlines; impromptu speeches. PREREQ: ENNL test or instructor permission; concurrent placement in ENL 250 and 252 or higher.

Proposed description: While developing strategies to improve spoken intelligibility, use critical thinking and listening and note taking skills in public speaking with written outlines on academic topics. Prerequisites: ESOL placement test; concurrent placement in ESOL 250 and 252 or higher.

Reason for description change: Make courses consistent with other courses whose names and descriptions have already been changed.

Current learning outcomes: Student is able to comprehend and communicate clearly and appropriately in one-on-one, small group, and large group situations.

Proposed learning outcomes: Student is able to comprehend and communicate clearly and appropriately in a variety of academic settings.

Reason for learning outcomes change: Clean up the language.

Current prerequisites: ENL placement test

Proposed prerequisites: ESOL placement test

Current prerequisites/concurrent: concurrent placement in ENL 250 and 252 or higher

Proposed prerequisites/concurrent: concurrent placement in ESOL 250 and 252 or higher

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: Toni Garreton

Contact e-mail: tgarreto@pcc.edu

Curriculum Request Form
Course Revision Form

Change:	Course Title, Description, Outcomes
Current course number:	ENL 267
Proposed course number:	ESOL 267
Current course title:	Upper Advanced Pronunciation
Proposed course title:	Level 8 Pronunciation
Proposed transcript title:	
Reason for title change:	departments combined, need the titles of the courses to be consistent.
Current description:	Review of English consonants and vowels: emphasis on correcting persistent sound problems. Review of intonation, phrasing, and stress patterns. PREREQ: ENNL test or instructor permission; concurrent placement in ENL 250 and 252 or higher.
Proposed description:	Review English consonants and vowels, intonation, phrasing, and stress patterns. Prerequisites: ESOL placement test; concurrent placement in ESOL 250 and 252 or higher.
Reason for description change:	need wording to be consistent
Current learning outcomes:	Student is able to communicate clearly, demonstrating command of most American English sound, rhythm and intonation patterns.
Proposed learning outcomes:	Student is able to communicate clearly, demonstrating command of most American English sound, rhythm, and intonation patterns.
Reason for learning outcomes change:	added a missing comma
Current prerequisites:	ENNL placement test
Proposed prerequisites:	ESOL placement test
Current prerequisites/concurrent:	concurrent placement in ENL 250 and 252 or higher

Proposed
prerequisites/concurrent:
Current corequisites:

concurrent placement in ESOL 250 and 252 or higher

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:
Requested year:

fall
2006

Contact name:
Contact e-mail:

Toni Garreton
tgarreto@pcc.edu

Curriculum Request Form Course Revision

Change: Course Description, Learning Outcomes

Current course number: AD 103

Current course title: Women and Addiction

Current description: Investigates women's patterns of use of and addiction to alcohol, tobacco, and other drugs. Explores models of treatment and recovery specific to the needs of women and the relationship of substance abuse to social issues and problems.

Proposed description: Investigates patterns of alcohol and drug use and abuse by women in our society. Explores models of treatment and recovery specific to the needs of women and the relationship of substance abuse to social issues.

Reason for description change: SACC Recommendation - updated description.

Current learning outcomes: Provide effective treatment, case management and referral services for addicted women.

1. Apply information on women and addiction to tasks such as interviewing a staff member at an alcohol and drug treatment center specializing in treatment services for women.
2. Document attendance at a minimum of four self-help meetings, including one Overeaters Anonymous meeting.
3. Demonstrate knowledge of community resources and effective referral procedures, through papers and role plays.
4. Integrate knowledge of women's needs and barriers to addiction treatment through essay examinations.

Proposed learning outcomes:

1. Students will increase their personal awareness of the origins and outcomes of the experience of being female particularly as it applies to the field of addiction and counseling.
2. Students will gain an increased ability to understand, assess, and develop gender-specific interventions for working with girls and women.
3. Students will identify personal barriers and challenges which may block/hinder their ability to work effectively with girls and women.
4. Develop knowledge, skills and attitudes conducive to providing effective treatment, case management and referral services for addicted women.

Reason for learning SACC Recommendation
outcomes change:

Current None
prerequisites:

Is there an impact on No
other sacs?:

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

Request term: summer
Requested year: 2007
Contact name: Florence Spraggins
Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change:	Requisites, Learning Outcomes
Current course number:	AD 150
Current course title:	Basic Counseling and Addiction
Current description:	Introduces basic skills required for establishing an effective professional helping relationship. Emphasizes in-class practice and feedback. The class is limited to sixteen students. Prerequisites: AD 101, WR 121, WR122. (WR122 may be taken concurrently)
Current learning outcomes:	Upon completion of this course, the student will be able to: <ul style="list-style-type: none">◆ Respond to client behavior, content, feelings, and meaning in a helpful manner◆ Build a trusting relationship with a client◆ Utilize his/her own feelings in a way that facilitates helpee growth.
Proposed learning outcomes:	Upon completion of this course, the student will be able to: <ul style="list-style-type: none">◆ Respond to client behavior, content, feelings, and meaning in a helpful manner◆ Build a trusting relationship with a client◆ Utilize his/her own feelings in a way that facilitates helpee growth.◆ Assess client readiness for counseling◆ Increase observing skills◆ Distinguish observations from interpretations◆ Observe client's body language and use effectively in counseling

- ◆ Distinguish and Identify surface feelings and deeper undercurrent feelings and needs
- ◆ Expand one's own feelings vocabulary
- ◆ Identify client external and internal sources and link them to feelings
- ◆ Facilitate client stating and taking responsibility for personal feelings
- ◆ Employ counselor feelings constructively
- ◆ Employ summary statements when appropriate
- ◆ Develop an awareness of individual student counselor strengths and growth areas.

Reason for learning outcomes change: SACC Recommendation

Current prerequisites: AD 101

Proposed prerequisites: AD 101, WR 121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR122

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

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change: Requisites, Learning Outcomes

Current course number: AD 151

Current course title: Basic Counseling Skills Mastery

Current learning outcomes: To increase the level of functioning as a counselor in the area of basic empathy and communication skills.
Objectives and Outcomes:
1.1 Students will demonstrate the ability to function at a minimum of 2.0 (or 1.75 on a 3.0 scale) on a 5 point rating scale which measures counselor functioning in the use of empathy, genuineness, concreteness, immediacy and respect.

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

1.3 Write an assessment of personal strengths and that the student brings to the helping role.

1.4 Students will increase their awareness of the difference between effective confrontation, problem solving and enabling behavior.

1.5 Students will demonstrate the ability to effectively confront clients in a way which minimizes defensiveness and which promotes increased depth of self-exploration.

1.6 Students will demonstrate ability to initiate a treatment planning process for clients and will develop a personal action plan for themselves.

Proposed learning outcomes: 1. Demonstrate a minimally facilitative skill level in responding to client behavior, content, feelings and meaning.

2. Demonstrate basic counseling skills required for initial practicum placement.

Reason for learning outcomes change: SACC Recommendation

Current prerequisites: AD 101

Proposed prerequisites: AD 101, WR 121

Current prerequisites/concurrent:	None
Proposed prerequisites/concurrent:	WR 122
Current corequisites:	AD150
Proposed corequisites:	AD 150
Is there an impact on other sacs?:	No
Is there an impact on another dept or campus?:	No
Request term:	spring
Requested year:	2007
Contact name:	Florence Spraggins
Contact e-mail:	fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change: Requisites, Learning Outcomes

Current course number: AD152

Current course title: Group Counseling and Addiction

Current learning outcomes: Upon completion of this course, the student will be able to screen and orient group members, understand group development, and intervene effectively as a group facilitator/co-facilitator in an addiction specific group.

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

- 1) Understand the stages of group development.
- 2) Demonstrate group centered, interpersonal and leader centered interventions.
- 3) Function as a co-facilitator in a group.
- 4) Identify and articulate therapeutic factors in an addiction specific group.

Reason for learning outcomes change: SACC Recommendation

Current prerequisites: AD 101

Proposed prerequisites: AD 101, WR 121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR 122

Is there an impact on other sacs?: No

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

Request term: spring

Requested year: 2007

Curriculum Request Form
Course Revision

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

Current course number: AD 154

Current course title: Case Management and Addiction

Proposed course title: Client Record Management and Addiction

Proposed transcript title: Client Record Mgmt & Addiction

Reason for title change: SACC revision to more closely indicate work in the addiction field.

Current description: Methods for making decisions regarding goals and objectives to be reached by clients during and after treatment. Covers all aspects of client record management including federal and state regulations and ASAM placement criteria. Courses AD 150, AD 151, AD 152, and AD 155 suggested prior to AD 154. Prerequisite: AD 101.

Proposed description: Provides the student the knowledge and skills needed to plan treatment and manage client records. Explores methods for making decision regarding goals and objectives to be reached by clients during and after treatment. Covers all aspects of client record management including federal and state regulations and American Society of Addiction Medicine (ASAM) placement criteria. Prerequisite: AD 101, WR 121, WR122. (WR122 may be taken concurrently).

Reason for description change: SACC Recommendation

Current learning outcomes: The student will:

1. Elicit necessary information from the client and collateral sources to complete an ASAM assessment.
2. Formulate treatment plans congruent with requirements of accrediting body.
3. Demonstrate a working knowledge of the client confidentiality laws for drug and alcohol records as stated in 42 CFR, Part 2, of the Federal Confidentiality Rules.

4. Know ASAM criteria and the Oregon placement criteria.
5. Write comprehensive clinical progress notes.
6. Develop a client termination summary.
7. Attain a working knowledge of the Oregon Administrative Rules.
8. Attain a working knowledge of managed care health plans and their requirements.
9. Demonstrate a working knowledge of community resources and how they are accessed.
10. Summarize a client's progress in treatment and assess further needs after treatment.
11. Develop awareness of computerized records.
12. Demonstrate knowledge about drug testing and administer a test with appropriate equipment. Explain testing to a client as well as explain the results. Understand the regulations and requirements of chain of custody and confidentiality issues.
13. Utilize a culturally specific assessment.
14. Understand Department of Transportation (DOT) Regulations in accordance with NAADAC literature.

Proposed learning outcomes:

1. The student will be able to understand the clinical, legal and regulatory foundation of case management including:
 - a. Patient Placement Criteria (ASAM)
 - b. Federal Confidentiality Regulations (42 CFR, Part 2)
 - c. Health Insurance Portability and Privacy Act (HIPPA)
 - d. Oregon Administrative Rules (OARs)
 - e. Addiction Severity Index
2. The student will be able to create a case file that demonstrates their ability to utilize client and collateral information within the ASAM protocol for an assessment.
3. The student will be able to develop a treatment plan based on Prochaska and DiClemente's Stages of Change Model and NIDA's SMART treatment planning model.
4. The student will demonstrate their ability to complete basic clinical documentation including assessment, progress notes, continued stay reviews, discharge

summaries and recovery plans.

5. The student will demonstrate an ability to complete a basic assessment utilizing strengths based and cultural assessment tools.

6. The student will develop a working knowledge of managed health care and insurance consideration in case management.

7. The student will develop a working knowledge of computerized records and implications on case management.

8. The student will develop knowledge regarding drug testing in general and understand regulations and requirements of chain of custody and confidentiality issues.

Reason for learning outcomes change: SACC Recommendation - changes reflect update in terminology and practice.

Current prerequisites: AD 101

Proposed prerequisites: AD 101, WR 121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: AD 122

Is there an impact on other sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: AD 156

Current course title: Ethical and Professional Issues

Current description: Covers the professional responsibilities, accepted ethical behaviors, and continuing professional development standards for addiction counselors. Prerequisite: AD101. Strongly recommended prior to the ethics class: AD150, 151, 152, 153,154, 155.

Proposed description: Covers ethical and legal issues relevant to the alcohol and drug counselor. Prerequisites: AD 101, WR 121, WR122. WR122 may be taken concurrently.

Reason for description change: SACC Recommendation

Current learning outcomes: Upon completion of the course, the student acts in the best interest of the client by following accepted professional and ethical standards. Consults with supervisors, peers, and colleagues to provide optimum treatment and to resolve ethical dilemmas.

Proposed learning outcomes: Upon completion of the course, the student will be able to:

- 1) Identify and appropriately react to emerging ethical and legal issues in addiction treatment.
- 2) Utilize consultations with supervisors, peers, and colleagues to address legal and ethical issues.
- 3) Demonstrate knowledge of ethical codes, definitions of terms, and ethical concepts.
- 4) Demonstrate ethical reasoning ability utilizing ethical codes and guidelines.
- 5) Produce a professional cover letter and resume.
- 6) Demonstrate ethical behaviors by adhering to established professional codes of ethics in order to maintain professional standards and safeguard the client.
- 7) Adhere to Federal and State laws and agency regulations regarding the treatment of substance use

disorders.

8) Articulate the importance of seeking information from current counseling and psychoactive substance use research literature to improve client care and enhance counselor professional growth.

9) Develop and utilize strategies to maintain their own physical and mental health.

10) Articulate 42 CFR, Part II including the exceptions.

Reason for learning outcomes change: SACC Recommendation

Current prerequisites: AD 101

Proposed prerequisites: AD 101, WR 121

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: WR 122

Is there an impact on other sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Current course number: AD 201

Current course title: Families and Addiction

Current description: This course covers the scope of family work with a special population of families impacted by addiction, whether currently or intergenerationally. Course covers the initial contact with a family and defines and describes all of the possible dynamics, needs, and interventions defined in current literature. Although not a skill building course, per se, there is sufficient hands-on work to provide basic skill building for working with a family.

Proposed description: This course is a comprehensive survey of all of the topics related to family work, from intervention to recovery, covering the scope of family work with a special population of families impacted by addiction, whether current or intergenerational. Covers the initial contact with a family, defining and describing all of the possible dynamics, needs and interventions defined in current literature. Prerequisite: AD 101

Reason for description change: SACC recommendation.

Current learning outcomes: 1. The students need to be able to articulate explanations of the etiologies [cause(s)] of addiction, including disease concepts, physiological theories, psychological theories, biophysiological theories and sociological theories to family clients who lack the knowledge.
2. a. The students need to learn and apply several theories of psychotherapy which are commonly used, including 12 step approaches, with families in general and specifically when acute and/or chronic alcohol and other drug misuse and dependence exists. The students need to know the most effective approaches to use with "alcoholic (addicted) families".
b. The students need to know how to deal with related problems including all forms of abuse, sexual dysfunction, and divorce and separation.
3. The students need to know how to assess a family for physiological, sociological and psychological influences and identify their needs. The students need to know how to diagnose "the alcoholic (addicted) family."

4. The students need to know how to view the family as a "client".
5. The students need to know her/his own family history and identify those areas that can result in boundary and countertransference issues.
6. The students need to understand the needs of children in these families and how to help children of alcoholics (addicts) and adult children of alcoholics (addicts).
7. The students need to know how to work with spouses or partners of alcoholics (addicts). (couples work)
8. The students need to know how to evaluate treatment methods and know which methods are efficacious with this category of family.
9. The students need to read the literature from this area of expertise and understand the need for scientific approaches to treatment.
10. The students need to know prevention and intervention techniques and how they are applied.
11. The students need to know how to think systemically so that the interdependence of all aspects of family treatment can be understood in the larger context.

Proposed learning outcomes:

- Upon completion of the course the student will be able to:
1. Articulate explanations of the etiologies of addiction (including disease concepts, physiological theories and psychological theories) to family clients who lack knowledge of addiction.
 2. Understand several theories of psychotherapy which are commonly used, including 12 step approaches. Understand the general and specific techniques and approaches to use with "alcoholic (addicted) families", including working with related problems such as abuse, sexual dysfunction, divorce and separation.
 3. Assess an "addicted family" for physiological, sociological and psychological influences, and identify familial needs.
 4. Know their personal family history and identify those areas that can result in boundary and counter transference issues.

5. Understand the needs of children in “addicted families” and how to assist children of addicted parents and other caregivers.

6. Understand prevention and intervention techniques and how they can be applied in familial situations.

7. Understand systems theory and the interdependence of all aspects of family treatment, including the view from the larger context such as community support.

8. Evidenced Based Practices will be included as available

Reason for learning outcomes change:

SACC Recommendation

Current prerequisites:

AD 101

Proposed prerequisites:

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

No

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

No

Request term:

summer

Requested year:

2007

Contact name:

Florence Spraggins

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Current course number: AD 280A

Current course title: Practicum

Current description: Addiction Works in alcohol and other drug treatment or education setting. Students required to complete a minimum of two six month placements for a total of 18 credits. Each placement must be at a different agency. Prerequisites: AD 101,102,150,151,152,153,154,155,156; WR121,122. Corequisite: AD280B

Proposed description: Field placement in an addiction counseling or DUII educational facility. Students required to complete a minimum of two six month placements for a total of 18 credits. Prerequisites AD 101, AD 102, AD 150, AD 151, AD 152, AD 153, AD 154, AD 155, AD 156, WR 121 and WR 122. Corequisite: AD 280B

Reason for description change: SACC recommendation for updated course.

Current learning outcomes: No CCOG on file.

Proposed learning outcomes: The student will be able to perform the functions of a case manager in an addiction treatment and/or DUII educational facility. Specifically the student will be able to:

- 1) Conduct intake evaluations.
- 2) Co-facilitate groups.
- 3) Provide care management to clients.
- 4) Complete all record keeping obligations: evaluations, treatment plans, group progress notes, discharge summaries and other clinical notations.
- 5) Deliver educational presentations.
- 6) Contribute at clinical staff meetings.
- 7) Utilize clinical supervision.

Reason for learning outcomes change: SACC Recommendation

Is there an impact on other sacs?: No

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

Request term: Summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspraggi@pcc.edu

Curriculum Request Form
Course Revision

Change: Learning Outcomes

Current course number: AD280B

Current course title: Practicum

Current learning outcomes: None

Proposed learning outcomes:

- 1) The student will identify issues related to their professional development.
- 2) The student will create a professional development plan.
- 3) The student will use peer support as a means of professional development.
- 4) The student will identify and maintain healthy professional boundaries.
- 5) The student will articulate the use of personal self-care strategies as a means of burn out prevention
- 6) The student will identify the relationship between professional development and self care and ethical decision-making.

Reason for learning outcomes change: This course did not have a CCOG on file, and one has now been submitted.

Is there an impact on other sacs?: No

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

Request term: summer

Requested year: 2007

Contact name: Florence Spraggins

Contact e-mail: fspragg@pcc.edu

Curriculum Request Form
New Course

Course Number:	CJA 230
Course Title:	Police Report Writing
Transcript Title:	Police Report Writing
Lecture Hours:	4
Load Total:	.272
Weekly Contact Hours:	4
Total Credits:	4
Reason for New Course:	<p>WR 228 (Police Report Writing - 3 credits) has been deactivated. CJA 230 will replace but will be a 4 credit course.</p> <p>Report writing is one of the most important aspects of criminal justice employment yet our staff is frequently reminded about the lack of report quality in the field. The Criminal Justice Department wants to stress to students the significance of proper police report writing. As such, WR 228 has become one of the most complex courses in our program. It incorporates knowledge previously learned in other courses and is usually taken within a few terms of graduation. The extra contact hour/credit would allow the instructor to spend more time teaching and helping students transition their thoughts, notes and knowledge to written form.</p>
Course Description:	<p>This course is designed to teach students police report writing skills. Emphasized are techniques appropriate to narrative structures necessary for operational police reports. Included are legal aspects, content, organization and grammar. The focus is to produce a quality police report capable of withstanding courtroom scrutiny.</p>
Prerequisite(s):	WR 122
Prereq/Concurrent:	None
Corequisite(s):	None
Learning Outcomes:	Students who successfully complete the course will be able to:

1. Write police reports in a factual, logical and understandable format that documents the investigation and is capable of withstanding courtroom review.
2. Maintain a chain of custody.
3. Document a crime scene by sketching the location and logging the collected evidence and photographs.
4. Interpret laboratory and autopsy reports.
5. Prepare and maintain a notebook of the investigation.
6. Properly document witness interviews.
7. Present a completed criminal case for prosecution.

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: One more credit will be needed for the AAS in Criminal Justice.

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: 2007

Contact Name: Jim Parks
Contact E-mail: jparks@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: CJA 230

COURSE TITLE: Police Report Writing

CREDIT HOURS: 4

LECTURE HOURS: 0

LECTURE/LAB HOURS: 0

LAB HOURS 0

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES: This course is designed to teach students police report writing skills. Emphasized are techniques appropriate to narrative structures necessary for operational police reports. Included are legal aspects, content, organization and grammar. The focus is to produce a quality police report capable of withstanding courtroom scrutiny.

ADDENDUM TO COURSE DESCRIPTION: Students will learn how to document an investigation in a manner communicating concise and factual information. Covered throughout the course are techniques and procedures for gathering information at certain stages during an investigation and documenting it in a logical and understandable format.

INTENDED OUTCOMES: Students who successfully complete the course will be able to:

1. Write police reports in a factual, logical and understandable format that documents the investigation and is capable of withstanding courtroom review.
2. Maintain a chain of custody.
3. Document a crime scene by sketching the location and logging the collected evidence and photographs.
4. Interpret laboratory and autopsy reports.
5. Prepare and maintain a notebook of the investigation.
6. Properly document witness interviews.
7. Present a completed criminal case for prosecution.

COURSE ACTIVITIES AND DESIGN:

- Classroom Lecture
- Films and Videos
- Simulated Crime Scenes
- Role playing situations
- Practice Interviews

OUTCOME ASSESSMENT: Methods of examination may include the following: examinations, quizzes, reports, role playing, interview assignments and diagramming a mock crime scene.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

This course will address topics that include, but are not limited to:

- Legal Aspects of Investigation
- Documentation of Crime Scenes
- Chain of Custody
- Evidence Logs
- Report Writing and Interpretation
- Prosecution Preparation
- Interviewing Witnesses

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course number: AVS 157

Course title: Aircraft Systems & Structures I: Airframe

Transcript title: Aircraft Systems: Airframe

Lecture hours: 3/30

Load total: 0.204

Weekly contact hours: 3.0

Total credits: 3.0

Reason for New Course: In response to student feedback on program review, current course AVS 147 (4 credits) has insufficient time for turbochargers, pressurization, turbine engines, and electrical systems. AVS 147 (4 credits) will be replaced by AVS 157 (3 credits) and AVS 167 (3 credits).

Course description: Designed to give students the background in aircraft systems and structures, with an emphasis on airframe components, that will enable them to progress into more advanced aircraft. Provides understanding of the safe and efficient operation of aircraft systems. Prior flight experience recommended.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Upon successful completion of this course the student should be able to:

- a) Analyze and explain the systems and structures of a typical general aviation aircraft related to the airframe.
- b) Demonstrate understanding of the proper operation of systems related to the airframe.

Course format: On Campus

Are there similar: NO

courses existing:

Required or Elective: Required

Is there impact on degrees or certificates: No, course change distributed objectives and outcomes between 2 courses (no net change) Total degree credits does not change

Description of impact on deg/cert: AAS Aviation Science degree. Total core credits will increase by two, total elective credits will decrease by two.

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: 2007

Contact name: Katie Leonard
Contact E-mail: keleonar@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: AVS 157

COURSE TITLE: Aircraft Systems & Structures I: Airframe

CREDIT HOURS: 3

LECTURE HOURS: 30

LECTURE/LAB HOURS: 0

LAB HOURS: 0

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES: Designed to give students the background in aircraft systems and structures, with an emphasis on airframe components, that will enable them to progress into more advanced aircraft. Provides understanding of the safe and efficient operation of aircraft systems. Prior flight experience recommended.

ADDENDUM TO COURSE DESCRIPTION: The aircraft systems and structure sequence (AVS 157 and AVS 167) will explore ideas learned in previous classes and introduce new and more complex systems to the student. Advanced avionics also will be covered. Operational considerations will be discussed for most topics. Lectures, videos, handouts, and written tests will provide the student with the information needed to accomplish this. Class participants will be expected to invest time outside of class to master the course content.

INTENDED OUTCOMES:

Upon successful completion of this course the student should be able to:

- a) Analyze and explain the systems and structures of a typical general aviation aircraft related to the airframe.
- b) Demonstrate understanding of the proper operation of systems related to the airframe.

COURSE ACTIVITIES AND DESIGN:

OUTCOME ASSESSMENT:

At the beginning of the course, the instructor will explain the methods used to evaluate and record student progress, and the criteria for assigning a course grade. Evaluation methods may include one or more of the following: Tests and quizzes, attendance, participation, class assignments, and class projects.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

The remaining pages of this Course Content and Outcome Guide present the competencies, skills, concepts and themes which are designed to result in the outcomes listed above.

Course Content and Outcome Guides are prepared by the Aviation Science Subject Area Curriculum Committee and approved by College management.

Knowledge areas covered in the class will include the following:

1. Aircraft Structures and Flight Controls
2. Hydraulic Systems and Landing Gear
3. Pneumatic and Deicing Systems
4. Pressurization and High Altitude Operations
5. Weight and Balance
6. Inspections and Pilot Maintenance
7. Electrical Principles
8. Electrical Components
9. Electrical Systems
10. Aircraft Instrument Systems
 - a. Avionics
 - b. Pitot Static
 - c. Gyroscopic

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course number: AVS 167

Course title: Aircraft Systems & Structures II: Powerplant

Transcript title: Aircraft Systems: Powerplant

Lecture hours: 30

Load total: 0.204

Weekly contact hours: 3.0

Total credits: 3.0

Reason for New Course: In response to student feedback on program review, current course AVS 147 (4 credits) has insufficient time for turbochargers, pressurization, turbine engines, and electrical systems. AVS 147 (4 credits) will be replaced by AVS 157 (3 credits) and AVS 167 (3 credits).

Course description: Designed to give students the background in aircraft systems and structures, with an emphasis on powerplant components, that will enable them to progress into more advanced aircraft. Provides understanding of the safe and efficient operation of aircraft systems. Prior flight experience recommended.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Upon successful completion of this course the student should be able to:

- a) Analyze and explain the systems and structures of a typical general aviation aircraft related to the powerplant.
- b) Demonstrate understanding of the proper operation of systems related to the powerplant.

Course format:	On Campus
Are there similar courses existing:	NO
Required or Elective:	Required
Is there impact on degrees or certificates:	No; course change distributed objectives & outcomes between 2 courses (no net change)
Description of impact on deg/cert:	AAS Aviation Science degree. Total core credits will increase by two, total elective credits will decrease by two. Total degree credits does not change.
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:	2007
Contact name:	Katie Leonard
Contact E-mail:	keleonar@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: AVS 167

COURSE TITLE: Aircraft Systems & Structures II: Powerplant

CREDIT HOURS: 3

LECTURE HOURS: 30

LECTURE/LAB HOURS: 0

LAB HOURS: 0

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES: Designed to give students the background in aircraft systems and structures, with an emphasis on powerplant components, that will enable them to progress into more advanced aircraft. Provides understanding of the safe and efficient operation of aircraft systems. Prior flight experience recommended.

ADDENDUM TO COURSE DESCRIPTION: The aircraft systems and structure sequence (AVS 157 and AVS 167) will explore ideas learned in previous classes and introduce new and more complex systems to the student. Advanced avionics also will be covered. Operational considerations will be discussed for most topics. Lectures, videos, handouts, and written tests will provide the student with the information needed to accomplish this. Class participants will be expected to invest time outside of class to master the course content.

INTENDED OUTCOMES:

Upon successful completion of this course the student should be able to:

- a) Analyze and explain the systems and structures of a typical general aviation aircraft related to the powerplant.
- b) Demonstrate understanding of the proper operation of systems related to the powerplant.

COURSE ACTIVITIES AND DESIGN:

OUTCOME ASSESSMENT:

At the beginning of the course, the instructor will explain the methods used to evaluate and record student progress, and the criteria for assigning a course grade. Evaluation methods may include one or more of the following: Tests and quizzes, attendance, participation, class assignments, and class projects.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

The remaining pages of this Course Content and Outcome Guide present the competencies, skills, concepts and themes which are designed to result in the outcomes listed above.

Course Content and Outcome Guides are prepared by the Aviation Science Subject Area Curriculum Committee and approved by College management.

Knowledge areas covered in the class will include the following:

1. Aircraft Engines
 - a. Types and construction
 - b. Theory of operation
 - c. Lubrication and cooling
 - d. Power management
 - e. Supercharging and turbo-charging
2. Propellers and Governors
3. Fuels and Fuel Systems

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course number: CIS 188

Course title: Introduction to Wireless Networking

Transcript title: Intro to Wireless Networking

Lecture hours: 3

Lab hours: 3

Load total: 6

Weekly contact hours: 6

Total credits: 4

Reason for new course: Wireless networking is a growing and popular area in the field of networking.

Course description: Introduces the student to wireless networking theory and its practical application. Recommended prior knowledge: CIS 179

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: On completion of this course the student should be able to:
Identify different wireless networks Describe the signaling methods used Recognize environments that effect wireless signals Describe how spread spectrum works Design a wireless network List the major wireless standards Identify the major security challenges with wireless Describe how to do a site survey

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 class will be an elective toward the CIS degree

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: Mike Neal
Contact e-mail: mneal@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE

Date:	17-Feb-06
Prepared by:	Scott Quinn
Course Number:	CIS 188
Course Title:	Introduction to Wireless Networking
Credit Hours:	4
Lecture Hours per week:	3
Lab Hours per week:	3
Lecture/Lab Hours per week:	0
Number of Weeks:	11
Special Fee:	Lab fee is levied at the current lab fee rate as published in the PCC catalog.

Course Description for Publication:

Introduces the student to wireless networking theory and its practical application

Recommended/Prerequisites: CIS 179 or equivalent knowledge.

Addendum to Description: None

Intended Outcome(s) for the Course:

On successful completion of this course the student should be able to:

- Identify different wireless networks
- Describe the signaling methods used
- Recognize environments that effect wireless signals
- Describe how spread spectrum works
- Design a wireless network
- List the major wireless standards
- Identify the major security challenges with wireless
- Describe how to do a site survey

Course Activities and Design:

This course is presented by means of:

- on-campus lectures or distance learning lessons
- discussions,
- individual lab assignments
- and/or group lab assignments

Students will be required to use essential tools covered in this course to complete the lab assignments.

Outcome Assessment Strategies:

Students will take exams, participate in discussions, and do research which results in either a presentation or paper.

Curriculum Request Form
New Course

Course number: CIS 189

Course title: Wireless Security

Transcript title: Wireless Security

Lecture hours: 3

Lab hours: 3

Load total: 6

Weekly contact hours: 6

Total credits: 4

Reason for new course: Both Wireless networking and security are growing and popular areas in the field of networking.

Course description: Introduces the student to wireless security intrusion, policies, tools, and solutions Recommended prior knowledge: CIS 179 and CIS 188 Wireless Networking

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: On completion of this course the student should be able to:
Describe what wireless intrusion is Identify the greatest security threats Develop a wireless security policy Identify security solutions Describe how to apply security tools Identify the major security legislation

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 class will be an elective toward the CIS degree

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: Mike Neal
Contact e-mail: mneal@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE

Date:	17-Feb-06
Prepared by:	Scott Quinn
Course Number:	CIS 189
Course Title:	Wireless Security
Credit Hours:	4
Lecture Hours per week:	3
Lab Hours per week:	3
Lecture/Lab Hours per week:	0
Number of Weeks:	11
Special Fee:	Lab fee is levied at the current lab fee rate as published in the PCC catalog.

Course Description for Publication:

Introduces the student to wireless security intrusion, policies, tools, and solutions

Recommended/Prerequisites: CIS 188 or equivalent knowledge.

Addendum to Description: None

Intended Outcome(s) for the Course:

On successful completion of this course the student should be able to:

- Describe what wireless intrusion is
- Identify the greatest security threats
- Develop a wireless security policy
- Identify security solutions
- Describe how to apply security tools
- Identify the major security legislation

Course Activities and Design:

This course is presented by means of:

- on-campus lectures or distance learning lessons
- discussions,
- individual lab assignments
- and/or group lab assignments

Students will be required to use essential tools covered in this course to complete the lab assignments.

Outcome Assessment Strategies:

Students will take exams, participate in discussions, and do research which results in either a presentation or paper.

Curriculum Request Form
New Course

Course number: CIS 195P

Course title: PHP Web Development I

Transcript title: PHP Web Development I

Lecture hours: 3

Lab hours: 3

Lec/lab hours: 0

Load total: .342

Weekly contact hours: 6

Total credits: 4

Reason for new course: This course will be part of the new inter-disciplinary Web Design and Development AAS degrees being developed jointly by CAS and CIS. It is intended for students taking the Development option/degree. PHP is a widely-used general-purpose server-side scripting language that is especially suited for Web development and can be embedded into HTML.

Course description: Introduces students to the server-side scripting language, PHP, and its use in the development of Web sites. Topics include web server, PHP and MySQL database installation, scripting techniques, database manipulation, user authentication, tracking and session management and e-Commerce techniques.

Prerequisite(s): CIS 122

Prereq/concurrent: CAS 206, CIS 178

Corequisite(s): None

Learning outcomes: The student will be able to: Create PHP scripts that: display static and dynamic content send e-mail read and write data files connect to various databases create and populate database tables provide user authentication track users manage sessions and provide simple web-based database administration. Create a web-based shopping system. Test and debug PHP scripts.

Course format:	On Campus
Course format:	Online
Are there similar courses existing:	NO
Required or elective:	Required
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	YES
Description of impact on dept/campus:	It will be required for the development of a new inter-disciplinary AAS degree offered by CAS and/or CIS.
Have other sacs been contacted?:	YES
Description of contact:	Our conversations are ongoing in conjunction with a newly formed Web Design and Development Advisory Committee.
Is there an increase in costs for library or av dept?:	NO
Implementation term:	Winter
Implementation year:	2007
Contact name:	Mike Neal ,Ron Bekey, Taylor Hanna
Contact e-mail:	mneal@pcc.edu;rbekey@pcc.edu;thanna@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE

Date:	06 May 06
Prepared by:	David Blizzard and Taylor Hanna
Course Number:	CIS 195P
Course Title:	PHP Web Development I
Credit Hours:	4
Lecture Hours per week:	3
Lab Hours per week:	3
Lecture/Lab Hours per week:	0
Number of Weeks:	11
Special Fee:	Lab fee is levied at the current lab fee rate as published in the PCC catalog.

Course Description for Publication:

Introduces students to the server-side scripting language, PHP, and its use in the development of Web sites. Topics include web server, PHP and MySQL database installation, scripting techniques, database manipulation, user authentication, user tracking, session management and e-Commerce techniques.

Recommended: Completion of CIS 122 and CAS 213 or CIS 233S or equivalent experience; concurrent enrollment in CAS 206 and CIS 178 or equivalent experience.

Addendum to Description: None

Intended Outcome(s) for the Course:

On successful completion of this course the student should be able to:

- Install and configure required software systems and tools.
- Create PHP scripts that:
 - display static and dynamic content
 - send e-mail
 - read and write data files
 - connect to various databases
 - create and populate database tables
 - provide user authentication
 - track users
 - manage sessions and
 - provide simple web-based database administration.
- Create a web-based system (such as a shopping system) .
- Test and debug PHP scripts.

Outcome Assessment Strategies:

Students will:

- Develop, test and deploy parts of a web-based system demonstrating their mastery of the Intended Outcomes.
- Participate in on-campus and on-line discussions.
- Take quizzes and exams.

Course Activities and Design:

This course is presented by means of:

- on-campus lectures or distance learning materials,
- group discussion,
- lab project assignments
- and quizzes, exams or presentations

Students will be required to use essential tools to complete the assignments in a timely and professional manner.

Curriculum Request Form
New Course

Course number: CIS 295P

Course title: PHP Web Development II

Transcript title: PHP Web Development II

Lecture hours: 3

Lab hours: 3

Lec/lab hours: 0

Load total: .342

Weekly contact hours: 6

Total credits: 4

Reason for new course: This course will be part of the new inter-disciplinary Web Design and Development AAS degrees being developed jointly by CAS and CIS. It is intended for students taking the Development option/degree. PHP is a widely-used general-purpose server-side scripting language that is especially suited for Web development and can be embedded into HTML.

Course description: Introduces to the advanced capabilities and features of PHP for Web site development. Topics include using the object-oriented features of PHP, developing applications for security and portability, advanced features of MySQL, creating efficient applications by implementing business logic within the database itself using stored procedures and triggers.

Prerequisite(s): CIS 195P, CIS 125D

Prereq/concurrent: CIS 275

Corequisite(s): None

Learning outcomes: The student will be able to:

Create PHP scripts that: use object-oriented PHP, implement business logic within the database, use stored procedures and

triggers, are secure, are portable, and are scabable.

Create and deploy a portable web-based shopping system. Test and debug object-oriented PHP scripts.

Course format: On Campus

Course format: Online

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: NO

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

Description of impact on dept/campus: It may be required for the development of a new inter-disciplinary AAS degree offered by CAS and/or CIS.

Have other sacs been contacted?: YES

Description of contact: Our conversations are ongoing in conjunction with a newly formed Web Design and Development Advisory Committee.

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

Implementation term: Spring

Implementation year: 2007

Contact name: Mike Neal ,Ron Bekey, Taylor Hanna

Contact e-mail: mneal@pcc.edu;rbekey@pcc.edu;thanna@pcc.edu

Curriculum Request Form
General Education

Current Course Number: BI 112

Current Course Title: Cell Biology for Health Occupations

Category: Course is in Mathematics, Natural and Physical Science,
Computer Studies

Explain how this course fits in the above category: It is a Natural Science

How does course incorporate breadth and scope of Gen/Ed Philosophy Statement:

◆ Science is presumed to be a culture-neutral endeavor, but it may be argued that there is a culture of science that puts high value on knowledge gained through repeated testing in the external world

◆ Because science is so strongly evidence-based, the history and development of ideas in science is generally an important part of every science course. The content of BI 112 is particularly engaging in this regard, because our understanding of biochemistry and molecular biology, developed in recent decades, has shed so much light on earlier observations and principles (Mendelian inheritance, for example), and demonstrates how understanding of the natural world develops incrementally as new evidence is presented.

◆ Understanding of themselves as biological creatures is often a major epiphany for students new to the field. While technology has provides us with tools to both study and use the biological world, the root of the discipline understands how life works on many levels. BI 112, with its focus on basic cellular function, gets at the very heart of this.

◆ Qualitative and quantitative reasoning are a key part of the laboratory, especially the inquiry based exercises. In addition, many concepts are presented in the context of the evidence that supports them, with the expectation that students both understand the reasoning behind them as well as used these as examples to develop their own reasoning abilities.

◆ The ability to conceptually organize experience and discern its meaning is a developmental aspect of this course. In BI 112, there is a great deal of material that is unfamiliar and

fairly abstract. Its organization and presentation are intended to help the student see the patterns and relationships, but the beginning student may not achieve this by the end of this course. The student may recognize the foundation for what it is, at this point, and hopefully develops an ability to put new learning into this context, and to discern new meaning from it. However, it is not unusual for Biology students to not really “get” this they have taken several courses. We hope that students leave this course with at least a good start in that direction.

◆ Aesthetic and artistic values may seem outside the realm of a science course, and are not specifically written into the outcomes or objectives for BI 112, but scientists typically find great beauty and elegance in the natural world, both in form and in function, and are inclined to share this aesthetic view with students. Experimental design may seem to follow strict principle, but creative approaches and solutions are responsible for many advances in science, and are encouraged even in the small restricted experiments carried out in BI 112 lab.

◆ While science itself has no moral or ethical imperative in its application, the knowledge and technology provided by modern biology, especially as it intersects with public health and medicine, raises many ethical and social issues, and invites examination of the requirements of responsible citizenship, as well as the particular requirement of the health professions.

Course is transferrable to:

While this course is not expected to take the place of a requirement for a Biology Major, transcript evaluators at both PSU and U of O have said that BI 112 will transfer in as General Education course in the Math, Science and Computer Science Distribution area. Written confirmation of transferability has been requested. (Other CCs offer this course, and it is already in transfer and articulation tables as meeting satisfying Science Gen Ed, at PSU at least)

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:

BI 112 is intended to replace BI 101 as a prerequisite for BI 231 (Anatomy and Physiology) and BI 234 (Microbiology), and was specifically designed to provide better preparation for these 200-level courses. The content is challenging for students entering the discipline (Biological Chemistry, Cell and Molecular Biology and Genetics) even when covered at a non-

majors level (in BI 101 and 102), but in this course, the intention is to advance the student, so that in addition to having covered they are ready to perform at the 200-level by the end of the course. There is an element of content richness and depth of understanding that is not so much in how the material is presented, but in the level of master expected from the students as they progress through the course. The laboratory does have some distinct element, in that students are given more opportunity to practice critical skills (use of the microscope, group experimental work), and expected to report observations, results, conclusions etc both in discussion format and in formal written work (microscope observations and lab reports).

How does the course incorporate substantial student evaluation and demonstrate literacy:

Assessment of outcomes, skills and concepts, is carried out throughout the term mostly using quizzes, exams and homework assignments, which generally require literacy in English. In addition, the language of science has its own particular vocabulary and syntax, and it is important for students to develop literacy in this realm. Learning scientific terminology invites an emphasis on Greek and Latin word roots, which supports students' overall vocabulary development. Regular English words may take on very specific meanings depending on the context. (e.g. terms like dominant when applied to genetics or control when applied to an experiment). Students must not only learn some of these, but appreciate the general principle of precise language, in order to make sense of more advanced work. It is also important to learn to express scientific ideas appropriately, and interpret claims of evidence critically, understanding and using both vocabulary and sentence constructions that convey specific meaning. Students receive evaluation and feedback in order to develop these skills.

How does course include a wide spectrum of concepts and theoretical models:

There certainly a wide spectrum of concepts presented in this course, as outlined in the CCOG:

Scientific Method
Atoms and Molecules
Chemical Bonding
pH, acids, bases, buffers
Properties of Water
Concentration gradients
Water and Lipid Solubility
Organic Molecules
Enzyme Structure and Activity
Chemical Reactions
Metabolism and Cellular Respiration
Structure Dictates Function
Evolution

Homeostasis
Cell as basic unit of life
Levels of organization
Taxonomy of the Kingdoms/Domains
Prokaryotic and Eukaryotic Cell Structure and Function
Cell Division - Mitosis and Meiosis
Protein Synthesis
Membrane Transport
Mendelian Genetics
Patterns of Inheritance

This instructor is not so sure that there are a variety of theoretical models that apply here, since these concepts derive from fundamental principles of chemistry and physics, applied to living systems, and are discerned by evidence in the physical world.

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

Chemistry, and ultimately, physics and math, are the basis for biology -- the laws and principles of matter and energy apply perfectly to biological systems. Intersection with disciplines in the social sciences is less explicit, but not a hard leap to make. How we behave (Psychology, Sociology, History) has much to do with the biological imperative (staying alive in order to reproduce) that is the focus of BI 112 at both the cellular and organismal level. Specific examples are used to make the connection between "how we work" and what we, as humans do, though the specific examples and the degree to which this is done will vary with the instructor.

With regards to historical perspective, science so strongly evidence-based, that the development of ideas in science is generally an important part of every science course. The content of BI 112 is particularly engaging in this regard, because our understanding of biochemistry and molecular biology, which has exploded in recent decades, has explained many earlier observations and principles (Mendelian inheritance, for example), and demonstrates how understanding of the natural world develops incrementally as new evidence is presented.

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

The laboratory, specifically the inquiry-based exercises, support the development of the students powers of observation, evaluation and drawing appropriate conclusions that are relevant to the concepts that are addressed in the course. For example, in one lab, students learn how to test for the basic kinds of biological molecules, and then carry out those tests on familiar but complex food items. Often the results are not consistent with the students' expectations, and they are asked to offer possible explanations for the results.

In a more global sense, one of most fundamental unifying

themes in biology is the relationship between structure and function. It applies to living systems on many levels, and once understood, can be used to evaluate many other concepts and problems.

Contact Name: Kendra Cawley
Contact Email: kcawley@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: BI 212

Current course title: Principles of Biology

Current description: Second term of a three term sequence designed for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Includes life cycles, reproduction, molecular biology, modern and classical genetics, evolution, diversity and systematics. Prerequisite: BI 211.

Proposed description: Second part of a three quarter sequence designed for students majoring in biology and the sciences, including pre-medical, pre-dental, chiropractic, pharmacy, and related fields. Topics include: inheritance, the genetic code, modern and classical genetics, evolution, diversity, and systematics. This course may include some dissection of plants and animals. Prerequisites: Biology 211 or instructor approval.

Reason for description change: SAC approved change to reflect prior reorganization of content in the Principles of Biology sequence. Reproduction and molecular biology are covered in BI 211.

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

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

Request term: spring

Requested year: 2007

Contact name: Kendra Cawley

Contact e-mail: kcawley@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Requisites

Current course number: BI 231

Current course title: Human Anatomy and Physiology I

Current description: First term of three-term sequence covering: chemistry, cells, tissues; the skin, skeletal and muscular systems and nervous tissue. Lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work. Prerequisites: BI 101 or BI 101b or BI 112 or CH 100 or higher; placement into RD 115, WR 121 or higher.

Proposed description: First term of three-term sequence covering: chemistry, cells, tissues; the skin, skeletal and muscular systems and nervous tissue. Lecture discussions complemented by laboratories involving microscopy, animal dissection, physiological exercises and computer work. Prerequisites: BI 112; placement into RD 115, WR 121 or higher.

Current prerequisites: BI 101 or BI 101b or BI 211 or BI 112 or CH 100 or higher; placement into RD 115, WR 121 or higher.

Proposed prerequisites: Bi 112; placement into RD 115, WR 121 or higher.

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: 2007

Contact name: Sandy Neps

Contact e-mail: sandy.neps@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Learning Outcomes
Current course number:	Bi 198
Current course title:	Independent Study
Proposed course title:	Independent Study
Current description:	Gives an opportunity for students to work independently on a project under the sponsorship and guidance of a faculty member. Prerequisites: Consent of instructor{s}.
Proposed description:	Biology 198 provides an opportunity for students to work independently on an individualized area of study within biology under the sponsorship and guidance of a biology faculty member. Prerequisites: Instructor permission.
Reason for description change:	To differentiate this course from the new Biology 298 course.
Current learning outcomes:	<p>Biology 198 students will be able to participate in any of the following opportunities the field or the lab:</p> <ul style="list-style-type: none">* use the scientific method including experimental design, data collection, and presentations of results and conclusions* explore and investigate major themes in biology;* apply biological principles and generalizations to novel problems;* practice application of biological information in their lives (personal, work, and career);* develop informed positions or opinions on contemporary issues;* practice communication skills.
Proposed learning outcomes:	◆ Meet the outcomes mutually agreed upon by the student and instructor for this independent study course.

◆ Successfully transfer and perform at a four-year college or university or other program of interest to the student.

◆ Apply the scientific method and biological concepts in novel settings for lifelong learning.

Reason for learning outcomes change:

The outcomes need to be differentiated from the new Biology 298, plus the current outcomes look like the outcomes from Biology 101.

Current prerequisites: None

Proposed prerequisites: None

Current prerequisites/concurrent: None

Proposed prerequisites/concurrent: None

Current corequisites: None

Proposed corequisites: None

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

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

Request term: spring

Requested year: 2007

Contact name: April Ann Fong

Contact e-mail: afong@pcc.edu

Curriculum Request Form
New Course

Course number: Bi 298

Course title: Independent Study

Transcript title: Biology Independent Study

Lecture hours: Variable

Lab hours: Variable

Lec/lab hours: Variable

Load total: Variable

Weekly contact hours: Variable

Total credits: 1-5

Reason for new course: Students have been working on independent study projects that are extensions of 200-level biology classes, but the only independent study course we had available to sign up for was a 100-level independent study.

Course description: Biology 298 provides an opportunity for students to work independently on an advanced individualized area of study within biology under the sponsorship and guidance of a biology faculty member. Recommended: Prior study in biology. Prerequisites: Instructor permission.

Prerequisite(s): Prior Biology Course(s) and Instructor Permission.

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- ◆ Meet the outcomes mutually agreed upon by the student and instructor for this independent study course that expands upon topics covered in previous biology courses taken.
- ◆ Successfully transfer and perform at a four-year college or university or other program of interest to the student.

	◆ Apply the scientific method and biological concepts in novel settings for lifelong learning.
Course format:	On Campus
Are there similar courses existing:	YES
Description of existing courses:	Biology 198 is the 100-level independent study course available for students who want to work on independent study projects.
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:	April Ann Fong
Contact e-mail:	afong@pcc.edu

Date: December 15, 2006

Course Number: BI 298

Course Title: Independent Study: Biology

Credit Hours: Variable

Lecture Hours Per Week: Variable

Lecture/Lab Hours Per Week: Variable

Lab Hours Per Week: Variable

Number of Weeks: Variable

Special Fee:

Prepared By: Tom Robertson, Cathie Pake, and April Ann Fong

COURSE DESCRIPTION FOR PUBLICATION:

Biology 298 provides an opportunity for students to work independently on an advanced individualized area of study within biology under the sponsorship and guidance of a biology faculty member. Recommended: Prior study in biology. Prerequisites: Instructor permission.

ADDENDUM TO DESCRIPTION:

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

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

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

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

INTENDED OUTCOME(S) FOR THE COURSE:

- Meet the outcomes mutually agreed upon by the student and instructor for this independent study course that expand upon topics covered in previous biology courses taken.

- Successfully transfer and perform at a four-year college or university or other program of interest to the student.
- Apply the scientific method and biological concepts in novel settings for lifelong learning.

OUTCOME ASSESSMENT STRATEGIES:

Assessment tasks may include:

- Major independent projects, such as, collections with ecosystem reports, experiential learning plus reflective journals, written papers that require library research, and field journals.
- Open-ended essay questions and multiple-choice exams.
- Classroom assessments such as quizzes, one-minute summaries, etc.
- Scientific papers that follow standard scientific format presenting independent investigations and may include a peer-review process.
- Oral presentations of biological information, positions on contemporary issues that involve plants, laboratory results, and/or major independent projects.
- Design and interpretation of field or lab studies.
- Scientific article critiques.
- Laboratory exams and quizzes.

COURSE CONTENT:

Themes and Concepts may include any subset of the following:

1. The chemistry of life
2. The cell
3. Genetics
4. Mechanisms of evolution
5. Evolutionary history of biological diversity
6. Plant form and function
7. Animal form and function
8. Ecology

Issues:

Biology 298 may allow investigation of contemporary issues, such as, human biology and disease prevention, genetically modified organisms and foods, bioethics, cloning, pollution, human impacts on ecosystems, dwindling biodiversity, global warming, acid rain, overpopulation, etc.

Competencies and Skills:

- * Use field and laboratory techniques and equipment.
- * Locate and access biological information relevant to area of study.

- * Collaboration with peers - work effectively in groups.
- * Articulate scientific processes in written and/or oral format.
- * Present data using scientific format.
- * Present conclusions logically.
- * Read scientific literature and critically analyze the information.
- * Apply the scientific method.

Curriculum Request Form
Course Revision

Change: Course Description, Requisites

Current course number: BI 280A

Current course title: Work Experience

Current description: BI 280A Cooperative Education: Biology, Requires students to work in either laboratory or field environments associated with biological and/or environmental data collection, monitoring, and evaluation. Students are placed in work environments, outside of PCC, designed to expose students to the skills, knowledge, abilities, attitudes, technology and scientific apparatus associated with research and scientific enterprises. Department permission required.

Proposed description: This course requires the student to make a cooperative education training agreement with an instructor, an employer/supervisor, and a cooperative education specialist. The agreement should clearly define student, employer/supervisor, and instructor information as well as the job description (paid or unpaid) and length of job. The job should involve laboratory or field work associated with biology and/or environmental science and should extend student knowledge of Biology/Environmental Science. Prerequisite: Biology 101 (General Biology) or Biology 211 (Principles of Biology) and instructor permission.

Reason for description change: SAC-approved change

Current prerequisites: Department permission required.

Proposed prerequisites: Biology 101 (General Biology) or Biology 211 (Principles of Biology) and instructor permission.

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: 2007
Contact name: Kendra Cawley
Contact e-mail: kcawley@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: RD 80

Current Course Title: Reading 80

	Current	Proposed
Lecture Hours:	3	4
Load:	.204	.272
Total Contact Hours:	3	4
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: Yes, This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is

mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?: YES

Impact on SACs: We do not see a potential conflict, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a positive sense of cohesion in their learning.

Implem. Term: Fall
Implementation
Year, Implem. Year: 2007

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: RD 80

Current course title: Reading 80

Current description: Instruction in vocabulary, dictionary use, motor skills, comprehension, some study skills.
Prerequisite: Placement into RD 80.

Proposed description: Reading 80 focuses on building reading-related skills used in school and in daily life, including comprehension, vocabulary, critical reading skills, information literacy and student success strategies.
Prerequisite: Reading COMPASS score 44-65.

Reason for Description Change: Update to 4 credit, with new outcomes and description

Current learning outcomes:

- Articulate topic and main idea in a variety of reading materials.
- Use reading for pleasure, learning, and intellectual stimulation.
- Demonstrate successful college student behaviors.
- Perform successfully in RD 90.
-

Proposed learning outcomes:

After explicit instruction, the student will be able to--

- ◆ Reading Process and Strategies: Begin to employ stages of reading--previewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks
- ◆ Vocabulary: Employ vocabulary development strategies to learn and use new words

- ◆ Critical Reading Skills: Analyze texts in order to identify and articulate topic and main idea in a variety of academic and non-academic reading materials.
- ◆ Analyze texts in order to distinguish fact from opinion and determine the author's purpose in a variety of texts
- ◆ Begin to identify an author's implied meaning in varied academic and non-academic texts
- ◆ Begin to identify and evaluate varied points of view in different texts
- ◆ Information Literacy: Using PCC library resources, form a research question for academic and/or lifelong learning and use various sources in order to answer the question
- ◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity
- ◆ Employ active learning and study strategies for academic success
- ◆ Use campus support services and other learning resources to help explore academic goals
- ◆ Perform successfully in RD 90

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

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

Yes

How other sacs may be
impacted:

We feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Info. Literacy. In addition to working with a Library faculty member, we are consulting the LIB SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported.

Will this impact other
Depts/Campuses?,Is there
an impact on another dept
or campus?:

Yes

How other Depts/Campuses
will be impacted:

DE classes are prereqs. for many courses. Please advise if this section needs elaboration.

Request term:

fall

Requested year:

2007

Contact name:

Heather Cole

Contact e-mail:

hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current course number: RD 80A

Current course title: Reading 80A

	Current	Proposed
lec/lab hours:	6	8
load:	.324	.432
Total contact hours:	6	8
credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will

reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another YES
SAC?:

Impact on sacs: We do not see a potential conflict with other SACs, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Implem. Term: Fall
Implementation
year, implem. Year: 2007

Contact name: Heather Cole
Contact email: hcole@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current Course Number: RD 80A

Current Course Title: Reading 80A

Current Description: Topics include vocabulary, dictionary use, motor skills, comprehension, reading rate improvement, and study skills. Prerequisite: Reading placement test score above 31.

Proposed Description: Reading 80A is taught in a lec/lab format. Instruction focuses on building reading-related skills used in school and in daily life, including comprehension, vocabulary, critical reading skills, information literacy and student success strategies.
Prerequisite: Reading COMPASS score 44-65.

Reason for Description Change: Course Description has been updated to reflect added learning outcomes (see below) as a result of the DE SAC's 4-credit conversion process.

Current Learning Outcomes: Articulate topic and main idea in a variety of reading materials. Use reading for pleasure, learning, and intellectual stimulation. Demonstrate successful college student behaviors. Perform successfully in RD 90.

Proposed Learning Outcomes: After explicit instruction, the student will be able to—

? Reading Process and Strategies: Begin to employ stages of reading--previewing, reading, review

?and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks

? Vocabulary: Employ vocabulary development strategies to learn and use new words

? Critical Reading Skills: Analyze texts in order to identify and articulate topic and main idea in a variety of academic

and non-academic reading materials.

? Analyze texts in order to distinguish fact from opinion and determine the author's purpose in a variety of texts

? Begin to identify an author's implied meaning in varied academic and non-academic texts

? Begin to identify and evaluate varied points of view in different texts

? Information Literacy: Using PCC library resources, form a research question for academic and/or lifelong learning and use various sources in order to answer the question

? College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity

? Employ active learning and study strategies for academic success

? Use campus support services and other learning resources to help explore academic goals

? Perform successfully in RD 90

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

Will this impact other SACs?, Is there an impact on other SACs?:

Yes

How other SACs may be impacted:

We feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?: Yes

How other Depts/Campuses will be impacted: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about "an impact on other Departments," we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Request Term: fall
Requested Year: 2007

Contact Name: Heather Cole
Contact E-Mail: hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	RD 80C	
Current Course Title:	Reading 80C	
	Current	Proposed
Current Lec/Lab Hours:	6	8
Load:	.324	.432
Total Contact Hours:	6	8
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on This is such an important (and broad) question, and we were unsure

Dept/Campus: of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential conflict with another SAC?: YES

Impact on SACs: We do not see a potential conflict with other SACs, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Implem. Term: Fall
Implementation Year,Implem. Year: 2007
Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current Course Number: RD 80C

Current Course Title: Reading 80C

Current Description: Topics include vocabulary, dictionary use, motor skills, comprehension, reading rate improvement, and study skills. Prerequisite: Reading placement test score above 31 or successful completion of RD 70.

Proposed Description: Reading 80C is taught in a lec/lab format. Instruction focuses on building reading-related skills used in school and in daily life, including comprehension, vocabulary, critical reading skills, information literacy and student success strategies.
Prerequisite: Reading COMPASS score 44-65.

Reason for Description Change: Course Description has been updated to reflect added learning outcomes (see below) as a result of the DE SAC's 4-credit conversion process.

Current Learning Outcomes: Articulate topic and main idea in a variety of reading materials. Use reading for pleasure, learning, and intellectual stimulation. Demonstrate successful college student behaviors. Perform successfully in RD 90.

Proposed Learning Outcomes: After explicit instruction, the student will be able to—

- ? Reading Process and Strategies: Begin to employ stages of reading--previewing, reading, review, and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks
- ? Vocabulary: Employ vocabulary development strategies to learn and use new words
- ? Critical Reading Skills: Analyze texts in order to identify and articulate topic and main idea in a variety of academic and non-academic reading materials.

? Analyze texts in order to distinguish fact from opinion and determine the author's purpose in a variety of texts

? Begin to identify an author's implied meaning in varied academic and non-academic texts

? Begin to identify and evaluate varied points of view in different texts

? Information Literacy: Using PCC library resources, form a research question for academic and/or lifelong learning and use various sources in order to answer the question

? College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity

? Employ active learning and study strategies for academic success

? Use campus support services and other learning resources to help explore academic goals

? Perform successfully in RD 90

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

Will this impact other SACs?,Is there an impact on other SACs?:

Yes

How other SACs may be impacted:

We feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Will this impact other

Yes

Depts/Campuses?,Is there an impact on another dept or campus?:

How other Depts/Campuses will be impacted: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Request Term: fall
Requested Year: 2007

Contact Name: Heather Cole
Contact E-Mail: hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	RD 90	
Current Course Title:	Reading 90	
	Current	Proposed
Lecture Hours:	3	4
Contact Hours:	3	4
Credits:	3	4
Reason for Change:	<p>There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.</p>	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	<p>Yes, This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.</p>	

Is there potential
conflict with another
SAC?:

YES

Impact on SACs:

We do not see a potential conflict, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a positive sense of cohesion in their learning.

Implem. Term: Fall
Implementation
Year, Implem. Year:

Fall
2007

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: RD 90

Current course title: Reading 90

Current description: Instruction in reading improvement through work on vocabulary development, motor skills, comprehension and some reading rate improvement. Prerequisite: Placement into RD 90 or successful completion of RD 80.

Proposed description: Reading 90 focuses on improving reading effectiveness for increasingly complex texts. Comprehension strategies, critical thinking skills, vocabulary development, information literacy, and student success strategies are emphasized.
Prerequisite: Reading COMPASS score 66-81 or successful completion of Reading 80 with a "C" or better.

Reason for Description Change: Updated to 4 credits, and COMPASS update

Current learning outcomes:

- Find and articulate the main idea and major details in a variety of written text: textbooks, literature, newspapers, and magazines.
 - * Read critically and think critically, distinguishing fact from opinion and determining the author's purpose and bias.
 - * Use reading for pleasure, learning, and intellectual stimulation.
 - * Employ vocabulary development strategies.
 - * Adjust reading rate to the nature of the material.
 - * Exhibit successful college student behaviors.
 - * Perform successfully in Reading 115.
-

Proposed learning outcomes: With instructor guidance, the student will be able to--

- ◆ Reading Process and Strategies: Develop stages of reading--previewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks
- ◆ Adjust reading rate to the nature of the material
- ◆ Vocabulary: Increase use of vocabulary development

strategies including denotation and connotation to learn and use new words in listening, speaking and writing

◆ Critical Reading Skills: Analyze texts in order to identify and articulate explicit and implied main idea and major details in a variety of academic and non-academic reading materials

◆ Analyze texts in order to distinguish fact from opinion and determine the author's and reader's purpose in a variety of texts

◆ When inferring, distinguish between literal and figurative meaning, and begin to rely on information provided in text to substantiate thinking

◆ Identify and evaluate varied points of view in different texts

◆ Information Literacy: Using PCC library resources, form a research question and select appropriate sources of information, using critical thinking to evaluate sources for academic and/or lifelong learning

◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity

◆ Employ active learning and study strategies for academic success

◆ Use campus support services and other learning resources to help establish academic goals

◆ Perform successfully in Reading 115

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

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

How other sacs may be impacted:

We feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Info. Literacy. In addition to working with a Library faculty member, we are consulting the LIB SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have

always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported.

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?: Yes

How other Depts/Campuses will be impacted: DE classes are prereqs. for many courses. Please advise if this section needs elaboration.

Request term: fall
Requested year: 2007

Contact name: Heather Cole
Contact e-mail: hcole@pcc.edu

Curriculum Request Form
Contact Credit Hour Change

Current Course Number: RD 90A

Current Course Title: Reading 90A

	Current	Proposed
Lec/Lab Hours:	6	8
Current Load:	.324	.423
Contact Hours:	6	8
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and

professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?: YES

Impact on SACs: We do not see a potential conflict with other SACs, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Implem. Term: Fall
Implementation
Year,Implem. Year: 2007

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes
Does this correspond with a conversion request?: YES

Current Course Number: RD 90A

Current Course Title: Reading 90A

Current Description: Reading improvement through work on vocabulary development, motor skills, comprehension and reading rate. Prerequisite: Reading placement test score above 35 or successful completion of RD 80 with a "C" or better

Proposed Description: Reading 90A is taught in a lec/lab format. Instruction focuses on improving reading effectiveness for increasingly complex texts. Comprehension strategies, critical thinking skills, vocabulary development, information literacy, and student success strategies are emphasized. Prerequisite: Reading COMPASS score 66-81 or successful completion of Reading 80 with a "C" or better.

Reason for Description Change: Course Description has been updated to reflect added learning outcomes (see below) as a result of the DE SAC's 4-credit conversion process.

Current Learning Outcomes: Find and articulate the main idea and major details in a variety of written text: textbooks, literature, newspapers, and magazines. Read critically and think critically, distinguishing fact from opinion and determining the author's purpose and bias. Use reading for pleasure, learning, and intellectual stimulation. Employ vocabulary development strategies. Adjust reading rate to the nature of the material. Exhibit successful college student behaviors. Perform successfully in Reading 115.

Proposed Learning Outcomes: With instructor guidance, the student will be able to--
? Reading Process and Strategies: Develop stages of reading--pre-viewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks
? Adjust reading rate to the nature of the material

? Vocabulary: Increase use of vocabulary development strategies including denotation and connotation to learn and use new words in listening, speaking and writing

? Critical Reading Skills: Analyze texts in order to identify and articulate explicit and implied main idea and major details in a variety of academic and non-academic reading materials

? Analyze texts in order to distinguish fact from opinion and determine the author's and reader's purpose in a variety of texts

? When inferring, distinguish between literal and figurative meaning, and begin to rely on information provided in text to substantiate thinking

? Identify and evaluate varied points of view in different texts

? Information Literacy: Using PCC library resources, form a research question and select appropriate sources of information, using critical thinking to evaluate sources for academic and/or lifelong learning

? College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity

? Employ active learning and study strategies for academic success

? Use campus support services and other learning resources to help establish academic goals

? Perform successfully in Reading 115

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

Will this impact other SACs?,Is there an impact on other SACs?:

Yes

How other SACs may be

We feel the Library SAC will be affected, and have had a

impacted: Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?: Yes

How other Depts/Campuses will be impacted: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about ?an impact on other Departments,? we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Request Term: fall
Requested Year: 2007

Contact Name: Heather Cole
Contact E-Mail: hcole@pcc.edu

Curriculum Request Forms
Contact/Credit Hour Change

Current Course Number:	RD 115	
Current Course Title:	College Reading	
	Current	Proposed
Current Lecture Hours:	3	4
Total Contact Hours:	3	4
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: Yes, This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee

and any other interested parties.

Is there potential
conflict with another
SAC?: Yes

Impact on SACs: We do not see a potential conflict at all with other SACs, but we feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Information Literacy. In addition to working with a Library faculty member, we are consulting the Library SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported. The "overlap" with the goals of both Library and CG SACs will be positive for students, giving them a sense of cohesion in their learning.

Implem. Term: Fall
Implementation
Year, Implem. Year: 2007

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: RD 115

Current course title: College Reading

Current description: Improve reading rate, vocabulary and comprehension. Includes formation of efficient reading habits, vocabulary development, inferential and critical reading, and adapting reading rate to different reading tasks. Prerequisite: Placement into RD 115 or successful completion of RD 90 (C or better), or successful completion of ENL 260. ADDENDUM: Improve reading rate, vocabulary and comprehension. Includes formation of efficient reading habits, vocabulary development, inferential and critical reading, and adapting reading rate to different reading tasks. Prerequisite: Asset score of 42 and above or successful completion of Reading 90, or successful completion of ENL 260 (Upper Advanced Reading).

Proposed description: Reading 115 focuses on effectively reading college-level texts. Comprehension, critical reading, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks are emphasized. Prerequisite: Reading COMPASS score 82-100 or successful completion of Reading 90 with a "C" or better or successful completion of ESOL 260.

Reason for Description Change: Updated to 4 credits (with those changed outcomes), COMPASS update

Current learning outcomes: After successful completion of Reading 115 students will be able to:
* Read a variety of genres analytically, accurately, and efficiently
* Read at a variety of rates
* Apply comprehension and organizational strategies to essays, textbooks, and literature
* Apply a variety of methods to expand and retain vocabulary
* Respond to texts both verbally and in writing, presenting

ideas and opinions based on the reading
* Access campus support services and other learning resources

Proposed learning outcomes: At the end of the course, the student independently will be able to--

- ◆ Reading Process and Strategies: Proficiently use stages of reading--previewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks
- ◆ Adjust reading rate to the nature of the material
- ◆ Vocabulary: Advance and broaden use of vocabulary development strategies to learn and use new words including discipline-specific vocabulary in listening, speaking and writing
- ◆ Critical Reading Skills: Analyze texts in order to identify and articulate explicit and implied main idea and major details in a variety of increasingly complex academic and non-academic reading materials
- ◆ Analyze texts in order to distinguish fact from opinion and determine the author's and reader's purpose and bias in a variety of texts
- ◆ When inferring, distinguish between literal and figurative meaning, and rely on information provided in text to substantiate thinking
- ◆ Identify and evaluate complex points of view in different texts
- ◆ Information Literacy: Using PCC library resources, formulate a research query and select appropriate sources of information, using critical thinking to evaluate increasingly complex and diverse information and sources, for academic and lifelong learning.
- ◆ Identify and make use of steps in the research process

◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity

◆ Employ active learning and study strategies for academic success

◆ Use campus support services and other learning resources to help meet academic goals

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding the crucial Information Literacy outcome, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Reading from another.

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

How other sacs may be impacted:

We feel the Library SAC will be affected, and have had a Library faculty member help us craft our Learning Outcome for Info. Literacy. In addition to working with a Library faculty member, we are consulting the LIB SAC. We are also consulting with the CG SAC, but not due to any substantive changes related to CG. DE CCOGs have always included a strand of promoting student success strategies, which the CG faculty are aware of and have supported.

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:

Yes

How other Depts/Campuses will be impacted:

DE classes are prereqs. for many courses. Please advise if this section needs elaboration.

Request term:

fall

Requested year:

2007

Contact name:

Heather Cole

Contact e-mail:

hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: WR 80

Current Course Title: Writing 80

	Current	Proposed
Current Lecture Hours:	3	4
Total Contact Hours:	3	4
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments.

We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our Writing curriculum will reflect better critical thinking and critical reading skills, and add important links to WR 115, such as more in-class writing. We believe the extra cost to students is mitigated by higher overall success in courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?:

No

Implem. Term: Fall
Implementation 2007
Year,Implem. Year:

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: WR 80

Current course title: Writing 80

Current description: Instruction includes basic communication skills, language mechanics, grammar, spelling, sentence structure and paragraph development. Prerequisite: Placement in WR 80 and RD 90.

Proposed description: Writing 80 includes instruction in basic communication skills, punctuation, grammar, spelling, sentence structure and paragraph development. In addition, students will practice developing and supporting ideas, organizing thoughts, and increasing college level vocabulary and student success strategies. Each student is required to attend two conferences with the instructor during the quarter.
Prerequisite: Writing COMPASS score 23-41 AND Reading COMPASS score 44-65.

Reason for Description Change: 4 credit conversion has caused our SAC to update outcomes, adding significant links to WR 115 curriculum, in addition to others. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Writing from another.

Current learning outcomes: 1. Employ correct grammar and punctuation

2. Develop paragraphs that have appropriate topic sentences, transitions, and ample support.

3. Demonstrate successful college behaviors: communication, participation, responsibility, and time management.

4. Practice critical thinking in response to text.

5. Increase college level vocabulary.

6. Apply a working writing process with clear regard for the

stages of invention, support/organization, drafting and revision

7. Perform successfully in WR 90

Proposed learning outcomes:

- After explicit instruction, the student will be able to--
- ◆ Writing Process and Strategies: Begin to develop understanding and skill in grammatical conventions
 - ◆ Begin to develop paragraphs that have appropriate topic sentences, transitions and ample support
 - ◆ Begin to develop and apply a writing process with clear regard for the stages of invention, support/organization, drafting and revision
 - ◆ Begin to utilize college-level vocabulary
 - ◆ Demonstrate beginning revision skills
 - ◆ Respond in writing to a text
 - ◆ Begin to practice critical thinking skills in written response to a text
 - ◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity.
 - ◆ Employ active learning and study strategies for academic success.
 - ◆ Use campus support services and other learning resources to help explore academic goals.
 - ◆ Perform successfully in Writing 90.

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to begin incorporating Ruth Stiehl's principles. These outcomes reflect common themes in DE courses, but also distinguish one level of DE Writing from another.

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:

2007

Contact name:

Heather Cole

Contact e-mail:

hcole@pcc.edu

Curriculum Request
Contact/Credit Hour Change

Current course number: WR 80C

Current course title: Writing 80C

	Current	Proposed
lec/lab hours:	6	8
load:	.324	.423
Total contact hours:	6	8
Current credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our Writing curriculum will reflect better critical thinking and critical reading skills, and add

important links to WR 115, such as more in-class writing. We believe the extra cost to students is mitigated by higher overall success in courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?: NO

Implem. Term: Fall
Implementation
year, implem. Year: 2007

Contact name: Heather Cole
Contact email: hcole@pcc.edu

This message was created by a form/link located at: <http>

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current Course Number: WR 80C

Current Course Title: Writing 80C

Current Description: Instruction includes basic communication skills, language mechanics, grammar, spelling, sentence structure and paragraph development. Prerequisite: Writing placement test score above 31.

Proposed Description: Writing 80C is a lec/lab course including instruction in basic communication skills, punctuation, grammar, spelling, sentence structure and paragraph development. In addition, students will practice developing and supporting ideas, organizing thoughts, and increasing college level vocabulary and student success strategies. Each student is required to attend two conferences with the instructor during the quarter. Prerequisite: Writing COMPASS score 23-41 AND Reading COMPASS score 44-65.

Reason for Description Change: Course Description has been updated to reflect added learning outcomes (see below) as a result of the DE SAC's 4-credit conversion process.

Current Learning Outcomes: Employ correct grammar and punctuation

Develop paragraphs that have appropriate topic sentences, transitions, and ample support

Demonstrate successful college behaviors: communication, participation, responsibility, and time management

Practice critical thinking in response to text

Increase college level vocabulary

Apply a working writing process with clear regard for the stages of invention, support/organization, drafting and revision

Perform successfully in WR 90

Proposed Learning Outcomes:

After explicit instruction, the student will be able to—

- ? Writing Process and Strategies: Begin to develop understanding and skill in grammatical conventions
- ? Begin to develop paragraphs that have appropriate topic sentences, transitions and ample support
- ? Begin to develop and apply a writing process with clear regard for the stages of invention, support/organization, drafting and revision
- ? Begin to utilize college-level vocabulary
- ? Demonstrate beginning revision skills
- ? Respond in writing to a text
- ? Begin to practice critical thinking skills in written response to a text
- ? College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity.
- ? Employ active learning and study strategies for academic success.
- ? Use campus support services and other learning resources to help explore academic goals.
- ? Perform successfully in Writing 90.

Reason for Learning Outcomes Change:

4 credit conversion has caused our SAC to update outcomes, adding significant links to WR 115 curriculum. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Writing from another.

Will this impact other SACs?,Is there an impact on other SACs?:

No

How other SACs may be impacted:

The question is "Are there changes in these recommendations that require informing or consulting with

another SAC--such as content overlap," etc., and we do not anticipate such impact.

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?: Yes

How other Depts/Campuses will be impacted: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our Writing curriculum will reflect better critical thinking and critical reading skills, and add important links to WR 115, such as more in-class writing. We believe the extra cost to students is mitigated by higher overall success in courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Request Term: fall
Requested Year: 2007

Contact Name: Heather Cole
Contact E-Mail: hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: WR 90

Current Course Title: Writing 90

	Current	Proposed
Current Lecture Hours:	3	4
Total Contact Hours:	3	4
Current Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments.

We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our curriculum will reflect better information literacy skills, better critical thinking and critical reading skills. We believe the extra cost to students is mitigated by higher overall success in DE courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?: No

Implem. Term: Fall
Implementation
Year,Implem. Year: 2007

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: WR 90

Current course title: Writing 90

Current description: Instruction includes sentence structure, paragraph and essay development, and written expression. Students can expect to increase working vocabulary and improve skills in basic communications. Prerequisite: Placement into WR 90 or completion of WR 80 and placement into RD 90 or completion of RD 80 with a "C" or better.

Proposed description: Writing 90 includes instruction in grammar, punctuation, sentence structure, essay development, critical thinking skills and student success strategies. Each student is required to attend two conferences with the instructor during the quarter.
Prerequisite: Writing COMPASS score 42-69 or successful completion of WR 80 with a "C" or better AND Reading COMPASS score 66-81 or successful completion of RD 80 with a "C" or better.

Reason for Description Change: 4 credit conversion has caused our SAC to update outcomes/themes/skills, adding significant links to WR 115 curriculum. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Writing from another.

Current learning outcomes:

- Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
 - * Demonstrate critical thinking in written responses to text.
 - * Recognize and utilize pre-writing steps for composing a good essay.
 - * Utilize basic word processing in writing.
 - * Demonstrate successful college student behaviors.
 - * Perform successfully in Writing 115.

Proposed learning outcomes:

- - ◆ Writing Process and Strategies: Demonstrate skill in grammatical conventions
 - ◆ Communicate in writing using a variety of sentence structures, paragraphs, summaries and short essays
 - ◆ Employ a writing process to develop and apply a writing process with clear regard for the stages of invention, support/organization, drafting and revision
 - ◆ Utilize college-level vocabulary
 - ◆ Demonstrate global revision skills
 - ◆ Demonstrate beginning skill in summarizing, paraphrasing and attribution
 - ◆ Practice critical thinking skills in written response to a text
 - ◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity
 - ◆ Employ active learning and study strategies for academic success
 - ◆ Use campus support services and other learning resources to help establish academic goals
 - ◆ Perform successfully in Writing 115

Reason for Learning Outcomes Change:

SAC-approved 4 credit conversion. So much to say about reason: improved outcomes reflect desire to make courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08--this gives DE a chance to work on Curriculum changes BEFORE the possible influx of students, to clarify DE Program goals, to aim for the Ruth Stiehl-esque notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, the broader community. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most under prepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention, motivation.

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

No

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?: Yes

How other Depts/Campuses will be impacted: Since DE courses are prereqs for many others, this change impacts the college as a whole. I'm not sure how detailed to get--obviously, scheduling classes will be a huge issue. Please advise about how to fill out this section if more info is needed. Thanks.

Request term: fall
Requested year: 2007

Contact name: Heather Cole
Contact e-mail: hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: WR 90C

Current Course Title: Writing 90C

	Current	Proposed
Lec/Lab Hours:	6	8
Load:	.324	.432
Total Contact Hours:	6	8
Credits:	3	4

Reason for Change: There is so much to say about the reason for the DE SAC's desire to convert our core courses to 4 credits: improved outcomes reflect our desire to make our courses more rigorous, to improve student learning and success, to prepare for Prereq. implementation in Fall 08 (converting now gives DE a chance to work on Curriculum changes BEFORE the possible influx of students), to clarify DE Program goals, goals reflecting Ruth Stiehl's notion of clear, distinguishing-between-levels outcomes which are clearer for students, the DE Program, and the broader community. In RD courses, we have added important curriculum, such as information literacy, which will help prepare students for success and more independent learning in all of their courses. In WR courses, we've tried to link our 90 course to 115 in a clearer way. This 4 credit conversion process has reinvigorated the DE SAC, and its primary motivation has been a firm belief that the most underprepared students--our DE students--benefit from more contact hours, in many ways, among them learning, retention and motivation.

Are outcomes affected?: YES

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and

professional/technical courses. In particular, our Writing curriculum will reflect better critical thinking and critical reading skills, and add important links to WR 115, such as more in-class writing. We believe the extra cost to students is mitigated by higher overall success in courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Is there potential
conflict with another
SAC?: NO

Implem. Term: Fall
Implementation 2007
Year,Implem. Year:

Contact Name: Heather Cole
Contact Email: hcole@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current Course Number: WR 90C

Current Course Title: Writing 90C

Current Description: Includes instruction in grammar, punctuation, sentence structure, essay development, and critical thinking skills. Improves basic writing skills by learning to use simple and complex sentences in developing a good essay, and by developing critical thinking skills that are used in the writing process. Prerequisites: Placement into WR 90 or completion of WR 80; Placement into RD 90 or completion of RD 80.

Proposed Description: Writing 90C is a lec/lab course including instruction in grammar, punctuation, sentence structure, essay development, critical thinking skills and student success strategies. Each student is required to attend two conferences with the instructor during the quarter. Prerequisite: Writing COMPASS score 42-69 or successful completion of WR 80 with a "C" or better AND Reading COMPASS score 66-81 or successful completion of RD 80 with a "C" or better.

Reason for Description Change: Course Description has been updated to reflect added learning outcomes (see below) as a result of the DE SAC's 4-credit conversion process.

Current Learning Outcomes: Communicate in writing using a variety of sentence structures, paragraphs, and short form that emphasize correct grammar, punctuation, coherence, and clarity.

Demonstrate critical thinking in written responses to text.

Recognize and utilize pre-writing steps for composing a good essay.

Utilize basic word processing in writing.

Demonstrate successful college student behaviors.

<p>Proposed Learning Outcomes:</p>	<p>Perform successfully in Writing 115.</p> <p>With instructor guidance, the student will be able to--</p> <ul style="list-style-type: none"> ◆ Writing Process and Strategies: Demonstrate skill in grammatical conventions ◆ Communicate in writing using a variety of sentence structures, paragraphs, summaries and short essays ◆ Employ a writing process to develop and apply a writing process with clear regard for the stages of invention, support/organization, drafting and revision ◆ Utilize college-level vocabulary ◆ Demonstrate global revision skills ◆ Demonstrate beginning skill in summarizing, paraphrasing and attribution ◆ Practice critical thinking skills in written response to a text ◆ College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity ◆ Employ active learning and study strategies for academic success ◆ Use campus support services and other learning resources to help establish academic goals ◆ Perform successfully in Writing 115
<p>Reason for Learning Outcomes Change:</p>	<p>4 credit conversion has caused our SAC to update outcomes, adding significant links to WR 115 curriculum. We also tried to have these outcomes reflect Ruth Stiehl's principles. Finally, these outcomes reflect common themes in DE courses, but also distinguish one level of DE Writing from another.</p>
<p>Will this impact other SACs?,Is there an impact on</p>	<p>No</p>

other SACs?:

How other SACs may be impacted:

The question is "Are there changes in these recommendations that require informing or consulting with another SAC--such as content overlap," etc., and we do not anticipate such impact.

Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?:

Yes

How other Depts/Campuses will be impacted:

This is such an important (and broad) question, and we were unsure of how detailed to get in this form. Asked about an impact on other Departments, we interpreted this as other academic Departments. We expect increased retention and that students will be better prepared for rigorous subject area and professional/technical courses. In particular, our Writing curriculum will reflect better critical thinking and critical reading skills, and add important links to WR 115, such as more in-class writing. We believe the extra cost to students is mitigated by higher overall success in courses. We welcome the chance to discuss further impacts with the Curriculum Committee and any other interested parties.

Request Term:

fall

Requested Year:

2007

Contact Name:

Heather Cole

Contact E-Mail:

hcole@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: CG181

Current Course Title: Gerontology Career Exploration

	Current	Proposed
Lecture Hours:	1	2
Current Load:	.068	.136
Total Contact Hours:	1	2
Current Credits:	1	2

Reason for Change: Course assignments and learning outcomes require more time.

Are outcomes affected?: YES

Are degrees/certs affected?: YES

Is there an impact on other Dept/Campus?: YES

Impact on Dept/Campus: Need to inform CG SAC

Is there potential conflict with another SAC?: YES

Impact on SACs: CG SAC

Implem. Term: Fall

Implementation Year, Implem. Year: 2007

Contact Name: Jan Abushakrah

Contact Email: jabushak@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description, Learning Outcomes
Current Course Number: CG181

Proposed Course Number: CG181

Current Course Title: Exploring Gerontology

Proposed Course Title: Gerontology Career Exploration

Proposed Transcript Title: Gerontology Career Exploration

Reason for Title Change: New title communicates more accurately the course content and outcomes, and its role in Gerontology certificates and degree process.

Current Description: Includes introductory workshop and follow-up online assignments, meetings with course instructor, and fieldwork to explore careers and to identify appropriate internships in the field. Fieldwork includes shadow mentorships, informational interview, online research, and other activities to prepare students for entry or path changes within the field of gerontology.

Proposed Description: Introduces the range of emerging career opportunities in the field of aging, and guides students to explore and identify potential career pathways. Course work includes career and market research, coaching from course instructor, self-assessment, reflection, fieldwork, informational interviews and other activities to identify potential internships, entry level positions, and educational and training opportunities fitting career goals.

Reason for Description Change: Description more accurately describes the course and fits diverse delivery formats.

Current Learning Outcomes: Students who successfully complete this course will be able to:

1. Be familiar with gerontology program requirements and options.
2. Identify the skills and personal qualities needed to be a successful gerontological professional.
3. Acquire resources to research options within the field.
4. Determine academic and training opportunities beyond the gerontology program for paid and voluntary work paths in the field.

5. Develop an academic and field experience plan including informational interviewing, portfolio development, online and field market research, shadow mentorships, and internships with the program's community partners in Soc280A: CE Sociology, in consultation with gerontology faculty.

Proposed Learning Outcomes:

Students successfully completing this course will be able to:

1. Conduct career and market research to develop and adapt their identified career goals

2. Develop a strategic plan of academic and work-based learning and resource management to advance their career pathway.

Reason for Learning Outcomes Change:

New outcomes are more comprehensive, simpler, and clearer.

Will this impact other SACs?,Is there an impact on other SACs?:

Yes

How other SACs may be impacted:

Need to inform CG SAC of changes. Under June 2005 agreement, Gerontology is responsible for all course content, revisions, scheduling, instruction, and FTE. CG prefix is used at CG request.

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:

No

Request Term:

fall

Requested Year:

2007

Contact Name:

Jan Abushakrah

Contact E-Mail:

jabushak@pcc.edu

Curriculum Request Form
New Course

Course Number: GRN165

Course Title: Basic Activity Director Training

Transcript Title: Basic Activity Director Traini

Lec/Lab Hours: 40

Load Total: .216

Weekly Contact Hours: 4

Total Credits: 2

Reason for New Course: Course is required for new Activity Professional Career Pathway

Course Description: Course prepares students to manage an activity department; do assessments and documentation; design, schedule, and implement appropriately designed activity programs; foster healthy resident and family dynamics; facilitate resident council meetings; and manage personnel and resources.

Learning Outcomes: Students successfully completing this course will be able to:

1. Design and implement long term care programs with cognitive, social, educational, sensory stimulation and independence-enhancing activities appropriate for high and low functioning and special needs individuals
2. Manage an activity department and serve as an interdisciplinary medical team member in a long term care facility, working within a budget and managing time and staff.
3. Assess and document residents, maintain all documentation in conformity with state regulations, and prepare for successful regulatory surveys.

Course Format: Online

Other Format: Other Format Selected

Other Format: Worksite

Are there similar courses existing: NO

Description of existing courses: Note: This credit course will replace a current 36 CEU course in Community Education. We are consulting with Community Education.

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Current Gerontology Certificate and AAS Degree will not be affected until we can reach agreements with OUS universities to accept it as an LDC course. Course is required by new Activity Professional Certificates of Completion.

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

Description of impact on dept/campus: NB: See note on Community Education, above. Will consult.

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: Jan Abushakrah
Contact E-mail: jabushak@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: GRN165

COURSE TITLE: Activity Director Training

CREDIT HOURS: 2 credits

LECTURE HOURS:

LECTURE/LAB HOURS: __ 40 __

LAB HOURS

SPECIAL FEE: N/A

COURSE DESCRIPTION and PREREQUISITES: Course prepares students to manage an activity department; do assessments and documentation; design, schedule, and implement appropriate activity programs design; foster healthy resident and family dynamics; facilitate resident council meetings; and manage personnel and resources.

ADDENDUM TO COURSE DESCRIPTION: Course meets State of Oregon certification requirements for activity directors in long term care facilities, and successful students receive State of Oregon Certificate. Course also focuses on marketing, promotion, community relations, time and stress management, and prevention of professional burnout. Students must provide proof of high school diploma or GED.

INTENDED OUTCOMES:

Successful students will be able to:

- Design and implement long-term care programs with cognitive, social, educational, sensory stimulation and independence-enhancing activities appropriate for high and low functioning and special needs individuals
- Manage an activity department and work as an interdisciplinary medical team member in a long term care facility, working within a budget and managing time and staff
- Assess and document residents, maintain all documentation in conformity with state regulations, and prepare for successful regulatory surveys

COURSE ACTIVITIES AND DESIGN:

Course sessions are presented in a didactic and interactive format, including peer interaction, team project planning and problem-solving, and application in a long term care facility. Course may be taught in a classroom, on a worksite or online, together with application activities on-site in a long term care facility with qualified supervision and documentation.

OUTCOME ASSESSMENT:

- Students will successfully complete three quizzes and one comprehensive final, with a score of at least 75%, and complete all lessons and projects to receive state certification.
- **Project 1:** Students will design and submit on state-mandated forms the outline of a complete year of activity planning for a long term care facility, including a calendar of events

and outings for one month demonstrating supportive, maintenance, and enhancing programming; and a weekly Alzheimer's calendar with repetitive programming of normalization, cognitive, social and physical activities for three levels of cognitive functioning.

- **Project 2:** Students will submit a complete documentation project for a high functioning and a low functioning resident, which includes initial assessment, Minimum Data Sheet, Resident Assessment Protocols, care plan, and quarterly reports for each resident.
- **Project 3:** Students will design a craft, physical exercise or sport, cooking, and sensory activity. Using state-mandated forms, students will analyze the purpose, type of equipment, leadership skills, and special approaches needed to successfully implement each activity. Students will share their designed activities with other class members, so that each student completes an activity planning book.
- **Capstone Project:** Students will compile a manual including the three outcome assessments, above, as well as guidelines on management of an activity department, to guide them through their first year on the job.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

CONTENT of the course includes:

- Management of an activity department and state-mandated documentation
- Age related biological and behavioral processes, including illness patterns, impairment and body loss, and other changes and their impact on functioning, self-image, and socialization skills
- Program planning and activity analysis, goal setting and planning for positive activity outcomes
- Program design to meet the need of diverse populations and the areas required by law
- Program implementation based on the principles of recreational therapy, sensory stimulation methods, reality orientation and validation therapy
- Use of adaptive equipment and design of adaptive environments for gross motor skill exercises and modified sports appropriate for the limitations and potentials of residents
- Use of crafts and musical techniques for various impairments and cognitive levels
- Use and training of volunteers
- Effective approaches to difficult behaviors
- The impact of institutionalization, family dynamics, grievance procedures, effective resident council meeting, and respect for resident rights
- Hiring, orientation and management of activity staff
- Time management, team work, training, and discipline
- Education of nursing staff and administration on the role of activity programs for resident health and well-being, staff morale, and community outreach through marketing and public relations
- Recognition and prevention of professional burnout

SKILLS developed in this course include:

- The ability to write clear and concise reports and documentation of activity assessment and programming, conforming to state regulations
- The ability to apply knowledge of age-related biological and behavioral processes to activity and program design appropriate to various cognitive and functioning levels and to special needs individuals
- Ability to manage an activity department, including programming, scheduling, time, personnel and resource management, budgeting, working in an interdisciplinary team, and conducting community outreach and education, marketing and public relations

Required Textbook: *Activity Director: The Best You Can Be*© Training Manual by Connie Koblenzer Ratti, CTRS, ACC (2004, with updated assessment and documentation forms)

Instructor Qualifications: Instructor must hold current Activity Consultant Certified (ACC) status with the National Certification Council for Activity Professionals (NCCAP) and be qualified to teach the Basic Activity Director Training program meeting NCCAP standards.

Instructor Qualifications are on file in the office of the Vice President of Academic and Student Affairs.

Curriculum Request Form
New Course

Course Number: GRN265

Course Title: Activity Professional Training 1

Transcript Title: Activity Professional Training

Lec/Lab Hours: 60

Load Total: .324

Weekly Contact Hours: 6

Total Credits: 3

Reason for New Course: Course fulfills requirements of the Basic Education Course for Activity Professionals (MEPAP I) of the NCCAP, and is required by new Certificates of Completion in the Activity Professional Career Pathway.

Course Description: Course provides didactic and experiential learning to prepare for a career as an activity professional with older adults in long term care facilities, adult daycare and community settings. Includes overview of the activity profession, late-life human development and health, standards of practice, activity planning for quality of life in a person-centered care model, and methods of service delivery for diverse populations.

Prerequisite(s): GRN165

Learning Outcomes: Students successfully completing the course will be able to:

1. Work as an activity professional in long term care facilities, adult daycare, and community settings
2. Meet standards of practice in developing and implementing a comprehensive activity program for all levels of functioning and for special needs populations
3. Meet eligibility standards for certification levels from the National Certification Council of Activity Professionals, when combined with academic, continuing education, and work experience meeting the AAC, ADC, or ACC criteria.

Course Format: Online

Other Format: Other Format Selected

Other Format: Worksite

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Current Gerontology Certificate and AAS Degree will not be affected until we can reach agreements with OUS universities to accept it as an LDC course. Course is required by new Activity Professional Certificates of Completion.

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: 2007

Contact Name: Jan Abushakrah
Contact E-mail: jabushak@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: GRN265

COURSE TITLE: Activity Professional Training 1 [Transcript: Activity Prof Training 1]

CREDIT HOURS: 3

LECTURE HOURS:

LECTURE/LAB HOURS: 60

LAB HOURS

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES: Course provides didactic and experiential learning to prepare for a career as an activity professional with older adults in long term care facilities, adult daycare and community settings. Includes overview of the activity profession, late-life human development and health, standards of practice, activity planning for quality of life in a person-centered care model, and methods of service delivery for diverse populations.

Prerequisite: GRN165

ADDENDUM TO COURSE DESCRIPTION: Course fulfills requirements of the Basic Education Course for Activity Professionals (MEPAP I) of the NCCAP, and is required by the Activity Assistant, Activity Director, and Activity Consultant Certificates of Completion in the Activity Professional Career Pathway.

INTENDED OUTCOMES: Students successfully completing the course will be able to:

1. Work as an activity professional in long term care facilities, adult daycare, and community settings
2. Meet standards of practice in developing and implementing a comprehensive activity program for all levels of functioning and for special needs populations
3. Meet eligibility standards for certification levels from the National Certification Council of Activity Professionals (NCCAP), when combined with academic, continuing education, and work experience meeting the AAC, ADC, or ACC criteria.

COURSE ACTIVITIES AND DESIGN: This course is designed as a combination of lecture and lab or field service. In addition to completing the in-class or online course units and assignments, students must secure a mentor and facility for the practicum that meets the NCCAP standards.

OUTCOME ASSESSMENT: All course projects must be completed at an approved facility in which at least 50% of the facility population is 60 years or older, under the guidance of a qualified mentor. Projects include:

- Activity Documentation, based on a care plan meeting, including an Activity Assessment and a Care Plan for activities for one resident.
- Activity Planning for one-to-one activities, small group activities, and large group activities, including all documentation.
- Policy and Procedures review of the facility legal structure, mission statement, organizational chart, activity department policies and procedures and job descriptions, and state regulations for long term care

- In-Service Presentation of at least 10 minutes to the activity staff or other facility staff on the importance or purpose of activity programming, documented via video, with a written report
- Age Issues and Advocacy through an article or letter addressed to a local newspaper, facility in-house newsletter, or other publication expressing an opinion on an issue affecting elders in long term care
- Quality of Life Activity for the student's personal health and well-being
- Quality of Care interview with the Director of Nursing or comparable position responsible for care.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

Students will learn:

- The theory of aging, special role changes and needs of the older adult.
- The importance of continuum of care needs and responsibilities
- The importance of activities and purpose of activities related to the older adult - maintenance, supportive and empowering activities
- The history and philosophy of activities
- The policies and procedures of an activity department and program
- The regulations guiding the survey process
- The role of activities in environment and self esteem.
- Myths about the aging process
- Quality of life issues related to the activity program and role of individuals related to resident rights and needs
- The purpose of mission statements and program development for the activity department
- The importance and different types of leadership techniques for activity professionals
- How to utilize community resources, support systems, validation therapy and code of ethics in healthcare/activity programming.
- Developing a total activity program for multiple levels of cognition, physical and social needs
- The importance of communication within the facility and among department heads
- Time management for activity directors
- The development and implementation of a good volunteer system
- The importance of safety and infection controls for residents, staff and volunteers
- How to develop and live within a budget for activity departments
- Using community resources and developing fund raising projects
- How to give an in-service to staff on the purpose and realistic expectations of a well developed activity program
- Medical terminology and understanding of disease processes related to activity care plan development
- Special behaviors and needs of various conditions of the long term care populations
- Special activity programming to include but not limited to special therapies: pet, horticultural, diversity, puppet, music and arts therapies. Special sensory stimulation therapy and one to one activities, large group and small group interests and planned special events related to outside community or traditional cultural events.
- Planning and conducting safe and fun outings
- Quality of life issues and resident rights
- How to conduct a resident council that is fair, anonymous and effective for all parties involved

- The importance of documentation for assessments, medical data sheets, resident assessment protocols, monthly attendance sheets for activities, contact notes, significant change procedures and quarterly reports for each resident
- Flow sheets and tracking for extended care documentation
- Programming and special needs for various populations: Men, Alzheimer's, Dementia Care units, skilled and sub-acute units, death and dying issues, and other losses associated with aging
- Advocacy and abuse procedures
- Defining Quality of life and person centered care.

INSTRUCTOR QUALIFICATIONS: Instructor must hold current Activity Consultant Certified (ACC) status with the National Certification Council for Activity Professionals (NCCAP) and be qualified to teach the MEPAP-I program meeting NCCAP standards.

Instructor Qualifications are on file in the office of the Vice President of Academic and Student Affairs.

Curriculum Request Form
New Course

Course Number: GRN266

Course Title: Activity Professional Training 2

Transcript Title: Activity Prof Training 2

Lec/Lab Hours: 60

Load Total: .324

Weekly Contact Hours: 6

Total Credits: 3

Reason for New Course: This course fulfills the requirements of the Advanced Management Course (MEPAP II) of the National Certification Council of Activity Professionals (NCCAP), and is required for 2 new Certificates of Completion in the Activity Professional Career Pathway.

Course Description: Course provides didactic and experiential learning to prepare for a management level career as an activity professional with older adults in long term care facilities, adult daycare and community settings. Includes professional responsibilities of the Activity Director, the system of activity program development in diverse settings, administrative practices in the Activity Profession, communications, leadership, and community relations.

Prerequisite(s): GRN265

Learning Outcomes: Students successfully completing this course will be able to:

1. Work as an activity professional manager or consultant in long term care facilities, adult daycare and community settings
2. Meet standards of practice in designing, administering, and evaluating activity programs, including financial and human resources.
3. Design, administer, and evaluate community relations and marketing policies, volunteer programs and other community resources, and fund-raising and grant proposal writing
4. Meet eligibility standards for certification as an Activity Director Certified or Activity Consultant Certified from the NCCAP, when course is combined with academic, continuing education, and work experience meeting ADC or ACC criteria.

Course Format: Online

Other Format: Other Format Selected

Other Format: Worksite

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Current Gerontology Certificate and AAS Degree will not be affected until we can reach agreements with OUS universities to accept it as an LDC course. Course is required by new Activity Professional Certificates of Completion.

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: 2007

Contact Name: Jan Abushakrah
Contact E-mail: jabushak@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: GRN266

COURSE TITLE: Activity Professional Training 2 [Transcript: Activity Prof Training 2]

CREDIT HOURS: 3

LECTURE HOURS:

LECTURE/LAB HOURS: 60

LAB HOURS

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES: Course provides didactic and experiential learning to prepare for a management level career as an activity professional with older adults in long term care facilities, adult daycare and community settings. Includes professional responsibilities of the Activity Director, the system of activity program development in diverse settings, administrative practices in the Activity Profession, communications, leadership, and community relations. Prerequisite: GRN265

ADDENDUM TO COURSE DESCRIPTION: This course fulfills the requirements of the Advanced Management Course (MEPAP II) of the national Certification Council of Activity Professionals (NCCAP), and is required for the Activity Director and Activity Consultant Certificates of Completion in the Activity Professional Career Pathway.

INTENDED OUTCOMES: Students successfully completing this course will be able to:

1. Work as an activity professional manager or consultant in long term care facilities, adult daycare and community settings
2. Meet standards of practice in designing, administering, and evaluating activity programs, including financial and human resources
3. Design, administer, and evaluate community relations and marketing policies, volunteer programs and other community resources, and fund-raising and grant proposal writing
4. Meet eligibility standards for certification as an Activity Director Certified or Activity Consultant Certified from the NCCAP, when course is combined with academic, continuing education, and work experience meeting ADC or ACC criteria.

COURSE ACTIVITIES AND DESIGN:

OUTCOME ASSESSMENT: All course projects must be completed at an approved facility in which at least 50% of the facility population is 60 years or older, under the guidance of a qualified mentor. Projects include:

- Management Theory Project: a research project illustrating management and leadership styles through the planning, organizing, staffing, evaluation, budgeting and time management of an activity project.
- Leadership Project: an applied project in which a student designs activities and processes for an activity department, based on a mission statement developed by the student

- Advocacy and Resident Rights Project: Based on federal guidelines of resident rights, the students will develop a form to monitor rights within their facility, give an in-service on resident rights and conduct a resident council meeting, documented by video.
- Time/Duty Management Project: Based on a review of all activity procedures and policies, the student will write job descriptions, construct a time table and task performance sheet, indicating staffing and use of volunteers, and assess the plan in terms of the activity department mission statement.
- Staff Duties/Time Management Project: Based on a review of job descriptions for activity staff and volunteers, student will construct a task list, daily assignments, and time blocks for all resident groups, and evaluate how staff time and duties contribute to or distract from the activity department mission statement.
- Staffing Management/Personnel Relationships Project: Student will construct a personnel and hiring policy, including interview procedures, job orientation and job performance evaluation, all assessed for fairness and compliance with federal laws and regulations.
- Communication Project: Based on Maslow's Hierarchy of Needs, student will create a system of communication among staff and between shifts, including the use of communication books, bulletin boards, sign-in and check off sections, team meetings, and documentation procedures.
- Documentation Outcomes Project: Student will develop tracking forms for monthly and quarterly documentation of activities, including assessment of effectiveness and interest, and complying with state and federal regulations. Documentation will also include a resident survey and assessment of the program for resident right applications and quality of programming fitting the interests and abilities of all residents.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

In addition to the specific projects indicated in Outcomes Assessment, this course focuses on the following:

- Management philosophy and theory related to corporate structures and applied to the activity profession.
- An emphasis on leadership styles and effectiveness, planning strategies, organization, staffing, directing and controlling issues.
- Importance of mission statements and company value systems
- Relationships among staff and personal effectiveness related to Maslow's Hierarchy of Needs
- Legal requirements in staff relationships and job descriptions, productivity and disciplinary actions
- Dealing with personnel and policy or other ethical situations
- Policy and procedure writing
- Writing job descriptions, designing flow chart of task related projects and time management for personnel and project completion
- Importance of motivation and coaching techniques
- Problem solving issues related to activity departments and positive outcomes for residents
- Effective communications (internal and external)
- Evaluation techniques for staff and programming
- Quality control assessment for an activity department, activity program, and activity staff performance.
- Skills and training methods used by activity consultants for best possible outcome and quality assurance
- Activity Consultant responsibility and professional level requirements for career advancement.

INSTRUCTOR QUALIFICATIONS: Instructor must hold current Activity Consultant Certified (ACC) status with the National Certification Council for Activity Professionals (NCCAP) and be qualified to teach the MEPAP-II program meeting NCCAP standards.

Instructor Qualifications are on file in the office of the Vice President of Academic and Student Affairs.

Curriculum Request Form
New Course

Course Number: GRN 280

Course Title: CE: Gerontology Internship

Transcript Title: CE: Gerontology Internship

Lab Hours: 30-90

Total Credits: 1-3 variable

Reason for New Course: Gerontology currently uses Soc280A for program internships. Change will insure uniform standards and supervision, monitoring and assessment of program placement sites.

Course Description: Students engage in intentional internships to gain practical experience, skill development and professional direction in achieving their career goals, working under supervision in an approved worksite.

Prerequisite(s): Instructor approval

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students successfully completing this course will be able to:

1. Advance their skill development and professional direction by identifying their learning outcomes, and negotiating and implementing a work plan under appropriate supervision
2. Through reflection, self-assessment, and supervisory assessment of their work, advance and adapt their identified career pathway
3. Incorporate life-long, work-based learning and assessment strategies throughout their professional career

Course Format: Online

Other Format: Other Format Selected

Other Format: Worksite

Are there similar courses existing: YES

Description of existing courses: Other PT programs, CG, Soc, PS and others have CE courses to fit program and discipline outcomes

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Gerontology Certificates and AAS Degree - substituting GRN280 for Soc280A

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: Jan Abushakrah

Contact E-mail: jabushak@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: GRN280

COURSE TITLE: CE: Gerontology Internship

CREDIT HOURS: 1-3 variable

LECTURE HOURS:

LECTURE/LAB HOURS: 30-90

LAB HOURS

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES: Students engage in intentional internships to gain practical experience, skill development and professional direction in achieving their career goals, working under supervision in an approved worksite. Prerequisite: Instructor approval

ADDENDUM TO COURSE DESCRIPTION: Internships are required for all Gerontology Certificates and the AAS Degree. In some circumstances and with Program approval, up to 3 credits can be waived for prior work experience in the field. The Program assists students in identifying appropriate internship sites and completing training agreements.

INTENDED OUTCOMES: Students successfully completing this course will be able to:

1. Advance their skill development and professional direction by identifying their learning outcomes, and negotiating and implementing a work plan under appropriate supervision
2. Through reflection, self-assessment, and supervisory assessment of their work, advanced and adapt their identified career pathway
3. Incorporate life-long, work-based learning and assessment strategies throughout their professional career.

COURSE ACTIVITIES AND DESIGN: This course follows Cooperative Education guidelines requiring 30 hours of supervised work in an approved worksite for every one credit earned. All Cooperative Education paperwork must be completed. In addition to their work experience, students submit reflective journals and summary final reports, and participate in an online discussion with other Gerontology interns.

OUTCOME ASSESSMENT: Learning outcomes for this course are assessed on the basis of the work experience, reflection, self-assessment, and supervisor's assessment of their work. Learning outcomes specific for each student are negotiated between the student and the worksite supervisor. Grade is based on a combination of all assessments.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

The specific content of the work experience depends upon each student's internship and career goals.

INSTRUCTOR QUALIFICATIONS: Instructor qualifications for CE: Gerontology Internship are on file in the office of the Vice President of Academic and Student Affairs.

Curriculum Request Form
New Course

Course Number: GRN281

Course Title: Gerontology Internship Seminar

Transcript Title: Gerontology Internship Seminar

Lecture Hours: 1

Load Total: .068

Weekly Contact Hours: 1

Total Credits: 1

Reason for New Course: Currently used PS/Soc280B does not serve needs of Gerontology majors who need to focus more directly on professional issues raised in internships.

Course Description: Students prepare for intentional internships appropriate to their career pathway, identify and negotiate worksite placements, and acquire skills essential for successful internships. Course focuses on work-based learning outcomes, working under supervision, effective communication and teamwork in organizations, stress and conflict management, professional ethics, boundary setting, and burnout prevention.

Prerequisite(s): CG181

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students successfully completing this course will be able to:

1. Identify and negotiate effective intentional internships to advance their career pathway
2. Work effectively under supervision and in organizations to advance organizational and team goals and to achieve personal and professional learning outcomes
3. Build a professional portfolio and utilize networks and resources supporting their career pathway

Course Format: On Campus

Course Format:	Online
Are there similar courses existing:	YES
Description of existing courses:	Most PT programs, CG and Soc/PS have seminars that support CE courses
Required or Elective:	Required
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other SACs been contacted?:	NO
Is there an increase in costs for Library or AV Dept?:	NO
Implementation Term:	Fall
Implementation Year:	2007
Contact Name:	Jan Abushakrah
Contact E-mail:	jabushak@pcc.edu

Course Content and Outcome Guide

COURSE NUMBER: GRN281

COURSE TITLE: Gerontology Internship Seminar

CREDIT HOURS: 1

LECTURE HOURS: 1

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES: Students prepare for intentional internships appropriate to their career pathway, identify and negotiate worksite placements, and acquire skills essential for successful internships. Course focuses on work-based learning outcomes, working under supervision, effective communication and teamwork in organizations, stress and conflict management, professional ethics, boundary setting, and burnout prevention.

ADDENDUM TO COURSE DESCRIPTION: Gerontology majors should register for GRN281 during the first term they enroll in GRN280.

INTENDED OUTCOMES: Students successfully completing this course will be able to:

1. Identify and negotiate effective intentional internships to advance their career pathway
2. Work effectively under supervision and in organizations to advance organizational and team goals and to achieve personal and professional learning outcomes
3. Build a professional portfolio and utilize networks and resources supporting their career pathway

COURSE ACTIVITIES AND DESIGN: This seminar, whether offered on campus or in an online format, affords students the opportunity to prepare for effective internships and to anticipate and process issues that arise in the course of internships. Students will develop problem-solving skills through considering work-based scenarios.

OUTCOME ASSESSMENT: Outcomes are assessed through in-class and online participation in discussions, written assignments and research on issues relevant to the work settings of the interns, and applied and work-based exercises and activities. Students must identify appropriate internships and begin building their professional portfolio.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS: The course focuses on extending student knowledge of their identified career pathways, identifying and negotiating worksite placements, applying for and interviewing for internship placements, and acquiring skills essential for successful internships. Skills include achieving work-based learning outcomes, working under supervision, effective communication and teamwork within organizations, stress and conflict management, professional ethics, boundary setting, and burnout prevention.

INSTRUCTOR QUALIFICATIONS: Instructor qualifications for this course are on file in the office of the Vice President of Academic and Student Affairs.