

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

Agenda
February 14, 2007 1 pm
Sylvania, CC, Conference Rm B

Old Business:

85. CMET 237 – Computer Aided Design III
Course Revision –Title

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

163. BA 104 – Business Math
[New Course](#)

164. BA 226 – Business Law 1
Contact/Credit Hour Change

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

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

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

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

New Business: (cont. agenda from Feb. 7, 2007)

216. MTH 111B - College Algebra – Business, Management, Life & Social Science
Course Revision – Description, Requisites

217. MTH 111C – College Algebra for Math, Science & Engineering
Course Revision – Description, Requisites

218. MTH 112 – Elementary Functions
Course Revision – Description, Requisites

219. INSP 151 – Int. Residential Code Structural
Course Revision – Requisites

220. INSP 152 – Int Residential Code Mechanical
Contact/Credit Hour Change – Decrease from 3 to 2 credits

221. INSP 152 – Int Residential Code Mechanical
Course Revision – Requisites

222. INSP 201 – Plans Exam – Commercial
Contact/Credit Hour Change – Increase from 3 to 4 credits

223. INSP 201 – Plans Exam – Commercial
Course Revision – Requisites

224. INSP 202 – Plans Exam – Residential
Course Revision – Requisites

225. INSP 251 – International Building Code 1
Contact/Credit Hour Change – Increase from 3 to 4 credits

226. INSP 251 – International Building Code 1
Course Revision – Requisites

227. INSP 252 – International Building Code 2
Course Revision – Requisites

228. INSP 253 – International Building Code 3
Course Revision – Requisites

229. INSP 255 – International Mechanical Code 1
Contact/Credit Hour Change- Decrease from 3 to 2 credits

230. INSP 255 – International Mechanical Code 1
Course Revision – Requisites

231. INSP 256 – International Mechanical Code 2
Course Revision – Requisites

232. INSP 257 – International Mechanical Code 3
Course Revision – Title

233. INSP 257 – International Mechanical Code 3
Course Revision – Requisites

234. ART 270 – Introduction to Printmaking
Course Revision – Title

235. DA 110 – Clinical Procedures I
Related Instruction

236. DA 111 – Clinical Procedures Lab I
Related Instruction

237. DA 113 – Clinical Procedures Lab II
Related Instruction

238. DA 115 – Clinical Procedures Lab III
Related Instruction

239. DA 118 – Expanded Duties I
Related Instruction

240. DA 119 – Expanded Duties II
Related Instruction

241. DA 120 – Dental Radiology I
Related Instruction

242. DA 121 – Dental Radiology Lab I
Related Instruction

243. DA 123 – Dental Radiology II
Related Instruction

244. DA 125 – Dental Radiology Lab III
Related Instruction

245. DA 131 – Dental Materials Lab I
Related Instruction

246. DA 132 – Dental Materials II
Related Instruction

247. DA 133 – Dental Materials Lab II
Related Instruction

248. DA 135 – Dental Materials Lab III
Related Instruction

249. DA 150 – Office Procedures I
Related Instruction

250. DA 152 – Office Procedures II
Related Instruction

251. DA 156 – Ethics and Jurisprudence
Related Instruction
252. HE 112 – First Aid and Emergency Care
Course Revision – Description
253. HE 251 – Community Health
Course Revision – Title, Description
254. HE 252 – First Aid Basics and Beyond
Course Revision – Description
255. MLT 150 – Lab Assistant – Phlebotomy Practicum
Course Revision – Title, Description
256. MLT 170 – Phlebotomy Practicum
Course Revision – Title, Description
257. MLT 201 – Introduction to Histologic Techniques I
Course Revision – Description, Requisite
258. MLT 213 – Introduction to Medical Microbiology
Course Revision - Description
259. MLT 221 – Clinical Chemistry I
Course Revision – Description, Requisites
260. MLT 222 – Clinical Chemistry II
Course Revision – Description, Requisites
261. MLT 223 – Clinical Chemistry III
Course Revision – Description, Requisites
262. MLT 230 – Body Fluids
Course Revision – Description, Requisites
263. MLT 241 – Immunohematology I
Course Revision – Description, Requisites
264. MLT 242 – Immunohematology II
Course Revision – Description, Requisites
265. MLT 250 – Hematology
Course Revision – Description, Requisites
266. MLT 261 – Bacteriology I
Course Revision – Description, Requisites
267. MLT 262 – Bacteriology II
Course Revision – Description, Requisites

268. MLT 263 – Medical Parasitology
Course Revision – Description, Requisites

269. MLT 264 – Medical Mycology
Course Revision – Description, Requisites

270. MLT 271 – Clinical Laboratory Practice I
Course Revision – Description, Requisites

271. MLT 272 – Clinical Laboratory Practice II
Course Revision – Description, Requisites

272. MLT 273 – Clinical Laboratory Practice III
Course Revision – Description, Requisites

273. MLT 274 – Clinical Laboratory Practice IV
Course Revision – Description, Requisites

274. MLT 281 – Clinical Seminar
Course Revision – Description, Requisites

275. RUS 101- First Year Russian
Contact/Credit Hour Change

276. RUS 102 – First Year Russian
Contact/Credit Hour Change

277. RUS 103 – First Year Russian
Contact/Credit Hour Change

278. BA 226 – Business Law 1
Course Revision - Description

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
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
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
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 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
Course Revision

Change: Course Description, Requisites

Current course number: MTH111B

Current course title: College Algebra-Business, Management, Life & Social Science

Current description: Relations and functions are investigated graphically, numerically, symbolically, and verbally. Logarithmic functions, exponential functions, and systems of equations are explored. Special topics include polynomial and rational functions. Applications are investigated from business, management, life and social science perspectives. Technology is integrated throughout the course. TI graphing calculator required, see instructor at first class meeting. Prerequisite: Successful completion of MTH 95, and placement in WR115.

Proposed description: Relations and functions are investigated graphically, numerically, symbolically, and verbally. Logarithmic functions, exponential functions, and systems of equations are explored. Special topics include polynomial and rational functions. Applications are investigated from business, management, life and social science perspectives. Technology is integrated throughout the course. TI graphing calculator required, see instructor at first class meeting. Prerequisite: Successful completion of MTH 95, and a "C" or higher grade in WR 115, or reading and writing placement scores for WR 121, a "C" or higher grade in RD 115, or college-level reading skills demonstrated by an COMPASS reading score of at least 88.

Reason for Description Change: The Math SACC has chosen to adopt the EAC Prerequisite Proposal.

Current prerequisites: a "C" or higher in MTH95 and placement into WR115

Proposed prerequisites: a "C" or higher grade in WR 115, RD 115 and MTH 95 or Placement into WR 121, an COMPASS reading score of at least 88, and a "C" or better in MTH95

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

How other sacs may be
impacted: There may be a slight increase in enrollement of WR115,
RD115, and/or WR121

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

Request term: spring

Requested year: 2007

Contact name: Kimberly Neuburger

Contact e-mail: kneuburg@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Requisites

Current course number: MTH111C

Current course title: College Algebra for Math, Science & Engineering
Current description: Prerequisite: Successful completion of MTH 95, and placement into WR 115. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended. Relations and functions are investigated graphically, numerically, symbolically, and verbally. Exponential, logarithmic, polynomial, power, and rational functions are explored. Special topics include systems of linear and non-linear equations. Applications are investigated from Science and Engineering perspectives. Technology is integrated throughout the course. Students communicate results in oral and written form.

Proposed description: Relations and functions are investigated graphically, numerically, symbolically, and verbally. Exponential, logarithmic, polynomial, power, and rational functions are explored. Special topics include systems of linear and non-linear equations. Applications are investigated from Science and Engineering perspectives. Technology is integrated throughout the course. Students communicate results in oral and written form. Prerequisite: Successful completion of MTH 95, and a "C" or higher grade in WR 115, or reading and writing placement scores for WR 121, a "C" or higher grade in RD 115, or college-level reading skills demonstrated by an COMPASS reading score of at least 88. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended.

Reason for Description Change: The Math SACC has chosen to adopt the EAC Prerequisite Proposal.

Current prerequisites: a "C" or higher in MTH95 and placement into WR115

Proposed prerequisites: a "C" or higher grade in WR 115, RD 115 and MTH 95 or Placement into WR 121, an COMPASS reading score of at least 88, and a "C" or better in MTH95

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

How other sacs may be impacted:

There may be a slight increase in enrollement of WR115, RD115, and/or WR121

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

No

Request term:

spring

Requested year:

2007

Contact name:

Kimberly Neuburger

Contact e-mail:

kneuburg@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Requisites
Current course number:	MTH112
Current course title:	Elementary Functions
Current description:	Topics investigated graphically, numerically, symbolically, and verbally and include: trigonometric functions and their graphs, trigonometric equations and identities, solution of right and oblique triangles, vectors, polar coordinates, parametric equations and complex numbers. Technology is integrated throughout the course. Students communicate results in oral and written form. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended. Prerequisite: Successful completion of MTH 111b or MTH 111c or equivalent, and placement into WR 115.
Proposed description:	Topics investigated graphically, numerically, symbolically, and verbally and include: trigonometric functions and their graphs, trigonometric equations and identities, solution of right and oblique triangles, vectors, polar coordinates, parametric equations and complex numbers. Technology is integrated throughout the course. Students communicate results in oral and written form. Graphing calculator required; TI 89, TI 92 or Voyage 200 recommended. Prerequisite: Successful completion of MTH 111b or MTH 111c or equivalent, and a "C" or higher grade in WR 115, or reading and writing placement scores for WR 121, a "C" or higher grade in RD 115, or college-level reading skills demonstrated by an COMPASS reading score of at least 88.
Reason for Description Change:	The Math SACC has chosen to adopt the EAC Prerequisite Proposal.
Current prerequisites:	a "C" or higher in MTH111b or MTH111c and placement into WR115
Proposed prerequisites:	a "C" or higher grade in WR 115, RD 115 and MTH 111b or MTH111c or Placement into WR 121, an COMPASS reading score of at least 88, and a "C" or better in MTH111b or MTH111c

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

yes

How other sacs may be
impacted:

There may be a slight increase in enrollement of WR115,
RD115, and/or WR121

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

No

Request term:
Requested year:

spring
2007

Contact name:
Contact e-mail:

Kimberly Neuburger
kneuburg@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 151
Current Course Title:	Int. Residential Code Structural
Current Prerequisites:	None
Proposed Prerequisites:	RD 115 or WR 115, MTH 20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	INSP 152	
Current Course Title:	Int Residential Code Mechanical	
	Current	Proposed
Current Lecture Hours:	3	2
Current Load:	.204	.136
Proposed Contact Hours:	3	2
Proposed Credit Hours:	3	2
Reason for Change:	change in text (code book) formatting	
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 Year,Implem. Year:	2007	
Contact Name:	Debra Anderson	
Contact Email:	debra.anderson4@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP152
Current Course Title:	Int. Residential Code Mechanical
Current Prerequisites:	None
Proposed Prerequisites:	RD 115 or WR 115, MTH 20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current course number: INSP201

Current course title: Plans Exam - Commercial

	Current	Proposed
lecture hours:	3	4
Current load:	3	4
Total contact hours:	3	4
Current credits:	3	4

Reason for change: The change in State requirements necessitates additional competency in commercial plan review specifically in more complex building code applications. The current lecture hours do not allow the level of instruction for that competency.

Are outcomes affected?: YES

Are degrees/certs affected?: YES

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

Impact on dept/campus:

Is there potential conflict with another sac?: NO

Impact on sacs:

Implem. Term: Fall

Implementation year, implem. Year: 2007

Contact name: Debra Anderson

Contact email: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: INSP 201

Current Course Title: Plans Exam – Commercial

Current Prerequisites: None

Proposed Prerequisites: WR115 or RD115, MTH60 or equivalent;
INSP 251, INSP 252, ARCH123

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: Debra Anderson

Contact E-Mail: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP202
Current Course Title:	Plans Exam – Residential
Current Prerequisites:	None
Proposed Prerequisites:	WR115 or RD115, MTH20, INSP151, ARCH122
Current Prerequisites/Concurrent:	None
Proposed Prerequisites/Concurrent:	ARCH123
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current course number: INSp 251

Current course title: International Building Code 1

	Current	Proposed
Lecture hours	3	4
Current load:	3	4
Total contact hours:	3	4
Current credits:	3	4

Reason for change: the complexity of the code sections covered in this course requires additional classroom time to adequately cover the material so the student is able to succeed in related courses and a national test

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?: YES

Impact on sacs: Architecture and design students may take this course though not required. I discussed this with the SAC chairs.

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

Contact name: Debra Anderson
Contact email: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 251
Current Course Title:	Int. Building Code 1
Current Prerequisites:	None
Proposed Prerequisites:	RD115 or WR 115, MTH20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: INSP 252

Current Course Title: Int. Building Code 2

Current Prerequisites: None

Proposed Prerequisites: RD115 or WR115, MTH20 or equivalent; INSP251

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Debra Anderson

Contact E-Mail: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 253
Current Course Title:	Int. Building Code 3
Current Prerequisites:	None
Proposed Prerequisites:	RD115 or WR115, MTH20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	INSP 255	
Current Course Title:	Int Mechanical Code 1	
	Current	Proposed
Lecture Hours:	3	2
Current Load:	.204	.136
Total Contact Hours:	3	2
Current Credits:	3	2
Reason for Change:	change in text (code book) formatting	
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 Year,Implem. Year:	2007	
Contact Name:	Debra Anderson	
Contact Email:	debra.anderson4@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 255
Current Course Title:	Int. Mechanical Code 1
Current Prerequisites:	None
Proposed Prerequisites:	RD115 or WR 115, MTH20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: INSP 256

Current Course Title: Int. Mechanical Code 2

Current Prerequisites: None

Proposed Prerequisites: WR115 or RD 115, MTH20 or equivalent; INSP 255

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

no

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

Request Term: fall

Requested Year: 2007

Contact Name: Debra Anderson

Contact E-Mail: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Title, Requisites

Current course number: INSP257

Proposed course number: INSP257

Current course title: International Mechanical Code 3

Proposed course title: International Fuel-Gas Code

Proposed transcript title: International Fuel-Gas Code

Reason for title change: The Int. Mechanical Code is replaced by the Int. Fuel-Gas Code. The change is title clarifies the content associated with the specific code taught in the course.

Proposed description: No change

Proposed learning outcomes: No change

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: Debra Anderson

Contact e-mail: debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 257
Current Course Title:	Int Mechanical Code 3
Proposed Course Title:	Int. Fuel Gas Code
Current Prerequisites:	None
Proposed Prerequisites:	RD115 or WR115, MTH20 or equivalent
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:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Title

Current course number: Art 270

Current course title: Intro To Printmaking

Proposed course title: Printmaking

Reason for title change: Stay consistent with Art program titles and 200 level courses. Transferability ease for students. More definitive guideline for course. Enhances repeatability of course.

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

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

Request term: spring
Requested year: 2007

Contact name: Mark Smith
Contact e-mail: msmith@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 110

Current course title: Clinical Procedures I

Computation hours: 12

Content (activities, skills, concepts, etc.): Discuss, obtain and record normal vital sign readings for patients. Discuss and record perio charting readings. Discuss and record anesthetic ratio's

Communication hours: 0

Human relations hours: 3

Content (activities, skills, concepts, etc.): Team work during instrument identification and classroom presentation projects. Peer evaluation.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 111

Current course title: Clinical Procedures Lab I

Computation hours: 6

Content (activities, skills, concepts, etc.): Calculate correct pulse and respiration readings on patients. Measure and mix solutions for use in dental clinic.

Communication hours: 15

Content (activities, skills, concepts, etc.): Provide instructions for patients in the area of oral health care. Review patient health history and OCC clinic policy with patient. Write patient information in dental chart. Document dental conditions from patient oral cavities 10 times during term.

Human relations hours: 6

Content (activities, skills, concepts, etc.): Working together, students practice completing health history requirements for patients.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 113

Current course title: Clinical Procedures Lab II

Computation hours: 3

Content (activities, skills, concepts, etc.): Measure and mix solutions for use in dental clinic.

Communication hours: 15

Content (activities, skills, concepts, etc.): Communicate dental procedure post treatment instructions to students and patients. Review patient information and document in dental charts. Take and record vital signs in patient charts. Document dental conditions from patient oral cavities and radiographs.

Human relations hours: 6

Content (activities, skills, concepts, etc.): Students work in teams to complete activities assigned.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 115

Current course title: Clinical Procedures Lab III

Computation hours: 0

Communication hours: 20

Content (activities, skills, concepts, etc.): Clinical skills evaluations completed by extramural dental offices. Professionalism, communication and interaction with dental patients and staff are practiced and evaluated.

Human relations hours: 10

Content (activities, skills, concepts, etc.): Students work as members of the dental team to complete assigned activities during private practice externships.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 118

Current course title: Expanded Duties I

Computation hours: 0

Communication hours: 6

Content (activities, skills, concepts, etc.): Communicate with the patient while providing coronal polishing and sealant placement on a co-student's teeth.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Students work with /on each other and with/on dental patients to practice and complete coronal polishing and sealant placement procedures.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 119

Current course title: Expanded Duties II

Computation hours: 3

Content (activities, skills, concepts, etc.): Trace landmarks on a cephalometric radiograph for preparation of mathematical measurements of the skull.

Communication hours: 6

Content (activities, skills, concepts, etc.): Students work together in pairs to explain and demonstrate wax bite registration procedures, extra oral photographs, and oral hygiene instructions for orthodontic patients.

Human relations hours: 0

Contact name: Ginny Jorgensen
Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 120

Current course title: Dental Radiology I

Computation hours: 6

Content (activities, skills, concepts, etc.): Describe and demonstrate the Inverse Square Law. Describe and demonstrate the Maximum Permissible Dose. Describe and demonstrate the mA's formula for patient radiation exposure.

Communication hours: 0

Human relations hours: 0

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 121

Current course title: Dental Radiology Lab I

Computation hours: 6

Content (activities, skills, concepts, etc.): Perform developing, fixing, and exposure experiments related to time/exposure settings/developer time and temperature/effect.

Communication hours: 6

Content (activities, skills, concepts, etc.): Evaluate and verbalize exposing/developing technique that is done correctly and also when errors exist. Document findings and corrections necessary.

Human relations hours: 12

Content (activities, skills, concepts, etc.): Working as part of a team, students expose and develop radiographs on dental manikins.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 123

Current course title: Dental Radiology II

Computation hours: 3

Content (activities, skills, concepts, etc.): Demonstrate proper extra-oral film placement and technique for the exposure of the panoramic radiograph.

Communication hours: 3

Content (activities, skills, concepts, etc.): Verbalize procedures and record pertinent information for legal documentation in the patient chart.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Practice Student - to- student film placement. Interact with patients during radiographic exposure.

Contact name: Ginny Jorgensen
Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 125

Current course title: Dental Radiology Lab III

Computation hours: 3

Content (activities, skills, concepts, etc.): Expose films in order to determine the circumference of the xray beam. Expose films in order to determine the distance of the x-ray beam. Expose films in order to determine the kVp and mA's. Expose films to determine developing and exposing errors.

Communication hours: 3

Content (activities, skills, concepts, etc.): Record information in patient charts.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Practice Student - to- student film placement. Interact with patients during radiographic exposure.

Contact name: Ginny Jorgensen
Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: DA 131

Current Course Title: Dental Materials Lab I

Communication Hours: 5

Content (Activities, Skills, Concepts, etc.): Classroom room discussion on daily lab results enabling an exchange of information and respect of others viewpoints.

Human Relations Hours: 5

Content (Activities, Skills, Concepts, etc.): Students work in teams on lab assignments, to include peer evaluations.

Contact Name: Ginny Jorgensen

Contact Email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 132

Current course title: Dental Materials II

Communication hours: 3

Content (activities, skills, concepts, etc.): Students work in groups to research new technology and present information in both oral and written form.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Student team work in group project.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 133

Current course title: Dental Materials Lab II

Computation hours: 4

Content (activities, skills, concepts, etc.): Apply knowledge of angles and measurement during orthodontic model trimming.

Communication hours: 2

Content (activities, skills, concepts, etc.): Round Table discussion about experiences in rotations at OHSU. Self Evaluation of lab projects and presentation to instructor of results of results of evaluations.

Human relations hours: 9

Content (activities, skills, concepts, etc.): Interactions during OHSU rotations. Students work in teams on lab assignments, to include student evaluations.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 135

Current course title: Dental Materials Lab III

Communication hours: 2

Content (activities, skills, concepts, etc.): Interact with guest speaker presentation on products and demonstration of fabrications of bleaching trays. Roundtable discussion of office practicum.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Tour Dahlin Dental Lab.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number:	DA 150
Current course title:	Office Procedures I
Computation hours:	10
Content (activities, skills, concepts, etc.):	Business and financial aspects of a dental office, including third party reimbursements.
Communication hours:	9
Content (activities, skills, concepts, etc.):	Scheduling/treatment planning. Dental Office Video Series Information Employer Interview Assignment.
Human relations hours:	4
Content (activities, skills, concepts, etc.):	Small group activities. Dental office video.
Contact name:	Ginny Jorgensen
Contact email:	gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 152

Current course title: Office Procedures II

Computation hours: 8

Content (activities, skills, concepts, etc.): Design dental office to include floor plan, equipment, colors. Dental office scheduling on computer using different office management systems.

Communication hours: 12

Content (activities, skills, concepts, etc.): Cover letter/resume/thank you project. Guest speaker: Job interview skills/develop resume Complete interview questions using word processing Mock Job Interview.

Human relations hours: 9

Content (activities, skills, concepts, etc.): Small group office design project. Front desk rotation/Office practicum.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 156

Current course title: Ethics and Jurisprudence

Communication hours: 3

Content (activities, skills, concepts, etc.): Discuss and identify laws for dentists. Discuss and identify laws for hygienists. Discuss and identify rules for dental assistants.

Human relations hours: 15

Content (activities, skills, concepts, etc.): Attend the Oregon Dental Conference. Write a paper regarding the duties, responsibilities and restriction for dentists, dental hygienists and dental assistants.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: HE 112

Current course title: First Aid and Emergency Care

Current description: Provides basic first aid education and training along with infant, child and adult CPR instruction.

Proposed description: Describes emergency procedures and techniques of basic life support for adult, children, or infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Provides education and training in AED.

Reason for description change: Reflects changes made at the American Red Cross

Proposed learning outcomes: no change

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: Marshall Meyer

Contact e-mail: mmeyer@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Title, Course Description

Current course number: HE 251

Current course title: Community Health

Proposed course title: Community and Public Health Issues

Proposed transcript title: Community/Public Health Issues

Reason for Title Change: To better distinguish this course from upper-division Community Health Courses. This is a survey, introductory course. SAC believes this title more clearly reflects the intent of the course

Current description: Inquires into the causes and potential solutions for current community health issues, overviews health care agencies, and explores career opportunities in community health.

Proposed description: Inquires into the causes and potential solutions for current community health issues, overviews the organization of community and health care agencies, and explores career opportunities in community health. Includes Service Learning.

Reason for Description Change: With the 3-4 credit conversion, the course material was reviewed, enhanced, and a service learning component was added. In the 3-4 credit conversion, the new CCOG was "lost" and this change was never officially recorded.

Reason for Learning Outcomes Change: No change

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: Marshall Meyer
Contact e-mail: mmeyer@pcc.edu

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

Curriculum Request Form
Course Revision

Change: Course Description

Current course number: HE 252

Current course title: First Aid Basics and Beyond

Current description: Explores and demonstrates basic first aid, addresses first aid in remote settings, and provides education and training in Automated External Defibrillation (AED).

Proposed description: Explores and demonstrates basic first aid, addresses first aid in remote settings, and provides education and training in Automated External Defibrillation (AED) and Bag-Valve Mask. A student who satisfactorily completes the course requirements are eligible to receive a Responding to Emergencies First Aid Card and CPR for the Professional Rescuer Card

Reason for Description Change: Reflects changes made with the 3-4 credit conversion.

Current learning outcomes: Recognize, prepare for and administer first aid in sudden illness and emergency situations Demonstrate working knowledge of AED technology Analyze and triage care in a remote setting

Proposed learning outcomes: Recognize, prepare for and administer first aid in sudden illness and emergency situations Demonstrate knowledge and skills for: AED, Bag-Valve Mask, and CPR: Professional Rescuer Demonstrate the ability to triage and provide first aid care in remote settings

Reason for Learning Outcomes Change: Course revision due to 3-4 credit conversion. In addition, the American Red Cross has updated their standards. The update is reflected in these changes.

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: Marshall Meyer

Contact e-mail: mmeyer@pcc.edu

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

<http://www.pcc.edu/resources/academic/eac/curriculum/curriculum-office/forms/course-revision.html>

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: MLT 150

Current Course Title: Laboratory Assistant - Phlebotomy Practicum

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Reason for Title Change: To reflect the stress placed on phlebotomy in this course.

Current Description: Students receive training in a clinical laboratory to learn basic laboratory assisting skills. Introduces students to specimen processing, phlebotomy and information systems. Stresses professionalism, interpersonal skills and safety. Department permission required; keyboarding skills recommended.

Proposed Description: Students are assigned to a clinical laboratory to become proficient in basic phlebotomy skills and procedures. Basic specimen processing and information system concepts will be covered. Stresses professionalism, safety and interpersonal skills in the health care setting. Department permission required; keyboarding skills recommended.

Reason for Description Change: To reflect the stress placed on phlebotomy in this course.

Current Prerequisites: Prerequisite: Successful completion of the first 6 terms of the MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall

Requested Year: 2007
Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: MLT 170

Current Course Title: Phlebotomy Practicum

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Reason for Title Change: To reflect the stress placed on phlebotomy in this course.

Current Description: Students are assigned to a clinical laboratory to become proficient in basic phlebotomy procedures. Some basic specimen processing and information system concepts may be covered. Stresses professionalism, safety and interpersonal skills in the health care setting. Department permission required.

Proposed Description: Students receive training in a clinical laboratory to become proficient in basic phlebotomy. Additionally, students learn laboratory assisting skills including specimen processing and information systems. Stresses professionalism, interpersonal skills and safety. Department permission required; keyboarding skills recommended.

Reason for Description Change: Includes laboratory assisting skills as a component.

Current Prerequisites: Prerequisite: Successful completion of the first 6 terms of the MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 201

Current Course Title: Introduction to Histologic Techniques I

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: First course of two-course sequence. Introduces histologic knowledge and skills including instrumentation, tissue fixation, embedding, cutting, staining and troubleshooting. Stresses professionalism and safety in medical settings. Department approval required for registration.

Proposed Description: First course of a two-course sequence. Introduces histologic knowledge and skills including instrumentation, tissue fixation, embedding, cutting, staining and troubleshooting. Stresses professionalism and safety in the medical setting. Department permission required.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for MLT courses.

Current Prerequisites: Department approval required for registration.

Proposed Prerequisites: Department permission required.

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: Jeff Josifek

Contact E-Mail:

jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: MLT 213

Current Course Title: Introduction to Medical Microbiology

Current Description: Prerequisite: MLT 112. Introduces clinical bacteriology, including an overview of the organization and function of the clinical microbiology laboratory. Processing, handling, and work-up of clinical specimens for microbiological study are thoroughly addressed. Stresses a "systems" approach to the identification and control of the etiological agents of disease.

Proposed Description: Introduces clinical microbiology, including an overview of the organization and function of the clinical microbiology laboratory. Processing, handling, and work-up of clinical specimens for microbiological study are thoroughly addressed. Stresses a "systems" approach to the identification and control of the etiological agents of disease. Prerequisite: MLT 112.

Reason for Description Change: Course description modified to standardize the writing format. While bacteriology is the primary area of concentration, other pathogenic microorganisms such as protozoa, fungi, and viruses are also discussed.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: spring

Requested Year: 2008

Contact Name:
Contact E-Mail:

Jeff Josifek
jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 221

Current Course Title: Clinical Chemistry I

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. Review and expansion of introductory clinical chemistry topics: carbohydrates, creatinine, and uric acid; quality control; laboratory mathematics; and professional issues.

Proposed Description: Review and expansion of introductory clinical chemistry topics including: quality control, laboratory mathematics, spectrophotometry, and carbohydrates. This course also presents the normal and abnormal composition of urine, testing procedures, sources of error and clinical correlation. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses. This is a three course sequence and some topics have been moved between the three courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall

Requested Year: 2008

Contact Name: Jeff Josifek

Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 222

Current Course Title: Clinical Chemistry II

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. The course focuses on enzymology, acid-base balance, electrolytes, cholesterol and triglycerides, bilirubin, uric acid, hepatitis, and proteins.

Proposed Description: This course focuses on: uric acid, cholesterol and triglycerides, acid-base balance, blood gas analysis and interpretation, proteins, and enzymology. The course also introduces organ system assessment using various chemistry panels. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses. This is a three course sequence and some topics have been moved between the three courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: winter

Requested Year: 2008

Contact Name: Jeff Josifek

Contact E-Mail:

jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 223

Current Course Title: Clinical Chemistry III

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. The course presents coagulation theory, tests and disease correlation; the principles and applications of RIA and EIA testing; electrolytes, fecal fat, and protein electrophoresis testing principles and correlation of abnormal results with various disease states.

Proposed Description: The course presents coagulation theory, tests and disease correlation; protein electrophoresis testing principles and correlation of abnormal results with various disease states; the principles and applications of toxicology and EIA testing; thyroid function and assessment, electrolytes; blood urea nitrogen and creatinine; and fecal fat. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses. This is a three course sequence and some topics have been moved between the three courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

Will this impact other SACs?: No

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

Request Term: spring

Requested Year: 2008

Contact Name: Jeff Josifek

Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 230

Current Course Title: Body Fluids

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. The course will present the normal and abnormal composition of urine, testing procedures, sources of error and clinical correlation. Develops a knowledge of the composition and testing of cerebrospinal, synovial, pleural, pericardial and peritoneal fluids.

Proposed Description: The course will present special urine testing protocol surrounding the aminoacidurias and porphyrinurias. Students develop knowledge of the composition and testing of cerebrospinal, synovial, seminal, pleural, pericardial, peritoneal, and amniotic fluids. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: spring

Requested Year: 2008

Contact Name: Jeff Josifek

Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 241

Current Course Title: Immunohematology I

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. Presents a general understanding of basic immunology and the various immunoglobulins. Develops a knowledge of the complement system and the principals involved in various antigen - antibody reactions, with emphases on agglutination reactions. Reviews the ABO and Rh Blood group systems.

Proposed Description: Presents a general understanding of basic immunology and the various immunoglobulins. Develops knowledge of the complement system and the principals involved in various antigen - antibody reactions with emphasis on agglutination reactions. Reviews the ABO and Rh blood group systems. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall

Requested Year: 2008

Contact Name:
Contact E-Mail:

Jeff Josifek
jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 250

Current Course Title: Hematology

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. Review and further develop knowledge and skills in the areas of hemoglobin, hematocrit, blood cell counts and blood cell morphology. Presentation of abnormalities, anomalies and conditions affecting red blood cells and white blood cells.

Proposed Description: This course reviews and further develops knowledge and skills in the areas of hemoglobin, hematocrit, blood cell counts and blood cell morphology. Presents abnormalities, anomalies and conditions affecting red blood cells and white blood cells. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall
Requested Year: 2007

Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 261

Current Course Title: Bacteriology I

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. Incorporates the basic practices and principles of clinical bacteriology, focusing on the groups of bacteria known as the staphylococci, streptococci and Neisseria.

Proposed Description: Incorporates basic principles and practices of clinical bacteriology focusing on the following families: Micrococcaceae, Streptococcaceae and Neisseriaceae. The principles of molecular diagnostic testing will also be introduced. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: fall

Requested Year: 2007

Contact Name:

Jeff Josifek

Contact E-Mail:

jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: MLT 262

Current Course Title: Bacteriology II

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Completion of MLT 261 Bacteriology I. Incorporates the basic practices and principles of general bacteriology with clinical bacteriological practices, focusing on the Enterobacteriaceae, non-fermentative gram negative rods, Bacteroidaceae, Brucellaceae, aerobic and anaerobic spore-formers, Mycobacteria, and miscellaneous microorganisms.

Proposed Description: Incorporates the basic practices and principles of general bacteriology with clinical bacteriological practices focusing on the Enterobacteriaceae, non-fermentative gram negative rods, Bacteroidaceae, coccobacilli, aerobic and anaerobic spore-formers, and Mycobacteria. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of MLT 261 Bacteriology I.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: winter

Requested Year: 2008

Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 263

Current Course Title: Medical Parasitology

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Acceptance into the second year of the Medical Laboratory Technology program. The course provides an introduction to the field of medical parasitology. Identifying characteristics, life cycles, pathogenicity and testing methods for various relevant organisms are covered.

Proposed Description: The course provides an introduction to the field of medical parasitology. Identifying characteristics, life cycles, pathogenicity and testing methods for various relevant organisms are covered. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Acceptance into the second year of the Medical Laboratory Technology program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: spring

Requested Year: 2008

Contact Name:

Jeff Josifek

Contact E-Mail:

jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: MLT 264

Current Course Title: Medical Mycology

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program. Studies medically important fungi and procedures for the collection, handling, preparation and use of media. Includes methods of inoculation of media, and diagnostic procedures for cultivation and identification of organisms.

Proposed Description: Studies medically important fungi and procedures for the collection, handling, preparation and use of media. Includes introduction to diagnostic procedures for the cultivation and identification of pathogenic fungi. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Completion of first year MLT requirements and acceptance into the second year of the program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: spring

Requested Year:

2008

Contact Name:

Jeff Josifek

Contact E-Mail:

jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 271

Current Course Title: Clinical Laboratory Practice I

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Students are assigned to various clinical laboratories to become familiar with the laboratory's organization and operation, gain insight into how the clinical laboratory practitioner relates to the whole medical team and to the community, and gain experience in dealing with patients and in performing procedures required of a laboratory technician.
Prerequisite: Admission to second year of MLT Program.

Proposed Description: Students are assigned to various clinical laboratories to become familiar with their organization and operation. Students also gain insight into how the clinical laboratory practitioner relates to the entire medical team and to the community. Students gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Admission to second year of MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: summer
Requested Year: 2007
Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 272

Current Course Title: Clinical Laboratory Practice II

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Reason for Title Change:
Current Description: Students are assigned to various clinical laboratories to become familiar with the laboratory's organization and operation, gain insight into how the clinical laboratory practitioner relates to the whole medical team and to the community, and gain experience in dealing with patients and in performing procedures required of a laboratory technician.
Prerequisite: Admission to second year of MLT Program.

Proposed Description: Students are assigned to various clinical laboratories to become familiar with their organization and operation. Students also gain insight into how the clinical laboratory practitioner relates to the entire medical team and to the community. Students gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Admission to second year of MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

Will this impact other Depts/Campuses?,Is there: No

an impact on another dept or campus?:

Request Term:	fall
Requested Year:	2007
Contact Name:	Jeff Josifek
Contact E-Mail:	jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 273

Current Course Title: Clinical Laboratory Practice III

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Students are assigned to various clinical laboratories to become familiar with the laboratory's organization and operation, gain insight into how the clinical laboratory practitioner relates to the whole medical team and to the community, and gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: Admission to second year of MLT Program.

Proposed Description: Students are assigned to various clinical laboratories to become familiar with their organization and operation. Students also gain insight into how the clinical laboratory practitioner relates to the entire medical team and to the community. Students gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: Admission to second year of MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

campus?:

Request Term: winter

Requested Year: 2008

Contact Name: Jeff Josifek

Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 274

Current Course Title: Clinical Laboratory Practice IV

Proposed Course Title: Phlebotomy/Laboratory Assistant Practicum

Proposed Transcript Title: Phleb/Lab Assist. Practicum

Current Description: Assigns students to various clinical laboratories to become familiar with the laboratory's organization and operation, to gain insight into how the clinical laboratory practitioner relates to the whole medical team and to the community, and to gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: MLT 273.

Proposed Description: Students are assigned to various clinical laboratories to become familiar with their organization and operation. Students also gain insight into how the clinical laboratory practitioner relates to the entire medical team and to the community. Students gain experience in dealing with patients and in performing procedures required of a laboratory technician. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses.

Current Prerequisites: Prerequisite: MLT 273

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term: spring
Requested Year: 2008
Contact Name: Jeff Josifek
Contact E-Mail: jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: MLT 281

Current Course Title: Clinical Seminar

Current Description: Prerequisite: Successful completion of the first 6 terms of the MLT Program. This course correlates clinical laboratory findings and prepares the student for certification examinations. The student is introduced to new concepts in the clinical laboratory including laboratory management and federal and state regulation. Students learn techniques for writing resumes and interviews.

Proposed Description: This course introduces new concepts in the clinical laboratory including laboratory management; state and federal regulations such as HIPPA, CLIA, and Medicare; point of care testing, and the prevention of laboratory errors. Other topics include clinical virology, tumor markers, and heavy metals. Students are also prepared for certification examinations. Prerequisite: Acceptance into the second year of the MLT Program.

Reason for Description Change: Course description modified to standardize the writing format and the prerequisites for all second year MLT courses. The proposed course description also highlights important topics to be covered in the course.

Current Prerequisites: Prerequisite: Successful completion of the first 6 terms of the MLT Program.

Proposed Prerequisites: Prerequisite: Acceptance into the second year of the MLT Program.

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

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

Request Term:
Requested Year:

Select One
Select One

Contact Name:
Contact E-Mail:

Jeff Josifek
jjosifek@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: RUS 101
Current Course Title: First year Russian

	Current	Proposed
Current Lecture Hours:	5	4
Total Contact Hours:	5	4
Current Credits:	5	4

Reason for Change: Because of the shift to 4 credit classes, most classes are now being taught in 2 hour blocks twice a week. Since the Russian 101, 102, 103 courses are 5 credits, they meet for 2 hours and 20 minutes twice a week. This extra twenty minutes creates an overlap for students and locks them out of the next block of classes and makes it very difficult for them to build a schedule. Changing the courses from 5 to 4 credits would greatly aid students in scheduling.

Originally the RUS 101, 102, 103 courses were 4 credits, but I converted them to 5 credits years ago, even though First year Russian is taught as 4 credits by most other state schools. While the extra credit enabled us to cover some extra vocabulary, themes and non-essential grammar material conversation classes, it also created a discrepancy in the total credit hours for the first year Russian sequences 101, 102, 103 and 150, 151, since those courses are only 6 credits each. When Paul Hill was here, he requested that we seriously look at our first year sequences and figure out a way to make them have the same number of total credits, since they obviously could not both contain the same amount of material. Making this conversion will solve that problem and put all students in second year on equal ground. It also will make our first year Russian courses the same number of credits as PSU's, thus making them even more affordable than they are now in comparison with tuition costs at PSU.

This conversion will not affect learning outcome for students, since they will still be achieving the same proficiency levels. I will be eliminating a few conversational themes, such as weather and clothing that are traditionally covered only in second year. I will also eliminate some higher level grammar material such as use of adjectives in different cases, use of the perfective future that are also covered very heavily in second year. This is the material that students were not getting in the 150/151 courses.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus: This change will not affect other departments, campuses or SACs.

Is there potential conflict with another SAC?: NO

Impact on SACs: Since no other PCC SACs offer Russian, there is no chance for course duplication, impact on enrollments or content overlap.

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

Contact Name: Kristine Shmakov
Contact Email: kshmakov@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: RUS 102

Current Course Title: First year Russian

	Current	Proposed
Lecture Hours:	5	4
Total Contact Hours:	5	4
Credits:	5	4

Reason for Change: Because of the shift to 4 credit classes, most classes are now being taught in 2 hour blocks twice a week. Since the Russian 101, 102, 103 courses are 5 credits, they meet for 2 hours and 20 minutes twice a week. This extra twenty minutes creates an overlap for students and locks them out of the next block of classes and makes it very difficult for them to build a schedule. Changing the courses from 5 to 4 credits would greatly aid students in scheduling.

Originally the RUS 101, 102, 103 courses were 4 credits, but I converted them to 5 credits years ago, even though First year Russian is taught as 4 credits by most other state schools. While the extra credit enabled us to cover some extra vocabulary, themes and non-essential grammar material, it also created a discrepancy in the total credit hours for the first year Russian sequences 101, 102, 103 and 150, 151, since those courses are only 6 credits each. When Paul Hill was here, he requested that we seriously look at our first year sequences and figure out a way to make them have the same number of total credits, since they obviously could not both contain the same amount of material. Making this conversion will solve that problem and put all students in second year on equal ground. It also will make our first year Russian courses the same number of credits as PSU's, thus making them even more affordable than they are now in comparison with tuition costs at PSU.

This conversion will not affect learning outcome for students, since they will still be achieving the same proficiency levels. I will be eliminating a few conversational themes, such as weather and clothing that are traditionally covered only in second year. I will also eliminate some higher-level grammar material such as use of adjectives in different cases and use of the perfective future that are also covered very heavily in second year. This is the material that students were not getting in the 150/151 courses.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus: This change will not affect other departments, campuses or SACs.

Is there potential conflict with another SAC?: NO

Impact on SACs: Since no other PCC SACs offer Russian, there is no chance for course duplication, impact on enrollments or content overlap.

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

Contact Name: Kristine Shmakov
Contact Email: kshmakov@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: RUS 103

Current Course Title: First year Russian

	Current	Proposed
Current Lecture Hours:	5	4
Current Load:	5	4
Total Contact Hours:	5	4
Current Credits:	5	4

Reason for Change: Because of the shift to 4 credit classes, most classes are now being taught in 2 hour blocks twice a week. Since the Russian 101, 102, 103 courses are 5 credits, they meet for 2 hours and 20 minutes twice a week. This extra twenty minutes creates an overlap for students and locks them out of the next block of classes and makes it very difficult for them to build a schedule. Changing the courses from 5 to 4 credits would greatly aid students in scheduling.

Originally the RUS 101, 102, 103 courses were 4 credits, but I converted them to 5 credits years ago, even though First year Russian is taught as 4 credits by most other state schools. While the extra credit enabled us to cover some extra vocabulary, themes and non-essential grammar material, it also created a discrepancy in the total credit hours for the first year Russian sequences 101, 102, 103 and 150, 151, since those courses are only 6 credits each. When Paul Hill was here, he requested that we seriously look at our first year sequences and figure out a way to make them have the same number of total credits, since they obviously could not both contain the same amount of material. Making this conversion will solve that problem and put all students in second year on equal ground. It also will make our first year Russian courses the same number of credits as PSU's, thus making them even more affordable than they are now in comparison with tuition costs at PSU.

This conversion will not affect learning outcome for students, since they will still be achieving the same proficiency levels. I will be eliminating a few conversational themes, such as weather and clothing that are traditionally covered only in second year. I will also eliminate some higher-level grammar material such as use of adjectives in different cases and use of the perfective future that are also covered very heavily in second year. This is the material

that students were not getting in the 150/151 courses.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus: This change will not affect other departments, campuses or SACs.

Is there potential conflict with another SAC?: NO

Impact on SACs: Since no other PCC SACs offer Russian, there is no chance for course duplication, impact on enrollments or content overlap.

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

Contact Name: Kristine Shmakov
Contact Email: kshmakov@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Does this correspond with a conversion request?: YES

Current Course Number: BA226

Proposed Course Number: BA226

Current Course Title: Business Law 1

Proposed Course Title: Business Law 1

Current Description: COURSE DESCRIPTION FOR PUBLICATION:
This course discusses fundamental concepts, principles, and rules of law that apply to business transactions. This includes the function and operation of the courts, business crimes, torts, contract law, plus the application of the Uniform Commercial Code to business activities.

Proposed Description: COURSE DESCRIPTION FOR PUBLICATION:
This course discusses fundamental concepts, principles, and rules of law that apply to business transactions. This includes the function and operation of the courts, business crimes, torts, contract law, intellectual property, the application of the Uniform Commercial Code to business activities and recent developments in business law, such as cyberlaw and electronic commerce.

Reason for Description Change: To more closely match what will be taught in the class and to reflect how law is applied to today's electronic transactions.

Current Learning Outcomes: INTENDED OUTCOMES FOR THE COURSE
Upon successful completion of Business Law I the student will be able to:

-Demonstrate an understanding of the Legal Environment of Business.

-Apply basic legal knowledge to business transactions.

-Communicate effectively using standard business and legal terminology.

Proposed Learning Outcomes:

None

Reason for Learning Outcomes Change:

The learning outcomes are unchanged.

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:

DeLyse Totten and Cheryl Scott

Contact E-Mail:

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