

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

Agenda
February 6, 2008
Sylvania CC, Conference Rm B

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

Experimental Courses:

CJA 199A - Privacy, Technology and the Law
BI 199B - Biology of Mt St Helens
TE 199D – Building Commissioning
PE 199E – Tap Dance II
PE 199 – Climb Mt. St. Helens
MUC 199 – The Music Business: Career Opportunities and Self-Defense
MUS 299G – Gospel Music: An American Renaissance
MUS 299B – Introduction to the Music of East Asia
MUS 199P – Introduction to the Piano

Course Inactivations:

DA 152L Dental Office Procedures II (lab)

Old Business:

155. AD 153 – Theories of Counseling
Course Revision – Description, Requisites, Outcomes

161. AVS 107 – Aviation Meteorology
New Course

New Business:

171. HST 204 – History of Women in the U.S.: Colonial to 1848
Course Revision – Title, Description

172. HST 205 – History of Women in the U.S.: 1848 to 1920
Course Revision – Title, Description

173. HST 225 – Women, Sex and the Family
Course Revision – Description, Requisites, Outcomes

174. HUM 100 – Introduction to Humanities
New Course

175. R 210 – World Religions
New Course

176. R 210 – World Religions
General Education

177. R 210 – World Religions
Cultural Diversity

179. RE 250 – Real Estate Investments I
Course Revision – Number, Title, Description
180. INSP154 – Introduction to Residential Inspection
New Course
181. AD 105 – Aging & Addiction
New Course
182. AVS 145 – Introduction to Commercial Airplane
Course Revision – Description
183. AVS 225 – Airplane: Commercial Flight
Course Revision – Description
184. AVS 235 – Airplane: Flight Instructor Flight
Course Revision – Description
185. AVS 275 – Airplane: Professional Pilot
Course Revision – Description
186. BCT 127 – Concrete Construction 1
Course Revision – Title
187. FP 133 – Natural Cover Forest Firefighting
Course Revision – Title, Description, Outcomes
188. EET 111 – Electrical Circuit Analysis I
Course Revision – Description, Requisites, Outcomes
189. EET 112 – Electrical Circuit Analysis II
Course Revision – Description, Requisites, Outcomes
190. EET 113 – Electrical Circuit Analysis III
Course Revision – Title, Description, Requisites, Outcomes
191. EET 188 – Industrial Safety
Course Revision – Description, Requisites, Outcomes
192. EET 221 – Semiconductor Devices/Circuits
Course Revision – Title, Requisites, Outcomes
193. EET 222 – Operational Amplifier Circuits
Course Revision – Requisites, Outcomes
194. EET 223 – RF Communications Circuits
Course Revision – Outcomes
195. EET 260 – Biomedical Equipment I
Course Revision – Requisites

196. EET 261 – Biomedical Equipment II
Course Revision – Requisites

197. EET 280C – BMET Practicum
Course Revision – Description, Requisites

198. MTH 105 – Explorations in Mathematics
New Course

199. MTH 105 – Explorations in Mathematics
General Education

200. CG 130H – Introduction to Today's Careers: Health
New Course

201. AD 278 – Practicum Preparation
New Course

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course Number: AD 153
Current Course Title: Theories of Counseling

Current Description: Basic theories of counseling, emphasizing treatment of addiction. Developmental model of recovery is used as a basis for discussion and comparison of the various theories. Prerequisite: AD 101.

Proposed Description: Overview of the basic theory of counseling theories, as they apply to addiction treatment. Examines theoretical perspectives of addiction counseling, as deemed relevant by the National Certification Examination for Addiction Counselors through the Association for Addiction Professionals (NAADAC). Includes the fundamentals of evaluating whether any given practice is considered evidence based. Prerequisite: AD 101, WR 121, WR 122 (WR 122 may be taken concurrently).

Reason for Description Change: Updated to reflect current NADAAC testing

Current Learning Outcomes: Briefly outline the history and practice of counseling. Demonstrate their understanding of the essential elements of each the following:
Behavioral Theory
Psychodynamic Theory
Humanistic/Existential Theory
Transpersonal/Spiritual Theory
Family Systems Theory
Stages of Change Theory
Interpret the 12 step philosophy from a psychological perspective.

Proposed Learning Outcomes: Students will be able to:

1. describe targeted theories of counseling.
2. discuss how the various theories can be used within the addictions counseling framework.
3. examine any given counseling approach in terms of evidence & research

Reason for Learning Outcomes Change: Updated to NADAAC standards

Current Prerequisites: AD 101

Proposed Prerequisites: AD 101, WR 121

Current Prerequisites/Concurrent: None

Proposed Prerequisites/Concurrent: WR 122

Current Corequisites: None

Proposed Corequisites:

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

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

Request Term: spring

Requested Year: 2008

Contact Name: Florence Spraggins

Contact E-Mail: fspraggi@pcc.edu

Curriculum Request Form
New Course

Course Number: AVS 107

Course Title: Aviation Meteorology

Transcript Title: Aviation Meteorology

Lecture Hours: 40

Load Total: 0.272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Based on feedback from students, current meteorology course (GS 109) does not contain enough aviation-specific content. New course would focus on aviation-specific reports & forecasts, and applying meteorology to aviation themes. Students would still have the flexibility to take EITHER (GS 109) OR (AVS 107), to satisfy requirements of the AAS: AVS degree.

Course Description: Covers characteristics of our atmosphere, air pressure and winds, atmospheric moisture, large air masses, violent storms and hazards of flight, the effect of oceans on weather, and climates; emphasis on applications to aviation. Covers aviation weather products and forecasts, including pre-flight and in-flight weather services and go/no-go decision-making.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Upon completion of this course, students will be able to:

- Explain and compare the various types of weather phenomena and hazards to flight that occur in all levels of the atmosphere.
- Identify resources for obtaining pre-flight and in-flight weather information, and explain how to interpret.
- Gather all available weather information about a particular flight and make a go/no-go decision.

Course Format: On Campus

Are there similar courses existing: YES

Description of existing courses: PCC offers GS 109 ("Physical Science: Meteorology," 4 credits).

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: AAS: AVS degree currently requires completion of GS 109 (Meteorology, 4 cr.). Students would be able to take EITHER AVS 107 (Aviation Meteorology) OR GS 109 (Physical Science: Meteorology) to satisfy requirements of the AAS: AVS degree.

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

Description of impact on dept/campus: Except in the AAS: AVS degree, AVS 107 would not count as GS 109, for purposes of satisfying any other degree requirements.

Have other SACs been contacted?: NO

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

Implementation Term: Spring
Implementation Year: 2008

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

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: HST 204

Current Course Title: History of Women in the U.S. : Colonial to 1848

Proposed Course Title: History of Women in the U.S. – I

Proposed Transcript Title: Hst of Women US-I

Reason for Title Change: The sequence of courses has been reduced from three to two and the new title reflects this.

Current Description: Examines women's work, both domestic and in the labor force, education, religion, voluntary activities, social reform, and suffrage. Explores class, ethnic, racial and regional diversity. Recommended: Completion of WR 115 with a C opr higher grade.

Proposed Description: Examines the lives of women in terms of family relations, religion, culture, sexuality and reproduction, and work roles, as well as educational opportunities and social reform activities. Explores diversity in terms of class, race, ethnicity, legal status and region. Recommended: Completion of Writing 115 with a C or higher grade.

Reason for Description Change: To strengthen the sequence by making each course richer and more attractive to students in terms of content and watershed pevents.

Is there an impact No
on other SACs?:

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

Request Term: winter

Requested Year: 2008

Contact Name: James S Harrison

Contact E-Mail: jharriso@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description

Current Course Number: HST 205

Current Course Title: History of Women in the U.S. : 1848 to 1920

Proposed Course Title: History of Women in the U.S. – I

Proposed Transcript Title: Hst of Women US-II

Reason for Title Change: The sequence of courses has been reduced from three to two and the new title reflects this.

Current Description: Examines women's work in a maturing industrial economy, women's social reform activities, and changing family and social relationships. Explores class, ethnic, racial, and regional diversity. Recommended: Completion of WR 115 with a C or higher grade.

Proposed Description: Examines women's work in maturing industrial economy, women's reform activities, and changing family and social relationships. Explores class, ethnic, racial and regional diversity from 1877 to the present. Recommended: Completion of Writing 115 with a C or higher grade.

Reason for Description Change: To strengthen the sequence by making each course richer and more attractive to students in terms of content and watershed pevents.

Is there an impact on other SACs?: No

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

Request Term: winter

Requested Year: 2008

Contact Name: James S Harrison

Contact E-Mail: jharriso@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course Number: HST 225

Current Course Title: Women, Sex and the Family

Current Description: Examines the role of women, sex and family in the social development of Europe and America from ancient time to the present.

Proposed Description: Examines the historical and cultural variations in family life and sexuality in the 19th and 20th centuries in an international context (including the United States) through topics such as courtship, marriage, reproduction, violence, colonialism, homosexuality, and work. Prerequisite: completion of WR 115 with a C or better grade.

Reason for Description Change: Shifting the geographical focus: Since HST 225 was created, PCC has added a 3-course sequence in US women's history. It would not make sense, therefore, to have this class duplicate much of the material covered in those courses. I changed the geographic focus to be international so as to give instructors with a variety of specialties the opportunity to teach the class if desired. I also wanted to focus on the thematic content rather than a geographic survey.

Giving the class a shorter time frame: Dick Bruno said that though he described the class as covering antiquity to the present, he spent the vast majority of the time on the more recent centuries. This is logical, since the vast majority of the research and materials on family history and the history of sexuality come from the 19th and 20th centuries. In a 1-term course it seemed more manageable to have a more defined temporal focus.

Current Learning Outcomes: ? Recognize and compare the sex roles of men and women in historical societies.
? Use critical thinking to appraise the methods of child raising used in historical societies and evaluate their impact on children.
? Identify the types of work historically available to women and explain the impact on the women workers and on their society.

Proposed Learning Outcomes: ? Evaluate changes and patterns in the history of family life and women's sexuality and their impact on society, politics, economics and culture.
? Recognize influences of changing political, social, economic, religious, sexual, and cultural patterns on the lives of women and their families.

? Connect historical themes in women's sexual and family life with present issues.
? Communicate effectively regarding historical topics in writing and speaking.

Reason for Learning Outcomes Change:	Proposed outcomes match the revised thematic content of the course and also reflect more recent History SAC outcome preferences.
Current Prerequisites:	None
Proposed Prerequisites:	WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	Yes
How other SACs may be impacted:	This class is also a Women's Studies class, and has the approval of the Women's Studies SAC.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2008
Contact Name:	Andrea Lowgren
Contact E-Mail:	andrea.lowgren@pcc.edu

Curriculum Request Form
New Course

Course Number: HUM 100
Course Title: Introduction to Humanities
Transcript Title: Intro to Humanities
Lecture Hours: 4
Weekly Contact Hours: 4
Total Credits: 4

Reason for New Course: To serve as an introduction to the humanities courses at PCC.

Course Description: Designed to introduce students to college-level study in the humanities; it is a survey course that promotes a sense of humanity through such topics as literature, theatre, art, music, architecture, philosophy, and religion by critical thinking about moral values, myths, aesthetics, and liberty; all of this within historical frameworks. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. Prerequisite: passing WR 115 with a C or better grade.

Prerequisite(s): passing WR 115 with a C or better grade.

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes:

- ◆ Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama.
- ◆ Communicate effectively about the defining moments of cultures and civilizations.
- ◆ Understand that the study of humanities involves an analysis of what motivates humans to create and how their creations reflect their values and world views.
- ◆ Effectively articulate the interrelatedness of human history, great ideas, and the arts.

GenEd List: YES, Gen. Ed. Requested

Diversity List: YES, Diversity Designation Requested

List B: YES, Transfer List B Requested

Course Format: On Campus

Course Format: Online

Other Format:

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: NO

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

Implementation Term: Spring

Implementation Year: 2008

Contact Name: James S. Harriso

Contact E-mail: jharriso@pcc.edu

Course Outcome Guide for HUM 100

Date: December 2007

Prepared by: James S. Harrison

Course Number: Hum 100 **Course Title:**

Introduction to Humanities

Credit Hours: 4 **Lecture Hours Per Week:** 4

Number of Weeks: 10-11

COURSE DESCRIPTION:

This course is designed to introduce students to college-level study in the humanities; it is a survey course that promotes a sense of humanity through such topics as literature, theatre, art, music, architecture, philosophy, and religion by critical thinking about moral values, myths, aesthetics, and liberty; all of this within historical frameworks. It is designed to reawaken our sense of wonder and curiosity about the meaning of life. It shows how the various arts and sciences intersect, influence and are influenced by cultural and historical circumstances. Prerequisite: passing WR 115 with a C or better grade.

ADDENDUM TO DESCRIPTION

This humanities course provide an opportunity to explore possible answers to enduring life questions. Compassion, tolerance and a greater understanding of what it means to be human are goals that make this course relevant to the "good life." Your ability to think critically and synthesize knowledge will be exercised regularly through readings, writings and class discussions. An essential question for this course is: What does it mean to be human? The course also provides practice in reading and writing skills. Finally, a key purpose of humanities is to increase students' ability to appreciate people's compassion for both the natural and created worlds

INTENDED LEARNING OUTCOMES FOR THE COURSE:

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

- Use critical thinking to evaluate culturally based assumptions behind art, architecture, literature, music, religion, philosophy, and drama.
- Communicate effectively about the defining moments of cultures and civilizations.
- Understand that the study of humanities involves an analysis of what motivates humans to create and how their creations reflect their values and world views.
- Effectively articulate the interrelatedness of human history, great ideas, and the arts.

OUTCOME ASSESSMENT STRATEGIES:

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

- Quizzes, exams or exercises.
- Examine musical, literary or visual arts and support views with evidence.
- Evaluate creative work from a cultural-historical perspective.
- Work collaboratively in large and small groups
- Capstone project on the influence of the arts
- Term paper on the impact a humanities topic on one or more cultures
- Written assessment of how the humanities have benefited societies over time.
- Analyze primary and secondary sources of information

COURSE CONTENT:

Themes

- Art, architecture, music, etc. and society
- The role of women in the humanities
- Cultural continuity and change
- Political and economic developments
- Developments in literature, film and theater
- Religions and philosophies
- Violence, conflict and cooperation

Concepts

- Tools and technology
- Civilization
- The self and the other
- The deity
- Urban evolution
- Values
- Labor
- The arts
- Inventions
- Societal institutions

Issues

- Technology's affect on societal values
- Impact of technology on human settlements
- Development and use of tools
- Creation and significance of art
- Relationship between societies and mechanical devices
- Effect of religion and philosophy on society
- Inter-cultural relations
- Impact of history on cultural developments

COMPETENCIES AND SKILLS

- Critical and creative thinking about humanities topics
- Connect past and present events
- Written and/or oral analysis of cultural creations: objects, music, etc.
- Work collaboratively with others
- Conduct research using both primary and secondary sources
- Write and communicate orally in a clear, organized, and effective manner
- Ability to describe and analyze works of art
- Critical viewing of a drama: play, musical, film

Curriculum Request Form
New LDC Course

COURSE NUMBER:	R 210
COURSE TITLE:	World Religions
TRANSCRIPT TITLE:	World Religions
COURSE CREDITS:	4
LEC CONTACT HRS:	4/40
COURSE DESCRIPTION:	A general survey course that examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics.
PREREQUISITES COREQ CONCURRENT:	WR 115, RD 115, MTH 20
INTENDED OUTCOMES:	<ul style="list-style-type: none">• Use an understanding of the world's religions to interact appropriately with practitioners of those religions.• Participate in a pluralistic society and global economy with an understanding of the variety of religious beliefs.• Recognize and reflect on the impact of religion in relation to world events and cultures.
COURSE ACTIVITIES AND DESIGN:	The course may include lectures, audio-visual presentations, student presentations, large and small group discussions, guest lecturers, field trips and/or service learning activities.
OUTCOMES ASSESSMENT STRATEGIES:	Assessment strategies will include some of the following: <ul style="list-style-type: none">• Essays in the form of in-class exams, short papers or term papers• Student presentations on research, including site visits to religious settings• Short-answer or multiple choice exams• Group and individual projects, written or multi-media• Participation in classroom discussion and activities, including field trips• Portfolios and/or journals• Service Learning projects• Attendance
COURSE CONTENT AND SKILLS:	The course will focus on exploring the basics of the following topics and issues as an introduction to each of the major

world religions (Hinduism, Buddhism, Chinese religions, Christianity, Judaism and Islam):

- The genesis and historical development of the religion, including its geographical reach.
- The major doctrines and myths of the religion, including major teachers and sacred texts.
- The rituals and traditions of the religion.
- The social and personal ethical tenets of the religion.
- The interactions between the various religions historically and today.

Competencies and skills

Students will do some or all of the following:

- Gain and express general knowledge of each of the major world religions.
- Develop skills in comprehending religious beliefs and practices.
- Acquire language and perspective to discuss religious practices and beliefs with practitioners of that religion.
- Acquire language and perspective to engage in dialogue about the role of religion in political and cultural settings.
- Recognize their own attitudes toward individual religions and religion in general.

REASON FOR NEW COURSE: Religion plays a central role in society. But for many in America there is a lack of understanding about religion. Many Americans have limited understanding of not only other religions but often their own. According to Stephen Prothero, in his book *Religious Literacy* (2007), "Americans are both deeply religious and profoundly ignorant about religion." Prothero advocates for better education in America, "because the world's religions, no longer quarantined in the nations of their birth, now live and move among us." Religion shapes not only individual lives but the political and cultural landscape as well. Americans attend worship services more frequently than almost any other country, and they carry their religious beliefs into the public square. Even a cursory review of the American electoral process reveals religious influences on voters and politicians alike. From the Dalai Lama's peaceful protests to the terrorist bombings of 9/11, national and international events are incomprehensible without an understanding of religion. Religious studies is a multi-disciplinary academic study of religion. As a survey course of the world's major religions, R 210 would give students a better understanding of many of the religions that they hear and read about. As PCC students enter the workforce or transfer to 4-year institutions, they will be well served to be able communicate more effectively with members of those

other religions. A review of Oregon Colleges and Universities reveals that many other colleges are already responding to this need for their students. Eight community colleges in Oregon currently offer courses in religious studies. In fact, after PCC, the next six largest Community Colleges in Oregon all offer courses in Religious Studies. PCC is the only community college in the state with more than 4000 FTE that does not offer religious studies. In addition, at least 10 four-year schools in Oregon offer courses in Religion/Religious Studies.

HOW COURSE WILL BE TAUGHT:

Campus

WHERE AND HOW THE COURSE TRANSFER WITHIN OUTS OF HIGHERED:

The University of Oregon accepts R 210 as REL 253T and it applies to both their Social Science requirements, as well as their multicultural requirement towards their Bachelors Degree.

At Oregon State University the course fulfills a diversity requirement and is accepted as a Lower Division Transfer.

PSU also accepts the course as a Lower Division Transfer.

PROOF OF COURSE TRANSFERABLE:

Currently R 210 is offered at both Clackamas and Mt. Hood Community Colleges.

The transferability of R 210 was determined through UO, OSU and PSU's respective transfer articulation websites.

GENED STATUS OR CULTURAL DIVERSITY SOUGHT:

Yes

EXPLANATION IF THERE ARE SIMILAR COURSES EXISTING IN OTHER PROGRAMS OR DISCIPLINES AT PCC:

There is no course that covers all the material that will be covered, nor in the way it will be covered.

Courses that may have some overlap of material include the English Department's World Literature courses (ENG 107, 207, 208, and 209), Introduction to Folklore and Mythology (ENG 250) and Bible as Literature (ENG 275). All of these courses may include books and/or stories that are sacred to particular religions. However, the approaches to the material will be different, as R 210 will not be doing detailed analysis of literary themes; if the materials are used, it will be to understand their function in relation to religious activity.

Other courses that have some overlap of material are Religion in the United States (HST 246 and 247), the

Philosophy of Religion (PHL 204), and Introduction to Asian Philosophy (PHL 210). Again, the focus of the classes differs. The philosophy classes approach the religious traditions with philosophical questions rather than concerns about how the religious practices developed or are carried out. The history sequence focuses on the United States in a relatively recent historical period compared to the times when the various religions developed. It takes a detailed historical view of a small piece of what R 210 covers.

EXPLANATION IF THEY HAVE CONSULTED WITH SAC CHAIRS OF OTHER PROGRAMS REGARDING POTENTIAL IMPACT:

After creating a draft of the CCOG, a meeting was held with Michael Warwick, a full time Philosophy instructor at Rock Creek who teaches PHL 204 Philosophy of Religion, and Chris Jensen, a full time English faculty at Rock Creek who teaches ENG 275 Bible as Literature. They both acknowledged that the content presented in R 210 was significantly different in focus from the content of their courses. In addition, John Shaw, a full time history instructor at Sylvania who teaches HST 246 History of Religion in the United States, was informed about this course. John commented that the course would not interfere with the content of HST 246 but "in fact it will complement it."

EXPLAIN IF THERE ARE ANY POTENTIAL IMPACT ON ANOTHER DEPARTMENT OR CAMPUS:

Certainly there may be other campuses that wish to offer this course. Impact at that level would be up to the administration on those campuses.

The impact on other departments might come as students wish to take related classes or as departments seek to develop related classes. Common areas of such interest, besides the courses mentioned above, are art history, anthropology, psychology, sociology, and focused studies areas such as Chicano Latino Studies and the Asian Studies committee, which is working to develop or enhance courses related to Asia. None of this is inevitable, but these are certainly areas that may also speak to or interact with studies on religion.

From a different perspective, this kind of class could be a help to anyone working in a medical or safety related area, where the student could encounter a member of the general public who comes from a minority ethnic or international background. Having a basic understanding of various religions is very helpful in knowing how to appropriately approach a practitioner of a particular religion in a medical or other intimate setting.

Currently there is a collection of course related materials in the library. However, this collection may need to be supplemented with a few additional materials, costing roughly \$300 annually.

IMPLEMENTED TERM OR

Fall 2008

YEAR REQUESTED:

SUBMITTER:

Chris Edwards

FROM:

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SAC CHAIR:

James Harrison - Humanities

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Curriculum Request Form
General Education Designation

Course number: R 210

Course name: World Religions

Course credits: 4

Course description: A general survey course that examines the major religions of the world, including Hinduism, Buddhism, Chinese religions, Christianity, Judaism and Islam. Attention is given to their founders and history, myths and doctrines, rituals and traditions, and social and personal ethics.

Course category: Art and Letters

Proof of course transferable: The University of Oregon accepts R 210 as REL 253T and it applies towards their Social Science requirement and their multicultural requirement for their Bachelors Degree.

At Oregon State University the course as fulfills a diversity requirement and is accepted as a Lower Division Transfer.

At Portland State University the course is accepted as a Lower Division Transfer.

Course eligible status: Yes

Other courses in the set req for aaot:

Gened philosophy stmt: Explanation of courses that applied to Gen Ed Philosophy Statement

Understanding of their culture and how it relates to other cultures: A study of the beliefs and practices of the world's major religions provides an essential key for students to understand their own culture and other cultures in both the US and rest of the world. R 210 includes a study of the Judeo-Christian religions, which have a profound (though not widely understood) influence on American and western culture. The class also studies the major religions of Asia and the Middle East, which likewise shape the cultures of those regions. By studying many distinct religions during the course of one term, students have an opportunity to understand their culture more clearly by observing its contrasts with other cultures.

Appreciation of history both from a R 210 students will study the historical development of the

<p>global perspective and from a personal perspective including an awareness of the role played by gender and by various cultures:</p>	<p>world's religions and the place of these religions in the contemporary world. Students will have the opportunity to place their own religious beliefs and practices in this broader historical context. For many of the religions, gender roles are, or have been, of central importance. For all of the religions to be studied, students will consider a range of social factors that shape the cultural expression of those religions, both currently and historically.</p>
<p>Understanding of themselves and their natural and technological environments:</p>	<p>The world's religions address fundamental issues about how human beings should understand both the self and the environment, both natural and technological, and how they should live in relation to these concepts. Students in R 210 will study a variety of religious traditions, including their teachings about the relationship of humans as individuals and groups to the rest of nature and to society. Because of the historical aspect of this class, students will have the opportunity to see how these teachings and their expressions in societies have evolved over the centuries. They will also have the opportunity to contemplate their own personal perspectives on these fundamental issues as they study the teachings that the various religions provide.</p>
<p>Ability to reason qualitatively and quantitatively:</p>	<p>R 210 primarily focuses on qualitative reasoning as students are asked to consider the implications of each religion's views and the nature of interactions between religions.</p>
<p>Ability to conceptually organize experience and discern its meaning:</p>	<p>R 210 will study a broad spectrum of religious experiences, ranging from transcendent experiences of founders of the religions to those of the practitioners of the religion in meditation, prayer, ritual, pilgrimage, and other religious activities. Students may have their own individual and family religious experiences to draw upon as well. R 210 requires students organize this broad range of religious experiences conceptually to make sense of them. Studying each experience in comparison to similar and contrasting experiences also provides a tool for understanding all the experiences more deeply.</p>
<p>Aesthetic and artistic values:</p>	<p>Many of the world's religions express their understanding of divinity in artistic ways, including sculpture, paintings, architecture, music, dance, and literary expressions. R 210 students will be exposed to a variety of these artistic expressions. Also, as students deepen their understanding of religion and its role in culture, they will be better able to recognize religious themes in artistic expressions in the larger society.</p>
<p>Understanding of the ethical and</p>	<p>America is a multi-cultural society, and R 210 students will</p>

social requirements of responsible citizenship: gain an awareness of the beliefs and practices of the dominant religious groups that form the mosaic of our democratic society. Students will also gain a fuller understanding of the role of religious and moral conflict and agreement in our society, allowing them to become more informed citizens. R 210 students will encounter differing religious perspectives on the proper role of the individual citizen in society. An awareness of this range of perspectives, in addition to a greater understanding of the Judeo-Christian religions that shape American culture, will help students to understand more fully the role of religious freedom in our own culture.

Reason if the course is not available to all pcc students: Yes, assuming they have completed the necessary prerequisites.

How the course include wide spectrum concept and theoretical models: As a survey course, R 210 presents a broad range of concepts. Within each individual religious tradition, numerous concepts are presented, such as the nature of divinity and the meaning of salvation/liberation, and students will have the opportunity to compare these concepts across religious traditions.

How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline: R 210 is a survey course, so the focus is primarily on examining the essential characteristics of the religions. Students will be asked to make basic comparisons between the different religions in terms of teachings, practices and ethics. This is the first step toward doing detailed evaluation and comparisons in more advanced study.

How the course attempts an examination or analysis of the discipline to which it belongs: While this course does not focus on an analysis of religious studies as a discipline, it will introduce students to the academic approach to the study of religion, which may be very different from the faith-based approach they may have encountered in their personal lives.

How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors: R 210 introduces each religion's founders and some of its major thinkers, as well as its written texts. However, this introductory survey course does not address theoretical approaches to the study of religion as a discipline in any depth.

How the course attends to the role that language plays in the discipline and in ways the subject is understood and has been understood: R 210 students will likely encounter numerous terms that are new to them, and may also encounter the concept of the limitation of any human language to characterize divinity. Students are also exposed to ways of discussing religion from a neutral, academic perspective.

How the course explores The study of the values, ethics and beliefs of the world's

questions related to values ethics and belief within the human experience:

major religions is part of the core content of this course. R 210 students will study the moral teachings of the world's religions as well as the practices that embody (perhaps imperfectly) these teachings. Similarities and differences in the religions' moral systems and the evolution of these systems over time will be noted as well.

How the course examines the relationship of its material to other disciplines and attempt to place it in historical perspective:

R 210 covers material that involves almost all of recorded history, and the religions are set in historical relationship to each other. In addition to history, the study of religion makes use of methods and ideas from a variety of disciplines, and these multidisciplinary perspectives may be identified when they enter the course material.

Contact person:

Chris Edwards

From:

cedwards@pcc.edu

Curriculum Request Form
Cultural Diversity

Current Course Number: R 210

Current Course Title: World Religions

Explain how this course meets the diversity statement: This course surveys religions from around the world, including Hinduism, Buddhism, Chinese religions, and Islam, all of which are traditionally omitted from standard Western Culture studies. The course examines the history and beliefs of these religions, which form an important piece of how people outside the West view the world.

Contact Name: Chris Edwards

Contact Email: cedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number, Course Title, Course Description

Current Course Number: RE 226

Proposed Course Number: RE 251

Current Course Title: Real Estate Investments – Advanced

Proposed Course Title: Real Estate - Long Term Investments

Proposed Transcript Title: Real Estate - Long Term Invest

Reason for Title Change: While the material covered is somewhat more sophisticated than RE Investments I, it is primarily just "different" -- not "advanced" as the current title suggests.

Current Description: Introduces more sophisticated and complex real estate finance and investments concepts.

Proposed Description: Presents effective strategies for finding profitable "long-term" real estate investments. Primary emphasis is on single-family and multi-family properties. Differences between long-term versus short term real estate investments is discussed, along with the risks involved and how to protect yourself.

Reason for Description Change: The proposed description gives a more accurate, more precise description of the material covered in the course. This will enable students to have a better understanding of what to expect if they enroll in the course.

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

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

Request Term: spring

Requested Year: 2008

Contact Name: Brad Vincent

Contact E-Mail: bradford.vincent@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number, Course Title, Course Description

Current Course Number: RE 250

Current Course Title: Real Estate Investments I

Proposed Course Title: Real Estate - Short Term Investments

Proposed Transcript Title: Real Estate - Short Term

Reason for Title Change: The proposed title will help students have a better understanding of the material covered in the course. This will enable them to make a more-informed decision at time of registration.

Current Description: Introduces various aspects of personal real estate investments. Discusses basic strategies of real estate investment, including the relationship between risk and return. Introduces important considerations for potential investors when purchasing, holding and selling investment property.

Proposed Description: Demonstrates strategies that professionals use to profit from short-term ("quick-turn") real estate investments. Primary emphasis is on single-family homes, but similar techniques may be applied to all types of real estate. Understanding the risks involved and how to protect yourself are also discussed.

Reason for Description Change: The proposed description gives a more accurate, more precise description of the material covered in the course. This will enable students to have a better understanding of what to expect if they enroll in the course.

Current Prerequisites: (none)

Proposed Prerequisites: (none)

Current Prerequisites/Concurrent: (none)

Proposed Prerequisites/Concurrent: none)

Current Corequisites: (none)

Proposed Corequisites: (none)

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

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

Request Term: spring

Requested Year: 2008

Contact Name: Brad Vincent

Contact E-Mail: bradford.vincent@pcc.edu

Curriculum Request Form
New Course

Course Number: INSP 154

Course Title: Introduction to Residential Inspection

Transcript Title: Intro. to Res. Inspection

Lecture Hours: 10

Lab Hours: 0

Lec/Lab Hours: 0

Load Total: 10

Weekly Contact Hours: 1

Total Credits: 1

Reason for New Course: This course was offered Spring 2007 as an experimental course and received very positive evaluations from students on content and instruction. The course provides students in both the AAS degree and 1-year Residential certificate exposure to processes, written communication styles, problem solving, and performance expectations in residential inspection. The BIT advisory committee has expressed the importance of instruction on application of codes and effective communication. This course addresses those concerns. This course will be required for the revised 1-year Residential Certificate and elective for AAS Degree.

Course Description: Introduction to processes, procedures, and expectations related to residential inspections. This course is taught in the classroom.

Prerequisite(s): None

Prereq/Concurrent: INSP 151

Corequisite(s): None

Learning Outcomes: At the end of the course, the student should be able to:

1. explain inspection process to the public,
2. explain proper inspection sequence to the public,
3. use problem solving skills during inspection,
4. write appropriate correction notice

Course Format: On Campus

Other Format:

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: YES

Description of Contact: ARCH and BCT. No problems.

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

Implementation Term: Fall

Implementation Year: 2008

Contact Name: Debra Anderson

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

Curriculum Request Form
New Course

Course Number: AD 105

Course Title: Aging & Addiction

Transcript Title: Aging & Addiction

Lecture Hours: 3

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: This course is needed both in the Alcohol & Drug Counseling and Gerontology Programs as it will be part of a new short-term Certificate of Completion, Advanced Behavioral and Cognitive Care. Many Americans 55 and older develop addictions to drugs and alcohol. Our aging population is creating an unprecedented need for quality healthcare in addiction, both in prevention, and achieving quality recovery. Most older Americans live with at least one chronic condition, and 50% have at least two. This course examines age-related changes in relationship to addiction, including familial, treatment and recovery issues. While as many as half of the aging population abstains from alcohol use, alcohol addiction is still the largest category of substance abuse problems in older adults. Alcohol consumption, alone or in combination with multiple chronic conditions are associated with high morbidity and mortality.

Course Description: Covers drug and alcohol addiction among older adults, including prescription and other drugs and alcohol, used either alone or in combination. As tolerance to the effects of alcohol and other drugs decline, aging adults have higher risk factors. Addresses issues specific to aging, including late onset addiction, effects of use on performance of activities of daily living, treatment issues and co-occurring disorders such as depression or other chronic illnesses. A multicultural perspective is used, including the role of social class and gender issues

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

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

- ◆ Assess factors concerning age-related changes in relationship to addiction, such as performance of activities of daily living and barriers to treatment
- ◆ Analyze the effects of co-occurring disorders such as depression or other chronic illnesses.
- ◆ Examination of aging and addiction issues from a multicultural perspective, including the role of social class and gender.
- ◆ Distinguish and identify higher risk factors in those who have late onset addiction, including reverse tolerance.

Course Format: On Campus

Course Format: Online

Other Format:

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: NO

Description of impact on deg/cert:

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

Description of impact on dept/campus:

Have other SACs been contacted?: YES

Description of Contact: This course CCOG was approved by the Alcohol & Drug Counseling Program SAC and reviewed & approved by the Gerontology Department Chair.

Is there an increase in NO

costs for Library or AV

Dept?:

Description of

Library/AV impact:

Implementation Term: Fall

Implementation Year: 2008

Contact Name: Florence Spraggins

Contact E-mail: fspraggi@pcc.edu

Course Content and Outcome Guide

Date: Oct 2007

Prepared by: Florence Spraggins MS CADC III

Course Number: AD 105

Course Title: AGING AND ADDICTION

Credit Hours: Three

Lecture Hours per Week: Three

Number of Weeks: 10-12

COURSE DESCRIPTION FOR PUBLICATION:

Covers drug and alcohol addiction among older adults, including prescription and other drugs and alcohol, used either alone or in combination. As tolerance to the effects of alcohol and other drugs decline, aging adults have higher risk factors. Addresses issues specific to aging, including late onset addiction, effects of use on performance of activities of daily living, treatment issues and co-occurring disorders such as depression or other chronic illnesses. A multicultural perspective is used, including the role of social class and gender issues.

ADDENDUM TO COURSE DESCRIPTION:

Americans 55 and older develop addictions to drugs and alcohol. Our aging population is creating an unprecedented need for quality healthcare in addiction, both in prevention, and achieving quality recovery. At least 80% of older Americans live with at least one chronic condition, and 50% have at least two. This course examines age-related changes in relationship to addiction, including familial, treatment and recovery issues. While as many as 60% of the aging population abstains from alcohol use, alcohol addiction is still the largest category of substance abuse problems in older adults. Alcohol consumption, alone or in combination with multiple chronic conditions are associated with high morbidity and mortality.

INTENDED OUTCOMES FOR THE COURSE:

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

- Assess factors concerning age-related changes in relationship to addiction, such as performance of activities of daily living and barriers to treatment
- Analyze the effects of co-occurring disorders such as depression or other chronic illnesses.
- Examination of aging and addiction issues from a multicultural perspective, including the role of social class and gender.
- Distinguish and identify higher risk factors in those who have late onset addiction, including reverse tolerance.

OUTCOME ASSESSMENT STRATEGIES:

- 1) A variety of papers and assignments will be used to facilitate skill and knowledge acquisition.
- 2) Quizzes and other types of objective tests may be used.

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: AVS 145

Current Course Title: Introduction to Commercial Airplane

Current Description: Begins commercial pilot training activities and includes cross-country flight operations and a review of previous items learned during private pilot training. Students will learn how to plan and execute a cross-country flight as a commercial pilot. For current flight fees contact the Aviation Science office at (503) 614-7256. Prerequisites: AVS 135 and FAA Private Pilot Certificate with Instrument Rating. Co requisite: AVS 140.

Proposed Description: Begins commercial pilot training activities and includes cross-country flight operations and a review of previous items learned during private pilot training. Students will learn how to plan and execute a cross-country flight as a commercial pilot. Prerequisites: AVS 135 and FAA Private Pilot Certificate with Instrument Rating. Co requisite: AVS 140.

Reason for Description Change: Remove "For current flight fees contact the Aviation Science office at (503) 614-7256," at request of Curriculum committee -- request to contact AVS office is already included in the program description.

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: Katie Leonard

Contact E-Mail: keleonar@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: AVS 225

Current Course Title: Airplane: Commercial Flight

Current Description: Concludes commercial pilot training activities and includes complex flight operations, multi-engine operations, advanced systems and performance maneuvers. Students will be prepared to take the Commercial Pilot single-engine land practical test and the multi-engine land additional class rating practical test upon successful completion of the course. For current fees, contact the Aviation Science office at 503-614-7256. Prerequisites: AVS 145; FAA private Pilot Certificate w/Instrument Rating.

Proposed Description: Concludes commercial pilot training activities and includes complex flight operations, multi-engine operations, advanced systems and performance maneuvers. Students will be prepared to take the Commercial Pilot single-engine land practical test and the multi-engine land additional class rating practical test upon successful completion of the course. Prerequisites: AVS 145; FAA private Pilot Certificate w/Instrument Rating.

Reason for Description Change: Remove "For current flight fees contact the Aviation Science office at (503) 614-7256," at request of Curriculum committee -- request to contact AVS office is already included in the program description.

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: Katie Leonard

Contact E-Mail: keleonar@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: AVS 235

Current Course Title: Airplane: Flight Instructor Flight

Current Description: Provides a structured environment to learn to fly the aircraft from the instructor's seat. Learn to explain, demonstrate and to assess flight performance. Prepares students for the FAA Flight Instructor practical test. For current fees contact the Aviation Science office at (503) 614-7256. Prerequisites: AVS 225; FAA Commercial Pilot certification. Corequisite: AVS 230.

Proposed Description: Provides a structured environment to learn to fly the aircraft from the instructor's seat. Learn to explain, demonstrate and to assess flight performance. Prepares students for the FAA Flight Instructor practical test. Prerequisites: AVS 225; FAA Commercial Pilot certification. Corequisite: AVS 230.

Reason for Description Change: Remove "For current flight fees contact the Aviation Science office at (503) 614-7256," at request of Curriculum committee -- request to contact AVS office is already included in the program description.

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: Katie Leonard

Contact E-Mail: keleonar@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: AVS 275

Current Course Title: Airplane: Professional Pilot

Current Description: Provides further post-commercial instruction and PIC flight time in single and multi-engine aircraft for those not selecting the flight instructor option. For current flight fees contact the Aviation Science office at (503) 614-7256. Prerequisites: AVS 225 and FAA Commercial Pilot Certificate with Instrument rating.

Proposed Description: Provides further post-commercial instruction and PIC flight time in single and multi-engine aircraft for those not selecting the flight instructor option. Prerequisites: AVS 225 and FAA Commercial Pilot Certificate with Instrument rating.

Reason for Description Change: Remove "For current flight fees contact the Aviation Science office at (503) 614-7256," at request of Curriculum committee -- request to contact AVS office is already included in the program description.

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: Katie Leonard

Contact E-Mail: keleonar@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	BCT 127
Current Course Title:	Concrete Construction 1
Proposed Course Title:	Residential Concrete
Proposed Transcript Title:	Residential Concrete
Reason for Title Change:	The BCT SAC feels "Residential" is important in the title because the course content is residential related concrete.
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:	2009
Contact Name:	Robert Steele
Contact E-Mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description, Learning Outcomes

Current Course Number: FP 133

Proposed Course Number: FP 133

Current Course Title: Natural Cover Forest Firefighting

Proposed Course Title: Wildland Firefighter

Proposed Transcript Title: Wildland Firefighter

Reason for Title Change: Adapt to current standards

Current Description: Studies tools and equipment used in natural cover fire fighting as well as tactics and procedures of federal, state and local organizations.

Proposed Description: This course is designed to train students in the basic skills required for wildland fire fighting. Students will study wildland fire behavior, fire control tactics, human factors on the fireline, standards for fire fighter safety & survival and receive an introduction to the incident command system.

Reason for Description Change: Updated version

Current Learning Outcomes: No Current Outcomes

Proposed Learning Outcomes: Meet all National Wildfire Coordinating Group (NWCG) academic requirements for S-130 Firefighter Training, S-190 Introduction to Wildland Fire Behavior and L-180 Human Factors on the Fireline.

Prepare students to participate in field experience required to complete practical tasks and meet NWCG standard for Red Card certification and DPSST certification for Interface Fire Fighter 2

Reason for Learning Outcomes Change: Establish Outcomes

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

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

Request Term: spring
Requested Year: 2008
Contact Name: Ed Lindsey
Contact E-Mail: elindsey@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Requisites, Learning Outcomes
Current course number:	EET 111
Current course title:	Electrical Circuit Analysis I
Current description:	International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. For DC circuits: Ohm's and Kirchoff's Laws, series, parallel, and series-parallel circuit principles, superposition, Thevenin and Norton theorems, mesh current and node voltage analysis. Includes a 3-hour per week laboratory. Prerequisite: Placement in WR 115; Prerequisite or concurrent registration: MTH 111C.
Proposed description:	EET 111 Electrical Circuit Analysis I, 5 Cr. System of Units; engineering notation and prefixes; definitions of current, voltage, resistance, power, work and efficiency; Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Capacitance and RC transient response. Includes a 3-hour per week laboratory session. Prerequisite/concurrent: MTH 95.
Reason for description change:	To better divide the study load over the three classes, EET 111, 112, 113. Changed the prerequisites to include more students in the program. EET tutoring in place to assist the students.
Proposed learning outcomes:	<ul style="list-style-type: none">• Perform mathematical calculations related to engineering training• Analyze series, parallel, and series-parallel electrical circuits, using Ohm's law, Kirchoff's voltage and current law, voltage divider, and current divider formulas to calculate voltage, current, resistance, power, etc.• Determine currents and voltages in dc circuits using mesh current and node voltage methods. Determine the Thevenin voltage/resistance, Norton current/resistance use superposition method, determine load resistance for maximum power transfer, and make delta to wye and wye to delta

conversions for resistive circuits.

- Calculate the energy stored in a capacitor, determine the time constant of a circuit, calculate the capacitance of capacitors connected in series and parallel, determine current and voltage as a function of time in RC circuits.
- Build electrical circuits during the lab and perform measurements using electronic lab test equipment such as DMM and power supply. Use PSpice to simulate circuits. Collect and interpret data and write technical lab reports.

Current prerequisites/concurrent: Prerequisite or concurrent registration: MTH 111C

Proposed prerequisites/concurrent: Prerequisite or concurrent registration: MTH 95

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

Contact e-mail: sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Requisites, Learning Outcomes
Current course number:	EET 112
Current course title:	Electrical Circuit Analysis II
Current description:	Capacitance, inductance, reactance, and impedance. Transient analysis of RL and RC circuits. AC circuit phasor analysis. Power in AC circuits. Includes a 3 hour per week laboratory. Prerequisite: EET 111 Prerequisite or concurrent registration: MTH 112.
Proposed description:	Inductance; RL transient response; sinusoidal waveforms; reactance and impedance; AC power. Phasor analysis of RLC circuits; node voltage and mesh current analysis; superposition, Thevenin's and Norton's network theorems. Includes a 3-hour per week laboratory. Prerequisite: EET 111; Prerequisite/concurrent: MTH 111.
Reason for description change:	Better divide load over the sequence and include more students in the program. EET tutoring in place to assist students.
Proposed learning outcomes:	<ul style="list-style-type: none">• Calculate energy stored in an inductor, determine the time constant of an RL circuit, calculate inductance of inductors connected in series and parallel, and determine the current and voltage as a function of time in RL circuits.• Determine the frequency and magnitude of a sinusoidal waveform from its graphical time domain representation and from its mathematical equation. Calculate phase angle between, peak to peak, peak, average, and rms values. Perform mathematical calculations using complex numbers. Convert between rectangular form and polar form phasors. Calculate the response of the inductor, capacitor, and resistor to sinusoidal voltages and currents.• Calculate the impedance of series, parallel, and series-parallel connected ac circuits. Analyze series and Parallel AC circuits and networks using node

voltage and mesh current analysis, determine the Thevenin voltage/impedance and Norton current/impedance, use superposition method, determine load resistance for maximum power transfer, and make delta to wye and wye to delta conversions for ac circuits.

- Calculate the apparent, reactive, and average power in AC reactive circuits. Calculate the power factor of an AC circuit and understand the power factor compensation.
- Build electrical circuits during the lab and perform measurements using electronic lab test equipment such as DMM, power supply, function generator, and oscilloscope. Use PSpice to simulate circuits. Collect and interpret data and write technical lab reports.

Current prerequisites: Prerequisite: EET 111

Proposed prerequisites: Prerequisite: EET 111

Current prerequisites/concurrent: Prerequisite or concurrent registration: MTH 112.

Proposed prerequisites/concurrent: Prerequisite/concurrent: MTH 111.

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

Contact e-mail: sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

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

Current course number: EET 113

Current course title: Electrical Circuit Analysis

Proposed course title: Electrical Circuit Analysis III

Reason for title change: Existing Error

Current description: Superposition, Thevenin and Norton theorems applied to AC circuits, AC power and transformers. Series and parallel resonant circuits, low pass, high pass, bandpass, and band reject filters, Q and selectivity, transfer functions, decibels, frequency response and Bode diagrams. Includes a 3-hour per week laboratory. Prerequisite: EET 112

Proposed description: Series and parallel resonant circuits; Q and selectivity; RL and RC filters; decibels; transfer functions and Bode diagrams; Transformers, three phase power distribution; Fourier series and transform applied to circuit analysis. Includes a 3-hour per week laboratory. Prerequisite: EET 112; Prerequisite/concurrent: MTH 112

Reason for description change: To better divide the study load over the sequence

Current learning outcomes: None

Proposed learning outcomes: Intended Outcomes:

- Understand the concepts of series and parallel resonance and calculate the resonant frequency, bandwidth of an RLC resonant circuit, and sketch the frequency response. Identify a low pass, high pass, band pass, and band stop filter. Derive the transfer function of a simple RC or RL filter. Plot the frequency response (Bode phase and magnitude) of an RL or RC filter. Determine corner frequency and pass band of an RL or RC filter circuits.
- Understand and analyze simple magnetic circuits by applying Ohm's law and Ampere's circuital law.

Understand the concept of Hysterisis and its effect on magnetic circuits. Calculate mutual inductance, determine a transformer's voltage and current ratios, calculate transformer voltages and currents in 240/120 VAC power distribution.

- Analyze three phase power systems using node voltage and mesh current methods. Draw schematic diagrams of three phase power distribution systems, including three phase power transformer connections. Describe and draw a schematic diagram of the following: wye and delta connected sources, wye and delta connected loads, Three and four wire connections, wye and delta sources connected to wye and delta loads.
- Understand basics of Fourier analysis. Use a table to write the first three terms of the Fourier series for a given square wave and triangle wave. Apply the Fourier series to simple RC and RL filters.
- Build electrical circuits during the lab and perform measurements using electronic lab test equipment such as DMM, power supply, function generator, and oscilloscope. Use PSpice to simulate circuits. Apply the FFT in circuit simulation software. Collect and interpret data and write technical lab reports.

Current prerequisites: Prerequisite: EET 112

Proposed prerequisites: Prerequisite: EET 112

Proposed prerequisites/concurrent: Prerequisite/concurrent: MTH 112

Is there an impact on other sacs?: No

Is there an impact on No

another dept or campus?:

Request term:	winter
Requested year:	2007
Contact name:	sanda nedelcu
Contact e-mail:	sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description, Requisites, Learning Outcomes
Current course number:	EET 188
Current course title:	Industrial Safety
Current description:	Safety practices in the electronics industry. Emphasizes electrical and chemical hazards. Safe handling of electronic components in the manufacturing environment including ESD control. Prerequisite: EET 111 or 121.
Proposed description:	Safety practices in the electronics industry. Covers: electrical safety, HAZMAT, flammable and combustible liquids, safe handling of electronic components in the manufacturing environment including ESD control, product testing/certification, blood born pathogens, fire safety, laser and radiation safety. Prerequisites: EET 111.
Reason for description change:	Update
Current learning outcomes:	None
Proposed learning outcomes:	<ul style="list-style-type: none">• Recognize standard workplace hazard/warning signs/labels and standard categories of hazardous materials and apply related safety practices. Interpret the documentation used with hazardous materials, such as the MSDS.• Explain the different levels of danger that exist with electrical shock. Describe several appropriate actions to take in the event of an electrical accident. Recognize electrical and fire hazards and apply related safety practices.• Describe the situations under which static electricity may cause damage to electrical components (ESD - electrostatic discharge). List appropriate practices for handling and working with electrical components, or electrical equipment, which is sensitive to static electricity (ESD - electrostatic discharge).• Explain in a general manner, the functions of the UL (Underwriters Laboratories), CSA (Canadian Standards Association), and VDE (Verband Deutscher

Elektrotechniker) product testing/certification agencies. Provide at least two examples of product design characteristics for meeting product electrical safety requirements.

- Recognize the hazards and list related safety practices related to: flammable and combustible, radiation, laser, and blood born pathogens.

Current prerequisites: Prerequisite: EET 111 or 121.

Proposed prerequisites: Prerequisites: EET 111

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

Contact e-mail: sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Requisites, Learning Outcomes

Current Course Number: EET 221

Proposed Course Number: EET 221

Current Course Title: Semiconductor Devices/Circuits

Proposed Course Title: Semiconductor Devices and Circuits

Proposed Transcript Title: EET 221

Reason for Title Change: Correct existing error

Current Learning Outcomes:

1. The student will have a qualitative understanding of P and N type semiconductors, PN junctions, NPN and PNP transistor operation, and field effect transistor operation.
2. The student will become familiar with the basic electrical characteristics of diodes and transistors, including the diode equation, and device characteristic curves.
3. The student will be able to bias diodes and transistors, and will be able to analyze and design basic diode and transistor circuits.
4. The student will be able to test diodes and transistors in a circuit and using a curve tracer.
5. The student will be able to calculate and measure the input and output impedances of transistor amplifier circuits.
6. The student will be able to calculate and measure the amplification of a transistor amplifier circuits, including common emitter, common base, and common collector types.
7. The student will be able to simulate basic diode and transistor circuits using a computer simulation program.
8. The student will be able to use computer data acquisition to acquire circuit data, and to process the data in a spreadsheet.
9. The student will be able to use a word processor, spreadsheet, and other software to produce a formal lab report on an experiment.

Proposed Learning Outcomes:

1. The student will have a qualitative understanding of P and N type semiconductors, PN junctions, NPN and PNP transistor operation, and field effect transistor operation.

The student will become familiar with the basic electrical characteristics of diodes and transistors, including the diode equation, and device characteristic curves.

2. The student will be able to bias diodes and transistors, and will be able to analyze and design basic diode and transistor circuits. The student will be able to test diodes and transistors in a circuit and using a curve tracer.

3. The student will be able to calculate and measure the input and output impedances of transistor amplifier circuits. The student will be able to calculate and measure the amplification of a transistor amplifier circuits, including common emitter, common base, and common collector types.

4. The student will be able to simulate basic diode and transistor circuits using a computer simulation program.

5. The student will be able to use computer data acquisition to acquire circuit data, and to process the data in a spreadsheet. The student will be able to use a word processor, spreadsheet, and other software to produce a formal lab report on an experiment.

Reason for Learning Outcomes Change: Align with the PCC new format-5 bullets minimum

Current Prerequisites: EET 113

Proposed Prerequisites: EET 113, MTH 112

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

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

Request Term: winter

Requested Year: 2008

Contact Name: sanda williams

Contact E-Mail: sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites, Learning Outcomes

Current Course Number: EET 222

Current Course Title: Operational Amplifier Circuits

Current Learning Outcomes:

1. The student will be able to calculate the quiescent point of operation for a differential amplifier, which uses a current source in the emitter circuit.
2. The student will be able to calculate and measure the input and output impedance of a differential amplifier.
3. The student will be able to determine the input bias currents, input offset current, and output offset voltage of a differential amplifier circuit and of an operational amplifier.
4. The student will be able to calculate and measure the single ended and differential gain of a differential amplifier using transistors or operational amplifiers.
5. The student will be able to measure and calculate the voltage amplification and frequency response of inverting and non-inverting operational amplifier circuits.
6. The student will be able to measure and calculate the transient response of operational amplifier differentiator and integrator circuits.
7. The student will be able to measure and calculate the sinusoidal response of operational amplifier differentiator and integrator circuits.
8. The student will be able to calculate and measure the frequency response of operational amplifier active filter circuits, including low pass, high pass, and band pass types.
9. The student will be able to calculate and measure the oscillation frequency, output waveform, and output amplitude of operational amplifier oscillators, including Hartley, Colpitts, phase shift, and Wien-bridge types.
10. The student will be able to calculate and measure the response of an operational amplifier Schmitt trigger circuit, and be able to calculate and measure the characteristics of a Schmitt trigger relaxation oscillator.

Proposed Learning Outcomes:

1. The student will be able to calculate the quiescent point of operation for a differential amplifier, which uses a current source in the emitter circuit. The student will be able to calculate and measure the input and output impedance of a differential amplifier.

2. The student will be able to determine the input bias currents, input offset current, and output offset voltage of a differential amplifier circuit and of an operational amplifier. The student will be able to calculate and measure the single ended and differential gain of a differential amplifier using transistors or operational amplifiers.

3. The student will be able to measure and calculate the voltage amplification and frequency response of inverting and non-inverting operational amplifier circuits. The student will be able to measure and calculate the transient response of operational amplifier differentiator and integrator circuits.

4. The student will be able to measure and calculate the sinusoidal response of operational amplifier differentiator and integrator circuits. The student will be able to calculate and measure the frequency response of operational amplifier active filter circuits, including low pass, high pass, and band pass types.

5. The student will be able to calculate and measure the oscillation frequency, output waveform, and output amplitude of operational amplifier oscillators, including Hartley, Colpitts, phase shift, and Wien-bridge types. The student will be able to calculate and measure the response of an operational amplifier Schmitt trigger circuit, and be able to calculate and measure the characteristics of a Schmitt trigger relaxation oscillator.

Reason for Learning Outcomes Change: Align with the PCCnew format-5 bullets maximum

Current Prerequisites: EET 221; MTH 251

Proposed Prerequisites: EET 221

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:

sanda williams

Contact E-Mail:

sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: EET 223

Current Course Title: RF Communications Circuits

Proposed Transcript Title: RF Communications Circuits

Current Learning Outcomes:

1. The student will become familiar with a variety of transistor amplifier circuits used in communication systems, including common base, common collector, and common emitter types, as used in oscillators, amplifiers, frequency multipliers, and mixers.
2. The student will become familiar with the transistor's internal capacitances, and will be able to determine the effect of these capacitance's on the transistor's frequency response.
3. The student will be able to calculate and measure the amplification and frequency response of transistor amplifier circuits.
4. The student will become familiar with current source models of transistor amplifier circuits, and be able to use these models as an aide in calculating the amplifier's gain and frequency response.
5. The student will be able to calculate and measure the effect of load and source impedance on the amplification and frequency response of transistor amplifier circuits.
6. The student will be able to simulate transistor amplifier circuits using a computer simulation program.
7. The student will be able to use computer data acquisition to acquire circuit data, and to process the data in a spreadsheet.
8. The student will be able to use a word processor, spreadsheet, and other software to produce a formal lab report on an experiment.

Proposed Learning Outcomes:

1. The student will become familiar with a variety of transistor amplifier circuits used in communication systems, including common base, common collector, and common emitter types, as used in oscillators, amplifiers, frequency multipliers, and mixers. The student will become familiar with the transistor's internal capacitances, and will be able to determine the effect of these capacitance's on the transistor's frequency response.
2. The student will be able to calculate and measure the amplification and frequency response of transistor

amplifier circuits. The student will become familiar with current source models of transistor amplifier circuits, and be able to use these models as an aide in calculating the amplifier's gain and frequency response.

3. The student will be able to calculate and measure the effect of load and source impedance on the amplification and frequency response of transistor amplifier circuits. The student will be able to simulate transistor amplifier circuits using a computer simulation program.

4. The student will be able to use computer data acquisition to acquire circuit data, and to process the data in a spreadsheet.

5. The student will be able to use a word processor, spreadsheet, and other software to produce a formal lab report on an experiment.

Reason for Learning
Outcomes Change:

Align with the new PCC format-5 bullets maximum

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:

sanda williams

Contact E-Mail:

sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: EET 260

Proposed Course Number: EET 260

Current Course Title: Biomedical Equipment I

Proposed Course Title: Biomedical Equipment I

Proposed Transcript Title: EET 260

Reason for Title Change: NO Change

Current Description: Introduction to the fundamentals of medical instrumentation, bioelectric signals and electrodes, recording systems, biomedical recorders, patient monitoring systems, arrhythmia and ambulatory monitoring instruments, fetal monitoring instruments, biomedical telemetry and telemedicine, oximeters, blood flowmeter, cardiac output measurement, pulmonary function analyzers, laboratory equipment, audiometers, and patient safety.

Proposed Description: Introduction to the fundamentals of medical instrumentation, bioelectric signals and electrodes, recording systems, biomedical recorders, patient monitoring systems, arrhythmia and ambulatory monitoring instruments, fetal monitoring instruments, biomedical telemetry and telemedicine, oximeters, blood flowmeter, cardiac output measurement, pulmonary function analyzers, laboratory equipment, audiometers, and patient safety.

Reason for Description Change: NO CHANGE

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

safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course.

perform safety inspections

make repairs when necessary.

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

safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course.

perform safety inspections

make repairs when necessary.

Reason for Learning Outcomes Change: NO CHANGE

Current Prerequisites: BI 122 or BI 233, EET 123 or instructor permission.

Proposed Prerequisites: MP 111, BI 122 or BI 233, EET 123 or instructor permission.

Current Prerequisites/Concurrent: EET 221

Proposed Prerequisites/Concurrent: EET 221

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

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

How other Depts/Campuses will be impacted:

Request Term: winter

Requested Year: 2008

Contact Name: sanda williams

Contact E-Mail: sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: EET 261

Current Course Title: Biomedical Equipment II

Current Prerequisites: BI 122 or 233, EET 123, EET 221

Proposed Prerequisites: EET 260

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: sanda williams

Contact E-Mail: sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: EET 280C

Current Course Title: BMET Practicum

Current Description: Provides clinical education experience in a biomedical department with a hospital, clinic or other medical facility under the supervision of a biomedical technician. Variable credit: 30 hours of work experience equals 1 credit. Recommended: EET 280B.

Proposed Description: Provides clinical education experience in a biomedical department with a hospital, clinic or other medical facility, with a medical equipment repair/manufacturing company, or laboratory. Variable credit: 30 hours of work experience equals 1 credit.

Reason for Description Change: Increased the number of possible co-op sites to better accommodate students.

Current Prerequisites: NONE

Proposed Prerequisites: Department Approval; EET 260

Current Corequisites: NONE

Proposed Corequisites: EET 261

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: sanda williams

Contact E-Mail: sanda.williams@pcc.edu

Curriculum Request Form
New Course

Course Number: MTH 105

Course Title: Explorations in mathematics

Transcript Title: Explorations in mathematics

Lecture Hours: 4

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: To better match similar courses offered in the Oregon College and University system.

Course Description: Students engage in the discovery and exploration of selected non-traditional topics in mathematics. Possible topics include mathematics of social choice, geometry, statistics, probability, and discrete mathematics. Technology will be used where appropriate. Students communicate results in oral and written form.
Prerequisite: MTH 95 and placement into WR 121.

Prerequisite(s): MTH 95 and placement into WR 121

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: The intended outcomes for this course are the five connected strands of mathematical proficiency as described in The National Resource Council's "Adding it up" (2001).

1. conceptual understanding
2. procedural fluency
3. strategic competence (the ability to formulate, represent, and solve mathematical problems)
4. adaptive reasoning (capacity for logical thought, reflection, explanation and justification)
5. productive disposition (habitual inclination to see mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy)

GenEd List: YES, Gen. Ed. Requested

Course Format: On Campus

Are there similar courses existing: YES

Description of existing courses: This course will replace MTH111A once MTH105 is approved.

Required or Elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: This course may satisfy some degrees that may require a 100+ level mathematics course.

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

Have other SACs been contacted?: YES

Description of Contact: This course has been approved by the Math SAC.

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

Implementation Term: Fall

Implementation Year: 2008

Contact Name: Dennis Reynolds

Contact E-mail: dreynold@pcc.edu

COURSE CONTENT AND OUTCOME GUIDE

FACULTY SHALL “INSTRUCT STUDENTS, USING APPROVED COURSE OUTCOME GUIDES DEVELOPED BY COLLEGE-WIDE SUBJECT AREA FACULTY.” (Article 5.32, 2005-2009 Agreement)

PREPARED BY: Ross Folberg, Peter Haberman,
Henry Mesa, Terese Sieber, Ann Sitomer

DATE: January 2008

COURSE NUMBER: MTH 105

COURSE TITLE: Explorations in mathematics

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:

Students engage in the discovery and exploration of selected non-traditional topics in mathematics. Possible topics include mathematics of social choice, geometry, statistics, probability, and discrete mathematics. Technology will be used where appropriate. Students communicate results in oral and written form. Prerequisite: MTH 95 and placement into WR 121.

ADDENDUM TO COURSE DESCRIPTION:

It is understood that this is a terminal course, thus does not directly support other courses in mathematics and other disciplines. The course serves the purpose of exploring mathematical ideas/concepts that can support a variety of disciplines. The course should cover few topics, but cover them in depth.

This course should be rigorous in that it challenges student to contemplate, understand, and synthesize mathematical concepts. The students should be able to communicate their understanding in a variety of ways. Instructors are encouraged to use technology to enhance the learning experience.

INTENDED OUTCOMES FOR THE COURSE:

The intended outcomes for this course are the five connected strands of mathematical proficiency as described in The National Resource Council's "Adding it up" (2001).

1. conceptual understanding
2. procedural fluency
3. strategic competence (the ability to formulate, represent, and solve mathematical problems)
4. adaptive reasoning (capacity for logical thought, reflection, explanation and justification)
5. productive disposition (habitual inclination to see mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy)

COURSE ACTIVITIES AND DESIGN:

All activities will follow the premise that formal definitions and procedures evolve from the investigation of practical problems. In-class time is primarily activity/discussion emphasizing problem solving techniques. Activities will include group work.

OUTCOME ASSESSMENT STRATEGIES: Assessment shall include:

1. An individual or group project culminating in a written report and/or an oral presentation.
2. In – class exam: proctored, closed book examination.
3. At least two of the following additional measures:
 - 1) Take-home examinations
 - 2) In-class exams
 - 3) Graded homework
 - 4) Quizzes
 - 5) In-class activities
 - 6) Portfolios
4. Additional Assessment Strategies
 - 1) Individual student conference
 - 2) Attendance

COURSE CONTENT:

Course content will include some of the following topics:

Select three to five topics

- 1) Apportionment
- 2) Voting Theory
- 3) Exponential Growth/Decay applied to populations and financial situations.
- 4) Game Theory
- 5) Queuing Theory
- 6) Code Breaking/Cryptography
- 7) Set Theory
- 8) Statistics
- 9) Probability
- 10) Counting techniques – Combinations, Permutations
- 11) Boolean Algebra
- 12) Graph Theory
- 13) Fractal Geometry
- 14) Non-Euclidian Geometry
- 15) Tilings
- 16) Symmetry

Curriculum Request Form
General Education Distribution

Course number: MTH 105

Course name: Explorations in Mathematics

Course credits: 4

Course description: Students engage in the discovery and exploration of selected non-traditional topics in mathematics. Possible topics include mathematics of social choice, geometry, statistics, probability, and discrete mathematics. Technology will be used where appropriate. Students communicate results in oral and written form.

Prerequisite: MTH 95 and placement into WR 121.

Course category: Mathematics, Natural and Physical Science, Computer Studies

Proof of course transferable: MTH 105 is a course that is taught at all OUS schools and community colleges in Oregon. MTH 105 was offered at PCC until 1996. It was replaced with MTH 111A, which caused some confusion when students were transferring. Our MTH 111A course transfers to most institutions as MTH 105.

Course eligible status: Yes

Other courses in the set req
For aaot:

Gened philosophy stmt: Explanation of courses that applied to Gen Ed Philosophy Statement

Understanding of their culture and how it relates to other cultures: This depends on the instructor's view of the course within the guidelines of the CCOG. The topics in this course involve applications in mathematics, many recent applications with interesting historical facts that are associated with them. Certainly, many books intended for this course take advantage of how the concept came to being, which involves men and women from around the world. One topic of possible coverage is voting systems. This would be an easy topic to incorporate compare and contrast our countries voting system with other democratic countries.

Appreciation of history both from a global perspective and from a personal perspective including an awareness of the role played by gender and by various cultures:

Understanding of themselves and their natural and technological environments:

This course is a mathematics applications course. Thus, the algebra most students associate with mathematics is not the focus, but rather what the application does, how it works, and how it relates to our lives. Some applications are completely tied to our current use of technology.

Ability to reason qualitatively and quantitatively:

The topics in this course lend themselves nicely to both.

Ability to conceptually organize experience and discern its meaning:

The main emphasis of this course is for the instructor to choose a minimal number of topics from a list. Then the students with the instructor help will research, experiment, and thus gain a greater insight into the topic

Aesthetic and artistic values:
Understanding of the ethical and social requirements of responsible citizenship:

If tilings is one of the subjects that is looked at, then yes.

Reason if the course is not available to all pcc students:

Yes.

How the course include wide spectrum concept and theoretical models:

The instructor will get to choose from a wide variety of topics in applied mathematics. However, we only want the instructor to cover three to five main topics. You must understand that each topic could be a course all on its own. The intent is that the student will focus on the theory and how it works when applied. Simulations will be part of the course.

How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline:

How the course attempts an examination or analysis of the discipline to which it belongs:

When mathematics is mentioned to most people it is immediately associated with Algebra. This course is intended to look at applications of mathematics. The students should get an appreciation of how the algebra is used as it is applied along with the limitations of the application. For example in voting systems the students

discover that there is no fair voting system, each one contains a flaw. In apportionment - used to divide things fairly among a group - again the student faces many methods but all flawed in some way.

How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors:

This depends on the instructor, but most books mention when the application was created, the people that created it, and for what purpose. We will certainly make sure the text used for the course contains a historical perspective.

How the course attends to the role that language plays in the discipline and in ways the subject is understood and has been understood:

How the course explores questions related to values ethics and belief within the human experience:

Once students begin to explore how the application works in reality, depending how relevant the application is to their lives, there is an awakening on how things really work. How things really work thus allows questions on ethics to be further analyzed.

How the course examines the relationship of its material to other disciplines and attempt to place it in historical perspective:

Contact person:
From:

Dennis Reynolds
dreynold@pcc.edu

Curriculum Request Form
New Course

COURSE NUMBER: CG130H

COURSE TITLE: Introduction to Today's Careers: Health

TRANSCRIPT TITLE: Intro Today's Careers: Health

COURSE CREDITS: 2

LEC CONTACT HRS: 20

COURSE DESCRIPTION: This course explores career opportunities in the health professions. The focus will be on the educational and licensing requirements, professional and ethical responsibilities, physical requirements, workplace environment and career pathways of each profession.

INTENDED OUTCOMES:

1. Identify specifics about each profession such as physical requirements, employment opportunities, wages and length of training.
2. Explore career pathways, academic expectations, shared prerequisite courses and alternative program options.
3. Apply knowledge to make informed health career decisions.

OUTCOMES ASSESSMENT STRATEGIES:

1. Comparing and contrasting two professions of interest
2. Interviewing someone in the profession of interest
3. Keeping a journal of key information learned about each profession that the student was not aware of prior to this course
4. Reviewing a professional journal article about a specific health care career or employment issue and summarize the article, describing the implications the issue has on the health care worker or workforce.
5. Completion of a self-assessment survey on what the student wants from a career and comparing their list to what was learned in the course about each health profession.

COURSE CONTENT AND SKILLS:

- Themes:
- Oregon Career Information Systems and other career research tools.
 - Growth of healthcare industry
 - Requirements of healthcare occupations

Concepts:

- Career pathways
- Advancement
- Research
- Career information and databases
- Professional licenses, certificates, and credentials

Issues:

- Ethics
- Competition for admission into healthcare training programs
- Work schedules in healthcare occupations
- Direct patient contact or indirect patient contact

Skills:

- Define one's interests and career expectations
- Compare one's expectations to careers explored in course
- Research wage/salary, training and preparation of selected occupations

REASON FOR NEW COURSE: Change from CG199.

HOW COURSE WILL BE TAUGHT: Campus,Online

WHERE AND HOW THE COURSE TRANSFER WITHIN OUTS OF HIGHERED: Portland State University: Gen LD
Oregon State University: LDT

PROOF OF COURSE TRANSFERABLE: PSU is currently accepting CG199 Intro to Health Careers as GEN LD. Oregon State will accept based on transferability of CG130.

GENED STATUS OR CULTURAL DIVERSITY SOUGHT: No

EXPLANATION IF THERE ARE SIMILAR COURSES EXISTING IN OTHER PROGRAMS OR DISCIPLINES AT PCC: Not based in Allied Health.

EXPLANATION IF THEY HAVE CONSULTED WITH SAC CHAIRS OF OTHER PROGRAMS REGARDING POTENTIAL IMPACT: This course was co-created with Allied Health.

EXPLAIN IF THERE ARE ANY POTENTIAL IMPACT ON: This course was co-created to support students interested in applying for the Allied Health programs. It is designed to

ANOTHER DEPARTMENT OR CAMPUS: better inform students of the prerequisites as well as the nature of the professions to help students make informed decisions on pursuing a program and to minimize and surprises regarding the nature of the work that the student is pursuing.

IMPLEMENTED TERM OR YEAR REQUESTED: SP08

SUBMITTER: Adrian J Rodriguez
FROM: arodrigu@pcc.edu
SAC CHAIR: Adrian J Rodriguez
SAC CHAIR EMAIL: arodrigu@pcc.edu
SAC ADMIN LIASON NAME: Kurt Simonds
SAC ADMIN LIASON EMAIL: kurt.simonds@pcc.edu

Curriculum Request Form
New Course

Course number: AD 278

Course title: Practicum Preparation

Transcript title: Practicum Prep

Course credits: 1

Lec contact hrs: 12

Course description: Provides student with the opportunity to demonstrate facility with the documentation required for the A/D practicum course, and develop an individualized plan for success in practicum.

Prerequisites coreq concurrent: AD 101, 102, 150/151, 156, WR 121.

Addendum to course description:

Intended outcomes:

1. All participants will demonstrate a clear understanding of the purposes and structure of practicum.
2. To enable/require students to produce an alcohol/drug specific cover letter, resume, and an updated academic plan.
3. Each student will enter their first practicum site “workforce ready.”
4. Each participant will understand how to effectively utilize clinical supervision.
5. The student will understand the requirements for Criminal History checks, and how they may differ from one employment site to another.

Course activities and design: ACTIVITIES

Outcome 1: All participants will have a clear understanding of the purposes and structure of the Alcohol/Drug Counselor practicum requirement.

A. The student will demonstrate a clear understanding of A&D Program requirements for documentation while they are earning practicum credits.

B. The student will clearly define the overlap between PCC program requirements and the requirements for the Addiction Counselor Certification Board of Oregon (ACCBO) CADC I examination.

C. The student will produce a document detailing the range of care and usual job task options in Portland area treatment agencies.

Outcome 2: Students will demonstrate appropriate entry-level writing skills by producing an alcohol/drug specific cover letter, resume, and an updated academic plan.

Each student will:

A. Meet with Perkins advisor to update student's academic plan.

B. Meet with Career Services staff to complete resume & cover letter, then submit to instructor.

C. Post resume & cover letter to Career Connections

Outcome 3: Each student will enter their first site "workforce ready."

A. Each student will list and define five common elements of employee workforce readiness.

B. Each student will list and define the most common problems encountered by employers in regard to workforce readiness.

C. Student will complete a document assessing his or her own level of workforce readiness.

D. Students will develop an individual plan to address their workforce readiness issues.

Outcome 4: Each participant will understand how to effectively utilize clinical supervision.

A. Each student will complete an inventory of their experiences with and attitudes toward authority figures.

B. Each student will list and define the five most

common issues faced by beginning counselors and how clinical supervision can assist in dealing with them.
C. Each student will develop a template agenda form to assist them in planning for weekly clinical supervision.

Outcome 5: The student will understand the requirements for Criminal History checks and expungement of criminal records.

A. Student will list contact persons, document requirements, and timelines for the required history check.

B. Student will list and/or describe contact information, document requirements, and outline the process for expungement of criminal records.

Student will outline how criminal history requirements differ from one employer to another and how this may affect them individually.

Outcomes assessment strategies: Complete acceptable addiction-counseling specific cover letter & resume.

Complete personal assessment related to workforce readiness.

A complete outline and description of the purpose of, and and processes required for, successful completion of 18 practicum credits is submitted and approved.

Submit acceptable clinical supervision planning documents.

Complete and accurate summary of the criminal history check and expungement requirements.

Course content and skills:

Themes: Importance of timely processes and documentation.

Understanding of clinical supervision, its purpose and effective utilization of it.

Workforce readiness skills

Criminal history and expungement process: requirements and steps.

Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	NA
Ri communication hrs:	NA
Ri communication activities:	
Ri human relations hrs:	NA
Ri human relations activities:	
Reason for new course:	To formalize the practicum preparation process and make it more understandable to students.
How course will be taught:	Campus,Hybrid
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	AAS, Alcohol/Drug Counseling Addiction Studies Certificate
Explanation if this course transfer to any other academic institution:	NO
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2007
Submitter:	Candia Elliott
From:	cellriott@pcc.edu
Sac chair:	Jon Gieber
Sac chair email:	jgieber@pcc.edu
Sac admin liason name:	Larry Clausen
Sac admin liason email:	lclausen@pcc.edu

