

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

Agenda  
June 4, 2008  
Sylvania CC, Conference Rm B

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

Experimental Courses:

BA 199 – Introduction to the Nonprofit Sector

Inactivations:

None to report

New Business:

313. BA 255 – Project Management  
New Course

314. PE 180H – Aquatic Exercise  
Course Revision – Description

315. PE 283 – Prof Act-Mind/Body Disciplines  
Course Revision – Requisites

316. BI 200 – Prin of Ecology: Field Biology  
Contact/Credit Hour Change

317. CS 233U – Advanced C Programming  
New Course

318. CS 133G – Introduction to Computer Games  
General Education

319. ESOL 33 – EL Civics  
Course Revision – Requisites

320. ESOL 153N – Grammar 1  
New Course

321. ESOL 173 – Grammar 1  
Course Revision – Number, Requisites

322. ESOL 183 – Grammar 2  
Course Revision – Number, Requisites

323. ESOL 193 – Grammar 3  
Course Revision – Number, Requisites
324. FD 277 – Fashion Trend Analysis  
New Course
325. ART 248 – Glass Casting  
New Course
326. FP 208 – Emergency Operations Safety & Survival  
New Course
327. FP 210 – Multicultural Strategies for Firefighters  
New Course
328. EET 270 – Motors/Generators and Control Systems  
New Course
329. MSD 105 – Interpersonal Communication  
Course Revision – Outcomes
330. MSD 110 – Gender Conflict Resolution  
Course Revision – Outcomes
331. MSD 113 – Influence Without Authority  
Course Revision – Outcomes
332. MSD 115 – Improving Work Relations  
Course Revision – Outcomes
333. MSD 117 – Customer Relations  
Course Revision – Outcomes
334. MSD 121 – Leadership Skill Development  
Course Revision – Outcomes
335. MSD 122 – Motivation Without Manipulation  
Course Revision – Outcomes
336. MSD 123 – Job Search Strategies  
Course Revision – Outcomes
337. MSD 128 – Handling the Difficult Person  
Course Revision - Outcomes
338. MSD 133 – Brave New Workplace  
Course Revision – Description, Outcomes
339. MSD 134 – Who Moved My Cheese  
Course Revision – Outcomes

340. MSD 148 – Asserting Yourself in the Workplace  
Course Revision – Outcomes

341. MSD 150 – Listening Skills  
Course Revision – Outcomes

342. MSD 151 – Dealing with Difficult People  
Course Revision – Outcomes

343. MSD 157 – Conflict Management  
Course Revision – Outcomes

344. MSD 159 – Stress Control  
Course Revision – Outcomes

345. MSD 160A – Communication Styles  
Course Revision – Outcomes

346. MUS 105 – Music Appreciation  
Prerequisite Opt-Out

347. MUS 108 – Music Cultures of the World  
Prerequisite Opt-Out

348. MUS 110 – Fundamentals of Music  
Prerequisite Opt-Out

349. MUS 201 – Intro to Music and Its Lit  
Prerequisite Opt-Out

350. MUS 202 – Intro to Music and Its Lit  
Prerequisite Opt-Out

351. MUS 203 – Intro to Music and Its Lit  
Prerequisite Opt-Out

352. MUS 205 – Introduction to Jazz History  
Prerequisite Opt-Out

353. MUS 206 – Intro to History of Rock Music  
Prerequisite Opt-Out

354. MUS 207 – Intro to History of Folk Music  
Prerequisite Opt-Out

354. ED 136 – Computers in Education  
Course Revision – Description, Outcomes

355. ED 224 – Foundations of Education  
Course Revision – Outcomes

356. GRN 268 – Techniques and Adaptive Strategies in Therapeutic Horticulture  
New Course

357. GRN 269 – Therapeutic Horticulture Skills I  
New Course

358. GRN 270 – Therapeutic Horticulture Programming for Older Adults and Children  
New Course

359. GRN 271 – Therapeutic Horticulture Skills II  
New Course

360. GRN 272 – Therapeutic Garden Design, Maintenance & Programming  
New Course

360. CG 280A – CE: Career Exploration  
Contact/Credit Hour Change

361. PHL 191 – Analysis & Evaluation of Argument  
Course Revision – Outcomes

362. PHL 195 – Critical Thinking: Science and the Occult  
Course Revision – Outcomes

363. PHL 204 – Philosophy of Religion  
Course Revision – Outcomes

364. PHL 205 – Biomedical Ethics  
Course Revision – Outcomes

365. PHL 206 – Introduction to Environmental Ethics  
Course Revision – Outcomes

Curriculum Request Form  
New Course

Course Number: BA 255

Course Title: Project Management

Transcript Title: Project Management

Lecture Hours: 3

Total Credits: 3

Reason for New Course: Project management is the third fastest growing career path and is in demand for complex enterprise solutions. As the business landscape becomes more globalized project management becomes the tread that connects departments and client relationships. The traditional “seat mentality” has shifted to a “deliverable paradigm” which requires project management training. Moreover, the skills students will learn are far reaching and will impact their lives outside of work. The “art” and “science” are a complimentary blend.

Course Description: This program will blend of theoretical concepts, industry tested instruction, and practical application to readily prepare students for the role of professional project management. Moreover, the course will showcase the “art” of managing a project team through internal company channels to client interface while also developing the “science” of the methodology.

Prerequisite(s): BUS 101

Prereq/Concurrent: None

Corequisite(s): BUS 250

Learning Outcomes: Upon successful completion of BA 255, the student will be able to:

- Illustrate the five stages of the project management process as supported by the PMP model
- Describe the primary soft skills of Appreciative Inquiry, conflict management, and the Balanced Scorecard.

- Showcase the basic mapping of a Project Charter, SOW, WBS, CP, and EVA
- Explain the core elements of Project Management which include scope, quality, risk, and procurement management
- Demonstrate lessons learned by developing a project plan for a non-profit partner of Portland Community College through the Service Learning Department

GenEd List: No

Other Format: Hybrid

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Business Degree

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

Have other SACs been contacted?: YES

Description of Contact:

Is there an increase in costs for Library or AV Dept?: YES

Description of Library/AV impact: Books

Implementation Term: Fall

Implementation Year: 2008

Contact Name: Cole Chatterton or Nancy Wilder

Contact E-mail: [cole.chatterton@comcast.net](mailto:cole.chatterton@comcast.net) or [nwilder@pcc.edu](mailto:nwilder@pcc.edu)

**Date:** 03-09-2008

**Posted by:** Cole Chatterton

**Course Number:** BA 255

**Course Title:** Project Management

**Credit Hours:** 4

**Lecture hours:** 20

**Lab hours:** 20

### **Course Description**

This course showcases the evolving interpretation of project management by providing practical information useful to project managers from all disciplines. Discussion topics will include: integration, scope, time, cost, quality, human resource management, communication, risk, and procurement management.

### **Addendum to Course Description**

Project Management has become an academic discipline, a management function, a way of thinking, and a language with its own jargon. Project managers have become the chameleons of companies. The position requires managers to have the ability to juggle “hard” and “soft” skills as they orchestrate projects in departmental communities. Furthermore, PM’s are being requested to interface with internal and external clients to manage change, conflict, and motivation for project acceptance. This course will blend theoretical concepts, industry tested instruction, and practical application to ready students for project management positions.

### **Intended Outcomes for the course**

Upon successful completion of BA 255, the student will be able to:

- Illustrate the five stages of the project management process as supported by the PMP model
- Describe the primary soft skills of Appreciative Inquiry, conflict management, and the Balanced Scorecard.
- Showcase the basic mapping of a Project Charter, SOW, WBS, CP, and EVA
- Explain the core elements of Project Management which include scope, quality, risk, and procurement management



- Demonstrate lessons learned by developing a project plan for a non-profit partner of Portland Community College through the Service Learning Department

## **Course Activities and Design**

### **Outcome Assessment Strategies**

Project Management is one the fastest growing career tracks as the business community is shifting from a traditional model to “project driven environments.” Students should take BA101 and BA250 as a prerequisite to the class. At the beginning of the course, the instructor will detail methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools:

- examinations, quizzes, homework assignments, small group problem solving of questions arising from application of course concepts and concerns to actual experience, oral presentations, EI, USGS, and project completion for a non-profit of choice through the Service Learning website.

Instructors may use a variety of methods in teaching the course depending on their background and experience. Suggested alternatives include:

1. Student interaction groups involved in discussion, decision making, and reporting.
2. Guest business "expert" lecturers and speakers.
3. Student tours of profitable, progressive, and active business firms.
4. Panel discussion of pros and cons of managing projects.
5. Case studies of best practices and lessons learned during a project deployment
6. Discussion and lecture on various service, technical, and global platforms.
7. Student involvement in discussing project mapping.
8. Student discussions of decisions on problems, questions, cases, etc., from the student supplement, textbook, or situations provided by the instructor.
9. Attend a PMI meeting and network with seasoned professionals
10. Introduction to the project management software

## **Course Content (Themes, Concepts, Issues and Skills)**

### **THEMES, CONCEPTS, ISSUES:**

- A. Management and organizational movement of a project
- B. Motivation of project members coming from various departmental paradigms
- C. Building customer relationships through effective project development
- D. Effective written and oral communication

- E. Critical thinking
- F. Networking to uncover subject matter experts and an effective sponsor
- G. Market projects internally and externally
- H. Resume building, interviewing, and internal positioning for a project management role
- I. ISO 9000 training
- J. Microsoft Project software instruction
- K. Conflict Management
- L. Change Management
- M. Project management designing, planning, scheduling, implementation and closeout phases

### **COMPETENCIES AND SKILLS:**

- A. Identify the cross-functional implications in leading a project team
- B. Demonstrate the ability to manage a profit and loss statement through the duration of the project to included controlling variable cost, sunk cost and return on investment
- C. Navigate the following project management disciplines: change, integration, scope, time, cost, quality, risk, human resource management, communication, and procurement management.
- D. Recognize, evaluate, and manage ethical issues in project management
- E. Apply understanding of project management in B2B, B2C, and global alliances
- F. Preparedness for Six Sigma Certification (Yellow or Green belt)
- G. Readiness for passing the Project Management Professional (PMP) and Certified Associate in Project Management (CAMP) exams
- H. Articulate the need for Project Design, Integration, and Quality Assessment
- I. Develop a Critical path, WBS, SOW and EVA for assessment

Curriculum Request Form  
Course Revision

CHANGE: Course Description

Current Course Number: PE 180H

Current Course Title: Aquatic Exercise

Current Description: Includes aerobic exercise, strength conditioning, and stretching movements set to music. Performed in shallow water to reduce the effects of gravity. Swimming skills are not required.

Proposed Description: Includes aerobic exercise, strength conditioning, and stretching movements set to music. Performed in deep water to reduce the effects of gravity. Swimming skills are not required.

Reason for Description Change: The class is held in deep water and this correction will keep their expectations realistic.

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: Select One

Contact Name: Levi Query, co-SAC chair

Contact E-Mail: [lquery@pcc.edu](mailto:lquery@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE:	Course Description
Current Course Number:	PE 283
Current Course Title:	Prof Act-Mind/Body Disciplines
Current Corequisites:	
Proposed Corequisites:	PE 182J, PE 182K, PE 182L or PE 182S
Will this impact other SACs?, Is there an impact on other SACs?:	No
How other SACs may be impacted:	
Will this impact other Depts/Campuses?, Is there an impact on another dept or campus?:	No
Request Term:	winter
Requested Year:	2009
Contact Name:	Moe O'Connor
Contact E-Mail:	<a href="mailto:moconnor@pcc.edu">moconnor@pcc.edu</a>

Curriculum Request Form  
Contact/Credit Hour

Current Course Number: Bi 200

Current Course Title: Prin of Ecology:Field Biology

	Current	Proposed
Lecture Hours:	30	0
Lab Hours:	30	0
Lec/Lab Hours:	0	20-120
Hours:	6	2-12
Credits:	4	1-6

Reason for Change: The field biology course will be offered in a variety of field locations if we have the flexibility to set the credit term-by-term. The credit value needs to match the depth and range of learning, which will vary from location to location.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus: n/a

Is there potential conflict with another SAC?: NO

Impact on SACs: n/a

Implem. Term: Fall

Implementation Year,Implem. Year: 2008

Contact Name: Dieterich Steinmetz

Contact Email: [dsteinme@pcc.edu](mailto:dsteinme@pcc.edu)

Curriculum Request Form  
New Course

Course number: CS 233u

Course title: Advanced c programming

Transcript title: Advanced c programming

Course credits: 4

Lec contact hrs: 30

Lec lab contact hrs: 0

Lab contact hrs: 30

Special fee: \$12

Course description: Advanced c programming including the preprocessor, advanced pointers, data structures, algorithms, and program structure. Lab exercises. Recommended: cs 133u, mth 112 or mth 116, wr 121, cs 140u. Additional lab hours may be required.

Intended outcomes: On completion of this course the student should be able to perform the following in a unix/linux environment:

1. Software development process
  - a) follow the software development process (requirements analysis, design, implementation, and testing) in the development of multi-source code files
  - b) employ good software engineering practices such as incremental development, data integrity checking, and adherence to style guidelines
  - c) construct programs that demonstrate effective use of advanced c features including the pre-processor, pointers, void \*, static and external variables, advanced data structures, and dynamic memory management
2. Computer science theory
  - a) select and model data using primitive and structured types
  - b) analyze and construct effective algorithms
3. Technology and tools
  - a) use development environment features including make processors, editors, debuggers, compilers, linkers, and libraries.
4. Communications
  - a) identify and comprehend c documentation
  - b) work well with peer developers in a team situation including

## mentoring and peer reviews

Course activities and design:

Outcomes assessment strategies:

1. Programming labs
  - a) students will complete software projects comprised of design, implementation, and test plans
  - b) designs will demonstrate the use of structured and modular design principles
  - c) implementation will demonstrate the use of components including alternation, repetition, modular programming, advanced data types, event-driven programming, and advanced i/o techniques
  - d) test plans will included black box and glass box testing strategies, and use of interactive debuggers
  - e) project work will include peer review
2. Examinations
  - a) students will demonstrate competency on exams which are constructed to demonstrate
    - i) written technical communication and effective use of terminology
    - ii) facility with programming language syntax and semantics
    - iii) ability to read and understand specifications, designs, and programs
    - iv) application of course concepts
    - v) individual capability in design, implementation, and testing of program components
3. Recitation and class discussions
  - a) students will actively participate in classes and demonstrate an understanding of class concepts through
    - i) class discussions
    - ii) in-class presentations

2.

Course content and skills:

1. Software engineering process
  - a) problem solving
  - b) software development cycle
  - c) program design
  - d) algorithm analysis
  - e) program testing
  - f) cohesion and coupling
2. Computer science theory
  - a) data structures
  - b) program verification and validation
3. Technology and tools
  - a) c pre-processor (macros, directives, conditional compilation)
  - b) management of multi-source programs
    - i) multiple homogeneous source code files
    - ii) multiple heterogeneous source code files
  - c) pointers
  - d) static data structures (structure, enumeration, unions)

- e) program optimization techniques
- f) kernel i/o services
- g) dynamic data structures with memory management
- h) storage classes and declarations
- i) oop - abstract data types
- i) encapsulation
- ii) creating an interface specification
- iii) making a package reusable
- j) low level programming
- i) bit operations
- ii) bit-fields
- iii) bitwise operators
- k) input/output - file input/output operations
- l) writing portable code
- m) error handling
- i) debugging
- ii) diagnostics
- iii) errors
- n) standard libraries
- o) void \* pointers
- p) static and extern variables
- q) command line input
- r) advanced file i/o (binary, indexed, random access)
- s) dynamic linking
- t) bit processing
- u) variable length function parameters
- 4. Communications
- a) peer review
- b) reviewing and writing technical documentation

Reason for new course: Student demand for follow on to cs 133u

How course will be taught: Campus,online,hybrid

Reason for other:

Where and how the course transfer within our of highered: The course is intended to transfer to oit and osu at the minimum

Proof of course transferable: Email confirmation is being sought.

Gened status or cultural diversity sought: 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: None impacted.

Explain if there are any potential impact on another department or campus: None.

Implemented term or year requested: Fall 2009

Submitter: Colin goble  
From: Cgoble@pcc.edu  
Sac chair: Colin goble  
Sac chair email: Cgoble@pcc.edu  
Sac admin liason name: Art schneider  
Sac admin liason email: Aschneid@pcc.edu

Curriculum Request Form  
General Education

Course number: CS 133G

Course name: Introduction to computer games

Course credits: 4

Course description: Fundamentals of computer game development, including a survey of computer game categories and platforms, major game components, an overview of the game development process, and an introduction to game graphics. This course will design and develop some elementary two-dimensional computer games.

Course category: Mathematics, natural and physical science, computer studies

Proof of course transferable: This class is accepted as a lower division transfer in computer science at PSU and OIT.

Course eligible status: No

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 class covers many different gaming cultures, especially including those from Japan and South Korea, where computer gaming is even more prevalent than in the U.S.

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: This course covers the history of computer gaming worldwide. Many of the historical examples covered discuss gender and cultural topics.

Understanding of themselves and their natural and technological environments: Computer gaming is all about modeling a fantasy environment. And yet the fantasy must be based on experienced reality. An understanding of one's natural environment is a necessary starting point to develop a fantasy environment.

Ability to reason qualitatively and quantitatively:	This class covers elements of computer programming which necessitate an ability to reason qualitatively and quantitatively.
Ability to conceptually organize experience and discern its meaning:	The ability to design a successful computer game, which this class is intended to cover, necessitates an ability to organize experience and discern (and analyze) its meaning.
Aesthetic and artistic values:	Aesthetic and artistic excellence is essential to a good computer game. This course dwells on these issues.
Understanding of the ethical and social requirements of responsible citizenship:	This class speaks to the topic of what is acceptable and unacceptable in the design of computer games, and discusses these in the context of various age and cultural groups.
Reason if the course is not available to all pcc students:	Yes.
How the course include wide spectrum concept and theoretical models:	This Class Touches On Graphics For Artistic Design, Audio, Economics For Fantasy World Modeling, Multimedia, Math For 2d Co-Ordinate Geometry, Physics For Physical Modeling Such As Gravity And Friction, Computer Science For Programming, And Psychology For Game Theory.
How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline:	The student has to consider all these issues in the design of a successful game.
How the course attempts an examination or analysis of the discipline to which it belongs:	This class covers the computer science concepts of event driven programming, object oriented programming and graphics, as all are integral to the development of games that are part of this course.
How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors:	The text specifically covers the thinking and feelings of industry leaders through excerpted interviews with several of the key players.
How the course attends to the role	The class requires students to write a game design

that language plays in the discipline and in ways the subject is understood and has been understood:

document - which specifically calls for good English skills, and the ability to express oneself crisply and precisely. Students critique each other's work.

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

Games are all about exploring values, ethics, and belief modeled in a fantasy world. For most students these will be based on an understanding of the values, ethics, and beliefs they see in the world around them.

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

The course specifically covers the history of computer gaming and relates it to other disciplines, such as electronics, computer science, art, and multimedia.

Contact person:

Colin Goble

From:

cgoble@pcc.edu

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	ESOL 33
Current Course Title:	EL Civics
Current Prerequisites/Concurrent:	Placement in ESOL 30, 40, 42, or 44
Proposed Prerequisites/Concurrent:	Placement in ESOL 30
Will this impact other SACs?,Is there an impact on other SACs?:	No
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	summer
Requested Year:	2008
Contact Name:	Roxanne Hill
Contact E-Mail:	<a href="mailto:rhill@pcc.edu">rhill@pcc.edu</a>

Curriculum Request Form  
New Course

Course Number: ESOL 153N

Course Title: Grammar 1

Transcript Title: ESOL Grammar 1

Lecture Hours: 2

Load Total: 2

Weekly Contact Hours: 2

Total Credits: 0

Reason for New Course: Level 4 (ESOL 40, 42, and 44) students are allowed to take classes for noncredit at a lower cost. If we are allowed to change the prerequisites for the former ESOL 173 (proposed as ESOL 153), ESOL would like to make this course available to the noncredit Level 4 students, too.

Course Description: This elective class includes the identification and practice of the following grammatical structures: subject-verb agreement, question and negation structure, verb tenses, sentence patterns, and sentence types. It is designed to reinforce concepts in both oral and written contexts. Does not replace courses in the core curriculum.

Prerequisite(s):

Prereq/Concurrent: None

Corequisite(s): Placement in ESOL 40/40N and ESOL 42/42N and ESOL 44/44N or higher

Learning Outcomes: Identify grammatical structures listed under section A and use them appropriately in a variety of oral and written contexts.

Course Format: On Campus

Are there similar courses existing: NO

Description of existing courses: ESOL 173 (being changed to ESOL 153) is the same course but is offered for credit.

Required or Elective: Elective

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: NO

Description of Contact:

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

Implementation Term: Summer

Implementation Year: 2008

Contact Name: Roxanne Hill

Contact E-mail: [rhill@pcc.edu](mailto:rhill@pcc.edu)

Date: April 28, 2008

**Course Number: ESOL 153N**

**Course Title: Grammar 1**

Credit Hours:

Lecture Hours per Week: 0

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of Weeks: 11/12

Special Fees: None

**Course Description for Publication:**

This elective class includes the identification and practice of the following grammatical structures: subject-verb agreement; question and negation structure, verb tenses, sentence patterns, and sentence types. It is designed to reinforce concepts in both oral and written contexts.

Prerequisites: placement in ESOL 40 and ESOL 42 and ESOL 44 or higher. Does not replace courses in the core curriculum.

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

Identify grammatical structures listed under section A and use them appropriately in a variety of oral and written contexts.

**Outcome Assessment Strategies:**

Videotape analysis, assignments, quizzes, tests, and oral presentations.

**Course Content: Themes, concepts, issues**

- A. Grammar Review and Instruction
  - 1. Subject-verb agreement
  - 2. Question/Negation formation
  - 3. Simple and Progressive Verb Tenses
  - 4. Sentence patterns
  - 5. Simple, Compound, and Complex Sentences
- B. Critical Thinking Skills

**Competencies and Skills**

- A. Grammar
  - Verbs and Related Structures
  - 1. Use subject-verb agreement structures competently
  - 2. Use question/negation structures competently
  - 3. Use simple and progressive verb tenses competently
  - 4. Use sentence patterns competently
  - 5. Use simple, compound, and complex sentences competently
- B. Critical Thinking Skills
  - 1. Use supplemental materials to practice grammatical structures in a variety of oral and written contexts.
  - 2. Demonstrate an awareness of audience and purpose for various registers and settings.
  - 3. Distinguish between relevant and irrelevant information  
eg. contracted verb forms in spoken English
  - 4. Determine appropriate uses for various structures  
eg. deciding when to use a simple tense instead of a continuous tense
  - 5. learn to look at language in context in order to determine function and purpose



Curriculum Request Form  
Course Revision

CHANGE: Course Number,Requisites

Current Course Number: ESOL 173

Proposed Course Number: ESOL 153

Current Course Title: Grammar 1

Current Prerequisites: Placement in ESOL 160 levels or above

Proposed Prerequisites: Placement in ESOL 40/40N and ESOL 42/42N and ESOL 44/44N or higher

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

How other SACs may be impacted:

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: summer

Requested Year: 2008

Contact Name: Roxanne Hill

Contact E-Mail: [rhill@pcc.edu](mailto:rhill@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Course Number,Requisites

Current Course Number: ESOL 183

Proposed Course Number: ESOL 163

Current Course Title: Grammar 2

Current Prerequisites: ESOL 173; or instructor permission

Proposed Prerequisites: Placement in ESOL 160 and ESOL 162 and ESOL 164 or higher

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

How other SACs may be impacted:

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: spring

Requested Year: 2008

Contact Name: Roxanne Hill

Contact E-Mail: [rhill@pcc.edu](mailto:rhill@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE:	Course Number,Requisites
Current Course Number:	ESOL 193
Proposed Course Number:	ESOL 253
Current Course Title:	Grammar 3
Current Prerequisites:	None listed
Proposed Prerequisites:	Placement in ESOL 250 and ESOL 252 and ESOL 254 or higher.
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	summer
Requested Year:	2008
Contact Name:	Roxanne Hill
Contact E-Mail:	<a href="mailto:rhill@pcc.edu">rhill@pcc.edu</a>

Curriculum Request Form  
New Course

Course number: FD 277

Course title: Fashion Trend Analysis

Transcript title: Fashion Trend Analysis

Course credits: 3

Lec contact hrs: 30

Course description: The fashion trend forecasting process within the apparel industry; use of information sources and trend analysis in developing and promoting a fashion product. Introduction to history of and terminology of apparel design.

Prerequisites coreq concurrent: Basic prerequisites: Reading, Writing, Math

Intended outcomes:

1. Forecast new trends through understanding the consumer's response and acceptance of current trends.
2. Have insight into the dynamics of a consumer of a specific market.
3. Determine the needs of a specific market through research, analysis and projections.
4. Apply knowledge of the historical, cultural, social and economic impacts on apparel for developing a product line for today's consumer.
5. Effectively communicate a broad understanding of the approaches to the study of fashion and the process of fashion forecasting.

Course activities and design:

Outcomes assessment strategies: Students will research and present forecasting focused on some aspect of apparel design. The other forms of assessment will be determined by the individual instructor. Assessment strategies may include: Qualitative examinations Quantitative examinations Essays Journals Research papers In-class dialog Portfolios Projects Group work Case Studies

Media analysis Service Learning

Course content and skills:	<p>Course Content:</p> <p>Themes, Concepts, and Issues:</p> <p>Fashion and forecasting defined</p> <p>Fashion trends</p> <p>Forecasting of: Directions, Industries, Fashion, Color, Style</p> <p>Consumer research</p> <p>Fashion resources &amp; publications</p> <p>Textile development</p> <p>Design concepts</p> <p>Cultural aspects</p> <p>Competencies and Skills:</p> <p>Define and provide examples of fashion forecasting terminology.</p> <p>Identify and analyze fashion trends.</p> <p>Identify factors that contribute to the introduction, adoption, and diffusion of fashion objects.</p> <p>Profile characteristics of target customers; identify consumer behavior patterns and their effect on fashion demand.</p> <p>Identify, evaluate, and use sources of fashion information: trade publications, consumer publications, and websites.</p> <p>Apply APA knowledge of referencing trend publications</p>
Reason for new course:	Apparel Design is a growing field; Portland is a leading area for design. OSU has asked that we create an articulation for their lower division required courses in order to reduce their load (at least 100 new students a year).
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within our of highered:	Exact course match at OSU, DHE 277 Fashion Trend Analysis
Proof of course transferable:	Working with OSU to create an exact course match so that students will be able to transfer seamlessly. We are also working on an articulation with the Portland Arts Institute.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	None

Explanation if they have consulted with sac chairs of other programs regarding potential impact:

Explain if there are any potential impact on another department or campus:

None

Implemented term or year requested:

Winter, 2009

Submitter:

Doris Werkman

From:

dwerkman@pcc.edu

Sac chair:

Denise Roy (Interior Design SAC)

Sac chair email:

droy@pcc.edu

Sac admin liason name:

Doris Werkman

Sac admin liason email:

dwerkman@pcc.edu

Curriculum Request Form  
New Course

Course number:	ART 248
Course title:	GLASS CASTING
Transcript title:	GLASS CASTING
Course credits:	3
Lec lab contact hrs:	20
Lab contact hrs:	60
Special fee:	\$15 lab fee
Course description:	Provides an introductory but thorough studio experience investigating the mechanics and design concerns necessary to make molds for glass casting and then casting in glass. Included in this class is an overview of related processes, techniques and concepts that address historical and contemporary issues. Students will use a variety of techniques to develop and encourage creative problem solving. Critiques, discussions, and presentations establish critical skills necessary to evaluate glass crafting, explore artistic intent, examine and structural solutions, and expand perceptual awareness. Course includes demonstrations, lectures, slides and audiovisual materials. May be taken three times for credit.
Prerequisites coreq concurrent:	There are no course prerequisites although Basic Design, ART 117, is encouraged. A cognitive comprehension of college level English is required.
Addendum to course description:	All studio classes have recently petitioned to opt out of prerequisite requirements.
Intended outcomes:	Students will endeavor to do the following: <ul style="list-style-type: none"><li>• Find and develop creative ways to solve problems using a variety of strategies for mold making in preparation for glass casting.</li><li>• Create personal works in glass, which demonstrate an introductory level of the understanding of form, ideas, materials and techniques.</li><li>• Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about mold making and glass craft with others.</li><li>• Research how artists are using glass today.</li><li>• Increase appreciation of glass artistry of the past not only as an aesthetic resource but as an appreciation of works from different cultures and times initiating a lifelong process of expanding knowledge on the diversity of perspectives on the human experience.</li><li>• Connect to the continuum of artistic endeavor in the WHOLE creative history of making art: painting, sculpture, textiles, architecture</li></ul>

- Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making art. Become aware of the ecological consciousness as to the impact glass casting has on the environment as compared to say watercolors, whittling or embroidery.
- Begin to establish self-critiquing skills to develop autonomous expression while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Course activities and design:

Students will be assessed on the following:

- Create molds in a range of complexity while demonstrating an understanding of the underlying logic in common with all mold design.
- Work together demonstrating teamwork and concern for each other while being mindful of shared

Outcomes assessment strategies:

Competencies and Skills

The successful student should be able to do the following:

- Find resources for materials and tools used in glass casting.
- Conduct research to develop ideas, perspectives, and influences from a variety of sources.
- Employ a variety of strategies to solve problems encountered in the process of realizing an idea for a glass form. Students will be able to make models, sketches, maquettes, material tests, etc.
- Use a variety of conceptual strategies to make molds and create glass castings.
- Use the proper safety/health equipment and procedures in working in the studio.
- Make interesting, challenging, appropriately crafted work.
- Understand and apply basic vocabulary necessary to discuss the formal, conceptual, and technical aspects of these processes.
- Analyze and enjoy the formal and perceptual concerns of glass.
- Communicate with others on a variety of levels (i.e. formal, conceptual etc.) on the subject of glass.
- Assess the ways in which art objects are affected by personal perspectives and experiences.
- Make historical and cultural connections in determining meaning and understanding of art.

These will be evaluated and assessed by work produced, critiques and individual and group review.

Course content and skills:

Concepts

- Create visual ideas through experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, drawing, collaborating, scrutinizing, discussing)
- Develop these ideas in glass through sketches, plans, maquettes, test pieces, models and finally casting glass objects
- The relationship between Perception and Art



- The relationship between Form and Content
  - Methodologies for interpreting art
- Historical and Cultural Contexts
- Concepts, theories, and issues addressed by various cultures and historical periods.
  - Concepts, theories, and issues addressed by contemporary glass makers from different cultures.
  - Relationships between form and content in works of art from different cultures and historical periods.
  - The roles of art and artists in different cultures
  - Intercultural and "interhistorical" influences (e.g. the influence of historically important glass centers abroad on contemporary American glass art today.)

#### Ceramic Forms and Perceptual Impact

- Visual/physical elements used to create glass form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, weight, volume, mass, text, etc.
- Relationships of characteristics within visual/physical elements (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture, etc.)
- Strategies for manipulating visual/physical elements as a means of formal composition and expression (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)
- The relationship between material and form and their visual/physical impact (i.e. a hollow clear form imparts light and breath and movement as the viewers eyes move across the surface where as heavily saturated glass regardless of its form suggests imperviousness and stasis. Heavy texture on glass bounces the light around while a smooth surface draws the light into the form.)

#### Materials and Techniques

- Comprehensive understanding of plaster and its application to process.
- Comprehensive understanding of the components and characteristics of investment materials.
- Safety and hygiene in the studio.
- Firing schedules, understanding ramps and soaks and the operations of the kilns and controllers.
- Working comfortably both with clay and wax forming techniques.
- Making flexible molds, mother molds in preparations for lost wax casting.

#### Critical Analysis

- o Vocabulary relevant to ideas, materials, and techniques pertaining to glass casting and mold making.
- o Application, interpretation, and redefinition of glass casting ideas, connection of historical and cultural contexts, personal expression and creative freedom.

Reason for new course: Glass Casting has been taught successfully for three terms as an experimental class under various numbers. There is clear need for this class in the college catalogue as it involves media and techniques not covered in the curriculum of other art classes.

How course will be taught: Campus

Where and how the course transfer within  
ous of highered: Chemeketa Community College has a course with similar content under this number. Chemeketa is the only community college in Oregon with an extensive glass program.

Proof of course transferable: The Rock Creek Department Chair is in contact with Chemeketa about the transferability and parity of this course with its own.

Gened status or cultural diversity sought: 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: The Art SAC has approved this course. There is no overlap with other PCC disciplines.

Explain if there are any potential impact on another department or campus: Equipping the RC sculpture lab for this course is already in place. We have added necessary equipment and established a protocol for the purchase and selling of raw glass to students. We foresee no additional institutional costs beyond maintenance of existing equipment and facilities.

Implemented term or year requested: Fall 08

Submitter: Mark Andres

From: mandres@pcc.edu

Sac chair: Richey Bellinger

Sac chair email: richey.bellinger@pcc.edu

Sac admin liason name: Kate Dins

Sac admin liason email: kdins@pcc.edu

Curriculum Request Form  
New Course

Course number:	FP 208
Course title:	Emergency Operations Safety & Survival
Transcript title:	Emergency Ops Safety & Surv.
Course credits:	2
Lec contact hrs:	10
Lec lab contact hrs:	20
Lab contact hrs:	
Special fee:	Protective clothing rental fee \$150.00
Course description:	Prepares students to initiate rapid intervention, emergency procedures and self rescue tactics; identify and avoid potentially dangerous conditions, predict the potential for unexpected and unusually extreme conditions during emergency operations on the fire ground and other emergency incidents.
Prerequisites coreq concurrent:	FP 111 Firefighter I Skills Academy FP 201 Emergency Service Rescue
Addendum to course description:	Students will become familiar with NIOSH case studies of FF LODD, reading smoke and building conditions, RIT Ops, "Mayday" procedures, building search, emergency entry, exit & bailout procedures, air management, FF rescue and extrication from above and below grade, over window and wall breaching and entanglements.
Intended outcomes:	Reduce the risk of FF injury and line of duty deaths through education.
Course activities and design:	This course will challenge students to function utilizing emergency operating procedures during unexpected and simulated extreme conditions.
Outcomes assessment strategies:	At the beginning of the course, the instructor will discuss the methods used to evaluate student performance and progress and the criteria for assigning a course grade. A course syllabus will be provided. Assessment methods may include one or more of the following: examinations, quizzes, homework assignments, research papers, simulations, and drill ground demonstrations and

evaluations. Students will be required to demonstrate competency in a variety of tasks associated with fire fighter emergency procedures, safety and survival.

- Course content and skills:
1. History and development of fire fighter safety and survival concepts.
  2. Statistical relevance of fire fighter injury and line of duty death investigations.
  3. Common problems associated with emergency operations at incidents and how to identify and avoid them.
  4. Practical procedures to apply during emergency operations when unexpected and unusually extreme conditions are encountered.

Course used to supply ri  
for certificate: No

Reason for new course: Address National trend of losing an average of over 100 fire fighters each year in line of duty deaths and to prevent career ending injuries.

How course will be taught: Campus,Other

Reason for other: Fire Training Centers

Explanation if there are  
degrees andor certificates  
that are affected by the  
instruction of this course: No

Explanation if this course  
transfer to any other  
academic institution: EOU and WOU Fire Service Administration lower division core.

Explanation if there are  
similar courses existing in  
other programs or  
disciplines at pcc: None

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  
No

campus:

Implemented term or year requested: Fall 2008

requested:

Submitter: Ed Lindsey

From: elindsey@pcc.edu

Sac chair: Ed Lindsey

Sac chair email: elindsey@pcc.edu

Sac admin liason name: Kal Robertson

Sac admin liason email: kroberts@pcc.edu

Curriculum Request Form  
New Course

Course number: FP 210

Course title: Multicultural Strategies for Firefighters

Transcript title: Multicultural Strat. for FF

Course credits: 3

Lec contact hrs: 30

Lec lab contact hrs: 0

Lab contact hrs: 0

Special fee: 0

Course description: Provides familiarization with communication styles, customs, language and behavior patterns of various cultures, ethnic groups and non –traditional populations as employed by and encountered by the fire service and other emergency service professions.

Prerequisites coreq concurrent: None

Addendum to course description: This course is designed to give students a basic overview on the history and impact of prejudice, discrimination and racism within the fire service. Students will learn the importance of relating to their co-workers and all segments of the communities they serve in a fair and unbiased manner. The fire service in the United States is a microcosm of American society and is becoming more multicultural in its workforce make-up. Progressive and responsive fire departments recognize the value to educate and train their personnel to be culturally competent, value cultural differences and acquire cross-cultural skills. They realize this is an on-going process which requires being open to new paradigms because of changing demographics.

Intended outcomes:

- Work in the changing fire department which is a microcosm of society.
- Use effective recruitment, retention, and promotion strategies in fire departments.
- Utilize effective multicultural awareness training methods in fire departments.
- Communication effectively with firefighters in the workplace and

while providing service delivery in multicultural communities.

- Provide a positive public safety approach to specific cultures.
- Differentiate between the firefighter image and cultural sensitivity.
- Demonstrate firefighter professionalism and leadership in a diverse society.
- Provide culturally sensitive emergency service as it relates to Homeland Security and Disaster Preparedness.

Course activities and design:

The material in this course will be presented in a lecture, demonstration and discussion format. Other instructional methods including guest speakers, research papers, book and journal article reviews, written and oral reports, table top simulations, demonstrations, and audio and visual presentations may be employed.

Outcomes assessment strategies:

At the beginning of the course, the instructor will detail the methods used to assess student performance and progress, as well as the criteria for the student's final grade. Methods of assessment will include the following; examinations, quizzes, an interview assignment report, research papers, class participation, oral presentations and group activities.

Course content and skills: This course will address topics that include, but are not limited to:

- The changing fire department which is a microcosm of society.
- Multicultural representation in the fire service: recruitment, retention and promotion.
- Protected and non-protected class status, Civil rights Act, ADA, Sexual Harassment and EEOC.
- Male, female, sexual orientation, gay, lesbian, bisexual, and transgender issues.
- Communication and cross-cultural communication.
- Public safety contact with Asian/Pacific Americans.
- Public safety contact with African Americans.
- Public safety contact with European Americans.
- Public safety contact with Latino/Hispanic Americans.

- Public safety contact with Arab Americans and other Middle Eastern groups.
- Public safety contact with American Indians.
- Public safety contact with Class stratification, Homeless and Emotionally/Mentally Ill persons.
- Firefighter image and cultural sensitivity.
- Leadership, professionalism and using the CARE Approach (Compassionate, Attentive, Responsive and Eclectic) concept in problem solving strategies in a diverse workforce, society and environment.
- Firefighters' role with Homeland Security and Disaster Preparedness.

Course used to supply ri  
for certificate: No

Reason for new course: Address need for career specific understanding of cultural diversity issues in the work place and during emergency service delivery.

How course will be taught: Campus

Reason for other: Fire and Emergency Service Training Centers

Explanation if there are  
degrees and/or certificates  
that are affected by the  
instruction of this course: No

Explanation if this course  
transfer to any other  
academic institution: WOU and EOU lower division Fire Service Administration core.

Explanation if there are  
similar courses existing in  
other programs or  
disciplines at pcc: Not specific to professional technical field.

Explanation if they have  
consulted with sac chairs  
of other programs  
regarding potential impact: No

Explain if there are any  
potential impact on: No



another department or  
campus:

Implemented term or year requested: Fall 2008

Submitter: Aaron T. Olson  
From: aolson@pcc.edu  
Sac chair: Ed Lindsey  
Sac chair email: elindsey@pcc.edu  
Sac admin liason name: Kal Robertson  
Sac admin liason email: kroberts@pcc.edu

Curriculum Request Form  
New Course

Course number:	EET 270
Course title:	Motors/Generators and Control Systems
Transcript title:	Motors/Generators Control Syst
Course credits:	3
Lec contact hrs:	20
Lab contact hrs:	30
Course description:	Introduction to DC and AC motors, generators, and control circuits. Three phase motors, generators, and transformers. Motor control methods. PLC's and Ladder logic diagrams.
Prerequisites coreq concurrent:	Prerequisite: EET113
Intended outcomes:	<ol style="list-style-type: none"><li>1. Use single and three phase AC motors and AC motor drives in the design, development, diagnosis, and application of these motors and drives in industrial control systems.</li><li>2. Apply DC motors and control systems knowledge in the design, development, and diagnosis of electronic equipment and industrial processes which use them.</li><li>3. Use DC, AC single phase, and AC three phase generators in the design, development, and diagnosis of systems that use them</li></ol>
Course activities and design:	Course includes a 3-hour per week laboratory that demonstrates a variety of control systems and methods described in the course
Outcomes assessment strategies:	The evaluation procedure will include examinations, lab exercises, and homework assignments. The instructor will provide specific evaluation information during the first week of class.
Course content and skills:	DC Motors and Control Circuits <ol style="list-style-type: none"><li>a) Electromagnetic principles</li><li>b) Power and energy concepts</li><li>c) Motor types and characteristics</li></ol>

d) Control circuits

AC Motors and Control Circuits

- a) Induction motors, single phase and 3 phase
- b) AC motor drive circuits

Special Purpose Motors

- a) PM DC motors
- b) Stepper motors
- c) AC and DC servo motors
- d) Control circuits

Course used to supply ri for certificate:

No

Reason for new course:

To accommodate new EET options and better assist transferability into RES program of OIT

How course will be taught:

Campus

Reason for other:

Explanation if there are degrees and/or certificates that are affected by the instruction of this course:

No. These topics were already part of the existing EET 255 course which will now be canceled.

Explanation if this course transfer to any other academic institution:

Yes. Into the RES program of OIT.

Explanation if there are similar courses existing in other programs or disciplines at pcc:

The EET 255 course was an existing class for many years in our degree. We just split its content among two classes and canceled the old one.

Explanation if they have consulted with sac chairs of other programs regarding potential impact:

Yes.

Explain if there are any potential impact on another department or campus:

I don't think so.

Implemented term or year requested:

fall 2008

Submitter: sanda williams  
From: sanda.williams@pcc.edu  
Sac chair: sanda williams  
Sac chair email: sanda.williams@pcc.edu  
Sac admin liason name: john Mckee  
Sac admin liason email: john.mckee@pcc.edu

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 105

Current Course Title: Interpersonal Communication

Proposed Learning Outcomes:

- ◆ Use an understanding of the principles of interpersonal communication to present information and convey needs clearly in a variety of communication contexts, including the diverse workplace.
- ◆ Facilitate effective work relationships and resolve conflicts with skillful application of a broad range of communication skills.
- ◆ Critically evaluate one's own behavior and adapt communication style and personal behavior to make intercultural interactions more effective.
- ◆ Consider the limits and benefits of using technology when participating in interpersonal interactions in the workplace and in social contexts.

Reason for Learning Outcomes Change: SAC approved. Triennial review.

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: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 110

Current Course Title: Gender Conflict Resolution

Current Learning Outcomes: \* In a work group, demonstrate techniques for effectively working through conflict situations caused by gender or multi-cultural differences.  
\* Describe how gender differences may cause conflict and explain what to do to minimize this conflict.  
\* Apply to problem solving method in a real situation.

Proposed Learning Outcomes: ♦ Use an understanding of gender and multi-cultural communication patterns, beliefs, and biases to reframe perspectives and minimize the potential for conflict.  
  
♦ Apply conflict management strategies to effectively work through gender or multi-cultural conflict situations personally and professionally.

Reason for Learning Outcomes Change: SAC Approved 4/23/08. Triennial review.

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

How other SACs may be impacted:

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

Request Term: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 113

Current Course Title: Influence Without Authority

Current Learning Outcomes: Understand the necessity of developing an influence plan.

Be able to develop a set of influencing behaviors tailored to the influencee.

Learn to identify what power one has relative to the influence.

Proposed Learning Outcomes: ♦ Exercise influence, without formal authority, to accomplish projects faster and more effectively in an organization.

♦ Build relationships with peers, supervisors and others to create mutual advantage and to get more done.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
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: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 115

Current Course Title: Improving Work Relations

Current Learning Outcomes: \* Demonstrate how to implement a plan that will help an organization stand out from a crowd of “look-alikes”  
\* Describe and implement a plan that not only addresses quality and quantity issues but includes how to maintain the “human side” of all business relationships  
\* Explain how hiring and placing a diverse work force is one of the most advantageous methods for building and maintaining internal work relationships  
\* Describe a step-by-step plan for encouraging employees to become “risk takers” and “innovators”

Proposed Learning Outcomes: ♦ Use an understanding of the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness.  
♦ Use productive management techniques to help an organization prosper while meeting the monetary, social and emotional needs of its workforce.  
♦ Develop a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industry/organizations.  
♦ Advance career opportunities in supervision by applying principles of interpersonal relationship management to work practices.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
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: fall  
Requested Year: 2008  
Contact Name: Chris Cary  
Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

Current Course Number: MSD 117

Current Course Title: Customer Relations

Current Learning Outcomes: Demonstrate customer service techniques for working with all types of customers, both internal and external

Explain how the "guest" policy works and why it is important

Describe how cultural differences including understanding of verbal and non-verbal messages, influence effective customer relations

Analyze a situation, select /implement the most effective technique for handling it

Proposed Learning Outcomes: ♦ Respond to diverse customer needs with a variety of customer service strategies to identify, assess, predict, and measure customer satisfaction in an organization.

♦ Enhance an organization's ability to thrive by developing and/or implementing culturally sensitive customer service policies.

♦ Use appropriate customer service techniques to listen, resolve problems, and handle customer complaints in an organization.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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: Chris Carey

Contact E-Mail:

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Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 121

Current Course Title: Leadership Skill Development

Current Learning Outcomes: \* Demonstrate techniques for incorporating five practices of exemplary leadership throughout the organization

\* Explain why leaders must be innovators who keep the lines of communication open and encourage risk taking when considering decisions

\* Demonstrate techniques for creating a climate that enables others to do their best without fear of failure

\* Describe techniques for developing and maintaining a highly motivated work environment that fosters collaboration and builds effective teams

Proposed Learning Outcomes: ♦ Develop and foster personal perspective and voice for increased leadership effectiveness

♦ Apply leadership skills and strategies to current business, community, or personal challenges

♦ Recognize and seize leadership opportunities

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:

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: fall

Requested Year: 2008

Contact Name: Chris Carey

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Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 122

Current Course Title: Motivation Without Manipulation

Current Learning Outcomes: Demonstrate motivational activities for individual and organizational achievement

Explain specific techniques for delegating work that helps to motivate the individual rather than "dumping" on him or her.

Identify and describe how to design a recognition system that continues to motivate rather than manipulate.

Explain how to eliminate or minimize dissatisfaction.

Proposed Learning Outcomes: ♦ Lead employees to effective individual and organizational achievement by establishing a climate for intrinsic motivation.

♦ Use an understanding of motivation, delegation, and recognition to minimize or eliminate dissatisfaction.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
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: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

Change: Learning Outcomes

Current course number: MSD 123

Current course title: Job Search Strategies

Current learning outcomes: Identify skills and strengths based on work as well as personal experience.

Explain specific steps for securing a position including job prospecting and self-marketing.

Describe successful interview techniques and explain how to answer difficult questions without becoming defensive.

Participate in a mock panel interview.

Explain how to present a weakness as an opportunity for proactivity and learning.

Proposed learning outcomes: ? Use goal setting, self exploration, writing a resume, and research to develop and act on a job search strategy.

? Prepare, practice, and perform effectively in job interviews.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other sacs may be impacted:

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: fall

Requested year: 2008

Contact name: Chris Carey

Contact e-mail:

[chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 128

Current Course Title: Crisis Intervention: Handling the Difficult Person

Current Learning Outcomes: Identify and understand the phases of situation crisis intervention.

Identify the physical changes that indicate a potentially explosive situation may occur.

Select appropriate techniques to minimize danger when approaching the difficult or dangerous person.

Explain the significance of isolating the potentially dangerous person.

Explain and demonstrate techniques for turning destructive behavior into productive behavior.

Proposed Learning Outcomes: ♦ Assess the difficult or dangerous person and select appropriate techniques for crisis intervention.

♦ Turn destructive behavior into productive behavior while in an official capacity.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: No

Request Term: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)



Curriculum Request Form  
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: MSD 133

Current Course Title: Brave New Workplace

Current Description: Discover tools and strategies to cultivate creative thinking your competitive edge in these turbulent, exciting times. We are surrounded by simple, obvious solutions that can dramatically increase our income, power influence and ultimately, long-term success. Our challenge is to see them!

Proposed Description: Examines modifying professional image, behaviors, communication style, and mannerisms to improve personal productivity and performance. Includes charting a course of decision, resolve, and steps toward desired professional as well as personal results.

Reason for Description Change: Description in catalog is for a different course.

Current Learning Outcomes: Demonstrate various methods that can be implemented immediately to improve personal productivity and performance.

Chart a course of decision, resolve, and steps toward desired personal and professional results.

Proposed Learning Outcomes: ● Modify professional image, behaviors, communication style, and mannerisms to improve personal productivity and performance.

● Chart a course of decision, resolve, and steps toward desired personal and professional results.

Reason for Learning Outcomes Change: SAC Approved 4/23/08. Triennial review.

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: Chris Carey  
Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

Change: Learning Outcomes

Current course number: MSD 134

Current course title: Who Moved My Cheese

Current learning outcomes: Describe a new and positive way of dealing with change in the workplace  
Demonstrate a win-win approach toward transitions in life  
Demonstrate a fun language and method of thinking that will accelerate the organization's ability to change

Proposed learning outcomes: ♦ Accelerate an organization's ability to change by using a fun language and method of thinking.  
♦ Use a win-win approach toward transitions in one's life.

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: Chris Carey

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

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 148

Current Course Title: Asserting Yourself in the Workplace

Current Learning Outcomes: \* Explain the differences among assertive, non-assertive and aggressive behaviors.  
\* Describe what assertive techniques promote effective communication and minimize defensive reactions in others.  
\* Identify the basic rights and responsibilities individuals share.  
\* Explain how messages are received and demonstrate assertive responses.

Proposed Learning Outcomes: ♦ Communicate effectively with assertive, aggressive, and non-assertive individuals in the workplace  
  
♦ Promote effective communication and minimize defensive reactions by using assertive behaviors

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 150

Current Course Title: Listening Skills

Current Learning Outcomes:

In a work group, demonstrate steps for active listening and communication skills.  
Describe the importance of paraphrasing and questioning.  
Describe various communication techniques.

Proposed Learning Outcomes:

◆ Use listening skills to create more effective, less confrontational, more productive professional and personal relationships.

◆ Use strategies appropriately to improve one's ability to listen to and understand people.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 151

Current Course Title: Dealing with Difficult People

Current Learning Outcomes: \* Demonstrate techniques for effectively handling difficult situations  
\* Identify and analyze the human dynamics of difficult behavior  
\* Assess personal approaches to conflict  
\* Evaluate and choose the best strategies for dealing with specific difficult situations

Proposed Learning Outcomes: ♦ Various individual and/or group skill-building activities such as case studies, or other exercises geared toward critical analysis of course concepts.  
♦ Written assignments or oral reports designed to integrate course material into personal experience or experiences of others.  
♦ Exams comprised of essay and/or objective questions, or complete an individual and/or team project or paper, which requires integration, application, and critical examination of course concepts, issues, and themes.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 157

Current Course Title: Conflict Management

Current Learning Outcomes: \* Demonstrate the techniques for effectively handling arguments and destructive conflicts.  
\* Design a plan for effectively preventing conflict in the workplace.  
\* Identify behavior that contributes positively in conflict situations and explain how to use this behavior effectively.

Proposed Learning Outcomes: ♦ Use learned skills in effective negotiation to take risks and try new approaches to resolving conflicts in personal or work situations.  
♦ Disagree without being disagreeable, explore rather than debate, build relationships, and fix problems without assigning blame.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: No

Request Term: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: do\_not\_reply

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD 159

Current Course Title: Stress Control

Current Learning Outcomes:

- \* Describe methods of coping with stress.
- \* Describe the five-step vitality process and how to integrate it into the work environment.
- \* Explain the importance of staying professional under duress.
- \* Outline steps for introducing change that reduces the anxiety (stress) of employees.

Proposed Learning Outcomes: ? Use learned skills in stress management techniques to manage personal stress in personal or work situations.  
? Use understanding of stress management principles to minimize stress for employees in the workplace.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: No

Request Term: fall  
Requested Year: 2008  
Contact Name: Chris Carey  
Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)



Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: MSD

Proposed Course Number: 160A

Current Course Title: Communication Styles

Current Learning Outcomes: Identify communication styles based on observation of behavior.  
Describe steps for building positive relationships.  
Explain how the communication "loop" affects relationships.  
Explain how non-verbal communication influences perceptions.  
Explore different approaches to effective listening

Proposed Learning Outcomes: ♦ Use an understanding of communication styles to create effective communication in a variety of work and personal environments.  
♦ Create and implement plans for developing positive work relationships.

Reason for Learning Outcomes Change: SAC approved 4/23/08. Triennial review.

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

How other SACs may be impacted:  
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: fall

Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: [chris.carey@pcc.edu](mailto:chris.carey@pcc.edu)

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS105

Course title: Music Appreciation

Course description: Provides an introduction to understanding symphonic music in the vocal and instrumental genres from the ancient period through the contemporary music of our time. Class will be presented using a multi-media format.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: Placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite meets the writing demands of this course which is a survey of western European art music.

Instructional materials and other teaching methods used in this course wr: Lecture, DVD Concerts, Audio Recordings, Live Concerts, Standard Music Appreciation Freshman-Level Text

Assessments used to measure outcomes wr: Qualitative and/or quantitative examinations  
Homework assignments  
Listening assignments  
Concert reports  
Research project  
Class participation

Strategies employed to support students with writing deficient: Requested prerequisites will ensure writing skills are not deficient for this course.

Rd prerequisite: READING

Rd prerequisite requested: WR prerequisite requested infers reading prerequisite is met.

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: No Math Prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: The math skills required by this course are minimal.

Instructional materials and other teaching methods used in this course mth: Lecture, DVD Concerts, Audio Recordings, Live Concerts, Standard Music Appreciation Freshman-Level Text

Assessments used to measure outcomes mth: Qualitative and/or quantitative examinations  
Homework assignments  
Listening assignments  
Concert reports  
Research project  
Class participation

Strategies employed to support students with math deficient: Math skills required by this course are minimal.

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS108

Course title: Music Cultures of the World

Course description: Examines the world's music with attention to musical styles and cultural contexts. Includes the study of Oceania, Indonesia, Africa, India, China, Japan, Middle East, Latin America, and ethnic North America.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: Placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisites adequately meet the writing requirements of this course

Instructional materials and other teaching methods used in this course wr: Lectures, DVD performances, Audio Recordings, In-class Demos, Standard Text for Course.

Assessments used to measure outcomes wr: examinations, quizzes, listening assignments, research papers, class participation, concert reports

Strategies employed to support students with writing deficient: Requested prerequisites will ensure writing skills are adequate.

Rd prerequisite: READING

Rd prerequisite requested: Writing prerequisite infers reading has been met

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: Course requires minimal math skills - this course is a survey of non-Western music.

Instructional materials and other teaching methods used in this course mth: Lectures, DVD performances, Audio Recordings, In-class Demos, Standard Text for Course.

Assessments used to measure outcomes mth: examinations, quizzes, listening assignments, research papers, class participation, concert reports

Strategies employed to support students with math deficient: n/a

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt- Out

Course number: MUS110

Course title: Fundamentals of Music

Course description: Covers Concepts of sound, music notation, rhythm, meter, intervals, modes, scales, triads, sight singing and ear training. Introduces the basic terminology of music theory and begins development of musical skills.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisites will adequately meet the skills required for successfully completing this course - as assessed by the music SAC.

Instructional materials and other teaching methods used in this course wr: Lecture, Multi-Media, Hands-On Music Performance, Textbook, Workbook.

Assessments used to measure outcomes wr: Qualitative and/or quantitative examinations  
Homework assignments  
Listening assignments  
Concert reports  
Research project  
Class participation

Strategies employed to support students with writing deficient: Requested prerequisite will ensure skills are adequate for this course.

Rd prerequisite: READING

Rd prerequisite requested: Writing prerequisite infers reading has been met

Explain how learning

outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: standard prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Instructional materials and other teaching methods used in this course mth:

Assessments used to measure outcomes mth:

Strategies employed to support students with math deficient:

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS201

Course title: Intro to Music and Its Lit

Course description: Covers music of the Medieval, Renaissance and Baroque eras of music history.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: Placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: Materials will be presented in a lecture/multi-media/discussion format. Use of extensive multi-media educational methods will be used to enhance lectures. These methods include: CD audio, CD ROM, Laser Disc, DVD, Midi, and computer presentations featuring music software.

Assessments used to measure outcomes wr: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to support students with writing deficient: The requested prerequisites will ensure students are adequately prepared to successfully complete this course.

Rd prerequisite: READING

Rd prerequisite requested: Writing prerequisite infers reading has been met

Explain how learning outcomes competencies and



skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: This particular course requires minimal math skills - it is a history of Western European Music from the Middle Ages to the Renaissance.

Instructional materials and other teaching methods used in this course mth: Materials will be presented in a lecture/multi-media/discussion format. Use of extensive multi-media educational methods will be used to enhance lectures. These methods include: CD audio, CD ROM, Laser Disc, DVD, Midi, and computer presentations featuring music software.

Assessments used to measure outcomes mth: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to support students with math deficient: Math skills required are minimal.

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS202

Course title: Intro to Music and Its Lit

Course description: Covers music of the Classic and Romantic eras of music history.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: Placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: Materials will be presented in a lecture/multi media/discussion format. Use of extensive multi media educational methods to enhance lectures. These methods include: CD audio, CD ROM, Laser Disc, DVD, Midi, and computer presentations featuring music software.

Assessments used to measure outcomes wr: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to support students with writing deficient: The requested prerequisites will ensure students are adequately prepared to successfully complete this course.

Rd prerequisite: READING

Rd prerequisite requested: writing prerequisite infers reading has been met

Explain how learning outcomes competencies and skills listed in ccog for this

course can be achieved  
without rd115:

Instructional materials and  
other teaching methods used  
in this course rd:

Assessments used to  
measure outcomes rd:

Strategies employed to  
support students with reading  
deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning  
outcomes competencies and  
skills listed in ccog for this  
course can be achieved  
without mth20: This particular course requires minimal math skills - it is a history  
of Western European Music from the Middle Ages to the  
Renaissance.

Instructional materials and  
other teaching methods used  
in this course mth: Materials will be presented in a lecture/multi media/discussion  
format. Use of extensive multi media educational methods to  
enhance lectures. These methods include: CD audio, CD ROM,  
Laser Disc, DVD, Midi, and computer presentations featuring  
music software.

Assessments used to  
measure outcomes mth: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to  
support students with math  
deficient: Math skills required for this course are minimal.

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS203

Course title: Intro to Music and Its Lit

Course description: Covers music of the post-Romantic era and the 20th century.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites that as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: Materials will be presented in a lecture/multi-media/discussion format. Use of extensive multi media educational methods will be used to enhance lectures. These methods include: CD audio, CD ROM, Laser Disc, DVD, Midi, and computer presentations featuring music software.

Assessments used to measure outcomes wr: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to support students with writing deficient: The requested prerequisites will ensure students are adequately prepared to successfully complete this course.

Rd prerequisite: READING

Rd prerequisite requested: WR prerequisite requested infers reading prerequisite is met.

Explain how learning outcomes competencies and skills listed in ccog for this

course can be achieved  
without rd115:

Instructional materials and  
other teaching methods used  
in this course rd:

Assessments used to  
measure outcomes rd:

Strategies employed to  
support students with reading  
deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning  
outcomes competencies and  
skills listed in ccog for this  
course can be achieved  
without mth20: This particular course requires minimal math skills - it is a history  
of Western Music from the Post-Romantic Era through the 20th  
century.

Instructional materials and  
other teaching methods used  
in this course mth: Materials will be presented in a lecture/multi-media/discussion  
format. Use of extensive multi media educational methods will be  
used to enhance lectures. These methods include: CD audio, CD  
ROM, Laser Disc, DVD, Midi, and computer presentations  
featuring music software.

Assessments used to  
measure outcomes mth: Qualitative examinations  
Quantitative examinations  
Aural examinations  
Homework assignments  
Class and group participation

Strategies employed to  
support students with math  
deficient: This particular course requires minimal math skills - it is a history  
of Western Music from the Post-Romantic Era through the 20th  
century.

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS 205

Course title: Introduction to Jazz History

Course description: Covers the 90-year history of jazz, a truly American art form. Eras, styles, and significant artists are examined and analyzed.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentation

Assessments used to measure outcomes wr: Qualitative and/or quantitative examination, quizzes, listening assignment, and class participation

Strategies employed to support students with writing deficient: The requested prerequisites will ensure students are adequately prepared to successfully complete this course.

Rd prerequisite: READING

Rd prerequisite requested: wR prerequisite requested infers reading prerequisite is met.

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved

without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: This particular course requires minimal math skills - it is a history of Jazz music

Instructional materials and other teaching methods used in this course mth: The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentation

Assessments used to measure outcomes mth: Qualitative and/or quantitative examination, quizzes, listening assignment, and class participation

Strategies employed to support students with math deficient: Math requirement is minimal for this course

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS206

Course title: Intro to History of Rock Music

Course description: Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentations. The instructor will provide additional recorded examples in response to student questions. Listening to rock music is a shared activity.

Assessments used to measure outcomes wr: qualitative and/or quantitative examinations, quizzes, listening assignments, and class participation

Strategies employed to support students with writing deficient: The requested prerequisites will ensure students are adequately prepared to successfully complete this course.



Rd prerequisite: READING

Rd prerequisite requested: WR prerequisite requested infers reading prerequisite is met.

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:

Instructional materials and other teaching methods used in this course mth:

This particular course requires minimal math skills - it is a history of rock music.

The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentations. The instructor will provide additional recorded examples in response to student questions. Listening to rock music is a shared activity.

Assessments used to measure outcomes mth: qualitative and/or quantitative examinations, quizzes, listening assignments, and class participation

Strategies employed to support students with math deficient: minimal math requirements

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Prerequisite Opt-Out

Course number: MUS207

Course title: Intro to History of Folk Music

Course description: Examines ballads, worksongs, bluegrass, country blues and gospel music are examined as well as influential non-American styles. Also covers protest songs and the "folk revival" of the sixties.

Steps the sac has taken: Music (LD transfer) SAC held lengthy discussions concerning the adequate levels of reading, writing and math skills required by each course. Prior to SAC meetings the chair and one other committee member investigated the content for each level of writing, reading and math - this included the examination of actual course material for each level of reading and writing and consultation with academic advisor. This information was presented to the SAC members and courses were individually assessed. The SAC concluded that some of the courses serve as "gateway" courses for new college students and determined that outcomes for courses would be adequately met with prerequisites as decided.

Wr prerequisite: WRITING

Wr prerequisite requested: placement into WR121 or co-enrollment in WR115

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Instructional materials and other teaching methods used in this course wr: The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentations. The instructor will provide additional recorded examples in response to student questions. Listening to folk music is a shared activity.

Assessments used to measure outcomes wr: qualitative and/or quantitative examinations, quizzes, listening assignments, and class participation.

Strategies employed to support students with writing deficient: Requested prerequisite adequately meets the skills required to meet the demands of this course - as assessed by the SAC.

Rd prerequisite: READING

Rd prerequisite requested: wR prerequisite requested infers reading prerequisite is met.

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:

Instructional materials and other teaching methods used in this course rd:

Assessments used to measure outcomes rd:

Strategies employed to support students with reading deficient:

Mth prerequisite: MATH

Mth prerequisite requested: no math prerequisite

Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20: This particular course requires minimal math skills - it is a history of folk music.

Instructional materials and other teaching methods used in this course mth: The material in this course will be presented in a lecture-discussion format. Other educational activities will be utilized including critical listening to recorded examples and visual presentations. The instructor will provide additional recorded examples in response to student questions. Listening to folk music is a shared activity.

Assessments used to measure outcomes mth: qualitative and/or quantitative examinations, quizzes, listening assignments, and class participation.

Strategies employed to support students with math deficient: minimal math required for this course

Other info to consider:

Contact person: John Mery

From: jmery@pcc.edu

Curriculum Request Form  
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: ED 136

Current Course Title: Computers in Education

Current Description: Introduces various software applications in both stand-alone and network environments. Create educational word-processed documents, spreadsheets, databases, graphics, desktop publishing and presentation documents. Demonstrate computer-search skills using various network resources.

Proposed Description: Introduces students to the many educational uses of computers and how to integrate educational technology into the curriculum.

Reason for Description Change: More general description. Also eliminates language parallelism problems in current description.

The following addendum will also be provided in the ccog:  
The curriculum for this course is based on the International Society for Technology in Education (ISTE) recommended foundations in technology for all teachers. It meets the National Educational Technology Standards for Teachers (NETS-T) and the national Technology Standards for School Administrators (TSSA) as recommended by ISTE. Course competencies are aligned with outcome 5 of the Oregon Paraeducator Certificate:- Apply Technology to support teaching, learning and communication.

Current Learning Outcomes:

Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives/outcomes listed in this course content guide. Course content guides are developed by program faculty and are approved by management.

American Disabilities Act: "Any Student who may need an accommodation for any sort of disability should make an appointment to see the instructor."

#### 1.0 ORIENTATION TO COMPUTER OPERATION

Instructional Goal:

Develops skills and an understanding of computer operations

Objectives/Outcomes:

- 1.1 demonstrates how to turn on equipment
- 1.2 demonstrates proper procedures for booting a program
- 1.3 demonstrates proper procedures for operating a printer
- 1.4 demonstrates re-booting
- 1.5 discusses the care and maintenance of floppy disks

## 2.0 APPLEWORKS ORIENTATION

Instructional Goal:

Develops skills in the practical application of Appleworks

Objectives/Outcomes:

- 2.1 selects files
  - 2.1.1 adds files to desktop
  - 2.1.2 works with one of the files on desktop
  - 2.1.3 saves desktop file to disk
  - 2.1.4 removes files from desktop

## 3.0 WORDPROCESSING

Instructional Goal:

Gains knowledge and skills in wordprocessing

Objectives/Outcomes:

- 3.1 inputs information
- 3.2 demonstrates cursor moves
- 3.3 demonstrates cursor command
  - a. inserts cursor
  - b. overstrikes cursor
- 3.4 deletes information
  - a. uses delete key
  - b. uses control Y - OA - Y
  - c. OA - D
- 3.5 demonstrates options commands (defaults)
- 3.6 demonstrates OA - commands
- 3.7 prints
- 4.0 DATA BASE

Instructional Goal:

Develops knowledge and skills in the use of data base

Objectives/Outcomes:

- 4.1 demonstrates proper procedures for setting up categories
- 4.2 inputs information
- 4.3 edits information
- 4.4 deletes information
- 4.5 adds information
- 4.6 demonstrates procedure for adding categories

- 4.7 describes layout options
- 4.8 demonstrates printer options
  - a. tables format
  - b. labels format
- 4.9 prints

## 5.0 SPREADSHEET

Instructional Goal:  
 Develops knowledge and skills in the use of spreadsheets

- Objectives/Outcomes:
- 5.1 sets up a format
  - 5.2 enters (inputs) information
  - 5.3 demonstrates the procedures for setting up formulas
  - 5.4 discusses layout
  - 5.5 demonstrates layout
  - 5.6 prints

Proposed Learning Outcomes:

Upon completion of this course, the student will be able to use technology to support communication, teaching, and learning by:

- ◆ creating instructional materials by using word processing, database and presentation/publishing programs for use in K-12 settings.
- ◆ using rubrics to aid in the evaluation of educationally-valid information on Web sites and educational software for use in the classroom.
- ◆ sharing information using the internet communication resources by using discussion boards, email, blogs, etc. to address topics specific to education, content area teaching, and library media practices.
- ◆ designing student learning activities that integrate computers/technology for a variety of student group strategies and for diverse student populations in an educational setting.
- ◆ using your understanding of instructional theories and models concerning educational technology to increase technology integration in schools.

Reason for Learning Outcomes Change:

updating to current technology in schools; updating to current PCC outcome format; include statewide certificate outcomes.

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

No

Will this impact other

No

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

How other Depts/Campuses will be impacted:

Request Term: summer

Requested Year: 2008

Contact Name: Gabe Hunter-Bernstein

Contact E-Mail: [ghunterb@pcc.edu](mailto:ghunterb@pcc.edu)

Curriculum Request Form  
Course Revision

Change: Learning Outcomes

Current course number: ED 224

Current course title: Foundations of Education

Current learning outcomes: Students will be able to:

- \* Use global and historical perspectives, philosophical concepts, and educational views to articulate evolving teaching philosophies of their own;
- \* Use knowledge of the organization and management of the k-12 education system at a local, state, and national level to appropriately access resources;
- \* Relate specific educational practices in teaching and organization/management to philosophical theories and practical considerations in order to engage in professional collaborations;
- \* Connect issues of current and historical relevance to the field of education (e.g., diversity, accountability, standards, assessment, local vs. state vs. national control, funding) to professional daily practice.

Proposed learning outcomes: Students will be able to:

- \* Use global and historical perspectives, philosophical concepts, and educational views to articulate evolving teaching philosophies of their own;
- \* Use knowledge of the organization and management of the k-12 education system at a local, state, and national level to appropriately access resources;
- \* Relate specific educational practices in teaching and organization/management to philosophical theories and practical considerations in order to engage in professional collaborations;
- \* Connect issues of current and historical relevance to the field of education (e.g., diversity, accountability, standards, assessment, local vs. state vs. national control, funding) to professional daily practice.
- \* Meet the following required statewide outcomes for Foundations of Education to successfully apply them to professional practice:
  1. Describe the qualities and characteristics that are necessary for one to be a professional and effective educator.
  2. Identify the roles, responsibilities and ethical expectations of teachers in today's schools.
  3. Understand the multiple purposes of schooling in America.
  4. Develop an initial personal philosophy of education through examination of different schools of thought.
  5. Explain how major social, cultural, economic, and political forces have impacted and continue to impact education.



6. Describe the diversity found in today's students, e.g. culture, race, ability, gender, language, community and economic class.
7. Understand the relationship of diversity to educational access and societal equity.

Reason for Learning Outcomes Change:

PCC is signing an mou to adopt minimal education outcomes for this course common to all other colleges and universities in the state, so have added those exact outcomes to our existing ones. (There is some redundancy between the PCC set and the statewide set, but we felt that we wanted to keep our language to show our emphasis, while also showing we are meeting the specific statewide outcomes.) We will add a statement to the SAC-controlled part of the ccog that these statewide outcomes must be assessed in the class and that a passing grade in the course indicates their mastery.

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

No

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

Request term:

summer

Requested year:

2008

Contact name:

Gabe Hunter-Bernstein

Contact e-mail:

[ghunterb@pcc.edu](mailto:ghunterb@pcc.edu)

Curriculum Request Form  
New Course

Course number:	GRN268
Course title:	Techniques and Adaptive Strategies in Therapeutic Horticulture
Transcript title:	Therapeutic Hort Strategies
Course credits:	2
Lec contact hrs:	20
Course description:	Prepares students to design, develop, and maintain wellness activities and therapeutic horticulture gardens and programs, incorporating indoor, outdoor and seasonal adaptations, strategies, and techniques. Includes a focus on special needs populations in retirement and long term care communities, vocational and medical rehabilitation facilities, and developmental disabilities settings. Students must have completed GRN267 or the equivalent course offered through the Legacy Therapeutic Horticulture Program.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	This is the second course of a 6 course, 13-credit sequence in therapeutic horticulture required by the Therapeutic Horticulture and Horticultural Therapy Certificates of Completion.
Intended outcomes:	<ul style="list-style-type: none"><li>• Design wellness activities and therapeutic horticulture gardens and programs for special needs populations in retirement and long term care communities, vocational and medical rehabilitation facilities, and developmental disabilities settings.</li><li>• Develop year-round programs, budgets, and maintenance plans, incorporating appropriate indoor, outdoor, and seasonal adaptations, strategies, and techniques.</li><li>• Maintain professional and ethical standards of practice, based on available research and resources.</li></ul>
Course activities and design:	Course is conducted in a hospital setting, including contact with the therapeutic horticulture program and garden. Includes a combination of reading, lecture, discussion, observation and practice in the program and garden.
Outcomes assessment strategies:	Students will demonstrate they have met the learning outcomes through various means, including completion of study guides, written and oral examination, plant identification and resource location

guides, and program plans incorporating strategies appropriate to various populations, settings, and seasons.

Course content and skills: Therapeutic horticulture and gardens  
Programming for special populations  
Therapeutic horticulture adaptations, strategies and techniques  
Indoor and outdoor programming  
Year-round garden planning and maintenance  
Vocational, rehabilitative, pediatric and geriatric programs and services  
Professional resources  
Professional ethics

Course used to supply ri for certificate: No

Reason for new course: Required for new Certificates of Completion

How course will be taught: Other

Reason for other: Legacy Good Samaritan Hospital Therapeutic Horticulture Program

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Course will be added to Gerontology AAS Degree  
Landscape Technology can provide students with 18 credits of horticulture required by Horticultural Therapy Certificate of Completion

Explanation if this course transfer to any other academic institution: In discussions with Oregon State University Horticulture Department

Explanation if there are similar courses existing in other programs or disciplines at pcc: This course enhances current Certificates of Completion in Gerontology (Activity Professional and Advanced Behavioral and Cognitive Care)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: We have consulted with Landscape Technology on courses to meet pre-requisites for the Horticultural Therapy Certificate

Explain if there are any potential impact on another department or campus: As described above - cooperation with Landscape Technology

Implemented term or year requested: Fall 2008

Submitter: Jan Abushakrah

From: jabushak@pcc.edu  
Sac chair: Jan Abushakrah  
Sac chair email: jabushak@pcc.edu  
Sac admin liason name: Brooke Gondara  
Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form  
New Course

Course number:	GRN269
Course title:	Therapeutic Horticulture Skills I
Transcript title:	Therapeutic Hort Skills I
Course credits:	2
Lec contact hrs:	20
Course description:	<p>Introduces therapeutic skills, include therapeutic models, medical terminology, assessment, goal setting, task analysis, treatment issues, activity planning, documentation and evaluation, safety and precautions as applied in a therapeutic horticulture milieu. Professional and therapeutic skill topics include learning styles, motivational management, group dynamics, therapeutic use of self, listening skills, public speaking, counseling basics, roles in the interdisciplinary team, leadership role of the therapist, writing and communication skills, and ethics. Students must have completed GRN268 or the equivalent course offered through the Legacy Therapeutic Horticulture Program.</p>
Prerequisites coreq concurrent:	N/A
Addendum to course description:	<p>This is the third course of a 6 course, 13-credit sequence in therapeutic horticulture required by the Therapeutic Horticulture and Horticultural Therapy Certificates of Completion.</p>
Intended outcomes:	<ul style="list-style-type: none"><li>• Conduct assessment, documentation, treatment plans and therapeutic sessions appropriate to elders and children and special populations</li> <li>• Design and conduct therapeutic horticulture activities in the context of various therapeutic settings and facilities, using therapeutic clinical skills and based on professional standards of the field</li></ul>
Course activities and design:	<p>Course is conducted in a hospital setting, including contact with the therapeutic horticulture program and garden. Includes a combination of reading, lecture, discussion, observation and practice in the program and garden. Focuses on the assessment and documentation process, identifying tools and addressing physical, cognitive, and psychosocial client goals. Explores treatment issues of special populations, task analysis of therapeutic horticulture activities, and writing session plans for elders and children.</p>

Outcomes assessment strategies: Students will demonstrate they have met the learning outcomes through various means, including assessment, documentation, task analysis, session plans, and case studies; written and oral examination; and group and individual projects including healthcare site work.

Course content and skills: Assessment and documentation process  
Medical terminology in the TH profession  
Interviews and data gathering for client assessment  
Task analysis for TH activities  
Special population treatment issues  
12-month activity plans  
Treatment session model  
Session Planning Format  
TH groups geared to physical, cognitive and psychosocial client goals  
Therapeutic helping skills  
Case Studies  
Resources for continuing professional development of clinical skills  
Horticulture skills for therapy

Reason for new course: Required for new Certificates of Completion

How course will be taught: Other

Reason for other: Legacy Good Samaritan Hospital Therapeutic Horticulture Program  
Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Course will be added to Gerontology AAS Degree  
Landscape Technology can provide students with 18 credits of horticulture required by Horticultural Therapy Certificate of Completion

Explanation if this course transfer to any other academic institution: In discussions with Oregon State University Horticulture Department

Explanation if there are similar courses existing in other programs or disciplines at pcc: This course enhances current Certificates of Completion in Gerontology (Activity Professional and Advanced Behavioral and Cognitive Care)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: We have consulted with Landscape Technology on courses to meet pre-requisites for the Horticultural Therapy Certificate

Explain if there are any potential impact on another department or: As described above - cooperation with Landscape Technology

campus:

Implemented term or year Fall 2008

requested:

Submitter: Jan Abushakrah

From: jabushak@pcc.edu

Sac chair: Jan Abushakrah

Sac chair email: jabushak@pcc.edu

Sac admin liason name: Brooke Gondara

Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form  
New Course

Course number: GRN270

Course title: Therapeutic Horticulture Programming for Older Adults and Children

Transcript title: Therapeutic Hort Programming

Course credits: 2

Lec contact hrs: 20

Course description: Introduces therapeutic horticulture program models; human development models; issues in aging, frailty, dementia, and the continuum of care; intergenerational program models; assessment, documentation, and treatment planning; activity, thematic and seasonal planning; case study writing; marketing and public relations; program evaluation; and general issues in therapeutic garden design, maintenance and programming for children and frail elders. Students must have completed GRN269 or the equivalent course offered through the Legacy Therapeutic Horticulture Program.

Prerequisites coreq concurrent: N/A

Addendum to course description: This is the fourth course of a 6 course, 13-credit sequence in therapeutic horticulture required by the Therapeutic Horticulture and Horticultural Therapy Certificates of Completion.

Intended outcomes:

- Design and conduct comprehensive therapeutic programs and gardens, appropriate to the developmental and special needs of children and older, frail adults in hospital, adult day care, and intergenerational settings.
- Conduct and evaluate activity, individual and group sessions, and develop and present pediatric and geriatric case studies, based on therapeutic and development models appropriate to a variety of neurological impairments and other disabling conditions.
- Develop a personal plan for continuing education and skill development in the field.

Course activities and design: Course is conducted in a hospital setting, including contact with the therapeutic horticulture program and garden. Includes a combination of reading, lecture, discussion, observation and practice in the program and garden, and in other locations. Focuses on program



design, implementation and assessment for intergenerational, children, and frail elder populations in a variety of treatment settings.

Outcomes assessment strategies: Students will demonstrate they have met the learning outcomes through various means, including assessment, documentation, task analysis, session plans, and case studies; written and oral examination; and group and individual projects.

Course content and skills: Treatment issues related to stroke, spinal cord injury, MS, diabetes, cardiac conditions, amputation, traumatic brain injury, developmental disabilities, cancer, mental illness and other orthopedic and neurological impairments

Assessment and documentation

Developmental and aging stages model  
Special needs of children and older adults  
geriatric and pediatric case studies  
12-month programs for frail elders, dementia clients, inpatient pediatric patients  
Group and individual therapeutic sessions  
Horticulture skills for therapy  
Professional ethics  
Program design components and process  
Program budgeting  
Continuing education plans

Course used to supply ri for certificate: no

Reason for new course: Required for new Certificates of Completion

How course will be taught: Other

Reason for other: Legacy Good Samaritan Hospital Therapeutic Horticulture Program

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Course will be added to Gerontology AAS Degree  
Landscape Technology can provide students with 18 credits of horticulture required by Horticultural Therapy Certificate of Completion

Explanation if this course transfer to any other academic institution: In discussions with Oregon State University Horticulture Department

Explanation if there are similar courses existing in other programs or disciplines at pcc: This course enhances current Certificates of Completion in Gerontology (Activity Professional and Advanced Behavioral and Cognitive Care)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: We have consulted with Landscape Technology on courses to meet pre-requisites for the Horticultural Therapy Certificate

Explain if there are any potential impact on another department or campus: As described above - cooperation with Landscape Technology

Implemented term or year requested: Fall 2008

Submitter: Jan Abushakrah  
From: jabushak@pcc.edu  
Sac chair: Jan Abushakrah  
Sac chair email: jabushak@pcc.edu  
Sac admin liason name: Brooke Gondara  
Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form  
New Course

Course number:	GRN271
Course title:	Therapeutic Horticulture Skills II
Transcript title:	Therapeutic Hort Skills II
Course credits:	2
Lec contact hrs:	20
Course description:	Builds therapeutic and professional skills to work in pediatric, geriatric, developmental disabilities, psychiatric and offender programs. Includes advanced skills in designing and evaluating 12-month therapeutic activities and programming for frail elderly, pediatric, developmentally disabled, neurologically impaired and other special needs populations. Focuses on professional skill mastery and continuing education planning. Students must have completed GRN270 or the equivalent course offered through the Legacy Therapeutic Horticulture Program.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	This is the fifth course of a 6 course, 13-credit sequence in therapeutic horticulture required by the Therapeutic Horticulture and Horticultural Therapy Certificates of Completion.
Intended outcomes:	<ul style="list-style-type: none"><li>• Design and evaluate comprehensive therapeutic programs and gardens, appropriate for challenging behaviors and treatment needs in pediatric, geriatric, developmental disabilities, psychiatric and offender programs.</li><li>• Conduct and evaluate 12-month programs for the range of special populations, utilizing research, treatment plans, and advanced therapeutic and professional skills.</li><li>• Develop a personal plan for continuing education and development of behavioral and emotional techniques for working with challenging populations.</li></ul>
Course activities and design:	Course is conducted in a hospital setting, including contact with the therapeutic horticulture program and garden. Includes a combination of reading, lecture, discussion, observation and practice in the program and garden, and in other locations. Focuses on advanced skill development and program design, implementation and

assessment for a variety of challenging, special needs populations in a range of treatment settings.

Outcomes assessment strategies: Students will demonstrate they have met the learning outcomes through various means, including oral, demonstration, and written examinations; group and individual projects demonstrating skill mastery in program design, implementation and evaluation.

Course content and skills: Client assessment and documentation  
Grading therapeutic activities for pediatric and geriatric sessions  
Professional skills in presentation, initiative, dependability, empathy, cooperation, clinical reasoning, verbal and written communication  
Treatment issues related to various medical, orthopedic, and neurological conditions  
Activity session model - group and individual  
12-month programming for range of special populations and challenging and difficult clients  
Horticulture skills for therapy  
Therapeutic garden maintenance  
12-month plant identification  
12-month therapeutic activities  
Professional development and mastery  
Professional ethics

Course used to supply ri for certificate: no

Reason for new course: Required for new Certificates of Completion

How course will be taught: Other

Reason for other: Legacy Good Samaritan Hospital Therapeutic Horticulture Program

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Course will be added to Gerontology AAS Degree  
Landscape Technology can provide students with 18 credits of horticulture required by Horticultural Therapy Certificate of Completion

Explanation if this course transfer to any other academic institution: In discussions with Oregon State University Horticulture Department

Explanation if there are similar courses existing in other programs or disciplines at pcc: This course enhances current Certificates of Completion in Gerontology (Activity Professional and Advanced Behavioral and Cognitive Care)

Explanation if they have consulted with sac chairs: We have consulted with Landscape Technology on courses to meet pre-requisites for the Horticultural Therapy Certificate

of other programs  
regarding potential impact:

Explain if there are any potential impact on another department or campus: As described above - cooperation with Landscape Technology

Implemented term or year requested: Fall 2008

Submitter: Jan Abushakrah  
From: jabushak@pcc.edu  
Sac chair: Jan Abushakrah  
Sac chair email: jabushak@pcc.edu  
Sac admin liason name: Brooke Gondara  
Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form  
New Course

Course number:	GRN272
Course title:	Therapeutic Garden Design, Maintenance & Programming
Transcript title:	Therapeutic Gardens
Course credits:	3
Lec contact hrs:	30
Course description:	Focuses in the design, maintenance and programming of natural and horticultural therapeutic gardens. Includes working with an interdisciplinary team, garden assessment using therapeutic gardening standards, designing restorative settings, planning and conducting group and seasonal sessions, sensory goals programming for dementia clients, patio and strolling gardens for assisted living facility programs, and special needs gardens. Students must have completed GRN271 or the equivalent course offered through the Legacy Therapeutic Horticulture Program.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	This is the sixth course of a 6 course, 13-credit sequence in therapeutic horticulture required by the Therapeutic Horticulture and Horticultural Therapy Certificates of Completion.
Intended outcomes:	<ul style="list-style-type: none"><li>• Design, maintain, and develop programming for natural and horticultural therapeutic gardens, appropriate for a variety of special populations and working with an interdisciplinary team.</li><li>• Design and assess restorative and therapeutic garden programs, including individual and group sessions, seasonal programming, and specialized programs for dementia clients, assisted living facilities, and special needs populations.</li></ul>
Course activities and design:	Course is conducted in a hospital setting, including contact with the therapeutic horticulture program and garden. Includes a combination of reading, lecture, discussion, observation and practice in the program and garden, and in a variety of locations. Focuses on restorative and therapeutic garden design, as well as programming appropriate to various settings and populations.
Outcomes assessment strategies:	Students will demonstrate they have met the learning outcomes through various means, including oral, demonstration, and written examinations; and capstone projects in garden design,

maintenance, and programming.

Course content and skills: horticulture, therapeutic horticulture, horticultural therapy and therapeutic garden  
Historical development of therapeutic gardens  
Benefits of therapeutic horticulture and gardens  
The interdisciplinary team  
AHTA Therapeutic Garden standards  
Case Studies  
Raised Beds  
Garden assessment  
Coherence, legibility, complexity and mystery in garden design  
Restorative settings  
Group and individual sessions in therapeutic gardens  
Garden design and maintenance  
Seasonal session planning to meet cognitive and sensory goals  
Patio and strolling gardens  
Therapeutic applications of trees, shrubs, perennials, vines and annuals  
Professional Ethics

Course used to supply ri for certificate: no

Reason for new course: Required for new Certificates of Completion

How course will be taught: Other

Reason for other: Legacy Good Samaritan Hospital Therapeutic Horticulture Program

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Course will be added to Gerontology AAS Degree

Explanation if this course transfer to any other academic institution: Landscape Technology can provide students with 18 credits of horticulture required by Horticultural Therapy Certificate of Completion

Explanation if they have consulted with sac chairs of other programs regarding potential impact: In discussions with Oregon State University Horticulture Department

Explanation if there are similar courses existing in other programs or disciplines at pcc: This course enhances current Certificates of Completion in Gerontology (Activity Professional and Advanced Behavioral and Cognitive Care)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: We have consulted with Landscape Technology on courses to meet pre-requisites for the Horticultural Therapy Certificate

Explain if there are any potential impact on another department or campus: As described above - cooperation with Landscape Technology

Implemented term or year requested: Fall 2008

Submitter: Jan Abushakrah  
From: jabushak@pcc.edu  
Sac chair: Jan Abushakrah  
Sac chair email: jabushak@pcc.edu  
Sac admin liason name: Brooke Gondara  
Sac admin liason email: bgondara@pcc.edu



Curriculum Request Form  
Contact/Credit Hour Change

Current Course Number: CG280A  
Current Course Title: CE: Career Exploration

	Current	Proposed
Lab Hours:	30-90	30-120
Credits:	1-3	1-4

Reason for Change: There have been incidents where students hit a cooperative credit "ceiling" do to the restriction of variable credit from 1-3 credits. We would like to add a 4 credit option to allow for more flexibility. Students may transfer up to 12 credits of coop ed to university and may need up to 12 for the professional program if not available otherwise.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Implem. Term: Spring  
Implementation Year,Implem. Year: 2008

Contact Name: Adrian Rodriguez  
Contact Email: [arodrigu@pcc.edu](mailto:arodrigu@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: PHL191

Current Course Title: Analysis & Eval of Argument

Current Learning Outcomes: The student must be able to:  
1. Recognize arguments and to distinguish premises from conclusions.  
2. Understand the point of view of the author of an argument.  
3. Write clear, sympathetic paraphrases of arguments from actual discourse.  
4. Work with simple patterns for valid argument.  
5. Analyze passages involving complex arguments, multiple arguments and counter-arguments.  
6. Form some rudimentary judgments about the strengths and weaknesses of arguments.  
7. Write coherent, clear arguments and counter-arguments.

Proposed Learning Outcomes: Students completing this course should be able to:

- Recognize arguments and to distinguish premises from conclusions.
- Recognize the point of view of the author of an argument.
- Write clear, sympathetic paraphrases of arguments from actual discourse.
- Use simple patterns for valid argument as tools for analysis.
- Analyze passages involving complex arguments, multiple arguments and counter-arguments.
- Form judgments about the strengths and weaknesses of arguments.
- Write coherent, clear arguments and counter-arguments.

Reason for Learning Outcomes Change: To bring outcomes language into conformity with the guidelines

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

How other SACs may be impacted:

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: fall

Requested Year: 2008

Contact Name: Andy Simon

Contact E-Mail: [asimon@pcc.edu](mailto:asimon@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: PHL195

Current Course Title: Critical Thinking: Science and the Occult

Current Learning Outcomes: The student must be able to:  
1. Understand the importance of control in scientific investigation.  
2. Work with basic statistical concepts as they apply in scientific enquiry.  
3. Read and assess media reports of scientific studies.  
4. Understand the basic notions at the heart of science: theory, hypothesis, explanation, cause, correlation.  
5. Understand the interests of the philosopher of science as opposed to the practicing scientist.  
6. Understand the difference between applied and theoretical science.  
7. Be able to design a well controlled scientific experiment.  
8. Distinguish between physical and social sciences and between genuine and pseudo-science.

Proposed Learning Outcomes: Students completing this course should be able to:

- Read and assess media reports of scientific studies
  - recognizing the basic ideas at the heart of science: theory, hypothesis, explanation, cause, correlation,
  - recognizing the importance of control in scientific investigation,
  - recognizing the difference between applied and theoretical science,
  - recognizing the significance of statistical concepts as they apply to scientific studies.
- Design a well controlled scientific experiment.
- Distinguish between physical and social

sciences.

- Distinguish between genuine and pseudo-science.

Reason for Learning Outcomes Change: To make the language conform to guidelines.

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

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Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: PHL 204

Current Course Title: Philosophy of Religion

Current Learning Outcomes: EXPECTED STUDENT COMPETENCIES:  
1. The student will read the works of major philosophers on a number of topics, including some of the following:  
a. Proofs for the existence of god.  
b. The case for atheism  
c. The relation of faith and reason.  
d. The relation between science and religion  
e. The relation between morality and religion  
f. The problem of evil  
g. The miraculous  
h. Religious experience  
i. God's attributes  
j. The existence of the soul and life after death  
k. Differences and similarities between the world's major religions.

2. The student will be expected to participate in discussions of the readings in class.

3. The student will write essays that demonstrate her or his ability to understand and think critically about opposed views on the issues discussed in class.

Proposed Learning Outcomes: Students completing this course should be able to:

- Recognize, reflect on, and evaluate philosophical concerns that are raised by classic and contemporary discussions of some of the following issues:
  - Proofs for the existence of God,
  - The case for atheism,
  - The relation of faith and reason,
  - The relation between science and religion,
  - The relation between morality and religion,
  - The problem of evil,

- The miraculous,
- Religious experience,
- God's attributes,
- The existence of the soul and life after death
  - Differences and similarities between the world's major religions.
- Reflect on and evaluate the philosophical assumptions about religious issues that are embedded in the students' own ideas and in the ideas that permeate our culture.
- Recognize and reflect on the interconnectedness of and the historical development of these ideas.

Reason for Learning Outcomes Change: To make the language conform to guidelines.

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

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Curriculum Request Form  
Course Revision

- CHANGE: Learning Outcomes
- Current Course Number: PHL 205
- Current Course Title: Biomedical Ethics
- Current Learning Outcomes: The student must be able to:
1. Write clear and critically responsible arguments for opposing views.
  2. Understand the nature of a moral dilemma.
  3. Be familiar with the codes of ethics for health care workers and patients.
  4. Understand major ethical theories and the contribution they can make to the analysis of moral dilemmas.
  5. Understand the impact of legal and religious considerations on the resolution of practical and moral problems.
  6. Recognize and understand the moral issues that often arise in a health care setting: paternalism, confidentiality, informed consent, conscientious refusal, whistle-blowing, etc.
  7. Analyze case studies involving moral issues that arise in:
    - a. The relationship between nurses and clients.
    - b. The relationship between nurses and other health care professionals.
    - c. The relationship between nurses and the institutions in which they work.
    - d. Public policy.
  7. Write coherent, clear arguments and counter-arguments.
- Proposed Learning Outcomes: Students completing this course should be able to:
- Identify and discuss the moral issues that often arise in a health care setting, including: paternalism, confidentiality, informed consent, conscientious refusal, and whistle-blowing.
  - Analyze and discuss situations involving moral issues that arise in:
    - The relationship between nurses and clients,



- The relationship between nurses and other health care professionals,
- The relationship between nurses and the institutions in which they work,
- Public policy.

- Recognize, analyze, and (where possible) resolve the sorts of moral dilemmas that arise in health care professions.
- Apply the concerns raised by major ethical theories to the analysis and resolution of moral dilemmas.
- Apply the codes of ethics for health care workers and patients, where relevant, to the analysis and resolution of moral dilemmas.
- Recognize the impact of legal and religious considerations on the resolution of practical and moral problems.
- Write coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.

Reason for Learning Outcomes Change: To make the language conform to guidelines.

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

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Curriculum Request Form  
Course Revision

CHANGE: Learning Outcomes

Current Course Number: PHL 206

Current Course Title: Introduction to Environmental Ethics

Current Learning Outcomes: This class is organized so that students will be able to think ethically about practical problems regarding the environment. This course will enable students to focus on abstract principles of ethics in an exciting and interactive manner. Students completing this course will be able to develop skills in critical reading, critical thinking, and classroom communication skills, as well as increasing their environmental consciousness.

Proposed Learning Outcomes:

Students completing this course should be able to:

- Identify and discuss the moral issues that arise in contemporary discussions and debates about environmental concerns.
- Apply the concerns raised by major ethical theories to the analysis and resolution of these moral issues.
- Apply the skills of critical reading and critical thinking to discussions and writings about environmental concerns.
- Write and present coherent, clear arguments and counter-arguments, including clear and critically responsible arguments for and against opposing views.

Reason for Learning Outcomes Change:

To make the language conform to guidelines.

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

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