CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 1, 2008
Sylvania CC, Conference Rm B

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

Inactivations:

None to report

Experimental:

BA 199 – Introduction to Nonprofit Sector
ART 299 – Art History Detectives
J 199 – Introduction to Information Gathering
D 199A – Pilates for Dancers
D 199E – Hip Hop
D 199F – Ballroom Dance
LAT 299A – Oregon Landscape Contractor's Exam Review
MUS 199U – Musical Theatre Voice
MUS 299C – Music of Broadway
PE 199B– Pilates for Dancers

Old Business

313. BA 255 – Project Management – Business Environments
New Course

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

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

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 -

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

New Business

1. ED 161 – Leadership Through Advocacy and Representation
New Course

2. ED 162 – Leadership Through Civic Engagement
New Course

3. ED 163 – Personal Leadership Development
New Course

4. EET 113 – Electrical Circuit Analysis III
Course Revision – Title

5. EET 242 – Microcontroller Systems
Course Revision – Title, Description, Requisites

6. EET 256 – Electronics Project Lab
Course Revision – Title, Description

7. LIB 101 - Library Research and Beyond: Find, Select and Cite
New Course

8. RAD 209 – Advanced Radiographic Procedures
Course Revision – Description

9. DH 129 – Oral Pathology
Course Revision – Requisites

10. MSD 279 – Project Management
Course Revision – Description, Outcomes

11. MSD 279 – Project Management
Contact/Credit Hour Change

12. CIS 245 – Project Management – Information Systems
New Course

13. CAS 220- Project Management - Beginning MS Project
New Course

14. EMT 105 – Basic Part I
Course Revision – Description, Outcomes

15. EMT 106 – Basic Part II
Course Revision – Requisites

16. EMT 113 – Emergency Response Communication/Documentation
New Course

17. EMT 114 – Emergency Response Patient Transportation
New Course

18. EMT 250 – Paramedic Field Internship II
Contact/Credit Hour Change

19. PST 101 – Professional Skills Training 101
Course Revision – Number, Title

20. BIT 110A – Bioscience Technology Basics Part I
New Course

21. BIT 110B – Bioscience Technology Basics Part 2
New Course

22. BIT 110 – Bioscience Technology Basics
Course Revision – Description, Requisites, Outcomes

23. D 120 Pilates for Dancers
New Course

24. D 175B – Tap II
New Course

25. J 200 – Introduction to Media Writing
Course Revision – Number

26. MUS 153A – Musical Theatre Vocal
New Course – 1 credit

27. MUS 153B – Musical Theatre Vocal
New Course – 2 credits

28. MUS 153C – Musical Theatre Vocal
New Course – 3 credits

29. MUS 190 – Introduction to Piano
New Course

30. MUS 202 – Music of Broadway
New Course

31. HR 109 – Culinary Assistant Training
Contact/Credit Hour Change

32. MTH 60 – Introductory Algebra – First Term
Course Revision – Description, Outcomes

33. LA XXX – All Paralegal Courses
Course Revision – Change all LA courses subject code to PL

Course Number: BA 255

Course Title: Project Management – Business Environments
Transcript Title: Project Management

Lecture Hours: 30

Lab Hours   30

Total Credits: 4

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 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. Recommended: BA 101, MSD 279, BA 250 and CAS 220. This course can be taken concurrently with CIS 245.

Prerequisite(s):   Recommended: BA 101, MSD 279, BA 250 and CAS 220. This course can be taken concurrently with CIS 245.

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	Fall

Term:	
Implementation Year:	2008
Contact Name:	Cole Chatterton or Nancy Wilder
Contact E-mail:	cole.chatterton@comcast.net or nwilder@pcc.edu

Date: 03-09-2008

Posted by: Cole Chatterton and Nancy Wilder

Course Number: BA 255

Course Title: Project Management – Business Environments

Credit Hours: 4

Lecture hours: 30

Lab hours: 30

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. **Recommended: BA 101, MSD 279, BA 250 and CAS 220. This course can be taken concurrently with CIS 245.**

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." 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
Contact/Credit Hour

Current Course   Bi 200
Number:

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   NO
affected?:

Are degrees/certs   No
affected?:

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

Impact on   n/a
Dept/Campus:

Is there potential   NO
conflict with another
SAC?:

Impact on SACs: n/a

Implem. Term: Fall

Implementation   2008
Year,Implem. Year:

Contact Name: Dieterich Steinmetz

Contact Email: dsteinme@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:
• Find and develop creative ways to solve problems using a variety of strategies for mold making in preparation for glass casting.
• Create personal works in glass, which demonstrate an introductory level of the understanding of form, ideas, materials and techniques.
• 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.
• Research how artists are using glass today.
• 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.
• Connect to the continuum of artistic endeavor in the WHOLE creative history of making art: painting, sculpture, textiles, architecture

• 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 imperviosity 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   FP 111 Firefighter I Skills Academy
concurrent: FP 201 Emergency Service Rescue

Addendum to course   Students will become familiar with NIOSH case studies of FF LODD,
description: 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   This course will challenge students to function utilizing emergency
design: operating procedures during unexpected and simulated extreme
                          conditions.

Outcomes assessment   At the beginning of the course, the instructor will discuss the
strategies: 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. 2.
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
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   None
concurrent:

Addendum to course   This course is designed to give students a basic overview on the
description: 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 andor 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
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   SAC approved. Triennial review.
Change:

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

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

Request Term: fall
Requested Year: 2008

Contact Name: Chris Carey
Contact E-Mail: 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   SAC Approved 4/23/08. Triennial review.
Change:

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

How other SACs may be impacted:

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

Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other SACs?:

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

How other Depts/Campuses will be
impacted:
Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   SAC approved 4/23/08. Triennial review.
Change:

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

How other SACs may be impacted:

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: fall

Requested Year: 2008

Contact Name: Chris Cary

Contact E-Mail: 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   SAC approved 4/23/08. Triennial review.
Change:

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

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

Request Term: fall
Requested Year: 2008

Contact Name: Chris Carey

Contact E-Mail: chris.carey@pcc.edu

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   SAC approved 4/23/08. Triennial review.
Change:

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

How other SACs may be impacted:

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: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: chris.carey@pcc.edu

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   No
impact on other SACs?:

How other SACs may be impacted:

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: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other sacs?:

How other sacs may be impacted:

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

How other Depts/Campuses will be
impacted:

Request term: fall
Requested year: 2008
Contact name: Chris Carey

Contact e-mail: 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 No
impact on other SACs?:

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

Request Term: fall
Requested Year: 2008

Contact Name: Chris Carey
Contact E-Mail: 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   Description in catalog is for a different course.
Change:

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   SAC Approved 4/23/08. Triennial review.
Change:

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

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

Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other sacs?:

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

Request term: fall
Requested year: 2008

Contact name: Chris Carey
Contact e-mail: 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   No
impact on other SACs?:

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

How other Depts/Campuses will be
impacted:

Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other SACs?:

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

Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   SAC approved 4/23/08. Triennial review.
Change:

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

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: fall
Requested Year: 2008

Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other SACs?:

How other SACs may be impacted:

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

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   No
impact on other SACs?:

How other SACs may be impacted:

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

Request Term: fall
Requested Year: 2008
Contact Name: Chris Carey
Contact E-Mail: 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   No
impact on other SACs?:

How other SACs may be impacted:
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: fall
Requested Year: 2008

Contact Name: Chris Carey
Contact E-Mail: chris.carey@pcc.edu

Curriculum Request Form
New Course

Course number: ED 161

Course title: Leadership Through Advocacy and Representation

Transcript title: Leadership Development

Course credits: 1

Lec lab contact hrs: 20

Course description: Provides students serving on college or community decision-making bodies with the opportunity to develop leadership skills gained by representing and advocating for a constituency group. Students will process the skills learning by serving on committees that are associated with communication techniques, problem-solving, interpersonal skills, research, and team work. Instructor permission required.

Prerequisites coreq   Instructor permission required.
concurrent:

Intended outcomes: •Apply learned communication skills and problem-solving to the committee process.

                        •An understanding of the decision-making process to work effectively within an organization.

                        •Advocate for the needs of the constituency represented within an institution or organization.

Course activities and   Each student is required to attend an orientation with the
design: committee or body chair that they will sit on as a student representative. The orientation will include the opportunity to learn about the goals, vision, and work projects of the committee and how it fits in the bigger picture of the college or organization.

                        The student will need to identify the goals, objectives and priorities of their constituency.

                        During the quarter, they have to serve 20 hours either in meetings, subcommittees, hold a forum or work on committee related projects.

Outcomes assessment   Develop a notebook with all the meeting minutes, committee
strategies: projects, and governing documents associated with the committee.

Submit regular reports to the student government documenting the progress and activities of the committee.

Facilitate one form of student outreach during the quarter. This could be a forum, on line message board, short survey, or sound off board.

Course content and skills:	Communication Organization or Institution Process Advocacy Representation
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	Enhance the student leadership programs and provide student leaders with the opportunity to synthesize their practical experience with leadership models.
How course will be taught:	Campus
Reason for other:	
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:	Unknown
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	No

potential impact:

Explain if there are any   No
potential impact on another
department or campus:

Implemented term or year   Fall 2009
requested:

Submitter: Kendi Esary

From: kesary@pcc.edu

Sac chair: Peterson, Kay K

Sac chair email: cpeterso@pcc.edu

Sac admin liason name: Kate Dins

Sac admin liason email: kdins@pcc.edu

Course number: ED 162

Course title: Leadership Through Civic Engagement

Transcript title: Leadership Development

Course credits: 2

Lec contact hrs:
Lec lab contact hrs: 40

Course description: Provides students with the opportunity to hone their leadership skills by participating in activities associated with civic engagement through community service projects and volunteer roles. Students will develop leadership skills by working on meaningful projects that cultivate team work, communication techniques, group dynamics, project management, organization and evaluation. Instructor permission required.

Prerequisites coreq   Instructor permission required.
concurrent:

Intended outcomes: •Use and understand the importance of civic engagement, volunteerism, and service in our community to support and advocate for such engagement.

                        •Use team building skills to work effectively in community service..

                        •Translate the leadership skills learned by engaging in service and volunteer activities to those needed in the work environment like communication techniques and organization.

                        •Manage a project from beginning to end.

                        •Evaluate the success of a service project or initiative.

Course activities and   Each student will be required to read some articles about the
design: concept of servant leadership and civic engagement. A one page reflection paper will be submitted with students synthesizes concepts of civic engagement with servant leadership with the service project they work on during the quarter.

                        Each student will select a community service project to lead or participate (40 hours).

Outcomes assessment strategies:	At the end of the quarter, each student will be required to submit a work log detailing their service with the project and a reflection paper evaluating the project.
	Develop a portfolio of the activities and projects the student worked on during the quarter with their service project.
	Write two one page papers that reflect on the topics of servant leadership and civic engagement. The instructor will supply each student those articles.
Course content and skills:	Civic Engagement Servant Leadership Ethics Group Dynamics Project Management
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	Enhance the student leadership programs and provide student leaders with the opportunity to synthesize their practical experience with leadership models.
How course will be taught:	Campus,Other
Reason for other:	Possible off-site community service project
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:	Unknown
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 campus:	No
Implemented term or year requested:	Fall 2009
Submitter:	Kendi Esary
From:	kesary@pcc.edu
Sac chair:	Peterson, Kay K
Sac chair email:	cpeterso@pcc.edu
Sac admin liason name:	Kate Dins
Sac admin liason email:	kdins@pcc.edu

Curriculum Request Form
New Course

Course number: ED 163

Course title: Personal Leadership Development

Transcript title: Leadership Development

Course credits: 3

Lec contact hrs: 30

Course description: Provides an overview of leadership theory, styles and skills.
Students will be provided with the opportunity to develop skills
through skill-building exercises, professional networking
techniques, group process and teamwork methods, basic
communication techniques, prioritizing, goal setting and other
basic information necessary for those anticipating leadership roles.
Instructor permission required.

Prerequisites coreq   Instructor approval required
concurrent:

Intended outcomes:

•Apply the concepts of leadership effectively to the work
environment and volunteer experiences.

•Use an understanding and appreciation of a the variety of
leadership styles to select from these diverse approaches to be
effective in work and volunteer environments.

•Work effectively in groups and as a member of a team to enhance
the completion of projects and initiatives in the work and volunteer
environments.

•Translate student leadership experiences to the working world.

•Communicate effectively within leadership teams both in a work
and volunteer experience.

Course activities and   A personal leadership assessment tool will be administrator at the
design: beginning of the quarter to benchmark the student's skill level. At
the end of the quarter, the same assessment tool will be used to
evaluate the student's progress. This tool identifies strengths and
challenges.

Students will participate in goal-setting, time management, conflict resolution and decision-making workshops.

Participate as an active member on one of the student leadership teams.

Students will participate in a variety of team building exercises designed to help them understand group dynamics and interpersonal communication.

At the end of the quarter, each student will be required to submit a reflection paper evaluating the progress of their skills.

Outcomes assessment strategies:	Write a 4 – 6 page paper that outlines their experience as a student leader. This paper should evaluate the student's experience as a student leadership and incorporate the themes and concepts learned in the workshops
	Submit a work log outlining the activities and projects the students engaged in during the quarter.
Course content and skills:	Team Building Goal Setting Personal Leadership Style Group Dynamics Conflict Resolution Project Management Communication Techniques
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	Enhance the student leadership programs and provide student leaders with the opportunity to synthesize their practical experience with leadership models.
How course will be taught:	Campus
Reason for other:	

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:	Unknown
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Fall 2009
Submitter:	Kendi Esary
From:	kesary@pcc.edu
Sac chair:	Peterson, Kay K
Sac chair email:	cpeterso@pcc.edu
Sac admin liason name:	Kate Dins
Sac admin liason email:	kdins@pcc.edu

Curriculum Request Form
Course Revision

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

Current course number**:**   EET 113

Current course title**:**   Electrical Circuit Analysis

Proposed course title**:**   Electrical Circuit Analysis III

Reason for title change**:**   Existing Error

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

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

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

Current learning outcomes**:** None

Proposed learning   Intended Outcomes:
outcomes**:**
                                        1 Use basic AC concepts and theorems to analyze AC
                                        circuits
                                        2 Analyze basic magnetic circuits and applications

Current prerequisites**:**   Prerequisite: EET 112

Proposed prerequisites**:**   Prerequisite: EET 112

Proposed   Prerequisite/concurrent: MTH 112
prerequisites/concurrent**:**

Is there an impact on other No
sacs?**:**

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

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

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites

Current Course Number: EET 242

Proposed Course Number: EET 242

Current Course Title: Microcontroller Systems

Proposed Course Title: Microcontrollers/Robotics Systems

Proposed Transcript Title: Microcontrollers/Robotics Syst

Reason for Title Change: Reflect the new content

Current Description: Introduces the student to the popular 8051 microcontroller.
                                Topics include the hardware, software, and interfacing of the intel
                                8051 microcontroller. The emphasis is on interfacing the 8051 to
                                real-world devices such as switches, displays, motors, and A/D
                                converters, through assembly language and possibly C language
                                programming.

Proposed Description: Introduces the student to the popular 8051 microcontroller.
                                Topics include the hardware, software, and interfacing of the Intel
                                8051 microcontroller. The emphasis is on interfacing the 8051 to
                                real-world devices such as switches, displays, motors, and A/D
                                converters, through assembly language and possibly C language
                                programming. Introduction to robotics control systems. Input and
                                output devices including sensors, relays, and power
                                semiconductors. Open and closed loop process control.

Reason for Description   align EET options
Change:

Current Learning Outcomes: The student will be able to program a microcontroller system in
                                assembly code and C.

                                2. The student will be able to build and test a microcontroller
                                based system.

                                3. The student will be able to interface the system to switches,
                                keypads, and displays.

                                4. The student will be able to interface the system to A/D and D/A
                                converters.

                                5. The student will be able to describe the internal architecture of

Proposed Learning Outcomes:	the ATMega128, including counters, timers, ports, and memory. The student will be able to program a microcontroller system in assembly code and C.
	2. The student will be able to build and test a microcontroller based system.
	3. The student will be able to interface the system to switches, keypads, and displays.
	4. The student will be able to interface the system to A/D and D/A converters.
	5. The student will be able to describe the internal architecture of the ATMega128, including counters, timers, ports, and memory.
Reason for Learning Outcomes Change:	No Change
Current Prerequisites:	CST 109 or CST 116; and EET 122
Proposed Prerequisites:	CS 133 U; EET 122; EET 222
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:	sanda williams
Contact E-Mail:	sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description

Current Course Number: EET 256

Current Course Title: Electronics Project Lab

Proposed Course Title: Capstone Project

Proposed Transcript Title: Capstone Project

Reason for Title Change: To accommodate EET options

Current Description: Students learn how to work as teams or instructor approved
                             projects. Typical project activities include the research and
                             design phase, the execution phase, and the project report phase.
                             A written report and oral presentation is required.

Proposed Description: Students learn how to work as teams or instructor approved
                             projects. Students can choose projects in electronics, renewable
                             energy systems, wireless/data communications and
                             automation/robotics. Typical project activities include the
                             research and design phase, the execution phase, and the project
                             report phase. A written report and oral presentation is required

Reason for Description   To accommodate EET options
Change:

Current Learning Outcomes: 1. The student will be able to research a project and develop a
                             plan to execute it.
                             2. The student will be able to work as part of a team with divided
                             up responsibilities.
                             3. The student will be able to communicate with the team
                             members and a manager.
                             4. The student will be able to understand the theory involved in
                             the project.
                             5. The student will be able to measure and analyze the
                             performance of the project.
                             6. The student will be able to contribute to the project report,
                             using circuit simulation software, spreadsheet software, and a
                             word processor.
                             7. The student will be able to present an oral report on their part
                             of the project.

Proposed Learning   1. Research a project and develop a plan to execute it.
Outcomes: 2. Work as part of a team with divided up responsibilities.
                            3. Measure and analyze the performance of the project.

4. Use circuit simulation software, spreadsheet software, and a word processor.

5. Present an oral report on their part of the project.

Reason for Learning Outcomes Change:	follow PCC outcomes guidelines
Current Prerequisites:	EET 241 or EET 242; and EET 222
Proposed Prerequisites:	EET 241 or EET 242; and EET 222
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:	sanda williams
Contact E-Mail:	sanda.williams@pcc.edu

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Curriculum Request Form
New Course

</div>

Course number: LIB 101

Course title: Library Research and Beyond: Find, Select and Cite

Transcript title: Library Research and Beyond

Course credits: 1

Lec contact hrs: 10

Special fee: None

Course description: Provides an overview of the research process, and helps student build essential research skills. Students will identify their research topic, plan and carry out their research process, and identify and cite preferred sources of credible information on their topic.

Prerequisites coreq None
concurrent:

Addendum to course   In this course, students will engage with the following concepts:
description: **Research is motivated by a need to know more on a topic.
                      **Not all information is good information; some good information is not pertinent information.
                      **Successful research is a recursive process that requires persistence, and a balance of focus and open-mindedness.
                      **Students engaged in research are scholars, entering into an ongoing conversation in which others' ideas are given credit and original ideas are valued.

Intended outcomes: 1. Explore problems by examining research in order to think creatively and critically.
                      2. Use library services in order to make informed decisions based on data.
                      3. Evaluate sources of information to distinguish between facts and opinions in order to enter into the community of scholarship.

Course activities and
design:

Outcomes assessment   Students will participate in in-class or online discussions on
strategies: developing a research topic, and complete a written research topic statement. Students will complete in-class or online activities including searching a variety of databases and requesting books and other materials from libraries outside of PCC. As a final project, students will create an annotated bibliography that includes citations

to books, published articles and web sites. Annotations will include a sentence on the author's authority, a summary of the information source, and 1-2 sentences on the value of the work for the student's research project.

Course content and skills:	THEMES: • Information • Persistence CONCEPTS: • Data structure • Economics of information • Authority and attribution • Academic conversation SKILLS: After this class, students will be able to (demonstrate the ability to): • Articulate a research topic, and identify what information they need. • Critically evaluate information and recognize the value of various types of information. • Save and manage information electronically or by printing it, and to describe the purpose and parts of a citation. • Identify a variety of sources of information, and the characteristics of the information found in them. • Develop a search strategy based on their research topic, and search a variety of information resources effectively. • Describe what resources (human, physical and electronic) they can expect to find in a library, and how to access those resources.
Reason for new course:	Many PCC classes require students to research a subject or specific topic, but some students arrive at PCC with little knowledge or experience in using a library or engaging in a research process. This course offers students an introduction to the research resources available in an academic library, and also teaches skills necessary for using the Internet and other sources for finding credible sources of information. In addition, this course teaches the concepts behind, and tools for, citing sources.
How course will be taught:	Campus,Online
Where and how the course transfer within ous of highered:	The LIB course designation is recognized by the OUS, and LIB 101 will transfer as an general elective credit.
Proof of course	According to Michael Sweney, an Admissions Office at Portland State

transferable:	University who has worked with the JBAC committee on articulation of courses in OUS, LIB 101 will transfer as an general elective credit.
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Many PCC courses require students to use the library and/or the Internet to find data, information or research for a class assignment. However, most of those courses do not teach how use a library and the Internet to find, evaluate and cite information. LIB 101 will supplement and complementary these courses for students who are not prepared to undertake college-level research.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	The Composition/Literature SAC supports the Library's proposal to offer a class on using the library and the Internet for research. WR 222, "Writing Research Papers," focuses on writing and integrating research into an essay. LIB 101 will complement WR 222 by giving students additional skills in finding published and unpublished sources of information and citing them correctly. In addition, LIB 101 will complement WR 122 which also requires students to engage in a research process and document the sources that they use.
Explain if there are any potential impact on another department or campus:	This course will be taught by Library faculty members, and will not cost the Library or the AV Department.
Implemented term or year requested:	Winter 2009
Submitter:	Torie Scott
From:	vscott@pcc.edu
Sac chair:	Robin Shapiro
Sac chair email:	robin.shapiro@pcc.edu
Sac admin liason name:	Donna Reed
Sac admin liason email:	donna.reed@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	RAD 209
Current Course Title:	Advanced Radiographic Procedures
Current Description:	Covers contrast media, fluoroscopic exams and special procedures involving the following systems: biliary, mammary, lymph, female reproductive, respiratory, pancreatic and salivary. Also covers techniques and equipment used to catheterize the vascular system, indications for various vascular procedures, contrast agents used for specific procedures and selective vascular anatomy. Department permission required. Prerequisite: RAD 105.
Proposed Description:	Covers contrast media, fluoroscopic exams and special procedures involving the following systems: CNS, biliary, mammary, female reproductive, respiratory, pancreatic and salivary. Also covers techniques and equipment used to catheterize the vascular system, indications for various vascular procedures, contrast agents used for specific procedures and selective vascular anatomy. Department permission required. Prerequisite: RAD 105.
Reason for Description Change:	
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:	Select One
Requested Year:	Select One
Contact Name:	Barbara Smith

Contact E-Mail: bsmith@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: DH 129

Current Course Title: Oral Pathology

Current Prerequisites: BI 121 and BI 122 or BI 231 and BI
                                                     232

Proposed Prerequisites: DH 128, BI 121 and BI 122 or BI
                                                     231 and BI 232.

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

How other SACs may be impacted:

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

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2009

Contact Name: Nancy Pilgrim

Contact E-Mail: npilgrim@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: MSD 279

Current Course Title: Project Management

Proposed Title: Project Management - Introduction

Current Description: Designed so participants can learn the essential strategy and
                                     methods for project management. Each student will develop a
                                     "model" project using a step by step methodology.

Proposed Description: Examines essential strategies and methods for managing
                                     projects. Concepts will be applied to creating model projects
                                     using a step-by-step methodology, building project charters, and
                                     developing overall project plans. Employers frequently identify
                                     PM skills as vital for an individual's corporate success. Explores
                                     incorporating projects into strategic growth objectives, using the
                                     project management tools, and demonstrating project
                                     presentation skills. Project Management is the foundation course
                                     for the Project Management series that includes CIS245, BA255,
                                     and CASxxx.

Reason for Description   More comprehensive description of content supports change to
Change: 4 credits.

Current Learning Outcomes: Explain and demonstrate the 10-step project management
                                     method.

                                     Determine the impact of the projects including both internal and
                                     external stakeholders including the community and environment
                                     where applicable.

                                     Demonstrate the ability to present project plans in a small group
                                     setting.

                                     Describe how today's information technology including software
                                     impacts workplace projects.

                                     Explain the importance of incorporating strategic, tactical and
                                     operational objectives into managing projects.

Proposed Learning Outcomes: Use an understanding of project management principles to
                                     participate in projects through all phases (from making

proposals, planning, completing cost analysis, scheduling, and determining critical path, to tracking and controlling)in order to meet customer needs.

Present project proposals, plans, and progress reports to key stakeholders.

Apply an understanding of project management fundamentals to successfully progress through more advanced project management courses, and to build a foundation potentially leading to the Project Management Professional (PMP) exam.

Reason for Learning Outcomes Change:	Convert to 4 credits. Triennial review.
Will this impact other SACs?,Is there an impact on other SACs?:	Yes
How other SACs may be impacted:	Outcomes developed in cooperation with BA and CIS to ensure alignment with Project Management series.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	Yes
How other Depts/Campuses will be impacted:	MSD 279 is the foundation course in the Project Management series which includes both BA and CIS departments.
Request Term:	spring
Requested Year:	2009
Contact Name:	Chris Carey
Contact E-Mail:	chris.carey@pcc.edu

Current Course   MSD 279
Number:

Current Course Title: Project Management

                        Current   Proposed
Lecture Hours: 30   40
Total Contact Hours: 3   4
Current Credits: 3   4

Reason for Change: The change in credits is to bring this foundation course into alignment
                        with advanced courses in Project Management. This class will now be
                        part of a Project Management Series, along with BA and CIS courses
                        that are 4 credits.

Are outcomes   YES
affected?:

Are degrees/certs   No
affected?:

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

Impact on   Change to 4 credits in order to bring MSD Project Management course
Dept/Campus: into alignment with BA and CIS Project Management courses as a
                        sequenced series.

Is there potential   YES
conflict with another
SAC?:

Impact on SACs: Meetings included department deans: MaryLou Webb, Art Schneider,
                        Cheryl Scott. MSD Dept: Mark Van Heuvel, Joe Wright, Rebecca
                        Robinson. BA Dept: Nancy Wilder, Bill Bruno, Cole Chatterton. CIS:
                        Mike Mostafavi, Taylor Hanna.

                        All parties agreed on a plan for MSD 279 to be the foundation course for
                        a Project Management Series, followed by BA and CIS. CCOGs were
                        updated to reflect this concept.

Implem. Term: Spring
Implementation   2009

Year,Implem. Year:
Contact Name: Chris Carey
Contact Email: chris.carey@pcc.edu

Curriculum Request Form
New Course

Course number: CIS 245

Course title: Project Management - Information Systems

Transcript title: Project Management – Informati

Course credits: 4

Lec contact hrs: 30

Lec lab contact hrs: 0

Lab contact hrs: 30

Special fee: at the current lab fee rate as published in the PCC catalog.

Course description: Study practical approaches for managing, planning, organizing and
                         implementing Information Systems projects using modern
                         management techniques. Complete hands-on projects requiring
                         management of project resources, scope, time-line, cost,
                         scheduling, human and other resources. Use Microsoft Project and
                         other project monitoring tools. Recommended: CIS 122, MSD
                         279,CAS xxx. May be taken concurrently with BA 255.

Prerequisites coreq   None
concurrent:

Addendum to course   This course is one of the Project Management series that includes
description: CAS xxx, MSD 279, and BA 255. Project management is a broad
                         term that can include many areas of a business. In this course the
                         focus will be on the application of modern project management
                         techniques for information technology projects. The course will
                         review topics such as project life cycle, cost and time estimation,
                         project organization, and project control within information
                         technology arena.

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

                         λ Recognize, trace and resolve IT related crisis using project
                         management software
                         • Identify the impact of IT projects on the performance of the
                         organizations
                         • Manage the phases and infrastructure of IT projects

• Develop strategies to calculate risk factors involved in IT projects
• Use project management software to control the design, implementation, closure, and evaluation of IT projects
• Estimate, plan, calculate, and adjust project variables

Course activities and design:	This course is presented by means of: λ on-campus lectures or distance learning materials, λ on-line discussion sessions, λ individual case study assignments, λ and team collaboration projects. Students will be required to manage software project teams, be managed by others and to use essential project management tools to complete the assignments and projects.
Outcomes assessment strategies:	Students will be assessed based on their skills to provide logical solutions to scenarios, lab assignments, quizzes, and written tests
Course content and skills:	• History of project management • Techniques for gathering, organizing and analyzing data to formulate IT project objectives • Tools and techniques to create master plans to fulfill the project objectives • Techniques for assessing project risks • Cost, time, and resource estimation techniques for IT projects • Strategies used to provide adequate resources to complete IT projects • Techniques for organizing a task force and controlling its activities • Strategies used to monitor a project's progress, problems, and deal with its possible failures • Documentation standards for progress activities based on factual reporting.
Course used to supply ri for certificate:	no
Reason for new course:	This course was recommended by CIS Advisory Committee to fill a missing component of our degree curriculum.
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	CIS AAS degree will add this course as a new technical elective.
Explanation if this course	Not at this time. As articulation agreements are reviewed annually,

transfer to any other academic institution:	this course will be discussed.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	This course has been designed based on the collaboration and agreement among the following departments: BA, CAS, CIS, and MSD. The discussion resulted a three course series, which CIS 245 will be the technical course among them. The other two courses will be: MSD 279 and BA 255.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes- This course has been approved by the SAC in Spring of 2008.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	This course will be completed in Fall 2008 to be offered in Winter 2009
Submitter:	Mike Mostafavi
From:	mmostafa@pcc.edu
Sac chair:	Mike Mostafavi
Sac chair email:	mmostafa@pcc.edu
Sac admin liason name:	Sandra Koester
Sac admin liason email:	skoester@pcc.edu

Curriculum Request Form
New Course

Course number: CAS 220

Course title: Project Management - Beginning MS Project

Transcript title: Proj Mngmnt - Begin MS Project

Course credits: 3

Lec contact hrs: 10

Lec lab contact hrs: 40

Course description: Provides an in-depth introduction to MS Project, including building entry tables, generating reports, resolving resource and time conflicts, importing data, tracking budgets and creating master projects from sub-projects. Use MS Project effectively to design and create accurate Gantt charts for use in project management. Recommended: Experience with project management or MSD 279. Working knowledge of Windows and file management. This course is part of the Project Management series of classes that includes MSD 279, BA 255, and CIS 245.

Addendum to course
description: Modern industries, including software development, IT providers and all forms of manufacturing as well as the Military use MS Project; there are even certificates and Master's degrees in Project Management. MS Project is the state of the art in Project Management software and it is ubiquitous in industry. Understanding this software is a necessity in many professional fields and is a must in the high tech industry. A mastery of MS Project will greatly add to the employability for our students and will enhance their knowledge of software and hardware rollouts. An additional value to our students will be an improved critical thinking, decision-making, and problem-solving skill set.

Intended outcomes: Upon successful completion of MS Project, the student will be able to:
• Develop accurate project task, time, resource and cost relationships using MS Project.
• Use critical thinking skills to design and create accurate Gantt charts.
• Use the specialized vocabulary associated with MS Project.

• Create critical management information for those responsible for specific project segments.

Course activities and design: Students will learn MS Project concepts during class lecture and use those skills on specific class lab assignments. Testing will cover terminology, concepts, and their ability to actually create mini-projects.

Outcomes assessment strategies: A letter grade will be issued for this course based upon:
• Performance tests
• May include objective tests, scored assignments, or projects
• May include weekly homework assignments.

Course content and skills: Themes, Concepts, Issues
• Communicate effectively using appropriate MS Project vocabulary.
• Use critical thinking and problem solving skills in designing a project.
• Create grammatically correct and esthetically pleasing reports.
• Assess and fixing project conflicts.
• Learn to troubleshoot MS Project software.

Competencies, Skills
Students will develop proficiency through reinforcement and assessment on the following skills:
• Build basic Entry tables by entering text, numbers.
• Generate reports from templates and custom reporting.
• Develop skills in formatting, saving, and printing accurate, readable Gantt charts.
• Resolve resource and time conflicts.
• Develop decision-making skills by prioritizing tasks.
• Create task lists and use sorting, grouping and filtering features.
• Create an accurate project from data with no specific instructions.
• Create job take offs from a project.
• Create a master project from sub-projects.
• Import data from MS Access, MS Excel, and MS Outlook calendar.
• Understand Project Leveling.
• Use Project Cost Accounting.
• Work with and master project prioritizing.

• Access and work within a Project Server environment.
• Create a project web environment.

Course used to supply ri for certificate:	no
Reason for new course:	The use of project management software is a missing component in the current CAS course offerings. It is also an inportant part of a series of Project Management courses being developed including MSD 279, BA 255, and CIS 245.
How course will be taught:	Campus
Reason for other:	
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:	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:	Yes, a committee with representatives from the MSD, BA, CIS, and CAS departments worked together to develop the series of Project Management courses so that the four courses would complement each other.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Winter 2009
Submitter:	Diane Shingledecker
From:	dshingle@pcc.edu
Sac chair:	Michael Passalacqua
Sac chair email:	mpassala@pcc.edu
Sac admin liason name:	Art Schneider

Sac admin liason email: aschneid@pcc.edu

CHANGE: Course Description, Learning Outcomes

Current Course Number: EMT 105

Current Course Title: EMT Basic Part I

Current Description: Part 1 of the Oregon EMT Basic course is designed to develop student skills in the recognition of symptoms of illness and injuries and proper procedures of emergency care. Department permission required. Prerequisite: WR 115; MTH 20; RD 90.

Proposed Description: Part 1 of the Oregon EMT Basic course is designed to develop student skills in the recognition of symptoms of illness and injuries and proper procedures of emergency care. Students will also observe the EMT's role in the hospital emergency department and ambulance during clinical rotation and ride-along experience. Department permission required. Prerequisite: WR 115; MTH 20; RD 90.

Reason for Description
Change: To become better aligned with credit values for the statewide standards for EMT Basic Part I as it applies to the AAS EMT Degree.

Current Learning Outcomes: This course follows the design and objectives of the EMT-Basic National Standard Curriculum. The curriculum has seven modules with lessons contained in each module. The objectives of each lesson are an integral part of the curriculum as approved by the Oregon Health Division, and have not been modified in any way. At the completion of these lessons, the EMT-Basic student will be able to:

MODULE I Preparatory
Lesson 1-1 INTRODUCTION TO EMERGENCY MEDICAL CARE
Lesson 1-2 WELL-BEING OF THE EMT-BASIC
Lesson 1-3 MEDICAL/LEGAL AND ETHICAL ISSUES
Lesson 1-4 THE HUMAN BODY
Lesson 1-5 BASELINE VITAL SIGNS AND SAMPLE HISTORY
Lesson 1-6 LIFTING AND MOVING PATIENTS

MODULE 2 Airway
Lesson 2-1 AIRWAY

MODULE 3 Patient Assessment
Lesson 3-1 SCENE SIZE-UP
Lesson 3-2 INITIAL ASSESSMENT
Lesson 3-3 FOCUSED HISTORY AND PHYSICAL EXAM -
TRAUMA
Lesson 3-4 FOCUSED HISTORY AND PHYSICAL EXAM -
MEDICAL PATIENTS
Lesson 3-5 DETAILED PHYSICAL EXAM
Lesson 3-6 ON-GOING ASSESSMENT
Lesson 3-7 COMMUNICATIONS
Lesson 3-8 DOCUMENTATION
Lesson 3-9 BEHAVIORAL EMERGENCIES

Proposed Learning Outcomes:	This course follows the design and objectives of the EMT-Basic National Standard Curriculum. The curriculum has seven modules with lessons contained in each module. The objectives of each lesson are an integral part of the curriculum as approved by the Oregon Health Division, and have not been modified in any way. At the completion of these lessons, the EMT-Basic student will be able to:

MODULE I Preparatory
Lesson 1-1 INTRODUCTION TO EMERGENCY MEDICAL
CARE
Lesson 1-2 WELL-BEING OF THE EMT-BASIC
Lesson 1-3 MEDICAL/LEGAL AND ETHICAL ISSUES
Lesson 1-4 THE HUMAN BODY
Lesson 1-5 BASELINE VITAL SIGNS AND SAMPLE
HISTORY
Lesson 1-6 LIFTING AND MOVING PATIENTS

MODULE 2 Airway
Lesson 2-1 AIRWAY

MODULE 3 Patient Assessment
Lesson 3-1 SCENE SIZE-UP
Lesson 3-2 INITIAL ASSESSMENT
Lesson 3-3 FOCUSED HISTORY AND PHYSICAL EXAM -
TRAUMA
Lesson 3-4 FOCUSED HISTORY AND PHYSICAL EXAM -
MEDICAL PATIENTS
Lesson 3-5 DETAILED PHYSICAL EXAM
Lesson 3-6 ON-GOING ASSESSMENT

Lesson 3-7 COMMUNICATIONS
Lesson 3-8 DOCUMENTATION
Lesson 3-9 BEHAVIORAL EMERGENCIES

MODULE 4 Medical
Lesson 4-1 GENERAL PHARMACOLOGY
Lesson 4-2 RESPIRATORY EMERGENCIES
Lesson 4-3 CARDIOVASCULAR EMERGENCIES
Lesson 4-4 DIABETES/ALTERED MENTAL STATUS

Students who successfully complete this course will also be able to:
1. Integrate knowledge and observations in the clinical setting to delineate the EMT-Basic roles and responsibilities

2. Demonstrate skills and knowledge of assessment, treatment, transporting, documentation, and verbal reporting for a variety of medical emergencies.

Reason for Learning Outcomes Change:	To become better aligned with credit values for the statewide standards for EMT Basic Part I as it applies to the AAS EMT Degree. This accommodates elimination of EMT 280-B.
Current Prerequisites:	WR 115; MTH 20; RD 90
Proposed Prerequisites:	WR 115; MTH 20; RD 90
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	winter
Requested Year:	2009
Contact Name:	Mark Hornshuh
Contact E-Mail:	mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: EMT 106

Current Course Title: EMT Basic Part II

Current Corequisites: EMT 280 B

Proposed Corequisites: None

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 No
or campus?:

How other Depts/Campuses will be impacted:
Request Term: winter
Requested Year: 2009
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Course number: EMT 113

Course title: Emergency response communication/documentation

Transcript title: Emerg resp comm/documentation

Course credits: 2

Lec contact hrs: 20

Course description: Covers principles of therapeutic communication, verbal, written, and
                        electronic communications in the provision of ems; documentation of
                        elements of patient assessment, care and transport; communication
                        systems, radio types, reports, codes, and correct techniques.

Intended outcomes: Upon successful completion of this course, the student should be able
                        to:
                        1. Demonstrate verbal and nonverbal skills when interviewing a patient
                        2. Describe the strategies for developing patient rapport
                        3. Differentiate interview techniques used for cooperative, hostile,
                        special needs, and cross-cultural patients
                        4. Describe the general principles regarding the importance of ems
                        documentation and ways in which documents are used
                        5. Record pertinent information using correct medical terminology,
                        accurate medical abbreviations and acronyms, and appropriate
                        correction techniques in a narrative format utilized by local protocol
                        6. Describe the function of a dispatch center and the role of dispatchers
                        7. List and describe the phases of communications necessary to
                        complete a typical ems event/call
                        8. Name the important components of an ems communications system
                        and the
                        functions of each
                        9. Describe the purpose of and perform verbal communication of
                        patient
                        information to the hospital via radio, telephone, and person to person.
                        10. Demonstrate requesting on-line medical directions/orders and
                        documenting on-line directions/orders
                        11. Describe basic phone systems, universal access numbers (e.g. 911)
                        enhanced systems and list differences, advantages, and disadvantages

Course activities and design:	The material in this course will be presented in lecture format. Other educationally sound methods may be employed such as discussion, guest lectures, role playing, group projects, and documentation exercises.
Outcomes assessment strategies:	At the beginning of the course, the instructor will detail the 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: written and practical skills examinations, quizzes, homework assignments, small group problem solving of questions arising from application of course concepts and concerns to actual experience, research and writing assignments, and role playing.

Course content and skills:

I. Communication

a. Communication component of patient care
b. Interview strategies
c. Components of ems radio and telephone systems
d. State and federal regulations (including fcc regulations)
e. 9-1-1 systems
f. Dispatch center operations
g. Interagency communication, e.g.. Hear system, medical control, ecc
h. Medical control
i. New technologies in ems communications
j. Professional perception/credibility

ii. Documentation
a. Uses of ems documentation
b. Principles of proper documentation
c. Types of documentation, e.g.. Written, electronic, recording/dictation
d. Document revision and correction
e. Documentation of patient refusals
f. Special considerations considering mass casualty incident documentation
g. Professional perception/credibility

Course used to supply ri for certificate:	No
Reason for new course:	Statewide restructuring of AAS EMT degree requires development of this course as a partial replacement of EMT 117.
How course will be taught:	Campus

Reason for other:

Explanation if there are degrees andor certificates that are affected by the instruction of this course:

Yes. The statewide AAS EMT degree requirements have changed to include this course.

Explanation if this course transfer to any other academic institution:

Yes. This course will transfer to all oregon accredited EMT programs.

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:

N/a

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

No

Implemented term or year requested:

Winter, 2009

Submitter:	Mark hornshuh
From:	Mhornshu@pcc.edu
Sac chair:	Dennese kelsay
Sac chair email:	Dkelsay@pcc.edu
Sac admin liason name:	Kal robertson
Sac admin liason email:	Kroberts@pcc.edu

Course number: EMT 114

Course title: Emergency Response Patient Transportation

Transcript title: Emerg Resp Patient Transport

Course credits: 2

Lec contact hrs: 10

Lec/Lab contact hrs: 20

Special fee: 75

Course description: Covers ambulance operations, laws, maintenance and safety, emergency response driving and route planning.

Intended outcomes: Upon successful completion of this course, the student should be able to:
1. Cite appropriate laws relating to operation of an ambulance and emergency vehicle
2. Describe types of ambulances, required markings, and placement of warning devices
3. Demonstrate required vehicle maintenance and safety checks, including oil check, cleaning fluid refill, tire pressure check, fueling, etc.
4. Describe and use defensive and safe driving techniques
5. Use a map book and other appropriate location finders
6. Demonstrate required preparation of the vehicle for responding to emergencies and transporting patients

Course activities and design: The material in this course will be presented in both lecture and lab formats. Other educationally sound methods may be employed such as discussion, guest lectures, group projects, and role playing.

Outcomes assessment strategies: At the beginning of the course, the instructor will detail the 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: written and practical skills examinations, quizzes, homework assignments, small group problem solving of questions arising from application of course concepts and concerns to actual experience, research and writing assignments, and role playing.

Course content and skills: A. Emergency response driving laws; ORS 820.300-380
                             B. KKK ambulance standards; End-stage vehicle manufacturing

standards; state rules and regulations
C. Emergency vehicle operations: driving skills, vehicle checks, maneuvering skills, staging or positioning, and on-scene warning devices
D. Emergency response driving techniques and experience
E. Laws of motion
F. Vehicle maintenance, safety checks, and inspection
G. Map books and route selection

Course used to supply ri for certificate:	No
Reason for new course:	Statewide restructuring of AAS EMT Degree requires development of this course in preparation for the elimination of EMT 117.
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Yes. The Statewide AAS EMT Degree Requirements have change to include this course.
Explanation if this course transfer to any other academic institution:	Yes. This course will transfer to all Oregon accredited EMT Programs
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:	N/A
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Winter, 2009
Submitter:	Mark Hornshuh
From:	mhornshu@pcc.edu
Sac chair:	Dennese Kelsay

Sac chair email: dkelsay@pcc.edu
Sac admin liason name: Kal Robertson
Sac admin liason email: kroberts@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: EMT 250

Current Course Title: Paramedic Field Internship II

	Current	Proposed
Lab Hours:	216	252
Credits:	6	7

Reason for Change: To comply with recent changes in statewide AAS EMT
                                Degree requirements.

Are outcomes affected?:   NO

Are degrees/certs affected?:   YES

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

Impact on Dept/Campus:
Is there potential conflict with   NO
another SAC?:

Impact on SACs: This does not affect other disciplines.

Implem. Term: Winter
Implementation Year,Implem. Year: 2009
Contact Name: Mark Hornshuh
Contact Email: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number, Course Title

Current Course Number: PST 101

Proposed Course Number: OST 101

Current Course Title: Professional Skills Training 101

Proposed Course Title: Occupational Skills Training 101

Proposed Transcript Title: Occupational Skills Train. 101

Reason for Title Change: This last year, the state requested that we change our
                                 program name from Professional Skills to Occupational Skills.
                                 This change would make our course name consistent with the
                                 program's new name.

Current Description: Unique off-campus training program which provides an
                                 opportunity to develop marketable job skills in areas not
                                 normally addressed by on-going programs. Custom designed
                                 training tailored to individual abilities, skills and interests.
                                 Program permission required.

Current Learning Outcomes: Demonstrate professional competence in the occupation
                                 selected for job learning/skill improvement
                                 Demonstrate a positive attitude toward training
                                 Maintain positive relations with others at training site
                                 Meet standards of attendance established by training site
                                 Meet quality of work standards established by training site
                                 Present appropriate dress and hygiene for the
                                 industry/occupation and the training site
                                 Demonstrate safety awareness within the guidelines
                                 established by the training site
                                 Identify strengths and challenges in the performance of
                                 individualized learning objectives

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

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

Request Term: winter

Requested Year: 2009
Contact Name: Sandy Schramm
Contact E-Mail: sschramm@pcc.edu

Course number:	BIT 110A
Course title:	Bioscience Technology Basics Part 1
Transcript title:	Bioscience Basics Part 1
Course credits:	4.5
Lec lab contact hrs:	90
Course description:	Introduces fundamental principles and practices for the bioscience laboratory and biomanufacturing environment. Principles of quality documentation, safety, and communication will be emphasized throughout, in the context of technical activities that include measurements (weight, volume temperature, pH conductivity and spectroscopy) and solution preparation. Prerequisite: Placement into RD 115, WR 115 and MTH 70.
Prerequisites coreq concurrent:	Placement into RD 115, WR 115 and MTH 70
Addendum to course description:	This course, along with its companion BIT 110B are equivalent to BIT 110.

Together they are intended to serve as the core of the most basic bioscience certificate (pre-employment skills for entry-level workers in the bioscience industry), as well as the prerequisite course for more advanced and specific courses in the Bioscience Technology program. The content was developed in collaboration with Genentech and other members of the Oregon Bioscience Association . A key part of the course actively involves these partners, to put industry context around the principles and practices emphasized in the course. The course should be structured and paced in such a way as to facilitate this key interaction. |
| Intended outcomes: | Work in a bioscience laboratory or biomanufacturing environment, applying principles of safety, quality, teamwork and good business practices.

Carry out common laboratory measurements (weight, volume, |

temperature, pH and light) demonstrating understanding of the limits of detection, principles of calibration, and limits in the precision and accuracy of the instrumentation used.

Carry out calculations needed to prepare solutions, make dilutions, maintain records and evaluate data in bioscience laboratory environment.

Communicate clearly and succinctly the purpose, procedures, results and interpretation of data collected from measuring/monitoring equipment and from laboratory experiments.

Course activities and design:	The course is set up in a lec-lab format, to facilitate smooth integration activities. Some of the sessions are dedicated to presentations/guest lectures form industry representatives. The purpose of these "Industry Fridays" is to put the topics covered that week into their "real-world' context.
Outcomes assessment strategies:	Written Exams. There are certain concepts and facts that students must master in order to meet the outcomes that are most efficiently assessed via standard written exams. Skills related to solution calculations can also be authentically assessed this way. Exams may also include questions that ask students to respond to "what if" situations in the work setting.

Practical Exams allow students to demonstrate skills such as making and interpreting measurements, preparing solutions, following SOPs

Interactive Exams ideally one-on-one, or in small groups, going over results of measurements and/or experiment. Students should be able to explain the purpose of the work, the results and the interpretation to an instructor/supervisor, and make suggestions for improvements. This assessment is for both the content and the communication of the work.

Lab Notebooks should be kept current for all laboratory activities. Frequent evaluation and feedback on this documentation is essential.

Papers: by writing up some of the experiments conducted in the laboratory, students are forced to think more critically about the interpretation of the results than they otherwise might. They are asked to do this in a formal scientific-style paper (even though it is not an entry-level expectation), because each section of the paper reinforces and allows evaluation on specific communication skills. Instructors

	can also help students develop communication skills by feedback and allowing revision, if possible.
Course content and skills:	See CCOG for BIT 110
Reason for new course:	BIT 110A and 110B are the equivalent of BIT 110. We are proposing these additional courses on the advice of the registrar and the curriculum office, in order to make it possible to deliver the course in the evenings, over two terms. BIT 110 is 9 cr of lec-lab, meeting 18 hrs/week – difficult to manage in an evening format. The plan is to offer the course over two terms, 9 hrs/week. But splitting the course in two, the contact hours can be appropriately captured in the term in which the instruction is delivered – which is cleaner for financial aid and for instructor load. The two sections (A and B) do need to be taken sequentially, because material in the second (B) depends on mastery of content in "A"
How course will be taught:	Campus,Hybrid
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Yes. BIT 110A and BIT 110B (each 4.5 cr) together equal BIT 110 (9 cr). The degree description should be changed to reflect that.
Explanation if this course transfer to any other academic institution:	No.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	This is half of an existing BIT course, with content that is really only taught in this subject area, and thus there should be no impact on any other SAC
Explain if there are any potential impact on another department or campus:	No.

Implemented term or year requested:	Winter 2009 (I know that's soon, but this is in repsonse to specific industry request for night offering of course finishing in June.)
Submitter:	Kendra Cawely
From:	kcawley@pcc.edu
Sac chair:	Kendra Cawley
Sac chair email:	kcawley@pcc.edu
Sac admin liason name:	Margie Fyfield
Sac admin liason email:	mfyfield@pcc.edu

Curriculum Request Form
New Course

Course number: BIT 110B

Course title: Bioscience Technology Basics Part 2

Transcript title: Bioscience Basics Part 2

Course credits: 4.5

Lec lab contact hrs: 90

Course description: Introduces fundamental principles and practices for the bioscience
                          laboratory and biomanufacturing environment. Principles of quality
                          documentation, safety, and communication will be emphasized.
                          Technical activities focus on laboratory and manufacturing
                          instrumentation, aseptic principles and practices and the structure,
                          function and measurement of biological molecules. Prerequisite BIT
                          110B

Prerequisites coreq   BIT 110B
concurrent:

Addendum to course   This course, along with its companion BIT 110A are equivalent to
description: BIT 110.

                          Together they are intended to serve as the core of the most basic
                          bioscience certificate (pre-employment skills for entry-level workers
                          in the bioscience industry), as well as the prerequisite course for more
                          advanced and specific courses in the Bioscience Technology
                          program. The content was developed in collaboration with Genentech
                          and other members of the Oregon Bioscience Association . A key part
                          of the course actively involves these partners, to put industry context
                          around the principles and practices emphasized in the course. The
                          course should be structured and paced in such a way as to facilitate
                          this key interaction.

Intended outcomes: Work in a bioscience laboratory or biomanufacturing environment,
                          applying principles of safety, quality, teamwork and good business
                          practices

                          Use an understanding of microbiological principles and properties to

work effectively in a standard lab or aseptic environment

Carry out protein and enzyme assays, and use the data collected to interpret the results of a a separation and./or enzyme activity experiment

Safely perform basic measurement, construction and troubleshooting of electric circuits

Describe normal operations and troubleshoot failures in instrumentation systems involving sensors, actuators and controllers

Communicate clearly and succinctly the purpose, procedures, results and interpretation of data collected from measuring/monitoring equipment and from laboratory experiments.

Course activities and design:	The course is set up in a lec-lab format, to facilitate smooth integration activities. Some of the sessions are dedicated to presentations/guest lectures form industry representatives. The purpose of these "Industry Fridays" is to put the topics covered that week into their "real-world' context.
Outcomes assessment strategies:	Written Exams. There are certain concepts and facts that students must master in order to meet the outcomes that are most efficiently assessed via standard written exams. Skills related to solution calculations can also be authentically assessed this way. Exams may also include questions that ask students to respond to "what if" situations in the work setting.
	Practical Exams allow students to demonstrate skills such as making and interpreting measurements, preparing solutions, following SOPs
	Interactive Exams ideally one-on-one, or in small groups, going over results of measurements and/or experiment. Students should be able to explain the purpose of the work, the results and the interpretation to an instructor/supervisor, and make suggestions for improvements. This assessment is for both the content and the communication of the work.
	Lab Notebooks should be kept current for all laboratory activities. Frequent evaluation and feedback on this documentation is essential.
	Papers: by writing up some of the experiments conducted in the laboratory, students are forced to think more critically about the

interpretation of the results than they otherwise might. They are asked to do this in a formal scientific-style paper (even though it is not an entry-level expectation), because each section of the paper reinforces and allows evaluation on specific communication skills. Instructors can also help students develop communication skills by feedback and allowing revision, if possible.

Course content and skills: See CCOG for BIT 110

Reason for new course: Same as BIT 110A -- to allow this core course to be split across two terms, for finacial aid and load factors

How course will be taught: Campus,Hybrid

Reason for other:

Explanation if there are degrees andor certificates that are affected by the instruction of this course: Yes. BIT 110A and BIT 110B (each 4.5 cr) together equal BIT 110 (9 cr). The degree description should be changed to reflect that.

Explanation if this course transfer to any other academic institution: No.

Explanation if there are similar courses existing in other programs or disciplines at pcc: No.

Explanation if they have consulted with sac chairs of other programs regarding potential impact: There are sections of this course that are similar to content that is taught in eET or in MT (in fact the MT department developed this content), but it represents about 17% of the course curriculum of this course.

Explain if there are any potential impact on another department or campus: No.

Implemented term or year requested: Winter 2009 (I know that's soon, but this is in repsonse to specific industry request for night offering of course finishing in June.)

Submitter: Kendra Cawely

From: kcawley@pcc.edu

Sac chair: Kendra Cawley

Sac chair email: kcawley@pcc.edu
Sac admin liason name: Margie Fyfield
Sac admin liason email: mfyfield@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course Number: BIT 110

Current Course Title: Bioscience Technology Basics

Current Description: Introduces fundamental principles and practices for the bioscience laboratory and biomanufacturing environment. Principles of quality documentation, safety, and communication will be emphasized throughout, in the context of technical activities that include solution preparation, instrumentation for measurements (weight, volume, temperature, pH, conductivity and spectroscopy) and selected biomanufacturing activities. Recommend concurrent enrollment in BIT 181.

Proposed Description: Introduces fundamental principles and practices for the bioscience laboratory and biomanufacturing environment. Principles of quality documentation, safety, and communication will be emphasized throughout, in the context of technical activities that include solution preparation, instrumentation for measurements (weight, volume, temperature, pH, conductivity and spectroscopy) and selected laboratory and biomanufacturing activities.
Prerequisites: Placement into WR 115, RD 115 and MTH 70. Recommend concurrent enrollment in BIT 181

Reason for Description Change: Added "laboratory and" to course description to better describe content. Included prerequsite change that is requested, to ensure that the WR and RD prereqs show up in the description, and reflect the change of MTH 70 from recommended to prerequisite.

Current Learning Outcomes: Work in a bioscience laboratory or biomanufacturing environment, applying principles of safety, quality, teamwork and good business practices

Carry out common laboratory measurements (weight, volume, temperature, pH and light) demonstrating understanding of the limits of detection, principles of calibration, and limits in the precision and accuracy of the instrumentation used.

Carry out calculations needed to prepare solutions, make

dilutions, maintain records and evaluate data in bioscience laboratory environment

Use an understanding of microbiological principles and properties to work effectively in a standard lab or aseptic environment

Communicate clearly and succinctly the purpose, procedures, results and interpretation of data collected from measuring/monitoring equipment and from laboratory experiments.

Make informed decision about career opportunities and related education and training choices for the bioscience field.

Proposed Learning Outcomes:	Work in a bioscience laboratory or biomanufacturing environment, applying principles of safety, quality, teamwork and good business practices
	Carry out common laboratory measurements (weight, volume, temperature, pH and light) demonstrating understanding of the limits of detection, principles of calibration, and limits in the precision and accuracy of the instrumentation used.
	Carry out calculations needed to prepare solutions, make dilutions, maintain records and evaluate data in bioscience laboratory environment.
	Use an understanding of microbiological principles and properties to work effectively in a standard lab or aseptic environment
	Carry out protein and enzyme assays, and use the data collected to interpret the results of a separation and/or enzyme activity experiment
	Safely perform basic measurement, construction and troubleshooting electric circuits. Describe normal operations and troubleshoot failures in instrumentation systems involving sensors, actuators and controllers
	Communicate clearly and succinctly the purpose, procedures, results and interpretation of data collected from measuring/monitoring equipment and from laboratory experiments.
Reason for Learning Outcomes Change:	The main reason is to more clearly delineate the outcomes that will be separated into the A and B parts of the course, but we also made the outcomes relating to electicity and mechanics more specific, and removed the career exploration outcome

(because it is covered much more intentionally in BIT 181) and

Current Prerequisites: Placement into RD 115 and WR 115

Proposed Prerequisites: Placement into RD 115, WR 115 and MTH 70

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

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

How other Depts/Campuses will be impacted: The MT department developed the specific curriculum reflected in the outcome change.

Request Term: winter
Requested Year: 2009
Contact Name: Kendra Cawley
Contact E-Mail: kcawley@pcc.edu

Curriculum Request Form
New Course

Course number: D 120

Course title: Pilates for Dancers

Transcript title: Pilates for Dancers

Course credits: 3

Lab contact hrs: 90

Special fee: $12

Course description: Builds on concepts and skills in the Pilates Method of conditioning.
                        Designed to continue to increase core strength and stabilization, by
                        challenging one's body to further its range of motion. This course
                        provides knowledge and skills in non-impact whole body exercise that
                        includes standing variations to further challenge the student as it
                        pertains to dance. Benefits include core strength and stabilization,
                        muscle tone, flexibility, improved posture and body/mind awareness.
                        Recommended: Pilates II or instructor permission.

Intended outcomes: 1. Improve core strength, muscle balance, control and body awareness
                        in order to improve general dance techniques and skills.

                        2. Learn exercise variations built upon Pilates' concepts that apply a
                        greater range of motion in order to improve safety issues for dancers.

Outcomes assessment   1. Attendance and participation
strategies:
                        2. Exams--quantitative and/or qualitative

                        3. Demonstrative exercises

Course content and   Breathing exercises
skills: warm-up exercises
                        joint release exercises
                        stabilization exercises
                        correct alignment
                        parallel and turnout of the legs
                        body positions
                        leg and arm positions
                        kinesthetic memory

coordination of the legs, arms and body
mind-body connection

Reason for new course:	Pilates classes are taught and focused on the general fitness and health. This course will directly concentrate on fitness and safety for dancers. As we are building our dance program, we need courses that support the student's and their structure/bodies.
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	This course transfers as an elective to all OUS institutions for both dance majors and nonmajors.
Proof of course transferable:	Discussions with University of Oregon, Western Oregon, and Portland State University--all which have Dance majors or minors--have confirmed the course is useful and transferable.
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Similarities only in that PE offers Body in Balance, a Pilates course. Pilates for Dancers is more specific. It is recommended that students have a background in Pilates. This course will also be cross-listed with PE.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	Doris Werkman & Heidi Diaz
Sac chair email:	dwerkman@pcc.edu
Sac admin liason name:	Doris Werkman & Steve Ward
Sac admin liason email:	dwerkman@pcc.edu

Curriculum Request Form
New Course

Course number: D 175B

Course title: Tap II

Transcript title: Tap II

Course credits: 1

Lab contact hrs: 30

Special fee: $12

Course description: Continues the development of tap dance technique beyond the
                        introductory level. Further develops a sense of rhythm, musicality,
                        and tap sounds. Learn basic through intermediate traditional tap
                        steps, rhythm tap combinations, and complete dances.
                        Recommended courses: D175A, or PE 186 K, or equivalent.

Intended outcomes: 1. Adapt rhythms and musical genres to specific tap styles in order to
                        understand the connection between creativity, movement, and
                        musicality in the world
                        2. Learn the history, origin, and precise styling for each dance in
                        order to develop an understanding of Tap Dance as an art form.
                        3. Use basic improvisational skills in order to promote creative
                        problem solving.

Outcomes assessment   Outcome Assessment Strategies will include:
strategies: 1. Attendance and participation
                        2. Creative Projects
                        3. Practical evaluation (exercises, floor work)
                        Other Assessment Strategies may include:
                        1. Group or individual choreography
                        2. Written exam to test knowledge of terminology and/or history
                        3. Research paper

Course content and   Principles of Basic Tap Dance Technique:
skills: Warm up sequences
                        Correct alignment
                        Proper stretches
                        Single sound tap steps: rudiments
                        Shuffles, flaps, and simple combinations
                        Foot, body and arm positions; weight changes
                        Moving steps and combinations (forward, backward and sideward)
                        Connecting steps to create dances
                        Improvisation as a learning and choreographic tool

Spatial awareness
Dance class structure and classroom etiquette

Concepts of rhythm and musicality:
Learn musical counting of tap steps
Synchronize tap steps to music
Acapella tapping, synchronizing tap sounds
Listening skills: to music, solo tap sounds, group tap sounds
Explore more challenging tempo changes, accents, syncopation, and silence
Explore time steps: single, double, triple
Explore a variety of musical styles: jazz, blues, swing, funk, waltz, etc.
Improvisation: counting musical bars, when to start and end

COMPETENCIES AND SKILLS:

Successfully execute clean, clear tap sounds
Identify and demonstrate understanding of complex sound tap steps
Execute intermediate tap dance combinations
Perform traveling tap dance steps
Recognize a variety of musical styles: jazz, blues, swing, funk, waltz, etc.
Demonstrate complete tap dances
Participate in tap improvisation with rhythmic tap complexities
Coordinate foots sounds with more complicated arm and body movements
Memorize and retain combinations quickly

Reason for new course:	In expanding Dance program, we found Tap did not have an intermediate level, unlike all other genres of dance. This course will allow students to expand their knowledge and skills as well as balance the dance courses offered.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	Direct transfer into U of O and WOU, offered at both the major and nonmajor levels. It is a required course at both institutes. It will transfer to PSU as an elective to their Dance minor program.
Proof of course transferable:	Catalogs for all colleges
Gened status or cultural diversity sought:	No
Explanation if there are	No; this course will be cross-listed with the correlating P.E.course

similar courses existing in other programs or disciplines at pcc:	
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	Doris Werkman & Heidi Diaz
Sac chair email:	dwerkman@pcc.edu
Sac admin liason name:	Doris Werkman & Steve Ward
Sac admin liason email:	dwerkman@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number
Current Course Number: J200
Proposed Course Number: J103

Current Course Title: Introduction to Writing for the Media

Reason for Title Change: We are changing the course number in order to have all
                                 Journalism courses that have been moved to "Introduction to"
                                 category to follow the courses at 200-level as offered at U of O.
                                 For example, J 203 is Writing for the Media. We would like
                                 Introduction to Writing for the Media to reflect the 200-level
                                 course, offering it at J 103.

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

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

Request Term: spring
Requested Year: 2009

Contact Name: Doris Werkman
Contact E-Mail: dwerkman@pcc.edu

Course number:	MUS 153A
Course title:	Musical Theatre Vocal
Transcript title:	Musical Theatre Vocal
Course credits:	1
Lab contact hrs:	30
Special fee:	$12
Course description:	Selection by audition to cast of musical theatre production. Evening rehearsals during term, performances at conclusion of term.

Addendum to course description:

Intended outcomes:
1. Synergy of music, acting, movement, and storytelling through collaboration in order to understand completion of a goal through group effort.
2. Creative problem-solving skills through collaboration.
3. Understand and evaluate the hierarchy of roles within a production as it travels through the journey to reach the goal of performance.

Course activities and design:

Outcomes assessment strategies:
-Qualitative examination of musical execution of assigned part(s)
-Qualitative examination of musicianship as applied in rehearsal and performance.
-Public performance
-Attendance and participation

Course content and skills:
CONTENT:
-Vocal performance of solo and ensemble vocal parts selected from standard musical theatre repertoire learned from printed vocal scores.
-Mechanics of singing on-stage (including projection, intonation, diction, tone production balance, dynamics and techniques for memorization)
-Stylistic interpretation as applied to genre(s) selected for performance.
-Rehearsal etiquette.
-Music, drama and movement.

-Public performance.
SKILLS:
-Learn and perform individual part(s) from printed musical score.
-Execute stylistic and musical practices according to repertoire.
-Work and rehearse with others to prepare and execute public performance.
-Incorporate music with movement and dramatic text on-stage.

Reason for new course:	Needed for when Mainstage production is a musical
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	This course tranfers directly to Western Oregon State University as MUS 153A (1 cr). It will transfer to all institutions as MUS elective.
Proof of course transferable:	WOSU Catalog, discussion with PSU
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:	NA
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	John Mery
Sac chair email:	jmery@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number: MUS 153B

Course title: Musical Theatre Vocal

Transcript title: Musical Theatre Vocal

Course credits: 2

Lab contact hrs: 60

Special fee: $24

Course description: Selection by audition to cast of musical theatre
                            production. Evening rehearsals during term,
                            performances at conclusion of term.

Addendum to course description:
Intended outcomes: 1. Synergy of music, acting, movement, and storytelling
                            through collaboration in order to understand completion
                            of a goal through group effort.
                            2. Creative problem-solving skills through collaboration.
                            3. Understand and evaluate the hierarchy of roles within
                            a production as it travels through the journey to reach the
                            goal of performance.

Outcomes assessment strategies: -Qualitative examination of musical execution of
                            assigned part(s)
                            -Qualitative examination of musicianship as applied in
                            rehearsal and performance.
                            -Public performance
                            -Attendance and participation

Course content and skills: CONTENT:
                            -Vocal performance of solo and ensemble vocal parts
                            selected from standard musical theatre repertoire learned
                            from printed vocal scores.
                            -Mechanics of singing on-stage (including projection,
                            intonation, diction, tone production balance, dynamics
                            and techniques for memorization)
                            -Stylistic interpretation as applied to genre(s) selected for
                            performance.
                            -Rehearsal etiquette.
                            -Music, drama and movement.
                            -Public performance.
                            SKILLS:
                            -Learn and perform individual part(s) from printed

musical score.
-Execute stylistic and musical practices according to repertoire.
-Work and rehearse with others to prepare and execute public performance.
-Incorporate music with movement and dramatic text on-stage.

Reason for new course:	Needed for when Mainstage production is a musical
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	This course tranfers directly to Western Oregon State University as MUS 153B (2 cr). It will transfer to all institutions as MUS elective.
Proof of course transferable:	WOSU Catalog, discussion with PSU
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:	NA
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	John Mery
Sac chair email:	jmery@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number: MUS 153C

Course title: Musical Theatre Vocal

Transcript title: Musical Theatre Vocal

Course credits: 3

Lab contact hrs: 90

Special fee: $30

Course description: Selection by audition to cast of musical theatre
                                  production. Evening rehearsals during term,
                                  performances at conclusion of term.

Addendum to course description:
Intended outcomes: 1. Synergy of music, acting, movement, and storytelling
                                  through collaboration in order to understand completion
                                  of a goal through group effort.
                                  2. Creative problem-solving skills through collaboration.
                                  3. Understand and evaluate the hierarchy of roles within
                                  a production as it travels through the journey to reach the
                                  goal of performance.

Outcomes assessment strategies: -Qualitative examination of musical execution of
                                  assigned part(s)
                                  -Qualitative examination of musicianship as applied in
                                  rehearsal and performance.
                                  -Public performance
                                  -Attendance and participation

Course content and skills: CONTENT:
                                  -Vocal performance of solo and ensemble vocal parts
                                  selected from standard musical theatre repertoire learned
                                  from printed vocal scores.
                                  -Mechanics of singing on-stage (including projection,
                                  intonation, diction, tone production balance, dynamics
                                  and techniques for memorization)
                                  -Stylistic interpretation as applied to genre(s) selected for
                                  performance.
                                  -Rehearsal etiquette.
                                  -Music, drama and movement.
                                  -Public performance.

SKILLS:
-Learn and perform individual part(s) from printed musical score.
-Execute stylistic and musical practices according to repertoire.
-Work and rehearse with others to prepare and execute public performance.
-Incorporate music with movement and dramatic text on-stage.

Reason for new course:	Needed for when Mainstage production is a musical
Reason for other:	
Where and how the course transfer within ous of highered:	This course tranfers directly to Western Oregon State University as MUS 153B (3 cr). It will transfer to all institutions as MUS elective.
Proof of course transferable:	WOSU Catalog, discussion with PSU
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:	NA
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	John Mery
Sac chair email:	jmery@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number: MUS 190

Course title: Introduction to Piano

Transcript title: Introduction to Piano

Course credits: 2

Lec lab contact hrs: 40

Course description: Group instruction in piano performance. Development of basic piano skills and the introduction to related musical concepts. Focus given to basic keyboard technique, note-reading, rhythm, chords and repertoire performance. No previous experience required. Not designed for Music majors

Addendum to course description: This course is open to all students who are not music majors or minors

Intended outcomes: 1. Develop listening skills through the knowledge of basic rhythms and melodies.
2. Increase strength in fingers and improved dexterity and flexibility through keyboard patterns and piano scales.
3. Creative problem-solving developed through the ability to read and perform basic elementary level piano compositions

Outcomes assessment strategies: The primary assessment method will be through applied keyboard exams and exercises.

Other assessment methods may be used, including:
Qualitative and/or quantitative examinations
Homework assignments
Listening assignments
Concert reports
Research project
Class participation

Course content and skills: Basic keyboard orientation and technique
Note-Reading and Rhythm-Reading Skills on the Treble and Bass Staff.
Major and Minor Five-Finger Patterns (pentascales)
Major and Minor Scales and Arpeggios
Basic Diatonic Chords and Triads (with Inversions)

COMPETENCIES:

Students will be able to read and perform basic rhythms and melodies on the Treble and Bass Staff at sight.

Students will be able to read and perform basic elementary level piano compositions.

Students will be able to accurately perform Major and Minor Five-Finger Patterns (pentascales), and construct and/or perform Major and Minor Scales.

Students will be able to accurately construct and perform basic diatonic triads, with inversions.

Reason for new course:	In program review it was found to be one area lacking: music for nonmajors. Most music programs have a piano course appropriate for nonmajors.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	This course is transferrable to all colleges and universities within the OUS that has a music program. Specifically, it transfers to Western Oregon as MUS 190, Southern Oregon as MUS 192, Eastern Oregon as MUS 192, OSU as MUS 180 (to name a few). It also matches a similar course at Clackamas CC and Mt. Hood CC also for nonmajors.
Proof of course transferable:	Catalogs
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	John Mery

Sac chair email: jmery@pcc.edu
Sac admin liason name: Steve Ward
Sac admin liason email: sward@pcc.edu

Curriculum Request Form
New Course

Course number: MUS 202

Course title: Music of Broadway

Transcript title: Music of Broadway

Course credits: 3

Lec contact hrs: 30

Course description: A historical overview of the music of Broadway. Also includes musical elements and aural skill development.

Prerequisites coreq concurrent: Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Intended outcomes: 1. Development of listening skills for recognition of emotional triggers that are enhanced through music in order to make personal emotional and cultural choices

2. Recognize the evolution of musical styles that connect with genres, eras, and cultures in order to gain a broader view of history, politics, pop culture, and cultural mores.

Outcomes assessment strategies:
-Qualitative/quantitative aural examinations
-Qualitative/quantitative written examinations
-Research paper(s)
-Attendance and participation

Course content and skills:
-Origins and history of New York (American) theatre: English and 18th century colonial theatre, 19th century blackface minstrel shows, burlesque, vaudeville, P.T. Barnum, The Astor Place riot.
-From downtown to midtown, Union Square to Times Square
-The theatre syndicate and establishment of "Off-Broadway" theatre
-Early musicals
-Theatre for the masses
-Gilbert and Sullivan and other English and European works.
-African-American theatre
-Composers of Tin Pan Alley
-The Great White Way
-Actors Equity Association
-The Jazz Singer and film compete with Broadway
-The Roaring 20s and the Beginning of the Golden Age of

Theatre
-Works of the greats: George Gershwin, Cole Porter, Jerome Kern, Vincent Youmans, and Rodgers and Hart.
-The Ziefield Theatre and Showboat
-Oklahoma!
-Contemporary works
-Disney
-Musical elements and enhancement of drama
-The incredible shrinking orchestra pit

Reason for new course:	In process of program review, found we need more vocal courses that will transfer to institutions beyond PSU
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	WOSU direct transfer into music program and can be used as MUS elective for music major requirement; elective to PSU and other OSU institutions
Proof of course transferable:	Catalog for WOSU
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:	NA
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	John Mery
Sac chair email:	jmery@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current course number:	HR 109	
Current course title:	Culinary Assistant Training	
	Current	**Proposed**
Lecture hours:	20	20
lab hours:	390	360
Total contact hours:	30	30
Credits:	15	14

Reason for Change:	This is a course for students with special needs who may have difficulty sitting in classes needed to satisfy related instruction. We are reducing this course by 1 credit in order to drop the credits needed for a certificate from 45 credits to 44 credits.
Are outcomes affected?:	NO
Are degrees/certs affected?:	YES
Is there an impact on other Dept/Campus?:	NO
Impact on Dept/Campus:	
Is there potential conflict with another SAC?:	NO
Impact on sacs:	
Implem. Term:	Spring
Implementation year,implem. Year:	2009
Contact name:	Lee Fan
Contact email:	lfan@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description,Learning Outcomes
Current course number:	MTH 60
Current course title:	Introductory Algebra - First term
Current description:	Use applications, formulas, and reasoning skills to write, manipulate, interpret, solve and graph linear equations. Concepts introduced numerically, graphically, and symbolically. Communicate results in oral and written form. See instructor for calculator recommendation. Prerequisite: Successful completion of MTH 20 and (RD 80 or ESOL 250).
Proposed description:	Introduction to algebraic concepts and processes with a focus on linear equations and inequalities in one and two variables. Applications, graphs, functions, formulas, and proper mathematical notation are emphasized throughout the course. A scientific calculator is required. The TI-30X II is recommended. Prerequisite: MTH 20 and Reading 80 (or ESOL 250).
Reason for Description Change:	We feel the new description better reflects the current course content and emphases.
Current learning outcomes:	* To recognize, formulate, interpret, describe, apply, and appreciate relationships, especially linear, in real-world contexts * To prepare for further coursework
Proposed learning outcomes:	� Use a variable to represent an unknown in a simple linear problem at home or in an academic or work environment, create a linear equation that represents the situation, and find the solution to the problem using algebra.

� Recognize a linear pattern in ordered paired data collected or observed at home or in an academic or work environment, calculate and interpret the rate of change (slope) in the data, create a linear model using two data points, and use the observed pattern to make predictions.

� Be successful in future coursework that requires an understanding of the basic algebraic concepts covered in the course. |
| Reason for Learning Outcomes Change: | The new outcomes sounded more outcomey to us. |

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:	2009
Contact name:	Steve Simonds
Contact e-mail:	ssimonds@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Number
Current course number:	LA XXX
Proposed course number:	PL XXX
Reason for Title Change:	We are asking that the course numbering system be changed for ALL Paralegal classes, converting from LA to PL. Numbers of all courses remain as they are presently. Reason for the change is that the PL designation aligns with the title of the Paralegal program/department and it is the best designation for the industry as well. Advisory Council supports change. J.Brask
Will this impact other sacs?,Is there an impact on other sacs?:	no
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
Request term:	winter
Requested year:	2009
Contact name:	Jerry Brask
Contact e-mail:	gbrask@pcc.edu