

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
December 3 , 2008
Sylvania CC, Cedar Room

Inactivations:

None to report

Experimental:

None to report

Old Business:

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

34. ITP 111 – ASL I
Related Instruction

35. ITP 112 – ASL II
Related Instruction

36. ITP 113 – ASL III
Related Instruction

37. ITP 120 – Fingerspelling I
Related Instruction

38. ITP 121 – Fingerspelling II
Related Instruction

39. ITP 131 – Deaf Culture
Related Instruction

40. ITP 180 – Field Experience
Related Instruction

41. ITP 211 – ASL IV
Related Instruction

42. ITP 212- ASL V
Related Instruction

43. ITP 230 – ASL Linguistics I
Related Instruction

44. ITP 231 – ASL Linguistics II
Related Instruction

45. ITP 260 – Interpreting Theory I
Related Instruction
46. ITP 261 – Theory II
Related Instruction
47. ITP 262 – Theory III
Related Instruction
48. ITP 270 – Interpreting Process I
Related Instruction
49. ITP 271 – Interpreting Process II
Related Instruction
50. ITP 272 – Interpreting Process III
Related Instruction
51. ITP 273 – Interpreting Process IV
Related Instruction
52. ITP 274 – Interpreting Process V
Related Instruction
53. ITP 275 – Interpreting Process VI
Related Instruction
54. ITP 276 – Specialized Discourse I
Related Instruction
55. ITP 277 – Specialized Discourse II
Related Instruction
56. ITP 279 – Mock Interpreting I
Related Instruction
57. ITP 281 – Mock Interpreting II
Related Instruction
58. ITP 283 – Interpreting Internship I
Related Instruction
59. ITP 284 – Interpreting Internship II
Related Instruction
60. ITP 285 – Deaf Studies Internship
Related Instruction

61. PSY 101 – Psychology and Human Relations
Course Revision – Description

62. PSY 237 – Psychology of Adult Development and Aging
New Course

65. PE 182T – Tai Chi II
New Course

66. PE 183Z – Tae Kwon Do III
New Course

70. LA 280A – CE: Legal Assistant
Course Revision – Title, Description, Outcomes

New Business:

86. MTH 256- Differential Equations
Course Revision – Description

87. PE 185K- Ultimate Frisbee
New Course

88. LA 219 – Contract and Consumer Law
Course Revision – Title, Description, Requisites, Outcomes

89. LA 113 – Income Tax Law
Course Revision – Description, Outcomes

90. BA 203- Introduction to International Business
Course Revision – Outcomes

91. DE 51 – Building Academic Vocabulary in the Content Areas: Science and Literature
New Course

92. DE 52- Building Academic Vocabulary in the Content Areas: Social Sciences and Math
New Course

93. MUS 195- Symphonic Band
New Course

94. OS 280G – CE: Administrative Assistant Seminar
Course Revision – Description, Requisites

95. OS 245 – Office Systems and Procedures
Course Revision – Description, Outcomes

96. OS 240 – Filing and Records Management
Contact/Credit Hour Change

97. OS 120 – Business Editing Skills
Course Revision – Number

98. CAS 232 – Desktop Publishing: InDesign
Course Revision – Description

99. CAS 133- Basic Computer Skills/MS Office
Course Revision – Outcomes

100. CAS 109 – Beginning PowerPoint
Course Revision – Description

101. CAS 103 – Introduction to Windows
Course Revision – Description

102. AM 101 – Engine Repair
Related Instruction

103. AM 102 – Electrical Systems I
Related Instruction

104. AM 103 – Engine Performance I
Related Instruction

105. AM 104 – Steering and Suspension Systems I
Related Instruction

106. AM 105 – Brake Systems I
Related Instruction

107. AM 106 – Heating & Air Conditioning
Related Instruction

108. AM 107 – Manual Transmission I
Related Instruction

109. AM 108- Introduction to Automotive Technology
Related Instruction

110. AM 112 – Electrical Systems II
Related Instruction

111. AM 113 – Engine Performance II
Related Instruction

112. AM 114 – Steering Suspension II
Related Instruction

113. AM 115 – Brakes II

Related Instruction

114. AM 117 – Manual Transmissions II

Related Instruction

115. AM 122 – Electrical III

Related Instruction

116. AM 123 – Engine Performance III

Related Instruction

117. AM 127 – Automatic Transmissions I

Related Instruction

118. AM 133 – Engine Performance IV

Related Instruction

119. AM 137 – Automatic Transmissions II

Related Instruction

120. AM 143 – Engine Performance V

Related Instruction

121. AM 153 – Engine Performance VI

Related Instruction

122. AM 280A – Co-op

Related Instruction

123. ABE 0752 – Fundamentals of Writing

New Course

124. ABE 0751 – Fundamentals of Reading

New Course

125. ARCH 127 – Introduction to Google SketchUp

New Course

126. CJA 244 – Tactical Communication in Critical Incidents

Course Revision – Title, Requisites

127. ART 240 – Digital Photo II

New Course

128. CAS 151 – Microsoft Outlook

New Course

129. CIS 286 – Computer Forensics

Course Revision – Description

130. CIS 188 – Wireless Networking

Course Revision – Description, Outcomes

131. CIS 179 – Data Communication Concepts I

Course Revision – Outcomes

132. MTH 20- Basic Math

Course Revision – Description

133. RD 80 - Reading 80

Course Revision - Description

134. WR 80 – Writing 80

Course Revision - Description

Curriculum Request Form
Related Instruction

Current Course Number: ITP 111

Current Course Title: ASL I

Communication Hours: 150

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be able to:

- Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
- Understand and explain grammar features and non-manual behaviors of ASL
- Produce signs, fingerspelled words and numbers with 70 percent accuracy
- Use ASL numbering systems correctly and fingerspelling when it is appropriate
- Describe and identify things using classifiers and space
- Discuss various current issues from newspaper, magazine, or internet articles
- Develop skill in discussing opinions on various current issues
- Develop skill in arguing and/or debating on various current issues
- Develop skill listening and responding or asking questions culturally appropriate manner
- Develop skill giving feedback and criticism to peers in a non-threatening way
- Discuss and apply various grammar features in context appropriately
- Continue to apply language learning skills outside the classroom

Course Activities and Design

This course will include live and videotaped demonstrations, lectures, drills, videotapes, small group discussions, student presentations, and other hands-on activities.

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Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 112

Current Course Title: ASL II

Computation Hours: 25

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to: Continue to act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
Continue to understand and explain grammar features and non-manual behaviors in depth
Continue to produce signs, fingerspelled words and numbers with 70 percent accuracy
Continue to use ASL numbering systems correctly and fingerspelling when it is appropriate
Continue describe and identify things using classifiers and space
Continue discuss various current issues from newspaper, magazine, or internet articles
Continue develop skill in discussing opinions on various current issues
Continue develop skill arguing and/or debating various current issues
Continue develop skill listening and responding or asking questions in a culturally appropriate manner
Continue develop skill giving feedback and criticism to peers in a non-threatening way
Continue discuss and apply various grammar features in context appropriately
Continue to apply language learning skills outside the classroom

Communication Hours: 150

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to: Continue to act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
Continue to understand and explain grammar features and non-manual behaviors in depth
Continue to produce signs, fingerspelled words and numbers with 70 percent accuracy
Continue to use ASL numbering systems correctly and fingerspelling when it is appropriate
Continue describe and identify things using classifiers and space
Continue discuss various current issues from newspaper, magazine, or internet articles
Continue develop skill in discussing opinions on various current issues

Continue develop skill arguing and/or debating various current issues
Continue develop skill listening and responding or asking questions in a culturally appropriate manner
Continue develop skill giving feedback and criticism to peers in a non-threatening way
Continue discuss and apply various grammar features in context appropriately
Continue to apply language learning skills outside the classroom

Contact Name:

Darcie LeMieux

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 113

Current Course Title: ASL III

Computation Hours: 25

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to: Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
Discuss and explain grammatical features and non-manual behaviors in depth
Produce ASL in grammatically correct sentences in context with 70 percent accuracy
Continue to use signs, ASL numbering systems and fingerspelling correctly when appropriate
Describe and identify things using classifiers and space
Discuss various current issues from newspaper, magazine, or internet articles
Develop skill in discussing opinions on various current issues
Develop skill arguing and/or debating various current issues in a longer dialogue
Develop skill listening and responding or asking questions in a culturally appropriate manner
Develop skill giving feedback and criticism to peers in a non-threatening way
Discuss and appropriately apply various grammatical features in context
Analyze and appropriately apply transition, repair conversations, and cohesion in context
Continue to apply language learning skills outside the classroom

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following on a continual basis:
Various topics using classifiers and space appropriately in context
Analysis of various current issues and how to express these topics will be discussed in small groups
Analysis of spatialization and how to utilize it will be demonstrated; the students will continue to apply the skill in context
Analysis and comparison of various topics and how to express them will be demonstrated; the students will continue to apply these skills in context.
Analysis of pronominalization and how to express it will be demonstrated; the students will continue to apply the skill in context
Analysis of grammatical features and non-manual behaviors and how to apply them in ASL will be analyzed and discussed; the students will

continue to apply these skills in context
 Techniques for giving feedback and criticism in a non-threatening way; the students will continue to develop this skill
 Analysis of sentence types, subjects and objects, locatives, pluralization, temporal aspect, distributional aspect, and time and how to utilize them will be demonstrated; the students will continue to apply these skills in context
 Analysis of transition and repair conversation and how to utilize them will be demonstrated using signers on videotaped; the students will then apply the skills in context
 Analysis of cohesion and how to utilize it will be demonstrated using signers on videotaped; the students will then apply the skill in context

Communication
 Hours:

150

Content (Activities, Skills, Concepts, etc.):

Intended Outcomes for the course

Upon completion of this course, students will be able to: Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
 Discuss and explain grammatical features and non-manual behaviors in depth
 Produce ASL in grammatically correct sentences in context with 70 percent accuracy
 Continue to use signs, ASL numbering systems and fingerspelling correctly when appropriate
 Describe and identify things using classifiers and space
 Discuss various current issues from newspaper, magazine, or internet articles
 Develop skill in discussing opinions on various current issues
 Develop skill arguing and/or debating various current issues in a longer dialogue
 Develop skill listening and responding or asking questions in a culturally appropriate manner
 Develop skill giving feedback and criticism to peers in a non-threatening way
 Discuss and appropriately apply various grammatical features in context
 Analyze and appropriately apply transition, repair conversations, and cohesion in context
 Continue to apply language learning skills outside the classroom

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following on a continual basis:
 Various topics using classifiers and space appropriately in context
 Analysis of various current issues and how to express these topics will be discussed in small groups
 Analysis of spatialization and how to utilize it will be demonstrated; the students will continue to apply the skill in context
 Analysis and comparison of various topics and how to express them will be demonstrated; the students will continue to apply these skills in context.

Analysis of pronominalization and how to express it will be demonstrated; the students will continue to apply the skill in context
Analysis of grammatical features and non-manual behaviors and how to apply them in ASL will be analyzed and discussed; the students will continue to apply these skills in context
Techniques for giving feedback and criticism in a non-threatening way; the students will continue to develop this skill
Analysis of sentence types, subjects and objects, locatives, pluralization, temporal aspect, distributional aspect, and time and how to utilize them will be demonstrated; the students will continue to apply these skills in context
Analysis of transition and repair conversation and how to utilize them will be demonstrated using signers on videotaped; the students will then apply the skills in context
Analysis of cohesion and how to utilize it will be demonstrated using signers on videotaped; the students will then apply the skill in context.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 120

Current Course Title: Fingerspelling I

Computation Hours: 15

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be able to:
--use fingerspelling when linguistically appropriate
--use ASL numbering systems correctly
--produce fingerspelled words and numbers with appropriate hand and arm position, palm orientation, handshape and movement
--produce fingerspelled words and numbers with 70% accuracy.

Course Content (Themes, Concepts, Issues and Skills)

Fingerspelling for names, proper nouns, place names, and technical terms

Lexicalized fingerspelling

ASL numbering systems:

counting numbers

informational numbers

ordinal numbers

ranking numbers

age numbers

money numbers

clock time

calendar time

pronoun numbers

numbers for height (people)

numbers for weight (people)

measurement numbers

sports numbers

mathematical numbers

Communication Hours: 60

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be able to:
--use fingerspelling when linguistically appropriate
--use ASL numbering systems correctly
---produce fingerspelled words and numbers with appropriate hand and arm position, palm orientation, handshape and movement
--produce fingerspelled words and numbers with 70% accuracy
--use cloze skills to determine semantic content of fingerspelled words
--recognize the shape and movement of fingerspelled words as an aid to comprehension

--recognize the difference between rapid, careful and lexicalized
fingerspelling
--read fingerspelled words and numbers with 70% accuracy

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 121

Current Course Title: Fingerspelling II

Computation Hours: 15

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Students will read fingerspelled words and numbers in context, as presented live and on videotape by both familiar and unfamiliar signers, with 70% accuracy.
Students will use cloze skills as needed to determine probable semantic content of fingerspelled words.
Students will produce cardinal numbers 1 to one million accurately and without hesitation, independently and in context, with 70% accuracy. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.
Students will produce ordinal numbers, time numbers, and numbers for other purposes accurately and without hesitation, independently and in context with 70% accuracy. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.
Students will produce short narratives which include fingerspelling, lexicalized fingerspelling and numbers, producing fingerspelling and numbers clearly, accurately and without hesitation, including them in the flow of signing with appropriate prosody. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.
Students will interpret into ASL short, factual paragraphs which require fingerspelling and numbers, producing fingerspelling and numbers clearly, accurately and without hesitation, including them in the flow of signing with appropriate prosody. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

Course Content (Themes, Concepts, Issues and Skills)

Themes for presentations and quizzes may include current and historical events, technical subjects, financial information, place names, and others as appropriate. Fingerspelling topics covered will include rapid, careful and lexicalized fingerspelling; quantifiers and approximations, time numbers, money numbers, addresses and telephone numbers, and measurements.

Communication 60
Hours:

Content (Activities,
Skills, Concepts,
etc.):

Intended Outcomes for the course

Students will read fingerspelled words and numbers in context, as presented live and on videotape by both familiar and unfamiliar signers, with 70% accuracy.

Students will use cloze skills as needed to determine probable semantic content of fingerspelled words.

Students will produce cardinal numbers 1 to one million accurately and without hesitation, independently and in context, with 70% accuracy.

Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

Students will produce ordinal numbers, time numbers, and numbers for other purposes accurately and without hesitation, independently and in context with 70% accuracy. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

Students will produce short narratives which include fingerspelling, lexicalized fingerspelling and numbers, producing fingerspelling and numbers clearly, accurately and without hesitation, including them in the flow of signing with appropriate prosody. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

Students will interpret into ASL short, factual paragraphs which require fingerspelling and numbers, producing fingerspelling and numbers clearly, accurately and without hesitation, including them in the flow of signing with appropriate prosody. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

Course Content (Themes, Concepts, Issues and Skills)

Themes for presentations and quizzes may include current and historical events, technical subjects, financial information, place names, and others as appropriate. Fingerspelling topics covered will include rapid, careful and lexicalized fingerspelling; quantifiers and approximations, time numbers, money numbers, addresses and telephone numbers, and measurements.

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Curriculum Request Form
Related Instruction

Current Course ITP 131
Number:

Current Course Deaf Culture
Title:

Human Relations
Hours: 45

Content Intended Outcomes for the course:

(Activities,
Skills,
Concepts, etc.):

Students discuss and understand the different perspectives from Deaf people with variety of backgrounds, language, communication modes, from young to old, gender, and ethnic.

Students will learn to appreciate and respect the values, social customs and cultural aspects of Deaf people in depth. Throughout the course the students will also learn to identify their own values, social customs and various cultural aspects and how they differ from other culture's values, social customs, and various cultural aspects within America and other countries in the world.

Students will explore the variety of literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts. The importance of preserving the literature and folklore work to represent the Deaf people's cultural, language and experiences will be analyzed and discussed in depth. Students will explore the implications of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and hearing worlds.

Students will explore the diversity of Deaf people within their own cultural and its differences and similarities between many other minorities' cultures.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 180

Current Course Title: Field Experience

Computation Hours: 5

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course

Upon completion of this course, students will: be aware of issues which are currently relevant to the field of interpreting and to the Deaf community.

be able to relate theoretical knowledge of the role and function of an interpreter to observed interpreter practice.

be aware of professional development opportunities in the community.

be able to use American Sign Language skills to communicate with Deaf adults/children in a structured setting.

be able to apply concepts of confidentiality and impartiality to their communication about professional and Deaf-community-related topics.

in preparation for professional adherence to the RID Code of Ethics, be able to reflect on, write about and discuss their experiences in a non-judgmental manner, keeping all identifying information confidential
Course Activities and Design

This course will consist of the following activities: Weekly recitations with instructor to discuss students' experiences, observations and other relevant issues.

Guest speakers.

Observation of a professional interpreter, as arranged by the instructor.

Active interaction with Deaf children/adults and/or Deaf/Blind adults, as arranged by the instructor.

Attendance at professional meetings and workshops in the field of interpreting.

Active participation in the Deaf community through activities of students' choosing, but with instructor approval.

Reflection on experiences through weekly journal entries and other assignments.

Communication Hours: 5

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course

Upon completion of this course, students will: be aware of issues which are currently relevant to the field of interpreting and to the Deaf community.

be able to relate theoretical knowledge of the role and function of an interpreter to observed interpreter practice.

be aware of professional development opportunities in the community.
be able to use American Sign Language skills to communicate with Deaf adults/children in a structured setting.
be able to apply concepts of confidentiality and impartiality to their communication about professional and Deaf-community-related topics.
in preparation for professional adherence to the RID Code of Ethics, be able to reflect on, write about and discuss their experiences in a non-judgmental manner, keeping all identifying information confidential
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Observation of a professional interpreter, as arranged by the instructor.

Active interaction with Deaf children/adults and/or Deaf/Blind adults, as arranged by the instructor.

Attendance at professional meetings and workshops in the field of interpreting.

Active participation in the Deaf community through activities of students' choosing, but with instructor approval.

Reflection on experiences through weekly journal entries and other assignments.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 211

Current Course Title: ASL IV

Communication Hours: 90

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to: Continue to act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
Continue to produce ASL using grammatically correct sentence structure in discourse with 70 percent accuracy
Continue to discuss and explain more advanced grammatical features and non-manual behaviors in depth
Continue to use signs, ASL numbering systems and fingerspelling correctly and appropriately
Continue to utilize classifiers, space, all grammatical features and non-manual behaviors that were covered in previous classes
Continue to develop skill in discussing various topics
Continue to develop skill utilizing transition, repair conversations, and cohesion in context
Analyze individual skills through videotapes and by selecting two specific areas on which to focus and increase these skills
Continue to apply language learning skills outside the classroom

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 212

Current Course Title: ASL V

Communication Hours: 90

Content (Activities, Skills, Concepts, etc.):

Intended Outcomes for the course
Upon completion of this course, students will be able to:
Continue to act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity
Continue to produce ASL using grammatically correct sentence structure in discourse with 70 percent accuracy
Continue to discuss and explain more advanced grammatical features and non-manual behaviors in depth
Continue to use signs, ASL numbering systems and fingerspelling correctly and appropriately
Continue to utilize classifiers, space, all grammatical features and non-manual behaviors that were covered in previous classes
Continue to develop skill in discussing various topics
Continue to develop skill utilizing transition, repair conversations, and cohesion in context
Analyze of individual skills through videotapes and by selecting two specific areas on which to focus and increase these skills
Continue to apply language learning skills outside the classroom.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 231

Current Course Title: ASL Linguistics II

Communication Hours: 30

Content (Activities, Skills, Concepts, etc.):

Intended Outcomes for the course
Upon completion of this course, students will be able to: Discuss and explain the parallels between structural features of language, particularly English and American Sign Language, for the purpose of defining and demonstrating the notion that ASL is a language
Analyze and explain the terms of linguistics such as: phonology, morphology, syntax, semantics, and discourse, bilingualism and language contact, mouth morphemes in ASL, registers, variations, and language as art
Collect data from research by interviewing several people and discussing the results
Present their research data and discuss the results
Develop linguistic competence with ASL from an analytical-theoretic perspective
Analyze and explain how the structure of ASL is built and how it functions in of language usage
Analyze and explain how ASL discourse is organized
Analyze and discuss the types of register and variations that are used by various signers on videotapes
Develop theoretic language observation skills.

This course introduces students to the study of ASL from a linguistics point of view, and covers the following topics:

Terminology used by linguists to talk about the linguistics of ASL in depth and apply this terminology when discussing the linguistics of ASL
Research and publications by various linguists in the field of ASL
The impact of the research and publications in recognizing ASL as a language
Phonology will be discussed and analyzed in regard to its relationship to how the language is formed
Morphology will be discussed and analyzed in regard to its relationship to how the language is structured
Syntax will be discussed and analyzed in depth to see how the grammar is structured
Semantics will be researched and analyzed in depth by interviewing and collecting data from ASL signers and summarizing the data for presentation
ASL discourse will be identified using videotapes and discussing how

discourse is organized
ASL mouthing will be identified using the videotapes and discussing how
to use it correctly in context
Language in use, register and variation will be analyzed and discussed
using videotapes.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 260

Current Course Title: Interpreting Theory I

Human Relations Hours: 45

Content (Activities, Skills, Concepts, etc.):

Intended Outcomes for the course

Upon completion of this course, students will be able to: Explain the process by which an occupation comes to be regarded as a profession
Outline the history of sign language interpreting as a profession in the United States

Relate the history of sign language interpreting as a profession in the United States to the professionalization process

Determine appropriate placement of an interpreter within given physical surroundings

Determine preparation needed for a specific interpreting assignment and describe ways to obtain the needed information

Recognize terminology used in the interpreting profession and use it correctly

Describe the various role metaphors which interpreters use to describe their work, their place in the history of the profession, and appropriate uses of each

Describe the impact of cultural differences on an interpretation

Apply the Registry of Interpreters for the Deaf Code of Ethics to given situations

Explain the appropriate use of interpreters tan inexperienced consumer

Communicate with consumers in a professional manner

Course Content (Themes, Concepts, Issues and Skills)

This course introduces students to the professional aspect of interpreting, and covers the following topics: The professionalization process as it relates to interpreters

History of interpreting and the Registry of Interpreters for the Deaf
Terminology used by interpreters to talk about their work

Logistics of interpreting, including physical factors such as placement and lighting

Interpreting techniques, including processing time issues, dealing with questions, speaker identification, clarification & correction, self-care, and team interpreting

Techniques for preparing to interpret, including preparation for content, determining language preference, and self-awareness

The impact of differences between Deaf and hearing cultures on interpreting; cultural adjustment

The various metaphors which interpreters have used to describe their role: Helper, Conduit, Communication Facilitator, Bilingual Bicultural

Mediator, Ally.

The Codes of Ethics of the Registry of Interpreters for the Deaf and of the National Association of the Deaf, and the values underlying each Decision-making strategies and application of the Codes of Ethics Techniques for communicating in a professional manner with consumers of interpreting services.

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 261

Current Course Title: Theory II

Communication Hours: 45

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course

Upon completion of the course, students will be able to: Demonstrate the ability to synthesize and apply knowledge and skills developed in this and prior coursework
Describe the administration of educational interpreting services in K-12 settings, including administrative responsibilities, position descriptions, contracts, policies, and evaluations.
Demonstrate the ability to analyze difficult situations which have to do with interpreters in the K-12 setting, and to propose solutions
Describe what is expected of an interpreter working with primary, middle-school and high school level students.
Describe the additional activities, e.g. field trips or assemblies, which an interpreter may be expected to take on
Describe the interpreter's role as part of an educational team.
Describe appropriate language use as related to story reading, textbook language, and use of fingerspelling and/or "invented" signs
Demonstrate an awareness of how the RID Code of Ethics is applied with children as compared to adults.
Demonstrate the ability to teach children and adults appropriate use of interpreting services.

Course Content (Themes, Concepts, Issues and Skills)

This course covers the following topics: Issues in the administration of educational interpreting services
Specific issues which are pertinent to interpreting at various educational levels, including primary, middle-school, high-school, and post-secondary education.
Language development in hearing and Deaf children
Expectations of interpreters at various educational levels, including primary, middle-school, high-school, and post-secondary education.
The interpreter as part of the educational team
Other members of the educational team
How to work with classroom mainstream teachers and/or teachers of the Deaf
The role of the interpreter in the IEP process (both development and implementation)

Human Relations 45

Hours:

Content (Activities, Skills, Concepts, etc.):

Intended Outcomes for the course

Upon completion of the course, students will be able to: Demonstrate the ability to synthesize and apply knowledge and skills developed in this and prior coursework
Describe the administration of educational interpreting services in K-12 settings, including administrative responsibilities, position descriptions, contracts, policies, and evaluations.
Demonstrate the ability to analyze difficult situations which have to do with interpreters in the K-12 setting, and to propose solutions
Describe what is expected of an interpreter working with primary, middle-school and high school level students.
Describe the additional activities, e.g. field trips or assemblies, which an interpreter may be expected to take on
Describe the interpreter's role as part of an educational team.
Describe appropriate language use as related to story reading, textbook language, and use of fingerspelling and/or "invented" signs
Demonstrate an awareness of how the RID Code of Ethics is applied with children as compared to adults.
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Language development in hearing and Deaf children
Expectations of interpreters at various educational levels, including primary, middle-school, high-school, and post-secondary education.
The interpreter as part of the educational team
Other members of the educational team
How to work with classroom mainstream teachers and/or teachers of the Deaf
The role of the interpreter in the IEP process (both development and implementation)

Contact Name:

Darcie LeMieux

Contact Email:

dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 262

Current Course Title: Theory III

Communication Hours: 45

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to:

Describe the current evaluation and certification process(es) of the Registry of Interpreters for the Deaf and the National Association of the Deaf

Describe what is needed to run a freelance interpreting business

Demonstrate appropriate behavior in accepting interpreting assignments as an independent contractor

Demonstrate a basic ability to interpret for Deaf/Blind people, for those who prefer to communicate orally, and those who do not have a complete language base in ASL or English

Describe typical settings in each of the areas above, and outline issues which may arise in each.

COURSE CONTENT: This course will include the following topics:

Evaluation and certification processes of the Registry of Interpreters for the Deaf and the National Association of the Deaf

business practices for working in private practice

specific needs of the three consumer groups above and specific interpreting techniques for working with each

an overview of the following issues as related to each of the specialized content areas above:

Typical settings an interpreter might encounter

Logistical issues such as placement or use of a team interpreter

Cultural issues which may arise

Qualifications an interpreter needs before working in these areas

Ways an interpreter can prepare to work in these areas, and additional training or certification required.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 270

Current Course Title: Int. Process I

Communication Hours: 120

Content (Activities, Skills, Concepts, etc.): Apply techniques of text analysis to determine the effects of context, audience, venue, time, circumstances, speaker, genre, issues and setting on the interpreting process, to anticipate content, to determine main and supporting points of a text, and to make appropriate target language choices.
Course activities include preparing both individual and group interpretations, and performing prepared and spontaneous interpretations. Students will practice concentration, anticipation, prediction, use of prior knowledge and new information in preparation for translation and consecutive interpreting.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 271

Current Course Title: Interpreting Process II

Communication Hours: 120

Content (Activities, Skills, Concepts, etc.): Class time will be divided into discussions of readings, translation activities and lecture. Course activities include preparing both individual and group interpretations, and performing prepared and spontaneous interpretations. Students will practice concentration, anticipation, prediction, use of prior knowledge and new information in preparation for translation and consecutive interpreting.
Apply techniques of text analysis to determine the effects of context, audience, venue, time, circumstances, speaker, genre, issues and setting on the interpreting process, to anticipate content, to determine main and supporting points of a text, and to make appropriate target language choices

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 272

Current Course Title: Int. Process III

Communication Hours: 120

Content (Activities, Skills, Concepts, etc.): Given a source language text, produce a simultaneous interpretation of the main ideas of the text which meets the following criteria:
Each sentence must be complete and grammatically correct.
Each sentence must be equivalent to the signer's message.
All sentences must be congruent in light of the signer's intent and the message as a whole. Gish, S. (1993) Practice Guidelines, used by permission

Course activities include performing consecutive and simultaneous interpretations. Students will continue to practice concentration, anticipation, prediction, use of prior knowledge and new information, and memory techniques. Students will explore specific aspects of a successful interpretation and will continue to learn self-assessment techniques to become aware of patterns in their own skill development.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 273

Current Course Title: Int. Process IV

Communication Hours: 180

Content (Activities, Skills, Concepts, etc.): Given a source language, produce a simultaneous interpretation of the complete text which meets the following criteria:
Each sentence must be complete and grammatically correct.
Each sentence must be equivalent to the signer's message.
All sentences must be congruent in light of the signer's intent and the message as a whole. Gish, S. (1993) Practice Guidelines, used by permission.

Class time will be devoted primarily to simultaneous interpretation activities.

This course continues work on the skill of simultaneous interpretation of both English and ASL texts, including techniques for managing the process. It reinforces the following topics from Interpreting Process I, II and III:

- Models of the interpreting process
- Achieving dynamic equivalence
- Separating meaning and form
- Analysis of context, purpose and register of both English and ASL texts
- Analysis of content of a text to determine organization, and main and supporting points of both English and ASL texts
- Discourse mapping of both English and ASL texts.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 274

Current Course Title: Int. Process V

Communication Hours: 180

Content (Activities, Skills, Concepts, etc.): Upon completion of this course students will be able to: given a source language text, produce a simultaneous interpretation of the complete text which meets the following criteria:
Each sentence must be complete and grammatically correct.
Each sentence must be equivalent to the signer's message.
All sentences must be congruent in light of the signer's intent and the message as a whole . Gish, S. (1993) Practice Guidelines, used by permission.

Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics.

This course continues work on the skill of simultaneous interpretation of both English and ASL texts, including techniques for managing the process. It reinforces the following topics from previous process classes:
Models of the interpreting process
Achieving dynamic equivalence
Separating meaning and form
Analysis of context, purpose and register of both English and ASL texts
Analysis of content of a text to determine organization, and main and supporting points of both English and ASL texts
Discourse mapping of both English and ASL texts.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 275

Current Course Title: Int. Process VI

Computation Hours: 30

Content (Activities, Skills, Concepts, etc.): Develops interpretation skill development appropriate for educational settings K-12 and community college, and introduces transliteration, including the use of Signed English.

Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics, including math and science.

Communication Hours: 180

Content (Activities, Skills, Concepts, etc.): Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics, including math and science.

This course continues work on the skill of simultaneous interpretation of both English and ASL texts, including techniques for managing the process. It reinforces the following topics from previous process classes:

- Models of the interpreting process
- Achieving dynamic equivalence
- Separating meaning and form
- Analysis of context, purpose and register of both English and ASL texts
- Analysis of content of a text to determine organization, and main and supporting points of both English and ASL texts
- Discourse mapping of both English and ASL texts.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 276

Current Course Title: Specialized Discourse I

Communication Hours: 90

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be able to:
--Research various topics beforehand in order to prepare for interpreting
--Brainstorm what information may be covered on these topic
--Understand the text and discuss strategies on how to interpret information in ASL
--Demonstrate by interpreting complete sentences and pauses at appropriate places
--Interpret the main points of text with at least 70 percent or more accuracy
--Interpret the main points of text and add some supporting details whenever possible
--Discuss semantic features of signs that are appropriate for the various topics, use of space, and how to interpret it in ASL

Course Activities and Design

Activities include brainstorming and discussing various topics, researching the topics before interpreting the text, peer feedback, instructor feedback, readings, and hands-on activities.

Human Relations Hours:

Content (Activities, Skills, Concepts, etc.):

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 277

Current Course Title: Specialized Discourse II

Communication Hours: 90

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be able to:

- Research various topics beforehand in order to prepare for interpreting
- Brainstorm what information may be covered on these topics
- Understand the text and discuss strategies on how to interpret information in ASL
- Demonstrate by interpreting complete sentences and pauses at appropriate places
- Interpret the main points with some supporting details with at least 70 percent or more accuracy
- Interpret the main points with some supporting details and show cohesion in the text
- Discuss semantic features of signs that are appropriate for the various topics, use of space, and how to interpret it in ASL

Course Activities and Design

Activities include brainstorming and discussing various topics, researching the topics before interpreting the text, peer feedback, instructor feedback, readings, and hands-on activities.

This course introduces students to interpreting of various topics with a Deaf perspective from a Deaf instructor and will focus on:

- Researching various topics beforehand in order to prepare to interpret the text
- Technical skill and the importance of brainstorming what possible information will be in the texts
- Interpreting the main points with some supporting details of text with at least 70 percent or more accuracy
- Pauses at appropriate places and complete sentence structure are the goal of good interpreting
- Cohesion of the discourse in interpreting
- Discuss various strategies on how to interpret effectively using space, semantics, and grammatical structure.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 279

Current Course Title: Mock Interpreting I

Communication Hours: 33

Content (Activities, Skills, Concepts, etc.): Works with team interpreters to interpret live presenters in class. Applies text analysis to prepare content.

Students will spend one hour a week interpreting, two hours per week in a small group preparing for the interpreting assignment, and one hour per week in recitation with the instructor.

Students will meet in small groups twice a week to prepare for their interpretation. They will arrange the logistics of working with a team of interpreters, and will research and practice real or anticipated content of a presentation. Students will take turns interpreting brief portions of the presentation during the large group session, then meet to discuss their experiences. The first two interpretations will be repeated, with the first sessions ungraded, allowing students to be graded at first on a practiced interpretation. Subsequent interpretations may be graded or ungraded. When interpretations are not instructor-evaluated, students will do a self-assessment of their work from the videotape produced in class.

This course applies the content of previous and concurrent courses such as ITP 272 Interpreting Process III and ITP 262 Interpreting Theory to interpreting live or taped presenters in front of a group. It includes:

- * Continued development of expressive and receptive simultaneous interpreting skills
- * Use of appropriate professional dress and demeanor, Interpreting techniques, including preparation, processing, and production of an interpreted event
- * Development of strategies to control performance anxiety and to become comfortable interpreting in front of an audience.

Human Relations Hours:

Content (Activities, Skills, Concepts, etc.):

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 281

Current Course Title: Mock Interpreting II

Communication Hours: 60

Content (Activities, Skills, Concepts, etc.): Practices interpreting in ongoing classroom settings where interpreting services are not needed. Develops simultaneous interpreting skills and stamina. Qualifying exam given at end of course to assess readiness to enter ITP 283.

Students will be assigned to interpret for one 3-hour, regular, on-going class which is offered on the Sylvania Campus of Portland Community College. They will function as a professional interpreter as if there were actually consumers present relying on their interpretation. A peer student will be assigned to sit in on the class to act as a mock consumer as well as to give weekly feedback on the interpreting process. Although some effort will be made to place students in a class of their choice and to avoid those with which they are unfamiliar, students should expect to be placed in any course offered at the Sylvania Campus, as these realistically reflect the range of material with which professional interpreters are faced.

On-site evaluations by instructors. At least one Deaf and one hearing evaluator should be used if possible. Weekly journals and other written assignments will also be evaluated, although interpreting skills evaluations will constitute the primary means of assessment. Students must earn a total of 66 hours in order to receive credit for the course.

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 283

Current Course Title: Interpreting Internship

Computation Hours: 5

Content (Activities, Skills, Concepts, etc.): Applies interpreting skills in business, agency, or college settings to gain practical experience assuming the role of a professional interpreter in a structured setting with on-going feedback from professional interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment is required.

Communication Hours: 40

Content (Activities, Skills, Concepts, etc.): Students will begin by observing the professional interpreter (mentor) at the placement site. During the second week of placement they will meet with their mentors and Deaf consumers to determine their readiness to begin interpreting.

Beginning with the third week of placement interns will, with the permission of their mentors and Deaf consumers, gradually begin to take over the interpreting responsibilities, beginning with a short section, and gradually increasing the time until they are fully responsible for the interpretation. Students passing the QE with a DP must complete an additional 10 hours of interpreting practice during the term for each DP and in the content area of the DP. The format of these 10 hours will include practice with SLIP staff and must be approved by internship instructor.

Human Relations Hours: 45

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to:
Work as a member of a team of interpreters
Prepare for an interpreting assignment
Determine consumers' language use
Manage the interpreting process
Provide accurate sign-to-voice and voice-to-sign interpretations
Apply the RID Code of Ethics

Curriculum Request Form
Related Instruction

Current Course Number: ITP 284

Current Course Title: Int. Internship

Communication Hours: 40

Content (Activities, Skills, Concepts, etc.): Applies interpreting skills in educational settings to gain practical experience assuming the role of an educational interpreter in a structured setting with on-going feedback from professional educational interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment or completion of ITP 283 is required.

Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to:
Work as a member of a team of interpreters
Prepare for an interpreting assignment
Determine consumers' language use
Manage the interpreting process
Provide accurate sign-to-voice and voice-to-sign interpretations
Apply the RID Code of Ethics
Behave in a professional manner.

Human Relations Hours: 45

Content (Activities, Skills, Concepts, etc.): Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to:
Work as a member of a team of interpreters
Prepare for an interpreting assignment
Determine consumers' language use
Manage the interpreting process
Provide accurate sign-to-voice and voice-to-sign interpretations
Apply the RID Code of Ethics
Behave in a professional manner.

Applies interpreting skills in educational settings to gain practical experience assuming the role of an educational interpreter in a structured setting with on-going feedback from professional educational interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment or completion of ITP 283 is required.

Contact Name: Darcie LeMieux

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Curriculum Request Form
Related Instruction

Current Course Number: ITP 285

Current Course Title: Dear Studies Internship

Computation Hours: 5

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will have communication skills and experience working in an agency that serves Deaf adults or children. Students will be able to:

- ◆ Work as a member of a team
- ◆ Determine consumers' language use
- ◆ Apply the RID Code of Ethics in terms of confidentiality and impartiality
- ◆ Behave in a professional manner.

Communication Hours: 45

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will have communication skills and experience working in an agency that serves Deaf adults or children. Students will be able to:

- ◆ Work as a member of a team
- ◆ Determine consumers' language use
- ◆ Apply the RID Code of Ethics in terms of confidentiality and impartiality
- ◆ Behave in a professional manner.

Human Relations Hours: 45

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will have communication skills and experience working in an agency that serves Deaf adults or children. Students will be able to:

- ◆ Work as a member of a team
- ◆ Determine consumers' language use
- ◆ Apply the RID Code of Ethics in terms of confidentiality and impartiality

◆ Behave in a professional manner.

Contact Name:

Darcie LeMieux

Contact Email:

dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 230

Current Course Title: ASL Linguistics I

Communication Hours: 30

Content (Activities, Skills, Concepts, etc.): Intended Outcomes for the course
Upon completion of this course, students will be able to: Discuss and explain the parallels between structural features of language, particularly English and American Sign Language for the purpose of defining and demonstrating the notion that ASL is a language
Analyze and explain the terms of linguistics such as: phonology, morphology, syntax, semantics, and others
Collect data from research by interviewing several people and discussing the results with each other
Develop linguistic competence with ASL from an analytical-theoretic perspective
Analyze and explain how the structure of ASL is built and how it functions in its own term of language usage
Develop language observation skills

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: Bi 200

Current Course Title: Prin of Ecology:Field Biology

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

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

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus: n/a

Is there potential conflict with another SAC?: NO

Impact on SACs: n/a

Implem. Term: Fall

Implementation Year, Implem. Year: 2008

Contact Name: Dieterich Steinmetz

Contact Email: dsteinme@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: PSY 101

Current Course Title: Psychology and Human Relations

Current Description: Focuses on practical and personal applications of psychological principles. Encourages applications of psychological principles to daily living and human interactions to areas such as work, leisure, school and relationships. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Proposed Description: Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution.
Pre-requisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Reason for Description Change: The Psychology SAC feel that the updated course description better reflects the content and nature of Psy 101.

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

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

Request Term: winter

Requested Year: 2009

Contact Name: Lauren Kuhn

Contact E-Mail: lkuhn@pcc.edu

Curriculum Request Form
New Course

Course number: PSY 237

Course title: Psychology of Adult Development and Aging

Transcript title: PSY 237

Course credits: 4

Lec contact hrs: 40

Course description: Provides an overview of the biosocial, cognitive, and psychosocial aspects of adulthood and aging. Emphasis on theories of aging, factors that influence health and aging, and the challenges and opportunities of aging. Attention will be also given to contextual, cultural, gender, and ability issues as we age and their effects on the individual.

RECOMMENDED: Intro to Psych. (PSY 201/A) or Human Development (PSY 215)

Prerequisites coreq concurrent: Default prerequisites

Addendum to course description: Topics will include age-related changes in memory and other cognitive abilities, self-perceptions, mental health (including Alzheimer's Disease and other dementias), personality changes, coping with stress as well as changes that arise as people adapt to various life transitions (widowhood, retirement, loss, etc.). Myths and stereotypes associated with aging will be examined as they relate to specific effects on individuals.

Intended outcomes: Upon completion of this course students will be able to:

1. Write a case study of an aging adult applying knowledge of the biological, cognitive, and psychosocial processes to be expected, describing both normal aging and developmental anomalies. This study should include specific recommendations for aiding the individual.
2. Work with a team in assessing the needs of specific adult populations and planning to meet those needs within the context of the situation.
3. Advise others how to prepare for the optimally successful aging experience.

4. Develop a specific plan for their own lives in order to live a healthy life into later adulthood with the intent of compressing the period of morbidity.
5. Develop programs for maintaining and enhancing cognitive functioning as we age whenever possible (excluding certain dementias).
6. Prepare a social living plan for options in aging (in place, communal living, assisted living, etc.)
7. Research options for adults for economic and social stability and be able to present this information to adults and their families.
8. Use their knowledge from the course to understand and address new issues in aging as they arise in this quickly changing (and aging) world.
9. Understand the physical, cognitive, and psychological processes involved in death and dying and be able to advise others.
10. Use this course as a basic course to further study in adult development and gerontology.

Course activities and design:

Course activities will include but not be limited to class discussions, group projects, research, media presentations (audio & video), class activities (role playing, simulations, etc.) journaling, reading, internet activities, investigating and critiquing programs for adult living.

Outcomes assessment strategies:

Students will demonstrate achievement of course outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. In-class participation in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.

Course content and skills: 1. Overview of theories and models of aging

2. Methodology used in aging research.
3. Ageism and its effects.
4. Biological theories of aging.
5. Health and lifestyle factors in aging.
6. Cognitive functions: attention, information processing, memory, problem solving, creativity, wisdom, and intelligence.
7. Psychosocial issues of work, retirement, leisure, friendships, and

- intimacy as relevant to individuals.
8. Social contexts of aging and their effects on individuals and communities.
 9. Personality traits, patterns of coping, stress, mental health.
 10. Planning for one's own aging future: long-term care, end of life issues.
 11. Cultural, contextual, and personal aspects of death and dying.

Competencies and Skills: Specifically students will demonstrate the following in construction of a personal plan for aging--

1. Awareness of normal aging processes.
2. Understanding atypical age-related issues.
3. Understanding of continuity v. discontinuity theories, multi-directionality, multidimensional aspects and the importance of context in aging research.
4. Awareness of ageist attitudes and beliefs and ways to counteract negative stereotypes.
5. The ability to apply knowledge of aging research and theory to current social issues as they apply to the individual, such as the economics of aging and advances in medicine and health care.
6. Knowledge of existing programs and social structures addressing the needs of aging adults.
7. Ability to conduct aging research and find reliable resources related to aging.
8. Ability to apply course concepts in working with the aging population.
9. Ability to apply course concepts in a plan for one's own future.
10. Critical thinking abilities to evaluate each of the above

Reason for new course:	Request from Gerontology Program and to update Psychology Program offerings
How course will be taught:	Campus,Online,Hybrid
Where and how the course transfer within our of highered:	Portland State University--PSY 462/562: Adult Development and Aging (articulation statement pending) Western Oregon University--PSY 483: Adulthood and Aging Further evidence forthcoming
Proof of course transferable:	Approval requested from the PSU Institute on Aging.
Gened status or cultural diversity sought:	Yes
Explanation if there are	Yes, Soc 223, Sociology of Aging, contains some similar topics. Dr.

similar courses existing in other programs or disciplines at pcc: Abushakrah and I have discussed this with the understanding that similar topics will be approached differently and both perspectives are important. (see below)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: I have consulted extensively with Jan Abushakrah, SAC Chair of Gerontology, with the understanding that once this course is in place, Soc 223 will be revised to replace the likelihood of overlap.

Explain if there are any potential impact on another department or campus: This course is written to coordinate with the Gerontology Dept. and is planned to be a required course of the Gerontology AAS Degree.

Implemented term or year requested: Spr. 2009

Submitter: Janice Rank

From: jrank@pcc.edu

Sac chair: Lauren Kuhn

Sac chair email: lkuhn@pcc.edu

Sac admin liason name: Dr. Brooke Gondara

Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form
New Course

Course number: PE182 T

Course title: Tai Chi II

Transcript title: Tai Chi II

Course credits: 1

Lab contact hrs: 30

Course description: Continue the exploration of theories and movement principles introduced in Tai Chi I. Reinforce and expand upon the basic techniques to develop a solid foundation for life-long practice of Tai Chi.

Prerequisites coreq concurrent: PE182 S (Tai Chi) or instructor approval

Intended outcomes:

- Perform advanced postures to demonstrate a deeper connection to the Tai Chi form and movements.
- Integrate advanced breathing and relaxation techniques with Tai Chi form and movements.
- Apply Tai Chi theory and techniques to enhance daily living and to help maintain lifetime fitness.

Outcomes assessment strategies:

- Learned new forms, skills, and techniques
- Improvement on basic and previously learned skills
- Application of prior skills/techniques
- Attendance
- Participate in, and contribute to, class discussions and activities
- Skill assessment through demonstration.
- Practical exams.
- Open to learn new concepts

Course content and skills:

- Correct alignment
- Footwork patterns
- Body positions
- Leg and arm positions
- Warm-up\cool down
- Kinesthetic memory
- Coordination of legs, arms, body
- Breath awareness
- Continuous flow of movement
- Mind-body connection
- Principles of safety in movement
- Tai Chi vocabulary

- Short Form

COMPETENCIES AND SKILLS

- Demonstrate correct technique in beginning Tai Chi steps and postures with the following elements
 - o Leg, arm and body positions
 - o Attention to intent
 - o Incorporation of visualization
 - o Steps in relationship to breath rhythm
 - o Awareness of combative applications
 - o Stretches
 - o Level changes
 - o Weight changes
 - o Directional changes
 - o Connecting steps
- Repeat Tai Chi steps and postures
- Identify steps, positions, and postures visually and aurally
- Examine and discuss Tai Chi principles

Reason for new course: To allow students to advance in Tai Chi and build upon their Tai Chi skills and knowledge base.

How course will be taught: Campus

Reason for other:

Where and how the course transfer within our system of higher education: This course would transfer as an elective. Western, U of O, and PSU offer advanced Tai Chi courses which this course could transfer over to.

Proof of course transferability: Catalog for Western, U of O, and PSU show advanced Tai Chi courses at similar 100 course level. Direct transferability has not been confirmed with these institutions.

General education 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 chairs of other programs regarding potential impact: NO

Explain if there are any potential impacts on another department or campus: NO

Implemented term or year requested: Spring 2009

Submitter: Marc Spaziani

From: marc.spaziani@pcc.edu

Sac chair:	Marc Spaziani
Sac chair email:	marc.spaziani@pcc.edu
Sac admin liason name:	John Saito
Sac admin liason email:	john.saito15@pcc.edu

Curriculum Request Form
New Course

Course number: PE183 Z

Course title: Tae Kwon Do III

Transcript title: Tae Kwon Do III

Course credits: 1

Lab contact hrs: 30

Course description: Expand students' knowledge of Tae Kwon Do techniques beyond the basics. Learn new applications while strengthening your self defense skills. Continuing rank advancement is encouraged.

Prerequisites coreq concurrent: PE183Y (Tae Kwon Do II) or instructor approval

Intended outcomes:

- Use learned skills to help maintain lifetime fitness.
- Apply new and previous learned skills, techniques, and knowledge in belt rank advancement.
- Properly apply acquired skills, techniques, and knowledge in self-defense situations.

Outcomes assessment strategies:

- Learned new forms and self-defense skills
- Improvement on basic and previously learned skills
- Application of prior skills/techniques
- Attendance
- Participate in, and contribute to, class discussions and activities
- Skill assessment through demonstration.
- Practical exams.
- Open to learn new concepts

Course content and skills:

- Warm-ups and cool-downs
- Conditioning, stretching, and endurance development
- Body mechanics and alignment development
- Discuss differences between Tae Kwon Do, Judo, Karate, Aikido, Boxing, etc.
- History and traditions of Tae Kwon Do
- Differences between traditional Tae Kwon Do and Olympic Tae Kwon Do
- Ki Bon (basics) blocks, kicks, punches, and combinations
- Poomse (forms) long sets of prearranged movements in Tae

Kwon Do

- Dare Ee On - choreographed 3-step fighting techniques
- Tumbling and controlled falling
- Combination punching
- Safety concerns
- Blocking and evading an attacker

COMPETENCIES/SKILLS:

- Practice warm-ups, cool-downs
- Select appropriate conditioning, stretching, and endurance exercises
- Demonstrate correct body mechanics and alignment
- Interpret differences between various techniques of the martial arts
- Demonstrate Ki Bon
- Demonstrate Poomse
- Demonstrate Dare Ee On
- Utilize correct tumbling and fall techniques
- Demonstrate correct and effective punching, blocking, and evading

Reason for new course:	To allow students the opportunity to expand their Tae Kwon Do knowledge and techniques. The additional course offering will also allow to work towards belt advancement.
How course will be taught:	Campus
Where and how the course transfer within our system of higher education:	This course would transfer as an elective. PSU does offer an advanced Tae Kwon Do course which this course could transfer over to.
Proof of course transferability:	Catalog for PSU shows Adv. Tae Kwon Do at same level (PE185). PCC's number is PE183Z. Direct transferability has not been confirmed with PSU.
General education 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 chairs of other programs regarding potential impact:	NO
Explanation if there are any potential impacts on another department or campus:	NO

Implemented term or year requested: Spring 2009
Submitter: Marc Spaziani
From: marc.spaziani@pcc.edu
Sac chair: Marc Spaziani
Sac chair email: marc.spaziani@pcc.edu
Sac admin liason name: John Saito
Sac admin liason email: john.saito15@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description, Learning Outcomes

Current Course Number: LA 280A

Proposed Course Number: LA 280A

Current Course Title: CE: Legal Assistant

Proposed Course Title: CE: Paralegal

Proposed Transcript Title: CE: Paralegal

Reason for Title Change: consistency. course designations are changing from LA to PL.

Current Description: Students work at approved job sites to receive as varied and complete a job experience as possible under job conditions. This is designed to meet the needs of the individual student and the conditions of the work site. Goals for each student are established by written Learning Objectives between the student and work site, approved by the Instructor or program. Completion of at least 18 credit hours in the Legal Assistant program, or departmental approval, required.

Proposed Description: Students work at approved job sites to receive as varied and complete a job experience as possible under job conditions. This is designed to meet the needs of the individual student and the conditions of the work site. Goals for each student are established by written Learning Objectives between the student and work site, approved by the Instructor or program. Department approval and completion of 18 credit hours in Paralegal Program (unless waived by the Department) are required.

Reason for Description Change: clarification of awkward language.

Current Learning Outcomes: Specific student outcomes will be identified and listed on the Learning Objectives Form utilized for each placement and approved by the instructor for each student. Outcomes will depend on the needs of each student and placement resource at the work site. The instructor will visit the worksite to evaluate student success. Upon completion of the course, the student will have:

- Ability to work in the legal field
- Obtained specific training in legal field
- Developed learning or developmental objectives for the

workplace
Explored career opportunity
Applied classroom skills to a legal office setting
Gained better understanding of the skills and demands of the legal field

Proposed Learning Outcomes: Specific student outcomes will be identified and listed on the Learning Objectives Form utilized for each placement and approved by the instructor for each student. Outcomes will depend on the needs of each student and placement resource at the work site. Upon completion of the course, the student will have obtained the following outcomes:

Work productively in the legal field
Apply classroom skills and demands of work in the legal field
Understand skills and demands of work in the legal field
Communicate appropriately in a professional setting
Work professionally and ethically pursuant to law office professional standards
Explore legal career opportunity
Obtain on-the-job training in legal field

Reason for Learning Outcomes Change: Improvement of the CCOG. Changes have been reviewed by a college committee working to establish co-op standards at PCC.

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: Jerry Brask
Contact E-Mail: gbrask@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: MTH 256

Current Course Title: Differential Equations

Current Description: Study a variety of differential equations and their solutions, with emphasis on applied problems in engineering and physics. Differential equations software will be used. Students communicate results in oral and written form. TI graphing calculator requires, see instructor at first class meeting. Prerequisites: MTH 253 and its prerequisite requirements.

Proposed Description: Study a variety of differential equations and their solutions, with emphasis on applied problems in engineering and physics. Differential equations software will be used. Students communicate results in oral and written form. TI graphing calculator requires, see instructor at first class meeting. Prerequisites: MTH 253 and its prerequisite requirements. Recommended: MTH 261

Reason for Description Change: Students who take MTH 261 prior to MTH 256 tend to have a more enriching experience with MTH 256, for MTH 261 gives the abstract background, the mathematical foundations, and the thinking required to understand fully the material in MTH 256. Students who take MTH 256 without taking MTH 261 tend not to comprehend as well what the MTH 256 concepts are. In addition, the instructor has to fill in many gaps; there are MTH 256 concepts that hinge on prior knowledge from MTH 261 (finding eigenvalues and eigenvectors, for example, is a topic from MTH 261 that is needed to do some portions of MTH 256, and it is frustrating to have to give "crash courses" to those students who have not yet taken MTH 261).

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

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

Request Term: spring

Requested Year: 2009

Contact Name: Matthew W Funk

Contact E-Mail:

mfunk@pcc.edu

Curriculum Request Form
New Course

Course number: PE 185 K

Course title: Ultimate Frisbee

Transcript title: Ultimate Frisbee

Course credits: 1

Lab contact hrs: 30

Course description: Provides instruction in skills, drills and game play for the game of Ultimate Frisbee. Students will learn the rules, strategy team play as well as concept of team organization.

Intended outcomes: Improve life long fitness skills
Apply the value and benefits of Ultimate Frisbee
Develop skills, terminology and techniques for the game

Outcomes assessment strategies: Physical skill Assessments
Written exams
Participation

Course content and skills: Warm up and cool down
Fundamental skills of Ultimate Frisbee
Play/game strategies
Safety concepts
Fundamental, rules, terminology and sportsmanship

Reason for new course: ran course as PE 199 for two terms

How course will be taught: Campus

Reason for other:

Where and how the course transfer within our of highered: one hour PE credit

Proof of course transferable: similar to other transferable PE credits

Gened status or cultural diversity sought: no

Implemented term or year requested: Spring 09

Submitter: Moe O'Connor

From: moconnor@pcc.edu
Sac chair: Marc Spaziani
Sac chair email: marc.spaziani@pcc.edu
Sac admin liason name: John Saito
Sac admin liason email: john.saito15@pcc.edu

Curriculum Request Form
Course Revision

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

Current course number: LA219

Proposed course number: LA219

Current course title: Consumer Law

Proposed course title: Contract and Consumer Law

Proposed transcript title: Contract and Consumer Law

Reason for Title Change: Expand the course to provide students fundamentals in contract law, as well as consumer law fundamentals. The program does not have a contract law class, and this will fulfill a need in the program.

Current description: Covers current consumer law and examines the legal assistant's role in consumer law.

Proposed description: Provides an overview of contract law and selected consumer law claims and defenses. The course includes understanding the basics of contract formation, contract provisions, contract claims and defenses. It will also cover selected consumer law issues, including lemon law, warranties and fair debt collection.

Reason for Description Change: expansion of the course to cover contract law requires amending the course description.

Current learning outcomes: This course is presented by lecture/discussion focusing on close reading of statutes, regulations and cases to discern often chimeral legislative intent.

Full immersion in primary sources.

Proposed learning outcomes: Analyze the elements and essentials of contract claims
Identify and analyze defenses to contract claims
Understand, evaluate and draft basic contract provisions
Analyze and understand essentials of selected consumer law claims and defenses

Reason for Learning Outcomes Change: Clarify and change based on change in course purpose.

Proposed prerequisites: LA101

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

How other sacs may be
impacted:

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

Request term: spring

Requested year: 2009

Contact name: Jerry Brask

Contact e-mail: gbrask@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: LA 113

Proposed Course Number: LA 113

Current Course Title: Income Tax Law

Proposed Course Title: Income Tax Law

Proposed Transcript Title: Income Tax Law

Reason for Title Change: no change

Current Description: Students study how to assist the attorney in preparation of income tax returns for estates, trusts and individuals and study Oregon and federal income tax law.

Proposed Description: This course will focus on three key aspects of income taxation (principally federal income taxation). First, students will learn basic concepts of income taxation, and understand the interaction of various components involved in the determination of the income tax. Second, we will cover the audit process, including how a taxpayer may appeal an audit decision and how an appeal may reach various courts. Third, students will learn how tax research differs from other legal research, and will understand the implications of various types of authorities regarding tax law and procedure.

Reason for Description Change: clarification of course objectives.

Proposed Learning Outcomes:

- (1) knowledge of the definitions of the various components of income tax law
- (2) complete federal income tax returns, including schedules to the Form 1040, and be able to calculate the correct amount of federal income tax
- (3) analyze simple fact situations and recognize income tax ramifications
- (4) apply basic tax concepts to simple fact situations and communicate potential income tax

- ramifications in writing and orally
- (5) research basic questions of federal tax law
- (6) familiarity with the different ways a case can progress from audit to court
- (7) familiarity with common statutes of limitations in federal income tax cases
- (8) familiarity with common penalties in federal income tax cases
- (9) Complete tax related legal research

Reason for Learning Outcomes Change: clarification of course outcomes.

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

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

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2009

Contact Name: Jerry Brask

Contact E-Mail: gbrask@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: BA 203

Current Course Title: Introduction to International Business

Current Learning Outcomes: Demonstrate an understanding of the economic theories on International trade development and investment

Communicate effectively using a basic International business vocabulary and become familiar with institutions and processes of International trade.

Demonstrate an understanding of the nature of the International business environment and its framework and the cultural diversity.

Proposed Learning Outcomes: Demonstrate an understanding of the economic theories on International trade development and investment

Communicate effectively using a basic International business vocabulary and become familiar with institutions and processes of International trade.

Demonstrate an understanding of the nature of the International business environment and its framework and the cultural diversity.

Demonstrate understanding of concepts in global business management as outlined in Domain 1 of the NASBITE Certified Global Business Professional Practice Delineation.

Reason for Learning Outcomes Change: PCC is aligning international business courses to the NASBITE Certified Global Business Professional (CGBP) certification in conjunction with the multi-year Department of Education Business in International Education (BIE) grant. BA 203 is specifically mapped to the Global Business Management Domain of the CGBP Practice Delineation. The concepts addressed by the CGBP Practice Delineation are fully consistent with the current CCOG and both current and potential college level introductory texts on international business. Adding this language assures that future faculty preparing to teach BA 203 will be aware of the need to cover topics specific to the CGBP practice delineation.

Is there an impact on other SACs?: no

How other SACs may be impacted:

Is there an impact on no

another dept or
campus?:

How other
Depts/Campuses will
be impacted:

Request Term: winter

Requested Year: 2009

Contact Name: Phil Seder

Contact E-Mail: phillip.seder@pcc.edu

Curriculum Request Form
New Course

Course number: DE 51

Course title: Building Academic Vocabulary in the Content Areas: Science and Literature

Transcript title: Academic Vocabulary Sci/Lit

Course credits: 2

Lec contact hrs: 20

Course description: Topics include determining word meaning, parts of speech, pronunciation and spelling of core vocabulary needed to read and comprehend content-rich materials in the areas of science and literature.

Prerequisites coreq concurrent: Program permission required.

Addendum to course description:

Intended outcomes: At the end of the course, the student independently will be able to:

1. Vocabulary: Advance and broaden use of vocabulary development strategies to learn and use new words including science and literature vocabulary in listening, speaking and writing.
 - Employ strategies for learning, remembering and using new vocabulary.
 - Advance word parts study through knowledge of roots and affixes.
 - Develop and employ reading strategies for understanding new material, especially in the content areas of science and literature.
 - Identify context clues to guess meaning of new vocabulary.
2. College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity.
 - Employ active learning and study strategies for academic success.
 - Participate in a classroom learning community in a respective and responsive manner.

Course activities and design:

Outcomes assessment strategies:

Assessment may include, but is not limited to:

- In-class and take-home tests, including midterm and comprehensive final
- Writing assignments demonstrating vocabulary usage
- Reading assignments in the content areas of science and literature
- Attendance
- Participation in discussion and group work
- Self-assessment

Course content and skills:

Themes, Concepts, and Issues:

- Content comprehension in the areas of science and literature
- Context clues
- Spelling and pronunciation
- Language analysis
- Patterns of organization
- Critical thinking skills
- Relation of vocabulary to comprehension
- Etymology
- Read for academic and lifelong learning
- Self efficacy
- Organize and use time effectively
- Effective participation

Skills:

- Make use of background knowledge (schema) when reading
- Create strategies and materials for self-study
- Take notes in class
- Use critical thinking skills to analyze, evaluate, compare, synthesize text
- Practice vocabulary strategies, including context, word parts and dictionary skills
- Make use of Greek and Latin roots/affixes
- Practice active listening and speaking skills
- Use oral and written communication to work effectively with others

Reason for new course:

Course has run successfully two terms as an experimental DE 199.

How course will be taught:

Campus

Reason for other:

Where and how the course transfer within our of

N/A
This is a pre-college level DE course.

higher ed:

Proof of course transferable: N/A

Gen ed 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: N/A

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

Implemented term or year requested: Spring 09

Submitter: Jill Nicholson

From: jnichols@pcc.edu

Sac chair: Heiko Spoddeck

Sac chair email: heike.spoddeck@pcc.edu

Sac admin liason name: Aurora DelVal

Sac admin liason email: adelval@pcc.edu

Curriculum Request Form
New Course

Course number: DE 52

Course title: Building Academic Vocabulary in the Content Areas: Social Sciences and Math

Transcript title: Academic Vocabulary Soc Sci/M

Course credits: 2

Lec contact hrs: 20

Course description: Topics include determining word meaning, parts of speech, pronunciation and spelling of core vocabulary needed to read and comprehend content-rich materials in the areas of social sciences and mathematics.

Prerequisites coreq concurrent: Program permission required.

Addendum to course description:

Intended outcomes: At the end of the course, the student independently will be able to:

1. Vocabulary: Advance and broaden use of vocabulary development strategies to learn and use new words including social sciences and math vocabulary in listening, speaking and writing.
 - Employ strategies for learning, remembering and using new vocabulary.
 - Advance word parts study through knowledge of roots and affixes.
 - Develop and employ reading strategies for understanding new material.
 - Identify context clues to guess meaning of new vocabulary.
2. College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity.
 - Employ active learning and study strategies for academic success.
 - Participate in a classroom learning community in a respective and responsive manner

Course activities and design:

Outcomes assessment strategies:

Assessment may include, but is not limited to:

- In-class and take-home tests, including midterm and comprehensive final
- Writing assignments demonstrating vocabulary usage
- Reading assignments in the areas of social science and math
- Attendance
- Participation in discussion and group work
- Self-assessment

Course content and skills:

Themes, Concepts, and Issues:

- Content comprehension in the areas of social sciences and mathematics
- Context clues
- Spelling and pronunciation
- Language analysis
- Patterns of organization
- Critical thinking skills
- Relation of vocabulary to comprehension
- Etymology
- Read for academic and lifelong learning
- Self efficacy
- Organize and use time effectively
- Effective participation

Skills:

- Make use of background knowledge (schema) when reading
- Create strategies and materials for self-study
- Take notes in class
- Use critical thinking skills to analyze, evaluate, compare, synthesize text
- Practice vocabulary strategies, including context, word parts and dictionary skills
- Make use of Greek and Latin roots/affixes
- Practice active listening and speaking skills
- Use oral and written communication to work effectively with others

Reason for new course:

Experimental DE 199 ran twice.

How course will be taught:

Campus

Reason for other:

Where and how the course transfer within our of highered:

N/A. This is a pre-college level DE course.

Proof of course transferable:

N/A

Gened status or cultural diversity sought:

no

Explanation if there are similar No.

courses existing in other programs or disciplines at pcc:

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: N/A

Implemented term or year requested: Spring 09

Submitter: Jill Nicholson

From: jnichols@pcc.edu

Sac chair: Heiko Spoddeck

Sac chair email: heike.spoddeck@pcc.edu

Sac admin liason name: Aurora DelVal

Sac admin liason email: adelval@pcc.edu

Curriculum Request Form
New Course

Course number: MUS 195

Course title: Symphonic Band

Transcript title: Symphonic Band

Course credits: 1

Lab contact hrs: 30

Special fee:

Course description: Large conducted ensemble for brass, woodwind and percussion instruments rehearses and performs repertoire from the 17th-21st centuries. Course is intended to fulfill the large ensemble requirement for music majors. Non music majors and community members are also welcome. Previous high-school level band experience or equivalent is required.

Intended outcomes:

1. Interact in the world with a holistic view by understanding how smaller parts come together to form something larger.
2. Learn how to creatively problem-solve through direction.
3. Understand the role of listening in flexibility, phrasing, and other aspects of artistry.
4. Work with others in order to build community

Outcomes assessment strategies:

1. Qualitative and quantitative examination of assigned part(s) in solo or sectional application.
2. Participation, attendance, attitude.

Course content and skills:

1. Rehearsal and performance of standard collegiate-level band repertoire from the 17th century to the contemporary period.
2. Development of musical skills: articulation, dynamic control, phrasing, good tone production, balance and sight-reading..
3. The conductor and the baton – metric patterns and cues.
4. Performance etiquette.
5. Execute assigned part(s) as directed by the conductor.
6. Listen and respond to conductor, section leaders and ensemble.
7. Sight-read part at appropriate level as assigned by conductor.

Reason for new course: Required course for transferring music majors

How course will be taught: Campus

Where and how the

Direct transfer as Symphonic Band to all colleges and universities within

course transfer within ous of highered: the OUS, required for majors

Proof of course transferable: Catalogues, discussions with PSU and other colleges and universities

Gened status or cultural diversity sought: 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
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: OS 280G

Current Course Title: CE: Administrative Assistant Seminar

Current Description: Supplements the work experience portion of cooperative education and the student's on-campus program through feedback sessions instruction in job-related area. Co-requisite: OS 280F.
Recommended: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission required.

Proposed Description: Supplements the work experience portion of cooperative education and the student's on-campus program through feedback sessions and instruction in job-related area.
Prerequisite or concurrent enrollment in OS 280F.
Recommended: RD 115, WR 115 and satisfactory progress through at least 15 credit hours of CAS/OS courses, or instructor permission required.

Reason for Description Change: Increase in clarity.

Current Prerequisites/Concurrent: None

Proposed Prerequisites/Concurrent: OS 280F

Current Corequisites: OS 280F

Proposed Corequisites: None

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: winter

Requested Year: 2009

Contact Name: Andrea Pace

Contact E-Mail: andrea.pace@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: OS 245

Current Course Title: Office Systems and Procedures

Current Description: Use computer technology for tasks such as scheduling, e-mail, and faxing. Develops communication skills and telephone techniques. Organize and prioritize office work. Develops workplace readiness and job search skills. Prerequisites: CAS 216 and OS 120.

Proposed Description: Develop the skills of an administrative professional for current business practices. Use computer technology for tasks such as scheduling, e-mail, and faxing. Develop communication skills, telephone techniques, problem-solving and analytical abilities. Analyze current trends in workplace ethics and the multi-cultural workplace. Organize and prioritize office work. Develop workplace readiness and apply job search skills for current job market. Prerequisites: CAS 216 and OS 120.

Reason for Description Change: The change to the description is proposed to increase enrollment. The new description reflects current employment trends and is more descriptive for the student.

Current Learning Outcomes: ♦ Acquire the knowledge, skills, and qualities to perform the duties of administrative assistant.

Proposed Learning Outcomes: ♦ Acquire the knowledge, skills, and qualities to perform the duties of administrative assistant.
♦ Use critical thinking skills to independently produce office documents.
♦ Demonstrate efficiency in managing multiple tasks of an administrative assistant.

Reason for Learning Outcomes Change: The outcomes needed to be updated to reflect the current course content.

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

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

How other Depts/Campuses will be impacted:

Request Term: winter

Requested Year: 2009

Contact Name: Barbara Kaufman

Contact E-Mail: bkaufman@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: OS 240

Current Course Title: Filing and Records Management

	Current	Proposed
Lecture Hours:	4	3
Lec/Lab Hours:	0	2
Load:	4	5
Total Contact Hours:	4	5
Credits:	4	4

Reason for Change: The OS 240 course is very work intensive. It should be weighted to reflect the amount of work the students produce and the amount of time instructors teach and evaluate.

This class is taught with lec/lab components that are not reflected in the current workload. Students conduct online research, write, and use computer skills (Access, electronic filing). The workload change should have occurred when the course was changed to four credits.

Are degrees/certs affected?: No

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: Michael Passalacqua

Contact Email: mpassala@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	OS 120	
Current Course Title:	Business Editing Skills	
	Current	Proposed
Lecture Hours:	4	3
Lec/Lab Hours:	0	2
Load:	4	5
Total Contact Hours:	4	5
Credits:	4	4
Reason for Change:	The OS 120 course is very work intensive. It should be weighted to reflect the amount of work the students produce and the amount of time instructors teach and evaluate.	
	This class is taught with lec/lab components that is not reflected in the current workload. Students research, write, and use computer skills that were not included when the course was originally developed.	
Are outcomes affected?:	NO	
Are degrees/certs affected?:	No	
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:	Michael Passalacqua	
Contact Email:	mpassala@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: CAS 232

Current Course Title: Desktop Publishing: InDesign

Current Description: Students will use InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Create, import and manipulate text and/or graphics through use of software features. This software replaces PageMaker. Recommended: Placement into RD 115 or WR 115 and prior knowledge and use of Windows technology and CAS 216.

Proposed Description: Students will use InDesign, a desktop publishing software, to design and create effective publications such as announcements, fliers, advertisements, and reports. Create, import and manipulate text and/or graphics through use of software features. Recommended: Placement into RD 115 or WR 115 and prior knowledge and use of Windows technology and CAS 216.

Reason for Description Change: The statement "This software replaces PageMaker" is no longer relevant for the course.

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

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

Request Term: winter

Requested Year: 2009

Contact Name: Barbara Kaufman

Contact E-Mail: bkaufman@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: CAS 133

Current Course Title: Basic Computer Skills/MS Office

Current Learning Outcomes: A. Use specialized vocabulary associated with computers and software
B. Use MS Office applications to create basic business documents
C. Use basic file management to organize files
D. Use and Understand Basic Internet and Communications Tools

Proposed Learning Outcomes: A. Use specialized vocabulary associated with computers and software
B. Use MS Office applications to create basic business files
C. Use basic file management to organize files
D. Use and Understand Basic Internet and Communications Tools

Reason for Learning Outcomes Change: We want to change the word "documents" in B. to "files." Documents are only produced in MS Word.

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

How other SACs may be impacted:

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

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2009

Contact Name: Michael Passalacqua

Contact E-Mail: mpassala@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: CAS 109

Current Course Title: Beginning PowerPoint

Current Description: Use PowerPoint software to produce visual media for electronic presentations, overhead transparencies, 35mm slides, or Web pages. Recommend: Placement into RD 115 or WR 115. Additional lab hours may be required, consult instructor.

Proposed Description: Hands-on introduction to the Microsoft PowerPoint program. Includes creating multimedia slideshows for presentations to be delivered on a projection system, personal computer, or automated to run independently on a kiosk. Different types of presentations are covered including informational, educational, business, personal and entertainment. Topics include animations, transitions, and designs. Recommended: Placement into RD 115 or WR 115.

Reason for Description Change: The change standardizes the description with our other CAS classes, and removes outdated or erroneous language. Overhead transparencies and 35mm slides have not been a focus of the program or class in many years. Web pages are not created by the program, nor is that topic covered in this class. This change corrects the issues.

Reason for Learning Outcomes Change: no change

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

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

Request Term: winter

Requested Year: 2009

Contact Name: Michael Passalacqua

Contact E-Mail: mpassala@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	CAS 103
Current course title:	Introduction to Windows
Current description:	Hands-on introduction to Microsoft Windows as a part of the operating system of Windows-based computers. Apply basic concepts of the Windows environment and acquire skill in using the mouse, menus, and other parts of the program. English communication skills necessary.
Proposed description:	Hands-on introduction to the Microsoft Windows operating system on Personal Computers. Includes file management, basic word processing, using the mouse with Windows, other Accessories, and some basic features of the Control Panel and System Tools. English communication skills are required.
Reason for Description Change:	The original had outdated and erroneous wording. For example, Windows-based computers are better known as Personal Computers. Also, Windows is the operating system, not a part of the operating system. This change corrects that issue.
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:	Select One
Requested year:	Select One
Contact name:	Michael Passalacqua
Contact e-mail:	mpassala@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 101

Current Course Title: ENGINE REPAIR

Computation Hours: 9

Content (Activities, Skills, Concepts, etc.): Students measure engine components and compare results with manufactures/industry specifications.
Students perform engine analysis/tests and compare readings to manufacturers/industry specifications.

Communication Hours: 2

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students present a verbal report to the class on a subject of their choice related to current industry technical advances, innovations, engine performance, and/or diagnostic or trouble shooting procedures related to engine performance and/or repair.

Human Relations Hours: 30

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work in teams and with staff members to bring school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM102

Current Course Title: ELECTRICAL SYSTEMS 1

Computation Hours: 15

Content (Activities, Skills, Concepts, etc.): Students check vehicle test results and compare results with manufactures/industry specifications.
Students learn and apply Ohms law theory

Communication Hours: 2

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students present a verbal report to the class on a subject of their choice related to current industry technical advances, innovations, safety standards, and/or diagnostic or trouble shooting procedures related to vehicle electronic systems

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work in teams and staff members to bring school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM103

Current Course Title: ENGINE PERFORMANCE I

Computation Hours: 6

Content (Activities, Skills, Concepts, etc.): Using engine performance test equipment (voltmeter, lab scope, secondary ignition scope and low amp current probe) students compare vehicle ignition system test results to OEM specifications and industry standards

Communication Hours:

Content (Activities, Skills, Concepts, etc.):

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in pairs or small groups to complete assigned lab projects.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 104

Current Course Title: STEERING SUSPENSION I

Computation Hours: 3

Content (Activities, Skills, Concepts, etc.): Students check vehicle test results and compare results with manufactures/industry specifications.

Communication Hours: 2

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects. Students present a verbal report to the class on a subject of their choice related to current industry technical advances, innovations, safety standards, and/or diagnostic or trouble shooting procedures related to steering and/or suspension.

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects. Students work in teams and staff members to bring school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 105

Current Course Title: BRAKES I

Computation Hours: 6

Content (Activities, Skills, Concepts, etc.): Students measure brake rotors and drums compare vehicle test results to manufactures specifications.
Students measure brake pad and shoe linings compare vehicle test results to manufactures specifications.

Communication Hours: 2

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students present a verbal report to the class on a subject of their choice related to current industry technical advances, innovations, safety standards, and/or diagnostic or trouble shooting procedures related to steering and/or suspension.

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work in teams and staff members to bring school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 106

Current Course Title: Heating and Air Conditioning

Computation Hours: 4

Content (Activities, Skills, Students compare vehicle test results to manufactures specifications.
Concepts, etc.):

Communication Hours: 11

Content (Activities, Skills, Students work teams and communicate with staff to check out tools,
Concepts, etc.): school cars, and have repair orders written for lab projects.

Students provide written documentation for part requests and verbally explain what parts, repairs and services are needed to customer service person.

Human Relations Hours: 15

Content (Activities, Skills, Students work in teams to complete assigned lab projects.

Concepts, etc.): Students work in teams and staff members to bring school cars in /out of the shop for class lab projects.

Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 107
Current Course Title: MANUAL TRANSMISSIONS 1
Computation Hours: 3
Content (Activities, Skills, Concepts, etc.): Students compare transmission testing/measuring results to OEM specifications and calculate torque multiplication ratios.
Communication Hours: 3
Content (Activities, Skills, Concepts, etc.): Students verbally explain power flow of various gear boxes including transmissions, transaxles and differentials.
Students interpret and verbally explain test results from completed gear units.
Human Relations Hours: 15
Content (Activities, Skills, Concepts, etc.): Students work in teams to remove, inspect and replace vehicle clutch assemblies and related components.
Contact Name: Russ Jones
Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 108

Current Course Title: INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

Computation Hours: 15

Content (Activities, Skills, Concepts, etc.): Students learn, review, and test basic math skills (addition, subtraction, multiplication, division, of whole numbers, fractions, and decimals)
Students use precision measuring tools: inch/metric micrometers, rulers, dial bore gauge, dial indicators, calipers.

Communication Hours: 6

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students present a verbal report to the class on a subject of their choice related to current industry employment opportunities, environmental standards, technical advances, innovations, safety standards, and/or diagnostic or trouble shooting procedures.

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students receive instruction in appropriate protocol for working in a diverse environment.
Students work in teams to complete assigned lab projects.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 112

Current Course Title: ELECTRICAL SYSTEMS II

Computation Hours: 3

Content (Activities, Skills, Concepts, etc.): Students check vehicle test results and compare results with manufactures/industry specifications.
Students and apply Ohms law theory to vehicles

Communication Hours: 2

Content (Activities, Skills, Concepts, etc.): Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students present a verbal report to the class on a subject of their choice related to current industry technical advances, innovations, safety standards, and/or diagnostic or trouble shooting procedures related to vehicle electronic systems.

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work in teams and staff members to bring school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 113

Current Course Title: ENGINE PERFORMANCE II

Computation Hours: 6

Content (Activities, Skills, Concepts, etc.): Using various testing equipment (exhaust gas analyzers, scan tools and vacuum and pressure gauges) students compare vehicle emission system test results to manufactures specifications

Communication Hours:

Content (Activities, Skills, Concepts, etc.):

Human Relations Hours: 15

Content (Activities, Skills, Concepts, etc.): Students work in pairs or small groups to complete assigned lab projects

Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 114

Current Course Title: STEERING SUSPENSION II

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students check vehicle test results and compare results with manufactures/industry specifications.
Students compute/document labor hours, parts prices, and labor prices on repair order for each vehicle worked on in the lab.

Communication Hours: 11

Content (Activities, Skills, Concepts, etc.): Students document inspection, repairs, service recommendations, and work performed daily on an electronic repair order including investigating customer complaints, researching systems via Alldata and Mitchell and TSB's
Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students write parts requests and verbally explain what parts/repairs/service is needed to customer service personnel, and instructor.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 115

Current Course Title: BRAKES II

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students measure brake rotors and drums compare vehicle test results to manufactures specifications.
Students measure brake pad and shoe linings compare vehicle test results to manufactures specifications.
Students compute/document labor hours, parts prices, and labor prices on repair order for each vehicle worked on in the lab.

Communication Hours: 11

Content (Activities, Skills, Concepts, etc.): Students document inspections, repairs, service recommendations, and work performed daily on an electronic repair order including investigating customer complaints, researching systems via Alldata and Mitchell and TSB's
Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students write parts request, and verbally explain what parts/repairs/service is needed to customer service personnel, and instructor.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 117

Current Course Title: MANUAL TRANSMISSIONS II

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students compare transmission testing/measuring results to OEM specifications

Communication Hours: 13

Content (Activities, Skills, Concepts, etc.): Students verbally explain power flow of various gear boxes including transmissions, transaxles and differentials.
Students interpret and verbally explain test results from completed gear units.
Students deliver an oral presentation to the class.
Students correctly and completely fill out repair orders with labor and parts.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to overhaul transmissions and transaxles.
Students work in teams to remove, inspect and replace vehicle clutch assemblies and related components.
Students work in teams to overhaul live gear units

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 122

Current Course Title: ELECTRIAL III

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students check vehicle test results and compare results with manufactures/industry specifications.
Students compute/document labor hours, parts prices, and labor prices on repair order for each vehicle worked on in the lab.

Communication Hours: 13

Content (Activities, Skills, Concepts, etc.): Students document inspection, repairs, service recommendations, and work performed daily on an electronic repair order including investigating customer complaints, researching systems via Alldata and Mitchell and TSB's
Students work teams communicate with staff to check out tools, school cars, and have repair orders written for lab projects.
Students write parts requests and verbally explain what parts/repairs/service is needed to customer service personnel, and instructor.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 123

Current Course Title: ENGINE PERFORMANCE III

Computation Hours: 6

Content (Activities, Skills, Concepts, etc.): Students perform a variety of tests on computer controlled fuel injection systems using scan tools, volt meters and lab scopes and compare test results to OEM specifications and industry standards.

Communication Hours:

Content (Activities, Skills, Concepts, etc.):

Human Relations Hours: 15.

Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects. Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 127
Current Course Title: AUTOMATIC TRANSMISSIONS I
Computation Hours: 3
Content (Activities, Skills, Concepts, etc.): Students compare transmission testing/measuring results to OEM specifications.
Communication Hours: 1
Content (Activities, Skills, Concepts, etc.): Students verbally explain power flow of various automatic transmissions in all gear ranges.
Human Relations Hours: 15
Content (Activities, Skills, Concepts, etc.): Students work in teams to overhaul transmissions.
Students work in teams to remove, inspect, replace and test vehicle transmission assemblies and related components.
Contact Name: Russ Jones
Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 133
Current Course Title: ENGINE PERFORMANCE IV
Computation Hours: 6
Content (Activities, Skills, Concepts, etc.): Using all testing equipment and test procedures from Engine Performance I & III student test and compare results with specifications.

Communication Hours:
Content (Activities, Skills, Concepts, etc.):

Human Relations Hours: 15
Content (Activities, Skills, Concepts, etc.): Students work in teams to complete assigned lab projects. Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones
Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 137

Current Course Title: AUTOMATIC TRANSMISSIONS II

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students compare transmission testing/measuring results to OEM specifications.

Communication Hours: 11

Content (Activities, Skills, Concepts, etc.): Students verbally explain power flow of various automatic transmissions in all gear ranges.
Students correctly and completely fill out repair orders with labor and parts.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to overhaul transmissions.
Students work in teams to remove, inspect, replace and test vehicle transmission assemblies and related components.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 143

Current Course Title: ENGINE PERFORMANCE V

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students compare vehicle test results to manufactures specifications

Communication Hours: 11

Content (Activities, Skills, Concepts, etc.): Students will make two written reports on a pre-arranged topics related to engine performance diagnostics/service/repair.
Students document repairs and service work performed daily on an electronic repair order including investigating customer complaints, researching systems via Alldata and Mitchell and Technical Service Bulletins.
Students provide written documentation for part requests and verbally explain what parts, repairs and services are needed to customer service person.

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to perform engine performance service and repair on school owned and customer cars.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: AM 153

Current Course Title: ENGINE PERFORMANCE VI

Computation Hours: 4

Content (Activities, Skills, Concepts, etc.): Students compare vehicle test results to manufactures specifications

Communication Hours: 11

Content (Activities, Skills, Concepts, etc.): Students will make two written reports on a pre-arranged topics related to engine performance diagnostics/service/repair.
Students document repairs and service work performed daily on an electronic repair order including investigating customer complaints, researching systems via Alldata and Mitchell.
Students write repair and diagnostic information and verbally explain what parts/repairs/service is needed to customer service person

Human Relations Hours: 23

Content (Activities, Skills, Concepts, etc.): Students work in teams to perform engine performance service and repair on school owned and customer cars.
Students work with lab partners, staff members, and their instructor to bring customer/school cars in /out of the shop for class lab projects.

Contact Name: Russ Jones

Contact Email: rjones@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AM280A
Current Course Title:	CO-OP
Computation Hours:	1
Content (Activities, Skills, Concepts, etc.):	Student calculates hours worked and pay rate and compare it to gross pay.
Communication Hours:	3.5
Content (Activities, Skills, Concepts, etc.):	Students complete an interview with employer to set up details of CO-OP. In the co-op work book, students document twelve repair jobs and do a self evaluation for each one. Student completes an employer evaluation in co-op work book when finished with co-op. Student's employer completes an overall CO-OP evaluation and reviews the evaluation with the student.
Human Relations Hours:	8
Content (Activities, Skills, Concepts, etc.):	Students work with co-workers and/or supervisor to complete assigned work projects.
Contact Name:	Russ Jones
Contact Email:	rjones@pcc.edu

Curriculum Request Form
New Course

Course number: ABE 0752
Course title: Fundamentals of Writing
Transcript title: ABE Fundamentals of Writing
Course credits: 0
Lec contact hrs: 40
Course description: Covers basic communication skills, language mechanics, grammar, spelling, sentence structure, and paragraph and short essay development.
Prerequisites coreq concurrent: Reading placement at CASAS 215 or higher; COMPASS score of 27 or lower; listening and speaking skills in English at SPL 5 or higher.
Addendum to course description: N/A
Intended outcomes: In personal, family, employment, and community settings the student will:
- Use writing as a communication tool
- Employ correct grammar and punctuation
- Develop paragraphs that have appropriate topic sentences, transitions, and supporting details
- Practice critical thinking in response to a prompt
- Apply a working writing process with clear regard for the stages of invention, support/organization, drafting, and revision
- Demonstrate successful college behaviors: communication, participation, responsibility, organization, and time management
- Plan for employment and life skills development
- Use the computer for basic word processing and internet activities
- Be prepared to perform successfully in Writing 80 or above
Course activities and design: N/A
Outcomes assessment strategies: - A writing process journal
- Group-work: students respond to class readings and participate in peer editing
- Complete a computer-based assignment
- Write a letter or an essay
- Take COMPASS or ASSET test if college-bound and place at least into WR80
- Write a 'next steps' transition plan
Course content and skills: Themes: Family member, citizen, worker, and lifelong learner;

goal setting; critical thinking; decision making; confidence building; collaborative team work

Concepts: time management (attendance and completing tasks), social skills (communication and intercultural competency), employability, learning strategies, computer literacy

Issues: Access to resources for student success, overcoming barriers, learning differences, communication skills, test and school anxiety

Skills:

Spelling and vocabulary

Capitalization rules

Punctuation rules

Grammar and usage rules

Sentence structure

Composition skills

Proofreading

Technology - using MyPCC for registration and email, word processing

Reason for new course: Due to the alignment of developmental education and ABE there was a need for a writing specific course for those students who place below WR80

How course will be taught: Campus

Reason for other:

Where and how the course transfer within our of highered: N/A

Proof of course transferable: N/A

Gened status or cultural diversity sought: no

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

Explanation if they have consulted with sac chairs of other programs regarding potential impact: The DE and ABE SACs are working closely to ensure a continuum for writing students between this new course and the DE writing sequence.

Explain if there are any potential impact on another department or campus: Students who place below WR 80 will now be directed into the ABE program. This will result in a slight increase in the number of students across the district enrolling in the ABE program.

Implemented term or year requested: Spring 2009

Submitter: Karen Sanders

From: ksanders@pcc.edu
Sac chair: Judy Voth
Sac chair email: jvoth@pcc.edu
Sac admin liason name: Karen Sanders
Sac admin liason email: ksanders@pcc.edu

Curriculum Request Form
New Course

Course number:	ABE 0751
Course title:	Fundamentals of Reading
Transcript title:	ABE Fundamentals of Reading
Course credits:	0
Lec contact hrs:	40
Course description:	Enables students to advance in purposeful reading by developing strategies that increase understanding, improve fluency, strengthen comprehension and integrate prior knowledge.
Prerequisites coreq concurrent:	Reading placement at CASAS 225 or higher; COMPASS reading score of 35 or higher; listening and speaking skills in English at SPL 5 or higher.
Addendum to course description:	N/A
Intended outcomes:	In personal, family, employment and community settings, the student will: <ul style="list-style-type: none">- Apply improved communication skills (reading, listening, speaking)- Solve problems and make decisions using multiple and effective strategies- Access information through a variety of resources- Continue life-long learning by participating in educational opportunities when possible- Use the computer for basic word processing, computer-based learning programs and web-based activities
Course activities and design:	N/A
Outcomes assessment strategies:	<ul style="list-style-type: none">- Complete assignments by following level-appropriate oral and written instructions- Participate and interact within a group setting- Pass standardized adult reading tests at CASAS 245 or above, or COMPASS reading score of 66 or better- Complete a computer-based assignment- Choose and complete a book for independent reading
Course content and skills:	Themes: Family member, citizen, worker, and lifelong learner:

Goal setting, critical thinking, decision-making, confidence building, and collaborative teamwork.

Concepts: Learning strategies, time management (attendance and completing tasks), social skills (communication and intercultural competency), employability, computer literacy

Issues: Barriers to student success, access to resources, communication skills, learning differences, test and school anxiety

Skills:

- Develop strategies for integrating reading into daily life
- Develop an appreciation for different types of reading and integrate them into daily living
- Develop reading strategies to improve performance in word recognition, vocabulary building, comprehension, speed and fluency, reading for specific purposes, and analyzing and applying information and ideas gained from reading
- Develop competency in understanding information presented graphically

Reason for new course:	Due to the alignment of developmental education and ABE it was necessary to create a reading specific course to meet the needs of those students who test below RD80
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within our of highered:	N/A
Proof of course transferable:	N/A
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:	Yes, the DE and ABE SACs have been working together closely in the alignment effort.
Explain if there are any potential impact on another department or campus:	No - the cut scores for Reading 80 have been slightly adjusted and students who test below RD 80 will be referred to this ABE reading course.
Implemented term or year requested:	Spring 2009
Submitter:	Karen Sanders
From:	ksanders@pcc.edu

Sac chair:	Judy Voth
Sac chair email:	jvoth@pcc.edu
Sac admin liason name:	Karen Sanders
Sac admin liason email:	ksanders@pcc.edu

Curriculum Request Form
New Course

Course number: ARCH 127

Course title: Introduction to Google SketchUp

Transcript title: Intro to Google SketchUp

Course credits: 3

Lec contact hrs: 20

Lec lab contact hrs: 20

Course description: Introduces basic 3-D modeling terminology, concepts and tools used to create simple building models and useful everyday shapes using Google SketchUp software.

Intended outcomes: Apply basic 3-D modeling terminology, and basic concepts to create simple building models and useful everyday shapes, from 2-D plans, elevations and sections using SketchUp 3-D modeling software.

Utilize tools and techniques unique to SketchUp 3-D modeling software to organize models, manage the modeling environment, and create repeatable components.

Employ various methods of displaying, rendering and otherwise changing the appearance of 3-D models using tools integral to the SketchUp 3-D modeling software.

Course activities and design: This course will be presented by means of short lecture/discussion sessions and laboratory projects. Individualized instruction will be provided while the student is working on assigned projects. Open laboratory time will be made available, and may be necessary to complete the given tasks.

Outcomes assessment strategies: Evaluation procedures and grading will be discussed on the first day of class. Units of instruction begin with a lecture presentation followed by lab application, which may include individual instruction. Lab drawing assignments, exams and quizzes, and projects may be used to assess outcomes.

Reason for new course: New software, industry demand

How course will be taught: Campus

Reason for other:

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

This course will be added to the electives list for the Architectural Design and Drafting degree. It will also be a required course for the Interior Design Degree.

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

The addition of this course had been discussed with the Interior design SAC and will be added as a required course for AAS degree.

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

The addition of this course had been discussed with the Interior design SAC and will be added as a required course for AAS degree.

Implemented term or year requested:

spring 09

Submitter:

Elizabeth Metcalf

From:

emetcalf@pcc.edu

Sac chair:

Elizabeth Metcalf

Sac chair email:

emetcalf@pcc.edu

Sac admin liaison name:

Steve Ward

Sac admin liaison email:

sward@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Requisites

Current Course Number: CJA 244

Current Course Title: Tactical Communication in Critical Incidents

Proposed Course Title: Tactical Communication in Crisis Incidents

Proposed Transcript Title: Tact. Comm. Crisis Incidents

Reason for Title Change: More clearly and accurately reflect course content

Current Description: This course focuses on police intervention in the lives of people in the midst of an emotional or physical crisis in the manner designed to minimize or prevent violence while gaining control of the situation. Emphasized are verbal and non-verbal communication techniques and skills utilized to calm the client and gain compliance helping to lead to a successful and safe resolution.

Current Learning Outcomes: Students who have successfully completed this course will be able to:
Using the latest communication techniques, approach and attempt to handle potentially dangerous situations while acting in an official capacity with persons experiencing emotional distress or a mental health crisis.

Successfully diagram a "disturbance call."

Apply appropriate police response in the most humane, compassionate, caring and safe manner for the person experiencing emotional distress or having a mental health crisis while at the same time not exposing first responders to excessive danger.

Communicate with the person experiencing emotional distress or having a mental health crisis using the latest strategies and techniques that help lead to a successful and non-fatal conclusion.

Current Prerequisites: CJA 100 and CJA 111 or instructor permission.

Proposed Prerequisites: WR 115 or equivalent placement test scores (or instructor permission)

Is there an impact on other SACs?: No

Is there an impact on another dept or

campus?:

Request Term: fall
Requested Year: 2009
Contact Name: Jim Parks
Contact E-Mail: jparks@pcc.edu

Curriculum Request Form
New Course

Course number: Art 240

Course title: Digital Photo II

Transcript title: Digital Photo II

Course credits: 3

Lec contact hrs: 20

Lec lab contact hrs: 20

Course description: A studio experience in advanced digital photography. Develops computer proficiencies and aesthetic awareness in preparing and outputting images through digital capture, manipulation, editing, and presentation; explores visual culture and criticism past and present. May be taken 3 times for credit. Recommended: ART140 or instructor permission.

Addendum to course description: This is a 3-credit class that meets for 2 lecture and 4 lab hours each week. The course will provide a hands-on experience that approaches digital photography from an artistic, historic, and craft-oriented perspective. All aspects of digital photography will be considered, from exposure of images in the camera to the presentation of the finished image. Special attention will be paid to self-expression, based on an understanding of aesthetic principles and graphic design. Historical approaches and contemporary issues concerning the art of photography will be discussed. Students' abilities will be developed through regular photographic assignments and critical evaluations.

Intended outcomes: Students will:

- Continue to use digital photographic proficiency in order to produce works of art
- Persist in understanding culture and society through comprehension of visual literacy
- Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments

Course activities and design:

- Understand advanced digital capture formats
- Use alternative methods and strategies of digital imaging
- Determine post capture evaluation and adjustments
- Comprehend color management
- Recognize more complex and extended outcome strategies

- Utilize medium and large format printing, archival printing and materials
- Apply various avenues and methods for presentation, display and installation of images both physical and virtual.
- Manage the photographic image as a means of expression and communication
- Hone research and critical inquiry skills applied to photography locally and globally
- Practice skills of assessment and knowledge base of materials and methods
- Partake in assigned readings, research, field trips, slide presentations and class interaction and discussion
- Employ reading assignments, field trips, slide presentations

Outcomes assessment strategies:

- Evaluate levels of involvement and participation in class activities, critiques and discussions
- Quantitatively assess skills and knowledge by means of quiz, midterm, test, etc.
- Assign reports written or oral reflecting personal interest and research related to the photographic medium
- Peer critiques
- Assess final portfolio presentation (technical skill, conceptual development and aesthetic judgment)

Course content and skills:

- Self-Expression: the digital image as an interpretive medium
- Digital capture: understanding of the variety of methods of digital capture as new technologies are developed and explored, as from camera to scanner, film to pinhole
- Digital darkroom: knowledge of relevant and contemporary digital imaging software for image editing and processing, data management and presentation
- Output strategies:
 - o Competence in the variety of methods for outputting the image physically or virtually
 - o medium and large-format printing
 - o use of professional printers
 - o publish/exhibit work online
 - o employ knowledge of archival issues and after-print methods of optimizing, presenting, and maintaining the print itself
- Presentation:
 - o knowledge of appropriate preparation and methods of image output
 - o preparing images for print, web or other methods
 - o understand contemporary exhibition and presentation options and techniques
- Historical: understanding the digital image as an historical object
- Community: collaborative projects, Service Learning, or individual projects incorporating social and community practices and

engagement

Reason for new course: Establishes advanced level of existing class; consistent with all studio art courses

How course will be taught: Campus

Reason for other:

Where and how the course transfer within
ous of highered:

Southern Oregon University:ART 240 Introduction to Photography:
From digital to darkroom, a beginning study of the possibilities for
photographic expression, from the snapshot to the experimental.
Explores fundamental properties of lens-based imagery, while
developing conceptual problem-solving skills and deepening the
aesthetic sensibilities through a series of assignments. Covers basic
digital and film camera functions, file management, simple image
manipulation and printing, film exposure, and photographic printing
processes. Introduces historic and contemporary photographic works
and ideas through presentations, research, and readings.
Oregon State University: ART 121 FOUNDATIONS: DIGITAL
IMAGING (3), processing, and publishing digital images. Image
control and manipulation. Digital images in print and electronic media.
Portland State University: digital media courses are required as part
of the minor in Time Arts, such as ART 101 Understanding
Contemporary Media
University of Oregon: ART 101 Understanding Contemporary Media:
Examines contemporary developments in specific media of visual
arts. Emphasizes process and practice inphotography....

Proof of course transferable: Oregon University System of Higher Education catalog and course descriptions.

Gened status or cultural diversity sought: yes

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.

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

Implemented term or year requested: Spring 2209
Submitter: James Hicks
From: jhicks@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: CAS 151

Course title: Microsoft

Transcript title: Microsoft Outlook

Course credits: 1

Lec lab contact hrs: 20

Course description: Introductory course in Microsoft Outlook, a tool for sending and receiving e-mail, organizing schedules and events, and maintaining Contacts lists, to-do lists, and tasks. This course emphasizes the Outlook skills necessary in business environments.

Prerequisites coreq concurrent: Recommended: Placement into RD 115 or WR 115.

Intended outcomes:

- Use Microsoft Outlook for e-mail and contact management
- Use Microsoft Outlook for calendaring and scheduling
- Use Microsoft Outlook to manage information

Course activities and design:

Outcomes assessment strategies: This is a Pass/No Pass course. Evaluation will be issued for this course based upon:

- Completion of all assignments.
- Completion of project(s) developed individually or as part of a group.
- May also include objective examinations or other assessment methods.

Course content and skills:

- Customization of Microsoft Outlook
- E-mail/Attachments
- Contacts/Business Cards
- Calendars/Scheduling
- Meeting and Task Management
- Archiving
- Customize appearance of Microsoft Outlook.
- Use e-mail to send, open, print, reply, auto-reply, and delete messages.
- Manage and customize e-mail and add attachments.

- Use the Calendar to schedule and edit appointments and meetings.
- Manage Calendar options.
- Manage Contacts and customize business cards.
- Create and assign Tasks.
- Customize Archive features.
- Other related topics.

Reason for new course:	Advisory Committee Recommendation
How course will be taught:	Campus,Online
Reason for other:	
Explanation if there are degrees and/or certificates that are affected by the instruction of this course:	This course will be added to the Restricted Electives for CAS/OS Degrees and Certificates.
Explanation if this course transfer to any other academic institution:	Yes
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring, 2009
Submitter:	Barbara Lave
From:	blave@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

Curriculum Request Form
Course Revision

CHANGE: Course Description
Current Course Number: CIS 286
Current Course Title: Computer Forensics

Current Description: Introduces computer security administrators to computer forensics. Topics include setup and use of an investigator's laboratory, computer investigations using digital evidence controls, processing crime and incident scenes, performing data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness testimony. Maps to the IACIS certification. Recommend: CIS 284

Proposed Description: Introduces computer security administrators to computer forensics. Topics include setup and use of an investigator's laboratory, computer investigations using digital evidence controls, processing crime and incident scenes, performing data acquisition, computer forensic analysis, e-mail investigations, image file recovery, investigative report writing, and expert witness testimony. Maps to the IACIS certification. Recommended: CIS 240L or 240M

Reason for Description Change: A security background seems less important than a system administration background

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: winter
Requested Year: 2009
Contact Name: Scott Quinn
Contact E-Mail: squinn@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: CIS 188

Current Course Title: Wireless Networking

Current Description: Introduces the student to wireless networking theory and its practical application. Recommend prior knowledge: CIS 179.

Proposed Description: Introduction to wireless networking theory and its practical application. Explores a variety of current and emerging wireless Local, Metropolitan and Wide Area Networking technologies. Topics may include: WiFi (802.11a/b/g/n), Bluetooth, WiMAX (802.16), 3G Cellular, and others. Includes hands-on design of wireless networks and the configuration of wireless Access Points. Recommended: CIS 179

Reason for Description Change: It was reported that students didn't get a clear enough idea of what the class was about from the old description

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

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

Proposed Learning Outcomes: On successful completion of this course the student should be able to do the following in either a business or home setting:

- Design and Configure Wireless LANs
- Select appropriate wireless technologies
- Identify wireless security risks
- Predict the performance of wireless as compared to wired networks

Reason for Learning Outcomes Change: Earlier outcomes were classroom activities rather than outcomes for the class

Current Prerequisites:

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

How other SACs may be impacted:

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

Request Term: winter

Requested Year: 2009

Contact Name: Scott Quinn

Contact E-Mail: squinn@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: CIS 179

Current Course Title: Data Communication Concepts I

Current Learning Outcomes: Students will be able to design moderately complex networks using appropriate network architectures, identify network bottlenecks, configure network hardware for a variety of networks, and physically construct different types of network cables.

Proposed Learning Outcomes: On completion of the course, the student will be able to:
Successfully participate in higher level Data Communication and Networking classes
Troubleshoot simple Data Communication problems
Design moderately complex networks using appropriate network architectures and hardware

Reason for Learning Outcomes Change: Reflects the more theoretical nature of the class

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

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

Request Term: winter

Requested Year: 2009

Contact Name: Scott Quinn

Contact E-Mail: squinn@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: MTH 20

Current Course Title: Basic Math

Current Prerequisites: Pre-Algebra COMPASS score 21-48 or successful completion of MTH 10 or MTH11 with "C" or better and reading compass score of 44-65 or successful completion of RD 80 or ESOL 250 with "C" or better

Proposed Prerequisites: Placement into MTH 20 or successful completion of MTH 10 or MTH11 with "C" or better and placement into RD90 or successful completion of RD 80 or ESOL 250 with "C" or better or completion of ABE 0750 with a "CM".

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

How other SACs may be impacted: Both the ABE and DE SACs are aware of this change and endorse it.

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

Request Term: spring

Requested Year: 2009

Contact Name: Karen Sanders

Contact E-Mail: ksanders@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	RD80
Proposed Course Number:	
Current Course Title:	Reading 80
Current Prerequisites:	Placement into RD 80
Proposed Prerequisites:	Placement into RD 80 or completion of ABE 0751 with a "CM"
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?:	Yes
How other Depts/Campuses will be impacted:	Both the ABE and DE SACs support this addition to the prerequisite
Request Term:	spring
Requested Year:	2009
Contact Name:	Karen Sanders
Contact E-Mail:	ksanders@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: WR 80

Current Course Title: Writing 80

Current Prerequisites: Placement into WR 80 and RD 80

Proposed Prerequisites: Placement into WR 80 and RD 80 or completion of ABE 0752 with a "CM" and completion of ABE 0751 with a "CM" or Completion of ABE 0752 with a "CM" and placement into RD 80

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 DE and ABE SACS are in agreement that the addition of the ABE courses as prerequisites for WR 80 is appropriate

Request Term: spring

Requested Year: 2009

Contact Name: Karen Sanders