CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
April 1, 2009
Sylvania CC, Conference Rm B

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

Experimental Courses:

D 199I – Hip Hop: Exploring the Four Elements
D 199D – Introduction to Tango
D 199G – Dance Improvisation
D 199H – Looking at Dance
CG 199 – Transitioning to a Four Year College/University
RAD 299 – CT Physics, Equipment and Instrumentation
RAD 299B – CT Procedures, Protocols & Pathology Correlation

Inactivations:

See attached list on pg.4

Old Business:

245. AD 101 – Alcohol Use and Addiction
Course Revision – Outcomes

New Business:

398. INSP 217 – Fire Alarm Plan Review Basics
New Course

399. INSP 218 – Fire Sprinkler Plan Review Basics
New Course

400. LA 130 – Legal Software
Contact/Credit Hour Change

401. CIS 244 – Structured Systems Analysis
Related Instruction

402. CIS 275 – Data Modeling and SQL Introduction
Related Instruction

403. CIS 243 – E-Commerce Information Systems
Related Instruction

404. CIS 122 – Software Design
Related Instruction

405. CIS 121 – Computer Concepts II
Related Instruction

406. CIS 120 – Computer Concepts I
Related Instruction

407. EMT 105 – EMT Basic Part I
Related Instruction

408. EMT 106 – EMT Basic Part II
Related Instruction

409. EMT 114 – Emergency Response Patient Transportation
Related Instruction

410. EMT 116 – EMT Rescue
Related Instruction

411. MUS 101 – Introduction to Music (Basic Materials)
New Course

412. MUS 110 – Fundamentals of Music
Course Revision – Description, Outcomes

413. MUS 110 – Fundamentals of Music
Contact/Credit Hour Change

414. LAT 236 – Landscape Math
Related Instruction

415. EET 111 – Electric Circuit Analysis I
Course Revision – Requisites

416. PHL 207 – Ethical Issues in Aging
Course Revision – Outcomes

417. PHL 208 – Political Philosophy
Course Revision – Outcomes

418. PHL 211 – Existentialism
Course Revision – Outcomes

419. PHL 221 – Symbolic Logic
Course Revision – Outcomes

420. PHL 222 – Philosophy of Art and Beauty
Course Revision – Outcomes

421. HST 201- History of the U.S. I
Outcomes

422. HST 202 - History of the U.S. II
Outcomes

423. HST 203 – HST 203 History of the U.S. III
Outcomes

424. HST 271 – History of Central America and the Caribbean
New Course

425. HST 271 - History of Central America and the Caribbean
Diversity Request

426. ESOL 163 – Grammar 2
Course Description

427. DH 240 – Introduction to Restorative Dentistry
New Course

428. DH 241 – Restorative Dentistry I
New Course

429. DH 242 – DH Restorative Dentistry II
New Course

430. DH 243 – DH Restorative Dentistry III
New Course

431. DH 244 – DH Restorative Dentistry IV
New Course

432. DH 245 - DH Restorative Dentistry V
New Course

Course Inactivations					
HPE	296	MUP	157A		
HE	120	MUP	157B		
AMT	126	MUP	157C		
AMT	227	MUP	159A		
AMT	229	BCT	250		
MUC	153A	MSD	125		
MUC	153B	MSD	129		
MUC	153C	MSD	131		
MUC	280B	MSD	139		
ARCH	191	MSD	142a		
ARCH	193	MSD	143		
ARCH	192	MSD	143a		
ARCH	231	MSD	151a		
ARCH	232	MSD	156a		
CST	256	MSD	162b		
CST	144?	MSD	165b		
CST	211	MSD	170		
CST	240	MSD	173b		
CST	258	MSD	175a		
CST	263	MSD	201		
CST	116	MSD	204		
CST	115	MSD	210		
CST	109	MSD	212		
EMT	9320	MSD	214		
RUS	112B	MSD	240		
RUS	112C	MSD	265		
RUS	113B	MSD	285a		
RUS	113C	MSD	287		
RUS	211A	MSD	295a		
RUS	212A	MSD	295b		
RUS	212B				
RUS	213B				
RUS	262B				
RUS	112A				
GD	223				
HPE	297				
MUP	159B				
MUP	159C				
MUP	160A				
MUP	160B				
MUP	160C				
MUP	161A				
MUP	161B				
MUP	161C				
MUP	162A				
MUP	162B				
MUP	162C				
MUP	163A				
MUP	163B				
MUP	163C				
MUP	156A				
MUP	156B				
MUP	156C				

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	AD 101
Current Course Title:	Alcohol Use and Addiction
Current Learning Outcomes:	At the conclusion of this course the student will be able to identify and articulate the basic processes of addiction including psychological and medical consequences. The student will also be able to outline a basic understanding of evidence-based practices, treatment, recovery, relapse and prevention. The student will have a basic understanding of addiction science.
Proposed Learning Outcomes:	Upon completion of this course, the student will be able to: 1. Describe the history and pattern of alcohol use in the United States, including the cost and consequences to society. 2. Comprehend the biological basis and medical consequences of addiction, with alcoholism as the primary focus. 3. Identify the common psychological sequella of addiction, including analysis of family system response. 4. Explain the basic definition and commonly used approaches to recovery, relapse, prevention and treatment.
Reason for Learning Outcomes Change:	More closely reflects the course objectives.
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:	Florence Spraggins
Contact E-Mail:	fspraggi@pcc.edu

Curriculum Request Form
New Course

Course number:	INSP 217
Course title:	Fire Alarm Plan Review Basics
Transcript title:	Fire Alarm Plan Review Basics
Course credits:	2
Lec contact hrs:	20
Course description:	Introduction to plan review of building fire alarm systems.
Prerequisites coreq concurrent:	Prerequisite: INSP 251
Intended outcomes:	Interpret the regulations of the fire alarm standards associated with the building code Perform fire alarm plan review Identify elements of a fire alarm system during on site inspection to ensure code compliance
Course activities and design:	Lecture/discussion and homework assignments will be the instructional methods used in this course and will provide the student with the background information necessary to learn the building code basics and apply them to building construction.
Outcomes assessment strategies:	Evaluation procedures will be presented at the first class meeting. Student grades will be based on satisfactory completion of quizzes, homework, mid-term test and final examination.
Course content and skills:	
Course used to supply ri for certificate:	No
Reason for new course:	Provides needed elective course and coordinates with INSP 220. This course was an experimental course which is now proposed to be a permanent course.
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	AAS Degree in Building Inspection Technology: provides additional elective option to fulfill degree requirements.

Explanation if this course transfer to any other academic institution:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no, this is a very specific class geared toward the building inspection technology program
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Summer 2009
Submitter:	Debra Anderson
From:	debra.anderson4@pcc.edu
Sac chair:	Debra Anderson
Sac chair email:	debra.anderson4@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number:	INSP 218
Course title:	Fire Sprinkler Plan Review Basics
Transcript title:	Fire Sprinkler Plan Review
Course credits:	2
Lec contact hrs:	20
Course description:	Introduction to plan review of building fire sprinkler systems
Prerequisites coreq concurrent:	Prerequisite: INSP 251
Addendum to course description:	
Intended outcomes:	Interpret the regulations of the fire sprinkler standards associated with the building code Perform fire sprinkler plan review Identify elements of a fire sprinkler system during on site inspection to ensure code compliance
Course activities and design:	Lecture/discussion and homework assignments will be the instructional methods used in this course and will provide the student with the background information necessary to learn the building code basics and apply them to building construction.
Outcomes assessment strategies:	Evaluation procedures will be presented at the first class meeting. Student grades will be based on satisfactory completion of quizzes, homework, mid-term test and final examination.
Course content and skills:	
Course used to supply ri for certificate:	No
Reason for new course:	Provides needed elective course and coordinates with INSP 220. This course was an experimental course which is now proposed to be a permanent course.
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the	AAS Degree in Building Inspection Technology: provides additional elective option to fulfill degree requirements.

instruction of this course:	
Explanation if this course transfer to any other academic institution:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no, this is a very specific class geared toward the building inspection technology program
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Summer 2009
Submitter:	Debra Anderson
From:	debra.anderson4@pcc.edu
Sac chair:	Debra Anderson
Sac chair email:	debra.anderson4@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current course number:	LA130	
Current course title:	Legal Software	
	Current	Proposed
Current lecture hours:	0	3
Current lec/lab hours:	6	0
Total contact hours:	6	3
Current credits:	3	3
Proposed credit hours:		
Reason for Change:	Mistake in listing this originally.	
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?:	YES	
Impact on sacs:	Previously when course originally approved.	
Implem. Term:	Spring	
Implementation year,implem. Year:	2009	
Contact name:	Jerry Brask	
Contact email:	gbrask@pcc.edu	

Curriculum Request Form
Related Instruction

Current Course Number:	CIS 244
Current Course Title:	Structured Systems Analysis
Computation Hours:	16
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving software systems request elicitation and definition of the problem to be solved.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Taylor Hanna
Contact Email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	CIS 275
Current Course Title:	Data Modeling and SQL Introduction
Computation Hours:	24
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving relational algebra (it forms the foundation for data manipulation in databases) expression construction and evaluation.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Taylor Hanna
Contact Email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	CIS 243
Current Course Title:	E-Commerce Information Systems
Computation Hours:	16
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving data validation using regular expressions, data security and user authentication involving cryptography, and data transmission protocol transformations to insure reliable delivery.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Taylor Hanna
Contact Email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	CIS 122
Current Course Title:	Software Design
Computation Hours:	16
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in a specific programming language's type system.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Taylor Hanna
Contact Email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	CIS 121
Current Course Title:	Computer Concepts II
Computation Hours:	16
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in programming and networking.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Taylor Hanna
Contact Email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current course number:	CIS 120
Current course title:	Computer Concepts I
Computation hours:	20
Content (Activities, Skills, Concepts, etc.):	Direct instruction (+ study time) in discipline-related computations involving number conversions between binary, octal, decimal and hexadecimal base numbers related to memory addresses, memory data type representation and media size specifications.
Communication hours:	
Content (Activities, Skills, Concepts, etc.):	
Human relations hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact name:	Taylor Hanna
Contact email:	thanna@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	EMT 105
Current Course Title:	EMT Basic Part I
Computation Hours:	20
Content (Activities, Skills, Concepts, etc.):	Student calculating vital signs; using multiplication skills to determine pulse rate, respiratory rate. Used in all patient assessment modules, both lecture and lab components. Student calculating respiratory volumes; using multiplication, addition, and subtraction skills to determine minute volume, dead space, etc. Used in Airway module. Student calculation of oxygen delivery system parameters: using computation of oxygen cylinder capacities and size factors, residual pressure, rate of flow, to determine duration of flow. Student computation of Glasgow Coma Score in altered mental status patients. Used in Initial Assessment module. Student computation of normal blood pressure ranges, which vary according to patient age. Student calculation of appropriate drug dosages, based on patient size/weight/age, including pound-to-kilograms conversion. Used in General Pharmacology module and again in various Medical Emergencies modules. Student calculating compression/ventilation cycles, etc. Access interval, dispatch interval, response interval, assessment and shock intervals. Used in Cardiac Emergency module. Student calculating APGAR scores. Used in Obstetrics and Gynecological Emergencies module. Student calculating vital signs; Burn Surface Area; Rule of Nines for adults, pediatrics, infant patients; Burn Severity. Used in Bleeding and Shock, and Soft Tissue Injuries modules
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations	

Hours:

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

Contact Name: Mark Hornshuh and Dennese Kelsay

Contact Email: mhornshu@pcc.edu, dkelsay@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	EMT 106
Current Course Title:	EMT Basic Part II
Computation Hours:	24
Content (Activities, Skills, Concepts, etc.):	Student calculating vital signs; using multiplication skills to determine pulse rate, respiratory rate. Used in all patient assessment modules, both lecture and lab components. Student calculation of oxygen delivery system parameters: using computation of oxygen cylinder capacities and size factors, residual pressure, rate of flow, to determine duration of flow continuing concepts from EMT 105.. Student computation of Glasgow Coma Score in altered mental status patients. Used in Altered Mental Status module and all Trauma modules continuing and building on concepts from EMT 105. Student computation of normal blood pressure ranges, which vary according to patient age continuing and building on concepts from EMT 105. Student calculation of appropriate drug dosages, based on patient size/weight/age, including pounds-to-kilograms conversion. Used in various Medical Emergencies modules, continuing and building on concepts from EMT 105. Student calculating compression/ventilation cycles, etc. Access interval, dispatch interval, response interval, assessment and shock intervals. Used in Cardiac Emergency module, and continuing concepts from EMT 105. Student calculating maximum traction limits for unipolar splints based on percentages of patient weights and number of bones involved; calculating internal blood loss based on type of injury (femur, pelvis, etc.). Used in Musculoskeletal Injuries module. Student calculating distances for warning device placement, stopping distances, etc. Used in Gaining Access and Rescue Operations module.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	

Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Mark Hornshuh and Dennese Kelsay
Contact Email:	mhornshu@pcc.edu, dkelsay@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	EMT 114
Current Course Title:	Emergency Response Patient Transportation
Computation Hours:	6
Content (Activities, Skills, Concepts, etc.):	Student calculation of various distances based on speed, road, and environmental conditions: stopping distance, following distance, etc. Used both in lecture/content presentation and applied to practice on the field driving range of the course.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Mark Hornshuh and Dennese Kelsay
Contact Email:	mhornshu@pcc.edu, dkelsay@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	EMT 116
Current Course Title:	EMT Rescue
Computation Hours:	6
Content (Activities, Skills, Concepts, etc.):	Student calculation of force needed for heavy rescue operations involving heavy and light rescue tools. Student calculation of tensile strength necessary for various types of rope used in rescue operations Measuring required during some low-angle rescue, as well as heavy vehicle rescue operations.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Mark Hornshuh and Dennese Kelsay
Contact Email:	mhornshu@pcc.edu, dkelsay@pcc.edu

Curriculum Request Form
New Course

Course number:	MUS101
Course title:	Introduction to Music (Basic Materials)
Transcript title:	Introduction to Music
Course credits:	3
Lec contact hrs:	30
Course description:	Introduces the basic components of music such as rhythm, melody, harmony and structure. Includes basic note reading and building of music literacy skills. No prior music experience required.
Addendum to course description:	Course does not fulfill prerequisite for further music theory study.
Intended outcomes:	Develop music literacy in order to learn applied musical skills such as singing or playing an instrument. Understand how different types of music have elements in common in order to recognize and identify with the human experience. Understand how the elements of music affect and/or manipulate human emotional responses in order to make informed artistic choices.
Course activities and design:	The material for the course will be presented in a lecture/discussion format. Audio examples should be used to demonstrate the concepts covered. Lectures may be enhanced through the use of other multimedia. • Students will identify the meter of a simple music composition.

• Students will read and notate basic rhythms in simple and compound meters.
• Students will read and notate music notes in treble and bass clefs on the music staff.
• Students will accurately construct and visually recognize major and minor scales.
• Students will identify common symbols used for musical dynamics and articulations.
• Students will visually determine the key of a basic melody.
• Students will construct and visually identify melodic and harmonic intervals.
• Students will construct and visually identify basic root position triads

Outcomes assessment strategies:	Assessment methods used to evaluate student progress and the criteria for assigning a course letter grade should be made clear by the instructor at the beginning of the course. Assessment methods should include: • Qualitative and/or quantitative examinations • Homework assignments • Listening assignments • Research project • Class participation
Course content and skills:	Basics of rhythmic notation Simple meter Compound meter Pitch The piano keyboard Major scales and key signatures The circle of fifths Melodic and harmonic intervals Minor scales and key signatures Root position triad labeling, construction and identification Basic musical design (form) Introduction to harmonic function The following skills are expected to successfully meet the minimum requirement of "C" or "Pass" for the course. • Identify pitch and rhythmic notation on music staff. • Label pitches by letter name. • Visually determine the meter of a musical composition. • Visually identify and notate major and minor scales. • Visually identify the key of a basic musical work. • Visually identify and construct intervals. • Visually identify and construct root-position triads.
Reason for new course:	Current MUS110 to be converted to 4 credits to reflect revised CCOG that includes added breath of course, including applied keyboard and rhythmic skills - this new course will be primarily taught online.
How course will be taught:	Online

Reason for other:	
Where and how the course transfer within ous of highered:	Western Oregon University as MUS 111 Southern Oregon University as MUS 100 Portland State University as the same course number
Proof of course transferable:	WOU catalog http://www.wou.edu/online_catalog/course_descriptions/course_descriptions.php?incurl=Music SOU catalog http://www.sou.edu/catalog/08-09/courselist.html#MUS PSU catalog http://www.pdx.edu/media/r/e/reg_bulletin_2008_2009.pdf
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:	n/a
Explain if there are any potential impact on another department or campus:	no

Implemented term or year requested:	Fall 2009
Submitter:	John Mery
From:	jmery@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,Learning Outcomes
Does this correspond with a conversion request?:	YES
Current Course Number:	MUS110
Proposed Course Number:	
Current Course Title:	Fundamentals of Music
Current Description:	Covers Concepts of sound, music notation, rhythm, meter, intervals, modes, scales, triads, sight singing and ear training. Introduces the basic terminology of music theory and begins development of musical skills. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Proposed Description:	Covers the basic concepts of music: pitch, rhythm, meter, intervals, modes, scales, harmony and music notation. Introduces the science of sound and music theory terminology. Begins development of musical performance skills through singing, clapping and performance on the piano keyboard. Also includes basic aural skills. Course intended for non-music majors and to prepare students for further music theory study. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for Description Change:	More accurately reflects CCOG revision
Current Learning Outcomes:	The material for the course will be presented in a lecture/discussion format. Lectures will be enhanced through the use of multimedia. Students will be required to apply the material through musical expression; this may include singing, clapping, basic performance on the recorder or piano, and/or using computers and MIDI. Musical examples from a wide array of genres will be used to demonstrate the concepts covered. Student to teacher communication should be achieved throughout the term in order to facilitate and accomplish successful student development. Students will able to recognize and notate simple, compound and asymmetric meters in musical compositions. Students will be able to read, notate and perform basic melodies in treble and bass clef. Students will be able to accurately construct and visually recognize major and minor scales. Students will be able to interpret and notate common symbols

	used for musical dynamics. Students will be able compare sound waves for differences in pitch and dynamics. Students will be able to determine the key of a basic melody. Students will be able to construct and visually identify melodic and harmonic intervals. Students will be able to construct and visually identify basic root position and inverted triads. Students will be able to complete a basic harmonic analysis of a musical work.
Proposed Learning Outcomes:	Begin the formal study music theory as it is applied in the music of the Western World. Use learned applied keyboard, rhythm and singing skills in order to build the foundations of musicianship. Listen critically using the building blocks of music in order to better understand the diverse musical styles of the world and what makes the music of each culture unique.
Reason for Learning Outcomes Change:	Proposed outcomes better reflect new outcomes standards.
Current Prerequisites:	WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Proposed Prerequisites:	WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	only the extra credit which could potentially cost more to offer.
Request Term:	fall
Requested Year:	2009
Contact Name:	John Mery

Contact E-Mail: jmery@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	MUS110	
Current Course Title:	Fundamentals of Music	
	Current	Proposed
Current Lecture Hours:	3	4
Total Contact Hours:	30	40
Current Credits:	3	4
Reason for Change:	More breath to course added - applied components: rhythm and keyboard performance skills. More depth added to course - addition of physics and acoustics of sound and additional focus on musical form.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	YES	
Impact on Dept/Campus:	Added credit amount could have financial impact on other campuses that offer this course.	
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Fall	
Implem. Year:	2009	
Contact Name:	John Mery	
Contact Email:	jmery@pcc.edu	

Curriculum Request Form
Related Instruction

Current Course Number:	LAT 236
Current Course Title:	Landscape Math
Computation Hours:	90
Content (Activities, Skills, Concepts, etc.):	Themes, Concepts and Issues: 1. Understand irrigation systems by interpreting/interpolating graphs needed for computing pressure losses and working pressure. 2. Apply scaling and trigonometry functions to landscape design and site survey situations. 3. Interpret/calculate pesticide formulations for application within the state licensing laws and for protection of our environment. 4. Estimate materials and costs for landscape construction. 5. Calculate amounts of fertilizers, pre-emergents, etc used in landscape maintenance of private and public real estate. 6. Develop proficiency in essential math skills needed for employment in the landscape industry. Competencies and skills: The student will be able to: 1. Locate and use the following functions: square root, cube root, exponents, fractions, mixed numbers, improper fx, pi, degrees/minutes/ seconds, signed numbers, memory in/recall, right triangle trig and inverse functions. 2. Change from one mode to another using the Fix, Scientific, Degrees, Normal and Computations buttons. 3. Make rough estimates, round whole and decimal numbers, and check for reasonable answers. 4. Read a ruler as well as add & subtract feet/inches/fractions of an inch. 5. Convert feet/inches/fx of an inch to decimal feet and back again on a scientific calculator. 6. Read and write decimal numbers accurately to the millionth place. 7. Convert from one metric unit to another by using powers of ten and prefix identification. 8. Identify/write/substitute/solve using formulas for practical geometric problems. 9. Draw perpendicular/parallel lines and line segments using measurable dimensions. 10. Calculate/measure/draw to scale new bearings/azimuths after taking given degree right/left turns using a protractor & architects scale. 11. Solve/label correctly linear equations for circumference, perimeter, length of an arc and diameter breast height as applied to material take-off and fertilization requirements. 12. Identify/solve/label correctly for the area of squares, rectangles,

	triangles, trapezoids, parallelograms and circles as applied to turf grass, fertilization, top soil and water rate applications. 13. Identify/solve/label correctly for the volume of cubes/rectangular solids, triangular solids, trapezoidal solids and cylinders. 14. Convert from inches3 to feet3 to yds3 using applications for sand, gravel, soil, water, cords of wood and barkdust. 15. Calculate % as applied to slope, discounts, increases and decreases, seed count, etc. 16. Understand rates/ratios as applied to NPK fertilizers, tree care, lumber, construction and other numerous applications. 17. Calculate slant height. 18. Use architects and/or engineers scale for material take-off project. 19. Compute stair calculations for construction. 20. Estimate amounts and costs of materials used to develop/ build/maintain nursery and other landscaped environments. 21. Interpolation using and interpretation of graphs and charts. 22. Conceptualize the differences between 1, 2, and 3 dimensional applications. 23. Be able to utilize proportion as a solution method. 24. Use engineer's and/or architects scale for site grading problems. 25. Use right triangle trigonometry to calculate distance and /or degrees in angles as applied to sun angles and site grading. 26. Understand static pressure and other basic hydraulic concepts.
Communication Hours:	
Content (Activities, Skills, Concepts, etc.):	
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Elizabeth Brewster
Contact Email:	elizabeth.brewster1@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	EET 111
Proposed Transcript Title:	Elec Circuit Analysis I
Reason for Title Change:	No Change
Current Description:	International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. For DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Capacitance and RC transient response. Includes a 3-hour per week laboratory session. Prerequisite: Placement in WR 115;prerequisite/ /concurrent: MTH 95.
Proposed Description:	International System of Units, engineering notation and prefixes, definitions of current, voltage, resistance, power, work and efficiency. For DC circuits: Ohm's and Kirchoff's Laws; DC resistive networks including Thevenin and Norton equivalent circuits. Node voltage and mesh current analysis methods; Capacitance and RC transient response. Includes a 3-hour per week laboratory session. Prerequisite: Placement in WR 115;prerequisite/concurrent: MTH 95 and EET 101
Reason for Description Change:	Added EET 101 as a prereq/coreq
Current Learning Outcomes:	1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.
Proposed Learning Outcomes:	1. Use basic electrical DC concepts and theorems to analyze circuits 2. Build and simulate electrical DC circuits and perform measurements with electronic test equipment. 3. Write technical reports using collected experiment data.

Reason for Learning Outcomes Change:	No Change
Current Prerequisites:	Placement in WR 115
Proposed Prerequisites:	Placement in WR 115
Current Prerequisites/Concurrent:	MTH 95
Proposed Prerequisites/Concurrent:	MTH 95 and EET 101
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	sanda williams
Contact E-Mail:	sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	PHL 207
Current Course Title:	Ethical Issues in Aging
Current Learning Outcomes:	Students completing this course should be able to: - identify ethical issues/dilemmas that arise in caring for the elderly, - utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas, - understand the impact legal and cultural frameworks have on ethical decision-making in caring for the elderly.
Proposed Learning Outcomes:	Students completing this course should be able to: • Identify ethical issues/dilemmas that arise in caring for the elderly, • Utilize appropriate ethical tools and frameworks to offer well-reasoned arguments that attempt to resolve the identified ethical issues/dilemmas, • Recognize and reflect on the impact legal and cultural frameworks have on ethical decision-making in caring for the elderly.
Reason for Learning Outcomes Change:	To change the language to conform to established norm
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:	Andy Simon
Contact E-Mail:	asimon@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	PHL 208
Current Course Title:	Political Philosophy
Current Learning Outcomes:	CCOG for Philosophy 208: Students completing this course should be able to: - Identify major figures in political philosophy with particular political philosophical ideas - Appreciate the significance of certain political philosophical ideas within their historical context - Read and critically assess writings within the philosophy of politics - Apply theory to current political issues
Proposed Learning Outcomes:	Students completing this course should be able to: • Recognize, reflect on, and evaluate philosophical assumptions about political issues that are embedded in the students' own ideas about politics and in the ideas that permeate our culture. • Recognize and reflect on the contributions of major figures in political philosophy to contemporary political discussions and to contemporary political institutions. • Recognize and reflect on the interconnectedness of and the historical development of the ideas these philosophers have contributed. • Apply the skills of critical reading and critical thinking to discussions and writings about contemporary and classic political debates and discussions.
Reason for Learning Outcomes Change:	To change the language to conform to established norm
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	

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:	Andy Simon
Contact E-Mail:	asimon@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	PHL 211
Current Course Title:	Existentialism
Current Learning Outcomes:	This course is organized so that students can encounter philosophers that have asked some of the most profound philosophical questions in contemporary intellectual history. The encounter with some of these ultimate questions will help students think critically about their own place in existence and society. This course will enable students to focus on abstract concepts in a dynamic and interactive manner. Students will develop skills in critical reading, critical thinking, and communication skills, as well as sharpening their philosophical perspectives on life.
Proposed Learning Outcomes:	Students completing this course should be able to: • Recognize and reflect on the significance of Existentialist philosophers' contributions to contemporary intellectual history. • Recognize and reflect on their own place in existence and society using the framework of ideas developed by important Existentialist philosophers. • Read and think critically and communicate effectively about these philosophical ideas.
Reason for Learning Outcomes Change:	To change the language to conform to established norm
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	Andy Simon
Contact E-Mail:	asimon@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	PHL 221
Current Course Title:	Symbolic Logic
Current Learning Outcomes:	Students completing this course should be able to - Recognize and use formal methods (e. g., Propositional Calculus and Predicate Calculus) for analyzing statements and reasoning - Use formal methods for assessing the consistency of statements and the validity of arguments - Have the ability to reflect on and discuss the scope and limits of a formalized and mechanical approach to the analysis of reasoning
Proposed Learning Outcomes:	Students completing this course should be able to • Recognize and use formal methods (e. g., Propositional Calculus and Predicate Calculus) for analyzing statements and reasoning. • Use formal methods for assessing the consistency of statements and the validity of arguments. • Reflect on and discuss the scope and limits of a formalized and mechanical approach to the analysis of reasoning.
Reason for Learning Outcomes Change:	To change the language to conform to established norm
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:	Andy Simon

Contact E-Mail: asimon@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	PHL 222
Current Course Title:	Philosophy of Art and Beauty
Current Learning Outcomes:	Students completing this course should be able to: - read and critically assess writings whithin the philosophy of art - understand the issues around which aesthetics as a discipline is organized - recognize and understand cultural perspectives in aesthetics which differ from their own.
Proposed Learning Outcomes:	Students completing this course should be able to: • Read and critically assess writings within the philosophy of art. • Recognize and reflect on the issues around which aesthetics as a discipline is organized. • Recognize and reflect on cultural perspectives in aesthetics which differ from their own.
Reason for Learning Outcomes Change:	To change the language to conform to established norm
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	Andy Simon
Contact E-Mail:	asimon@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	HST 201
Current Course Title:	History of the U.S. - I
Current Learning Outcomes:	* Use critical thinking to evaluate historical changes and their impact on American society * Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas * Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past * Communicate effectively through writing and speaking * Connect the past with the present to enhance citizenship skills
Proposed Learning Outcomes:	⁄Use critical thinking to evaluate historical changes and their impact on American society ⁄Articulate an understanding of key events in the history of the United States ⁄Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas ⁄Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past ⁄Communicate effectively ⁄Connect the past with the present to enhance citizenship skills
Reason for Learning Outcomes Change:	Adding the articulation of key events to more explicitly indicate expectations for content. Revising expectations for communication to meet DL courses
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an	no

impact on other SACs?:	
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Andrea Lowgren
Contact E-Mail:	andrea.lowgren@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	HST 202
Current Course Title:	History of the U.S. - II
Current Learning Outcomes:	* Use critical thinking to evaluate historical changes and their impact on American society * Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas * Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past * Communicate effectively through writing and speaking * Connect the past with the present to enhance citizenship skills
Proposed Learning Outcomes:	ﷺUse critical thinking to evaluate historical changes and their impact on American society ﷺArticulate an understanding of key events in the history of the United States between 1840 and 1914 ﷺRecognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas ﷺIdentify culturally grounded assumptions which have influenced the perception and behavior of people in the past ﷺCommunicate effectively ﷺConnect the past with the present to enhance citizenship skills
Reason for Learning Outcomes Change:	Adding the articulation of key events to more explicitly indicate expectations for content. Revising expectations for communication to meet DL courses
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	

Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Andrea Lowgren
Contact E-Mail:	andrea.lowgren@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	HST 203
Current Course Title:	History of the U.S. - III
Current Learning Outcomes:	* Use critical thinking to evaluate historical changes and their impact on American society * Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas * Identify culturally grounded assumptions which have influenced the perception and behavior of people in the past * Communicate effectively through writing and speaking * Connect the past with the present to enhance citizenship skills
Proposed Learning Outcomes:	ﷺUse critical thinking to evaluate historical changes and their impact on American society ﷺArticulate an understanding of key events in the history of the United States from 1914 to the present ﷺRecognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sex, and gender) that interacted in the Americas ﷺIdentify culturally grounded assumptions which have influenced the perception and behavior of people in the past ﷺCommunicate effectively ﷺConnect the past with the present to enhance citizenship skills
Reason for Learning Outcomes Change:	Adding the articulation of key events to more explicitly indicate expectations for content. Revising expectations for communication to meet DL courses
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	

Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Andrea Lowgren
Contact E-Mail:	andrea.lowgren@pcc.edu

Curriculum Request Form
New Course

Course number:	HST 271
Course title:	History of Central America and the Caribbean
Transcript title:	Hist Central America/Caribbean
Course credits:	4
Lec contact hrs:	4
Course description:	Surveys Central American and Caribbean history from the pre-Columbian era to the present. Focuses on post-contact history including colonialism, independence, revolution, nation-building and international relationships. Emphasizes on social, political and cultural developments and contributions by a diversity of Central American and Caribbean peoples.
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Intended outcomes:	•Use critical thinking to analyze and evaluate the history of Central America and the Caribbean. •Recognize and appreciate the diverse contributions of different groups (national, ethnic, racial, religious, sexual, and gendered) that interacted in Central America and the Caribbean •Communicate effectively •Connect the past with the present to enhance citizenship skills
Course activities and design:	Competencies and Skills: •Connect evidence to its relevant historical context •Analyze and evaluate written, artistic, or other evidence •Assess the motivation and purpose of evidence Evaluate different interpretations of past events and construct individual interpretation: •Identify a historian's thesis and supporting evidence •Evaluate the arguments used to support different interpretations of historical issues •Develop a thesis and historical interpretation and use evidence to support it Think critically about the relationship between past and present events and issues: •Recognize and identify historical roots and parallels to current issues Compare and contrast the experience of diverse groups •Listen to and appreciate the experience of students from a variety of backgrounds

	•Assess the contributions and experiences of various groups Communicate effectively in writing about a historical topic •Communicate effectively in writing about a historical topic •Communicate in writing an understanding of historical process and an evaluation of how concepts or values change over time Clearly articulate thoughts and ideas to a particular audience which may include: •Working collaboratively with other students to evaluate and understand historical events •Working collaboratively with others in discussions, debate, or role plays •Presenting information in oral presentations
Outcomes assessment strategies:	•Analyze and evaluate primary and secondary sources •Evaluate different interpretations of past events and construct your own interpretation •Think critically about the relationships between past and present events and issues •Compare and contrast the experience of diverse groups in American society •Demonstrate college-level communications skills which may include listening, speaking, and writing
Course content and skills:	Themes, Concepts and Issues •Mayan and other Pre-Columbian indigenous civilizations •Exploration and conquest •Acculturation •Changing political and economic structures •Cultural development, literature, art, music •Indigenous and Creole society, culture, and politics •Imperialism and neo-imperialism •Independence movements and revolutions •Role of the Catholic Church and other religions •The Mission System •Ethnicity, race, gender, sexuality and social class •Inter- and intra-ethnic controversies •Post-colonialism •Labor systems (such as collectivity, encomiendas, indenture, slavery, unionization) •Trans-Atlantic slave system •Sugar economy •Civil Wars and militarism •International relations and U.S. interventions •Geography and the natural environment •Tourism •Atlantic World
Reason for new course:	Latin America is the only part of the world not covered by current PCC

	history offerings. The SAC is working towards a 3-course group that would cover this area. HST 270 History of Mexico already exists, and is being taught at Cascade. Plans are being laid for a future development of a couse on the history of South America.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	support course for a history major: PSU, OSU, and UO accept lower-division history elective courses for the history major; General University Elective
Proof of course transferable:	see transferability form on gen ed form
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:	no impact is expected
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Spring 2010
Submitter:	Andrea Lowgren
From:	andrea.lowgren@pcc.edu
Sac chair:	Robert Flynn
Sac chair email:	rflynn@pcc.edu
Sac admin liason name:	Nancy Wessel
Sac admin liason email:	nancy.wessel@pcc.edu

Curriculum Request Form
Diversity Request

Current Course Number:	HST 271
Current Course Title:	History of Central America and the Caribbean
Explain how this course meets the diversity statement:	The predominant focus of this course is the peoples of Central America and the Caribbean, which have historically been omitted and marginalized by the study of both US History and Western Civilization courses.
Contact Name:	Andrea Lowgren
Contact Email:	andrea.lowgren@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	ESOL 163
Current Course Title:	Grammar 2
Current Description:	Includes the identification and practice of the following grammatical structures: verb tense review, active/passive voice, simple, compound and complex sentences, transitional words and phrases, clause and phrase reduction, parallel structures, modals, conditionals, and reported speech. Designed to reinforce concepts in both oral and written contexts.
Proposed Description:	This elective class includes the identification and practice of the following grammatical structures: subject-verb agreement, verb tenses, passive voice, gerunds and infinitives, and articles. It is designed to reinforce concepts in both oral and written contexts. Prerequisites: placement in 160 and ESOL 162 and ESOL 164 or higher. Does not replace courses in the core curriculum.
Reason for Description Change:	To avoid content overlap with ESOL Grammar 3.
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:	Roxanne Hill
Contact E-Mail:	rhill@pcc.edu

Curriculum Request Form
New Course

Course number:	DH 240
Course title:	Intro to Restorative Dentistry
Transcript title:	Intro to Restorative Dentistry
Course credits:	2
Lec lab contact hrs:	40
Course description:	Introduction to four-handed dentistry with an emphasis placed on rubber dam placement, instrument identification, instrument transfer and preparation for assisting a dental restorative operator.
Prerequisites coreq concurrent:	Prerequisite: DH 110 and DH 230
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Board Restorative Exam and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	1. Prepare patients for restorative procedures by placing rubber dam prior to restorative placement. 2. Identify correct instruments and properly prepare restorative procedure tray set-ups for amalgam and esthetic restoration placement and finishing. 3. Assist the restorative operator during placement and finishing of amalgam and esthetic restorations.
Course activities and design:	This course will be offered in lecture/lab format. Demonstrations, audio-visual aids, handout materials and lab practice on manikins and student partners will occur.
Outcomes assessment strategies:	Lecture; Weekly quizzes and final exam. Laboratory: A series of skill assessments in the clinic setting. Students will demonstrate competencies in rubber dam placement and removal, high speed evacuation, bur and instrument identification and transfer, placement of a matrix and wedging, placement of a dental sealant using acid etch techniques.
Course content and skills:	Concepts, Themes and Skills: Management of four-handed dentistry Patient Care

	Professionalism Critical Thinking Team Building Competencies and Skills: Demonstrate rubber dam placement and removal, including rubber dam punching and clamp placement, on a dental manikin and student partner. Demonstrate high speed evacuation on a maniking and fellow student. Name and identify burs and instruments used in restorative dentistry and demonstrate transfer at chairside. Place matrix and wedging after placement of a rubber dam on a manikin and fellow student. Understand the properties and manipulation of dental sealants and apply sealants in the preclinical and clinical setting. Demonstrate competence in assisting during restorative procedures.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This course is part of a series of courses that have been approved by the Oregon Board of Dentistry to meet the requirements students need to sit for Restorative examination and application for licnsure endorsement. Kaiser Permanente has requested this program be offered to its employees who will also be part of a cohort enrolled in the dental hygiene program.
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Students enrolled in the PCC DH program who are already, or may become employees of Kaiser Permanente will have already taken DH 110 and DH 230 as part of the DH program and will be able to waive these two courses in the restorative certificate program because of prior completion.
Explanation if this course transfer to any other academic institution:	Other Oregon Dental Hygiene Programs may accept this course if a student were to transfer into their program.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	This is a condensed version of skills students in the Dental Assisting program learn in DA 110/111, DA 112/113, DA 118 and DA 114/115. Instructors from the DA program will be utilized to teach this course.

Explanation if they have consulted with sac chairs of other programs regarding potential impact:	DA SAC has been consulted. There is no impact on the DA Program by the addition of this course to the DH Restorative Certificate.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2010
Submitter:	Josette Beach
From:	jbeach@pcc.edu
Sac chair:	Nancy Pilgrim
Sac chair email:	jbeach@pcc.edu
Sac admin liason name:	Josette Beach
Sac admin liason email:	jbeach@pcc.edu

Curriculum Request Form
New Course

Course number:	DH 241
Course title:	Restorative Dentistry I
Transcript title:	Restorative Dentistry I
Course credits:	4
Lec lab contact hrs:	80
Course description:	Introduction to restorative techniques with an emphasis on the preclinical placement of amalgam restoration.
Prerequisites coreq concurrent:	Prior completion of DH 110, DH 230 and DH 240.
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Board Restorative Exam and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	1. Demonstrate the complete process of packing and carving amalgam restorations in a variety of prepared dental manikin teeth in preparation for placement on patients in following terms. 2. Demonstrate polishing and finishing amalgam restorations in a variety of prepared dental manikin teeth in preparation for polishing and finishing on patients in following terms.
Course activities and design:	This course will be offered in lecture/lab format. Demonstrations, audio-visual aids, handout materials and lab practice on manikins and student partners will occur.
Outcomes assessment strategies:	Lecture: Weekly quizzes and final exam. Laboratory: A series of skill assessments and a "mock board" final on placement of an amalgam restoration.
Course content and skills:	Concepts, Themes and Skills: Management of four-handed dentistry Patient Care Professionalism Critical Thinking Team Building Concepts, Themes and Issues:

	Define and classify carious lesions and cavity preparation classifications; including the outline, retention and restistance form of a prepared dentoform tooth. Describe steps involved in removing caries and creating a cavity preparation for an amalgam restoration. Understand the need to pre and post evaluate patient's occlusion before and after placing and carving a restoration and demonstrate the skill using articulating paper. Place a rubber dam, matrix and wedge on the dentoform manikin. Understand when it is necessary to place varnishes, liners, sealers and intermediary bases and demonstrate the techniquein a cavitiy prep prior to placement of a permanent restoration. Demonstate an awareness of various trade names of varnishes, sealers, liners and bases and correctly choose the appropriate one in differing circumstances. Demonstrate proper trituation process and recognize/describe the characteristics of improper trituration of amalgam material. Demonstrate loading and condensation of amalgam into cavity preparations. Discuss alloy components and properties of dental amalgam and demonstrate safe handling of amalgam during and after the procedure. Carve an amalgam restoration which restores the functional anatomy of a tooth on a dentoform. Demonstate self assessment and self correction skills when carving an amalgam restoration. Demonstrate polishing and finishing of the amalgam restoration.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This course is part of the DH Restorative Certificate for Business and Industry that has been sent to Degrees and Certificate Committee for approval. The certificate has been developed upon request of Kaiser Permanente as an offering to their employees
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Students enrolled in the Dental Hygiene Program who may become Kaiser employees upon graduation, will have already taken DH 110 and DH 230 within their dental hygiene training. These two courses could then be waived in the restorative certificate because of prior completion.
Explanation if this course transfer to any other	Other Oregon Dental Hygiene Programs may accept this course if a student were to transfer into their program.

academic institution:	
Explanation if there are similar courses existing in other programs or disciplines at pcc:	There are no similar courses offered at PCC. Faculty in the dental assisting program may be utilized to help teach this course.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Dental Assisting SAC has been consulted. There is no impact on the dental assisting program by the addition of this course in the DH restorative curriculum.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Summer 2010
Submitter:	Josette Beach
From:	jbeach@pcc.edu
Sac chair:	Nancy Pilgrim
Sac chair email:	npilgrim@pcc.edu
Sac admin liason name:	Josette Beach
Sac admin liason email:	jbeach@pcc.edu

Curriculum Request Form
New Course

Course number:	DH 242
Course title:	DH Restorative Dentistry II
Transcript title:	DH Restorative Dentistry II
Course credits:	4
Lec contact hrs:	
Lec lab contact hrs:	80
Lab contact hrs:	
Special fee:	
Course description:	Introduction to restorative techniques with an emphasis on the preclinical placement of composite restorations.
Prerequisites coreq concurrent:	Prerequisite: DH 110, 230, 240 Concurrent Enrollment: DH 241
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Board Restorative Exam and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	Demonstrate the complete process of composite restoration placement in a variety of prepared dental manikin teeth in preparation for placement on patients in following terms.
Course activities and design:	The lecture portion of the course will be offered in lecture format using audio-visual aids, handout materials and outside assignments. Demonstrations and skill practice will take place in the preclinic laboratory setting both individually and with student partners.
Outcomes assessment strategies:	Lecture: Weekly quizzes and Final Exam Laboratory: A series of skill assessments and a "mock board" final on placement of a composite restoration.
Course content and skills:	Concepts, Themes and Issues: Management of restorative dentistry Patient Care Professionalism Critical Thinking Team Building Demonstrate an understanding of terms associated with composite resins, list the trade names, uses and properties and demonstrate manipulation of glass ionomers and composite resins. Relate understanding of the properties of enamel and dentin, smear layer and hybrid layer.

	Demonstrate understanding of the properties of various adhesive systems available on the market that apply to composite or amalgam bonding in preparation for use in the clinical setting. Select an appropriate restorative dental material based on cavity preparations, size of restoration, shade (color) and location of restoration. Demonstrate placement of a matrix and wedge with correct adaptation, contour and contact on a dentoform tooth prior to placement of the dental composite. Demonstrate correct procedures for the etching, bonding and curing process for composite restorations and glass ionomer cements. Explain gingival retraction and demonstrate proper steps in gingival retraction. Select appropriate materials for placing and finishing composite restorations and demonstrate appropriate procedures for placement and finishing and maintenance of functional anatomy and occlusion. Demonstrate self-assessment and self-correction skills when placing, finishing and polishing a composite restoration. Demonstrate safe handling of dental materials during and after the procedure.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This course is part of the DH Restorative Certificate for Business and Industry that has been sent to Degrees and Certificate Committee for approval. The certificate has been developed upon request of Kaiser Permanente as an offering to their employees
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Students enrolled in the Dental Hygiene Program who may become Kaiser employees upon graduation, will have already taken DH 110 and DH 230 within their dental hygiene training. These two courses could then be waived in the restorative certificate program because of prior completion.
Explanation if this course transfer to any other academic institution:	Other Oregon Dental Hygiene Programs may accept this course if a student were to transfer into their program.
Explanation if there are similar courses existing in	There are no similar courses offered at PCC. Faculty in the dental assisting program may be utilized to help teach this

other programs or disciplines at pcc:	course.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Dental Assisting SAC has been consulted. There is no impact on the dental assisting program by the addition of this course in the DH restorative curriculum.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Summer 2010
Submitter:	Josette Beach
From:	jbeach@pcc.edu
Sac chair:	Nancy Pilgrim
Sac chair email:	npilgrim@pcc.edu
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Curriculum Request Form
New Course

Course number:	DH 243
Course title:	DH Restorative Dentistry III
Transcript title:	DH Restorative Dentistry III
Course credits:	1
Lab contact hrs:	30
Special fee:	
Course description:	Clinical practice in restorative dentistry and associated procedures as allowed by the Oregon Board of Dentistry. Students will provide a variety of restorative experiences on patients at a beginning skill level under direct supervision of clinic faculty.
Prerequisites coreq concurrent:	Prerequisites: DH 110, 230, 240, 241, 242
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Restorative Board and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	1. Demonstrate beginning competence at the clinical level by placing a minimum of 15-20 surfaces of amalgam and composite restorations under direct supervision of faculty. 2. Demonstrate successful polishing and finishing of all placed restorations. 3. Evaluate and adjust patient's occlusion prior to patient dismissal.
Course activities and design:	This course is a clinical course offered in the PCC Dental Clinic.
Outcomes assessment strategies:	1. Skill assessment on each step of restoration placement and final quality of finished restoration. Student must meet minimum standard of 75%. 2. Student self-assessment and reflection each clinic period.
Course content and skills:	Concepts, Themes and Issues: Management of restorative dentistry Patient Care

	Professionalism Critical Thinking and Problem Solving Team Building Competencies and Skills: Demonstrates proper rubber dam, matrix band and wedge placement Demonstrate knowledge in composite and shade selection and acid etch and dental bonding procedures. Accurately places bases, liners or varnishes as required. Correctly places, carves, polishes and finishes amalgam and composite restorations on patients. Evaluate and adjust occlusion for each restoration placed. Uses proper handling of hazardous waste.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This course is part of the DH Restorative Curriculum designed for business/industry partner Kaiser Permanente
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No
Explanation if this course transfer to any other academic institution:	Possibly if a student transfers to other Oregon Dental Hygiene programs where restorative dentistry is taught.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	The dental assisting program SAC has been contacted and this course may offer their students additional chairside assisting experience by assisting the dental hygiene restorative operators.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Fall 2010

Submitter:	Josette Beach
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Curriculum Request Form
New Course

Course number:	DH 244
Course title:	DH Restorative Dentistry IV
Transcript title:	DH Restorative Dentistry IV
Course credits:	1
Lab contact hrs:	30
Special fee:	
Course description:	Continues clinical practice in restorative dentistry and associated procedures as allowed by the Oregon Board of Dentistry. Students will provide a variety of restorative experiences on patients at a developing skill level under direct/indirect supervision of clinic faculty.
Prerequisites coreq concurrent:	Prerequisites: DH 110, 230, 240 241, 242, 243
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Board Restorative Exam and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	1. Demonstrate developing competence at the clinical level by placing a minimum of 15-20 surfaces of amalgam and composite restorations under direct/indirect supervision of faculty. 2. Demonstrate successful polishing and finishing of all placed restorations. 3. Evaluate and adjust patient's occlusion prior to patient dismissal.
Course activities and design:	This is a clinical course offered in the PCC dental clinic.
Outcomes assessment strategies:	1. Skill assessment on each step of restoration placement and final quality of finished restoration. Student must meet minimum standard of 80% 2. Student self-assessment and reflection each clinic period.
Course content and skills:	Concepts, Themes and Issues: Management of restorative dentistry Patient Care Professionalism

	Critical Thinking and Problem Solving Team Building Competencies and Skills: Demonstrate proper rubber dam, matrix band and wedging procedures. Demonstrate knowledge in composite material and shade selection. Demonstrate knowledge and placement ability in acid etch and dental bonding agents and procedures. Correctly place bases, liners or varnishes as required. Accurately place, carve, polish and finish amalgam and composite restorations. Use proper handling procedures of hazardous waste. Demonstrate occlusal evaluation and proper occlusal adjustment of each dental restoration placed.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This part of the new Dental Hygiene Restorative Certificate for business/industry partner Kaiser Permanente
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No
Explanation if this course transfer to any other academic institution:	Possibly to other Oregon Dental Hygiene Programs that offer restorative curriculum.
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:	Dental Assisting SAC has been consulted. This course may offer additional opportunities for the dental assisting students to acquire more chairside assisting experience by assisting dental hygiene operators placing restorations on patients.
Explain if there are any potential impact on another department or campus:	Use of facilities is shared with Dental Assisting and Dental Hygiene Programs. Scheduling of this course would be at hours when facility is not used by these two programs.

Implemented term or year requested:	Winter, 2011
Submitter:	Josette Beach
From:	jbeach@pcc.edu
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Sac admin liason email:	jbeach@pcc.edu

Curriculum Request Form
New Course

Course number:	DH 245
Course title:	DH Restorative Dentistry V
Transcript title:	DH Restorative Dentistry V
Course credits:	1
Lab contact hrs:	30
Special fee:	
Course description:	Completes the series in clinical practice for restorative dentistry and associated procedures as allowed by the Oregon Board of Dentistry. Students will provide a variety of restorative experiences on patients at a competent skill level under indirect supervision of clinic faculty.
Prerequisites coreq concurrent:	Prerequisites: DH 110, 230, 240, 241, 242, 243, 244
Addendum to course description:	This course is part of the restorative curriculum approved by the Oregon Board of Dentistry. Completion of the full restorative certificate allows students to sit for the Western Regional Examining Board Restorative Exam and apply for license endorsement with the State Board of Dentistry.
Intended outcomes:	1. Demonstrate competence at the clinical level by placing a minimum of 15-20 surfaces of amalgam and composite restorations under indirect supervision of faculty. 2. Demonstrate successful polishing and finishing of all placed restorations. 3. Evaluate and adjust patient's occlusion prior to patient dismissal.
Course activities and design:	This course is a clinical course offered in the PCC dental clinic.
Outcomes assessment strategies:	1. Skill assessment on each step of restoration placement and final quality of finished restoration. Student must meet minimum standard of 85%. 2. Student self-assessment and reflection each clinic period.
Course content and skills:	Concepts, Themes and Issues Management of restorative dentistry Patient Care Professionalism Critical Thinking and Problem Solving

	Team Building Competencies and Skills: Demonstrate proper rubber dam, matrix band and wedge placement. Demonstrate knowledge in composite material and shade selection. Demonstrate knowledge in acid etch and dental bonding agent procedures and correctly places material as required. Accurately places, carves and finishes composite and amalgam restorations. Uses proper handling procedures for hazardous waste. Demonstrates occlusal evaluation and proper occlusal adjustment of each dental restoration placed.
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This is part of the restorative certificate program designed for business and industry partner Kaiser Permanente
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No
Explanation if this course transfer to any other academic institution:	Possibly to other Oregon Dental Hygiene Programs that offer restorative curriculum
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	The Dental Assisting SAC has been consulted. This course will possible allow for additional opportunity for the dental assisting students to obtain more hours in chairside assisting experience by assisting dental hygiene operators who are placing restorations.
Explain if there are any potential impact on another department or campus:	Use of the clinical facilities for this course will occur during non-use time of the DA and DH program.
Implemented term or year requested:	Spring 2011

Submitter:	Josette Beach
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