

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
May 6, 2009
Sylvania CC, Conference Rm B

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

Experimental Courses:

TA 199A – Introduction to Stage Combat
TA 199B – Introduction to Readers Theatre
TA 199C – Mask and Movement for Actors
TA 299 – Sex, Violence, and Popcorn
ART 299C – Art and Social Practice
ART 199L – Photographic Lighting
ART 299A – Mold Making
CJA 299B – Fish and Wildlife Enforcement
CJA 299C – Effective Police Encounters
RAD 299C – CT Clinical Education I
RAD 299D – CT Clinical Education II
RAD 299E – CT Clinical Education III

Inactivations:

See attached list on pg.4

Old Business:

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

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

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

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

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

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

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

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

New Business:

433. WR 185 – English Language: Theory & Practice
Course Revision – Outcomes

434. WR 185 – English Language: Theory & Practice
Contact/Credit Hour Change

435. NRS 110 – Foundations of Nursing-Health Promotion
Course Revision – Description, Outcomes

436. NRS 111 – Foundations of Nursing in Chronic Illness I
Course Revision – Description, Outcomes

437. NRS 112 – Foundations of Nursing in Acute Care I
Course Revision – Requisites, Outcomes

438. NRS 230 – Clinical Pharmacology I
Course Revision – Description, Outcomes

439. NRS 231 – Clinical Pharmacology II
Course Revision – Outcomes, Requisites

440. NRS 232 – Pathophysiological Processes I
Course Revision – Description, Requisites, Outcomes

441. NRS 233 – Pathophysiological Process II
Course Revision – Description, Outcomes

442. CJA 245 – Search Warrant Preparation
Course Revision – Requisites

443. CS 201 – Computer Systems II
Course Revision – Title, Description, Outcomes

444. CAS 208 – Beginning Photoshop for the Web
Course Revision- Description, Requisites

445. DST 110 – Caterpillar Engine Fundamentals
Contact/Credit Hour Change

446. DST 111 – Intro to Caterpillar Service Industry
Contact/Credit Hour Change

447. DST 150 – Caterpillar Service Technology Internship
Contact/Credit Hour Change

448. ART 248 – Glass Casting
Contact/Credit Hour Change

449. MUS 190 – Introduction to Piano
Contact/Credit Hour Change

Course Inactivations		
ED	295	
ED	207	
CS	234U	
EMT	117	
EMT	280B	
WR	60	
RD	80C	
DE	33	
DE	32	
DE	30	
WR	65	
WR	60C	
GER	250	
GER	251	
GER	270A	
GER	270B	
GER	270C	
GER	271A	
GER	271B	
GER	271C	
GER	272A	
GER	272B	
GER	272C	
GER	290A	
GER	290B	
GER	290C	
GER	291A	
GER	291B	
GER	291C	
GER	292A	
GER	292B	
GER	292C	
SOC	252	
SOC	181	
SOC	282	
SOC	280M	
EET	257	
INSP	211	
INSP	212	
ALC	70	
WLD	100	
WLD	9901	

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
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
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 methods used to evaluate student progress and the criteria for assessment assigning a course letter grade should be made clear by the instructor at the beginning of the course. Assessment methods should include:
t strategies:

- Qualitative and/or quantitative examinations
- Homework assignments
- Listening assignments
- Research project
- Class participation

Course Basics of rhythmic notation
content Simple meter
and skills: 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 Current MUS110 to be converted to 4 credits to reflect revised CCOG that includes new added breath of course, including applied keyboard and rhythmic skills - this new course: course will be primarily taught online.

How Online
course will
be taught:

Reason for
other:

Where and
how the
course
transfer
within
of
higher:

Western Oregon University as MUS 111
Southern Oregon University as MUS 100
Portland State University as the same course number

Proof of
course
transferabl
e:

WOU catalog http://www.wou.edu/online_catalog/course_descriptions/course_descriptions.php?inurl=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

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

no

Explanatio
n 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

Implement Fall 2009
ed term or
year
requested:

Submitter: John Mery

From: jmery@pcc.edu

Sac chair: John Mery

Sac chair jmery@pcc.edu
email:

Sac admin Steve Ward

liason

name:

Sac admin sward@pcc.edu

liason

email:

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:	HST 201
Current Course Title:	History of the U.S. - I
Current Learning Outcomes:	<ul style="list-style-type: none"> * 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:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the history of early and colonial United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.
Reason for Learning Outcomes Change:	<p>Adding the articulation of key events to more explicitly indicate expectations for content. Revising expectations for communication to meet DL courses</p>
Current Prerequisites:	
Proposed Prerequisites:	

Current Prerequisites/Concurrent:

Proposed Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

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?:

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:	<ul style="list-style-type: none"> * 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:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the nineteenth century history of the United States and use critical thinking in order to evaluate historical changes and their impact on current U.S. society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.
Reason for Learning Outcomes Change:	<p>Adding the articulation of key events to more explicitly indicate expectations for content. Revising expectations for communication to meet DL courses</p>

Current Prerequisites:

Proposed Prerequisites:

Current Prerequisites/Concurrent:

Proposed Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

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?:

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:	<ul style="list-style-type: none"> * 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:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the twentieth century history of the United States use critical thinking in order to evaluate historical changes and their impact on current U.S. society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in the United States in order to appreciate and evaluate current U.S. diversity. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect the past with the present to enhance citizenship skills.
Reason for Learning Outcomes Change:	<p>Adding the articulation of key events to more explicitly indicate expectations for content.</p> <p>Revising expectations for communication to meet DL courses</p>
Current Prerequisites:	

Proposed Prerequisites:

Current Prerequisites/Concurrent:

Proposed Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

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?:

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:	<ul style="list-style-type: none"> • Articulate an understanding of key events in the history of Central America and the Caribbean and use critical thinking in order to evaluate historical changes and their impact on current Central American and Caribbean society. • Recognize the historical contributions of different groups (national, ethnic, racial, religious, sexual and gendered) that interacted in Central America and the Caribbean in order to appreciate and evaluate current Central American and Caribbean diversity. • Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of people in the past in order to assess how culture continues to affect human behavior. • Communicate effectively using historical analysis. • Connect Central America and the Caribbean with the United States in order to better understand the political relationship between the two regions.
Course activities and design:	<p>Competencies and Skills:</p> <ul style="list-style-type: none"> •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 course 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
Course Revision

CHANGE: Learning Outcomes

Does this correspond with a conversion request?: YES

Current Course Number: WR 185

Current Course Title: English Language: Theory & Practice
Proposed Course Title: English Language: Theory and Practice
Proposed Transcript Title: Eng Lng:Theory & Practice
Reason for Title Change: no change

Current Description: Explores elements and nuances of Standard English and dialects in both theory and practice. Explores historical, social, and current cultural issues of grammar and language use through reading, discussion, and writing. Prerequisites: Placement into WR 121 or completion of WR 115 with a grade of C or better.

Proposed Description: Same

Reason for Description Change: none

Current Learning Outcomes:

- ◆ Identify elements of Standard English and other English dialects◆ grammar,
- ◆ Appreciate elements of grammar as having stylistic, political, and social significance,
- ◆ Apply concepts of grammar to understand some sociolinguistic principles,
- ◆ Apply concepts of grammar to understand some psycholinguistic principles,
- ◆ Appreciate multi-cultural grammatical aspects of some English dialects,
- ◆ Appreciate various grammatical and historical concepts underlying language use,
- ◆ Appreciate grammar as a means of knowing,
- ◆ Listen, read, and communicate (orally and in writing) with heightened awareness of grammar and language use.

- Proposed Learning Outcomes:
- ◆ Identify elements of Standard English and other English dialects' grammar and apply these concepts in reading and writing.
 - ◆ Analyze elements of grammar to identify and understand stylistic, political, and social significance.
 - ◆ Apply concepts of grammar to understand some sociolinguistic principles.
 - ◆ Apply concepts of grammar to understand some psycholinguistic principles.
 - ◆ Recognize multi-cultural grammatical aspects of some English dialects; use this understanding to recognize multi-cultural grammatical aspects when listening, reading, and communicating (orally and in writing).
 - ◆ Perform textual analysis using the knowledge of grammatical and historical concepts underlying language use.
 - ◆ Write, read, speak and listen with heightened awareness of grammar and language use.

Reason for Learning Outcomes Change: The outcomes were revised to better describe what the students will be able to do with what they learn and understand in the course. The outcomes also suggest more ambitious expectations for student performance and assessment, in keeping with the change to 4 credits.

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?:

How other Depts/Campuses will be impacted:

Request Term: fall

Requested Year: 2009

Contact Name: Cynthia Kimball

Contact E-Mail: ckimball@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: WR 185

Current Course Title: Eng Lng: Theory & Practice

	Current	Proposed
Current Lecture Hours:	30	40

Current Load: 30 40

Total Contact Hours: 30 40

Current Credits: 3 4

Reason for Change: Writing 185 is being converted to 4 credits in order to align with the majority of the transfer writing courses offered at PCC that have already been changed to 4 credits. Converting to 4 credits will add the class time needed to more fully address the course outcomes.

Are outcomes affected?: YES

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: Fall

Implementation Year, Implem. Year: 2009

Year, Implem. Year:

Contact Name: Cynthia Kimball

Contact Email: ckimball@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description
Current course number:	NRS 110
Proposed course number:	
Current course title:	Foundations of Nursing-Health Promotion
Current description:	<p>Introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally-sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. The family experiencing a normal pregnancy is a major exemplar. Includes classroom and clinical learning experiences. Prerequisite: Anatomy and Physiology.</p>
Proposed description:	<p>This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. Prerequisite: Admission to the Nursing Program</p>
Reason for Description	Changes were made after Feb 09 PCC Curriculum

Change:	Committee approvals to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.
Current learning outcomes:	<ol style="list-style-type: none"> 1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, -evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning. 2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a clients health behavior change. 3. Uses effective communication to establish a therapeutic relationship and advocate for a health behavior change based on assessment of health risks. 4. Design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data. 5. Demonstrate understanding of nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing. 6. Recognize the importance and relevance of reflection and its influence on personal and professional behavior. 7. Demonstrate understanding of effective learning strategies in a performance based curriculum.
Proposed learning outcomes:	<ol style="list-style-type: none"> 1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning. 2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a client's health behavior change. 3. Use effective communication to establish a therapeutic relationship and advocate for a health behavior change based on assessment of health risks. 4. Design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data. 5. Demonstrate beginning understanding of selected nursing frameworks, including the legal ethical base for

practice, and their application to the practice of nursing.
 6. Recognize the importance and relevance of reflection and its influence on personal and professional behavior.
 7. Demonstrate understanding of effective learning strategies in a performance-based curriculum.
 8. Demonstrate understanding of the importance of fulfilling commitments to the team in completing assignments.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.

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:

2010

Contact name:

Alisa Schneider

Contact e-mail:

Alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description, Learning Outcomes
Current Course Number:	NRS 111
Proposed Course Number:	
Current Course Title:	Foundations of Nursing in Chronic Illness I
Current Description:	<p>Introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client and family's "lived experience" of the illness, coupled with clinical practice guidelines and extant research evidence is used to guide clinical judgments in care to the chronically ill. Roles of multidisciplinary team in care of the chronically ill, and legal aspects of delegations are explored. Through case scenarios, cultural, ethical, health policy, and health care delivery system issues are explored in the context of the chronic illness care. Case exemplars include children with asthma, adolescent with a mood disorder, Type II diabetes, and older adults with dementia. Includes classroom and clinical learning experiences.</p>
Proposed Description:	<p>This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client's and family's "lived experience" of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are considered in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences.</p>
Reason for Description Change:	<p>Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.</p>
Current Learning Outcomes:	

Proposed Learning Outcomes:

1. Conduct a health assessment that is family-centered and both developmentally and culturally appropriate. Interpret resulting health data, focusing on: mental and functional status, ADLs and IADLs; coping/adaptive strategies used by client/family; lived experience of chronic illness, including recognition of stigma and its impact on vulnerable populations; and impact of illness on family functioning.
2. Provide safe and effective, developmentally and culturally appropriate care to clients with chronic illness including: safely and effectively assisting clients with ADLs & IADLs; addressing comfort needs (physical and emotional); teaching clients about self-assessment and self-management in conditions such as depression, general anxiety and chronic pain; and addressing basic questions about prognosis of illness.
3. Develop and implement a family-centered plan of care for a client with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau.
5. Identify roles and functions of members of the health care team in order to provide care for the chronically ill.
6. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
7. Recognize potential legal and ethical issues related to client autonomy across the lifespan in at risk populations. Apply ANA Code of Ethics in the care of the chronically ill.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.

Current Prerequisites:

NRS 110

Proposed Prerequisites:

NRS 110/210.

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:

2010

Contact Name:

Alisa Schneider

Contact E-Mail:

alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Requisites, Learning Outcomes

Current course number: NRS 112

Proposed course number:

Current course title: Foundations of Nursing in Acute Care I

Current learning outcomes: At the end of the course, the student will be able to:

1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of condition manifestation progression and resolution, and the client response to acute conditions/processes
2. Develop plans of care that are family-centered, age and culturally appropriate, using evidence including clinical guidelines and integrative literature reviews to safely implement care plans for patients with common acute conditions/processes and manage common symptoms such as acute pain and acute anxiety follow standard procedures for performing skills safely use expected illness trajectory, monitor progress toward recovery, occurrence of complications and client's response to interventions.
3. Apply ANA Code of Ethics to care of patients with acute conditions/processes.
4. Identify potential legal and ethical issues surrounding patient decision-making and informed consent in acute care settings.
5. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
6. Identify roles of health care team members involved in providing care to individuals with acute conditions/processes
7. Consults with experienced nurses regarding delegation needs for client care.

Proposed learning outcomes: At the end of the course, the student will be able to:

1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of condition manifestation progression and resolution, and the client response to acute conditions/processes.
2. Develop plans of care that are family-centered, developmentally and culturally appropriate, using evidence including clinical guidelines and integrative literature reviews to

implement care plans safely for patients with common acute conditions/processes. Manage common symptoms such as acute pain and acute anxiety, follow evidence based procedures for performing skills safely, use expected illness trajectory; monitor progress toward recovery, occurrence of complications and client's response to interventions.

4. Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings. Apply ANA Code of Ethics to care of patients with acute conditions/processes.

5. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.

6. Identify roles of health care team members involved in providing care to patients and families with acute conditions/processes.

7. Discuss delegation needs for patient care with experienced nurses.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.

Current prerequisites: NRS 110

Proposed prerequisites: NRS 110/210

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?:

How other Depts/Campuses will be impacted:

Request term: spring

Requested year: 2010

Contact name: Alisa Schneider

Contact e-mail: alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes
 Current Course Number: NRS 230

Current Course Title: Clinical Pharmacology I
 Current Description: This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

Proposed Description: This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

Reason for Description Change: Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement. Changes also incorporate the recommendations from PCC to differentiate NRS 230 from NRS 231.

Current Learning Outcomes: By the end of the course, the student will be able to:

1. Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on:
identification of appropriate reliable sources of information in specific nursing situations, rapid retrieval of pertinent information from a current drug guide, accurate retrieval of information from a comprehensive drug information source
2. Monitor and evaluate the effectiveness of drug therapy, focusing on
selection and interpretation of basic focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs , surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, psychopathology or other factors
3. Teach persons from diverse populations regarding safe and effective use of drugs and natural products, focusing on the following: self-management of specific classes of over-the-counter and prescription drugs that are used episodically; self-management of specific classes of drugs that are taken for chronic conditions; how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes or normal physiology; which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs;assessment of barriers to adherence to drug therapy with specific classes of drugs
5. Communicate appropriately with other health professionals regarding drug therapy, focusing on using appropriate technical language related to pharmacology;explaining drug mechanisms of action and their relationship to normal physiology; reporting pertinent information about an individual's response to specific classes of drugs or natural products

Proposed Learning Outcomes: By the end of the course, the student will be able to:

1. Use current, reliable sources of information to access

pertinent information about drugs and natural products, focusing on: identification of appropriate reliable sources of information in specific nursing situations; rapid retrieval of pertinent information from a current drug guide; and accurate retrieval of information from a comprehensive drug information source.

2. Monitor and evaluate the effectiveness of drug therapy, focusing on selection and interpretation of basic focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs; surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, and concurrent pathophysiology, psychopathology or other factors.

3. Teach patients, family members, and others from diverse populations regarding safe and effective use of drugs and natural products, focusing on self-management of specific classes of over-the-counter and prescription drugs that are used episodically; self-management of specific classes of drugs that are taken for chronic conditions; how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical and pathophysiological processes, or normal physiology; which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; and how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs

4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and assessment of barriers to adherence to drug therapy with specific classes of drugs.

5. Communicate appropriately with other health professionals regarding drug therapy, focusing on using appropriate technical language related to pharmacology; explaining drug mechanisms of action and their relationship to normal physiology; and reporting pertinent information about an individual's response to specific classes of drugs or natural products.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement. Changes also incorporate the recommendations from PCC to differentiate NRS 230 from NRS 231.

Current Prerequisites: NRS 110
Proposed Prerequisites: NRS 110/210
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: winter
Requested Year: 2010
Contact Name: Alisa Schneider
Contact E-Mail: alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

Change:	Learning outcomes
Current course number:	NRS 231
Current course title:	Clinical pharmacology II
Current learning outcomes:	<p>1. Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases accessing and interpreting pharmacology-focused articles in current professional journals</p> <p>2. Monitor and evaluate the effectiveness of drug therapy, focusing on selection, interpretation, and prioritization of focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, psychopathology or other factors</p> <p>3. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products, focusing on the following: self-management of specific classes of over-the-counter and prescription drugs that are used episodically self-management of multiple drugs that are taken concurrently for chronic conditions how the action of specific classes of drugs relates to pathophysiological processes, neurochemical processes or normal physiology which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs</p> <p>4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs assessment of barriers to adherence to drug therapy with specific classes of drugs recognition and basic strategies for reduction of polypharmacy in older adults</p> <p>5. Communicate appropriately with other health professionals</p>

regarding drug therapy, focusing on using appropriate technical language related to pharmacology explaining drug mechanisms of action and their relationship to normal physiology prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or natural products

- Proposed learning outcomes:
- By the end of the course, the student will be able to:
1. Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases; and accessing and interpreting pharmacology-focused articles in current professional journals.
 2. Monitor and evaluate the effectiveness of drug therapy, focusing on selection, interpretation, and prioritization of focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions; and surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, psychopathology or other factors.
 3. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products, focusing on self-management of specific classes of over-the-counter and prescription drugs that are used episodically; self-management of multiple drugs that are taken concurrently for chronic conditions; how the action of specific classes of drugs relates to pathophysiological processes, neurochemical processes or normal physiology; which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; and how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
 4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs; assessment of barriers to adherence to drug therapy with specific classes of drugs; and recognition and basic strategies for reduction of polypharmacy in older adults
 5. Communicate appropriately with other health professionals regarding drug therapy, focusing on using appropriate technical language related to pharmacology; explaining drug mechanisms of action and their relationship to normal physiology; and prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or

natural products.

Reason for Learning Outcomes Change: Minor word changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement.

Current prerequisites: NRS 111

Proposed prerequisites: NRS 111/211

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: 2010

Contact name: Alisa schneider

Contact e-mail: alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: NRS 232

Current Course Title: Pathophysiological Processes I

Current Description: Introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

Proposed Description: This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

Reason for Description Change: Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide (OCNE) consortium agreement.

Current Learning Outcomes: By the end of the course, the student will be able to:

1. Access current, reliable information about selected pathophysiological processes.
2. Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients across the life span.
3. Teach persons from diverse explaining how the risk factors relate to specific pathophysiological populations regarding selected pathophysiological processes, focusing on processes describing selected pathophysiological processes in appropriate terms explaining how the signs and symptoms relate to specific

pathophysiological processes explaining which signs and symptoms to report to a health professional explaining how developmental factors relate to pathophysiology

4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on using appropriate technical language clarifying technical details of pathophysiological processes reporting pertinent information about a patient's status

Proposed Learning Outcomes:

By the end of the course, the student will be able to:

1. Access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors.
2. Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients across the life span.
3. Teach persons from diverse populations regarding selected pathophysiological processes, focusing on
 - ◆ explaining how the risk factors relate to specific pathophysiological processes,
 - ◆ describing selected pathophysiological processes in appropriate terms,
 - ◆ explaining how the signs and symptoms relate to specific pathophysiological processes,
 - ◆ explaining which signs and symptoms to report to a health professional,
 - ◆ explaining how developmental factors relate to pathophysiology.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on
 - ◆ using appropriate technical language,
 - ◆ clarifying technical details of pathophysiological processes,
 - ◆ reporting pertinent information about a patient's status.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement.

Current Prerequisites:

NRS 110

Proposed Prerequisites:

NRS 110/210

Will this impact other

no

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

How other SACs may be impacted:

Will this impact other no

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

How other Depts/Campuses will be impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Alisa Schneider

Contact E-Mail: alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

Current Course Number: NRS 233

Current Course Title: Pathophysiological Processes II

Current Description: This sequel to Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.

Proposed Description: This sequel to Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.

Reason for Description Change: Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement.

Current Learning Outcomes: By the end of the course, the student will be able to:

1. Access and interpret current, reliable information about selected pathophysiological processes, including reproductive and neurophysiological processes.
2. Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes explaining how the risk factors relate to
3. Teach persons from diverse populations regarding selected

pathophysiological processes, focusing on specific pathophysiological processes describing selected pathophysiological processes in appropriate terms explaining how the signs and symptoms relate to specific pathophysiological processes explaining which signs and symptoms to report to a health professional explaining how developmental factors relate to pathophysiology, symptom experience, symptom reporting, and symptom management.

4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on using appropriate technical language clarifying technical details of pathophysiological processes prioritizing and reporting pertinent information regarding a patient's status

Proposed Learning Outcomes:

By the end of the course, the student will be able to:

1. Access and interpret current, reliable information about selected pathophysiological processes
2. Select and interpret focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.
3. Teach persons from diverse populations regarding selected pathophysiological processes, focusing on explaining how the risk factors relate to specific pathophysiological processes; describing selected pathophysiological processes in appropriate terms; explaining how the signs and symptoms relate to specific pathophysiological processes; explaining which signs and symptoms to report to a health professional; and explaining how developmental factors relate to pathophysiology, symptom experience, symptom reporting, and symptom management.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on using appropriate technical language; clarifying technical details of pathophysiological processes; and prioritizing and reporting pertinent information regarding a patient's status.

Reason for Learning Outcomes Change:

Changes were made after Feb 09 PCC Curriculum Committee approval to concur with changes made for consistency of all consortium schools through the course review process of the statewide(OCNE)consortium agreement.

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: 2010

Contact Name: Alisa Schneider

Contact E-Mail: Alisa.schneider@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: CJA 245

Current Course Title: Search Warrant Preparation

Current Description: Covers legal concepts in search warrant preparation and focuses on learning to draft legal documents comprised of probable cause statements and judicial orders. Particular attention is paid to strengthening legal writing and evidence gathering in preparation for warrant application.

Current Prerequisites: CJA 100, 111 and WR 121

Proposed Prerequisites: CJA 210 and WR 227

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: Jim Parks

Contact E-Mail: jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Course Description, Learning Outcomes

Current Course Number: CS201

Current Course Title: CS 201 Computer Systems II

Proposed Course Title: CS 201 Computer Systems

Proposed Transcript Title: CS 201 Computer Systems

Reason for Title Change: Required to maintain transferability to PSU.

CS201 was formerly part of a 2-course sequence but will now be a standalone course, so the Roman number would be irrelevant and misleading.

Current Description: Computer Systems II Further introduction to computer systems from a software perspective. Basic operating system concepts and calls. Defining, measuring and improving program performance. The memory hierarchy: storage technologies, caches, virtual memory, memory allocation techniques. Recommended: CS 200.

Proposed Description: Introduce computer systems from a software perspective. Teach C and assembly language programming and reading skills. Teach basic systems programming skills and tools. Show how to measure and improve program performance based on an understanding of key aspects of machine architecture.

Reason for Description Change: Required to maintain transferability to PSU.

Current Learning Outcomes:

On completion of this course students should be able to:

- * Software Engineering Process
 - o Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs.

- o Employ good software engineering practices such as incremental development, encapsulation, data integrity checking, and adherence to style guidelines.
- o Create appropriate user interfaces for simple programs.
- o Identify and use standard design patterns where appropriate.
- * Computer Science Theory
 - o Understand exceptions and interrupts.
 - o Understand and use system calls.
 - o Be able to measure performance and execution time.
 - o Understand storage technologies and memory hierarchy.
- * Technology and Tools
 - o Effectively use software development tools including libraries, compilers, editors, linkers and debuggers.
- * Communication
 - o Identify and comprehend technical documentation.

Proposed Learning Outcomes:

On completion of this course, students should be able to:

- * Describe basic computer system organization including the operating system (processes, files, virtual memory) and the underlying hardware (CPU, registers, memory hierarchy).
- * Describe the compilation system (preprocessing, assembling, compiling, and linking) and the function of object/executable files and shared libraries, as well as how basic system utilities such as debuggers and the “make” utility work.
- * Write C programs to illustrate basic systems programming concepts, including file I/O, system calls, memory management, exception handling and process management.
- * Do arithmetic in hexadecimal, decimal, octal, and binary notation, and convert among these notations.
- * Explain how data types such as integers, characters, floating point numbers, arrays, pointers, and structures are represented.
- * Describe the basic instruction set architecture for the IA32 family (or similar machine), including the arithmetic/logic instructions, registers, memory model and addressing, and control instructions.
- * Explain how high-level programming constructs such as loops and stack-based function calls are implemented in underlying machine code.
- * Explain how exceptions, traps, and context switches occur and how they are handled at the machine level.
- * Explain the performance impact of hardware features such as pipelining, and architecture principles such as memory locality.
- * Use profiling and timing facilities to identify performance bottlenecks in C programs

Reason for Learning Outcomes Change:

Required to maintain transferability to PSU.

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

no

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: winter

Requested Year: 2010

Contact Name: Michael Trigoboff

Contact E-Mail: michael.trigoboff@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Requisites
Current Course Number:	CAS 208
Current Course Title:	Begin. Photoshop for the Web
Current Description:	Introduces basic painting and drawing features in Adobe Photoshop to create and refine graphics for websites. Introduces basic painting and drawing tools, and export options for the web. Emphasizes learning the Photoshop interface efficiently. Recommended: MM 120 and one of the following: CAS 111D or CAS 111F or CAS 206 or equivalent.
Proposed Description:	Introduces basic painting and drawing features in Adobe Photoshop to create and refine graphics for websites. Introduces basic painting and drawing tools, and export options for the web. Emphasizes learning the Photoshop interface efficiently. Prerequisite: Any one of CAS111D, CAS111E, CAS206, or permission of the instructor. Recommended: MM 120.
Reason for Description Change:	The CAS/OS SAC determined pre-requisites were needed, since students would be required to have Web page creation and uploading skills in the first week of this course. Concurrent enrollment was rejected as unworkable. The SAC approved these pre-requisites after lengthy discussion.
Current Prerequisites:	None
Proposed Prerequisites:	Any one of CAS111D, CAS111E, CAS206, or permission of the instructor.
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: Michael Passalacqua
Contact E-Mail: mpassala@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: DST 110
Current Course Title: Caterpillar Engine Fundamentals

	Current	Proposed
Lecture Hours:	0	20
Lec/Lab Hours:	120	120
Total Contact Hours:	12	14
Current Credits:	6	8

Reason for Change: Since the inception of the program (3 years) it has been impossible to cover the curriculum completely in the six (6) credit hours allotted. After SAC review it was determined that the curriculum would require the addition of two (2) lecture credit hours.

Are outcomes affected?: NO
Are degrees/certs affected?: No
Is there an impact on other Dept/Campus?: Select One
Impact on Dept/Campus: no
Is there potential conflict with another SAC?: Select One
Impact on SACs: Does not apply
Implem. Term: Fall
Implementation Year, Implem. Year: 2009
Contact Name: Ishmael Rivas
Contact Email: ish.rivas@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: DST 111

Current Course Title: Intro to Caterpillar Service Industry

	Current	Proposed
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Current Lecture Hours:	0	30
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Current Lec/Lab Hours:	20	0
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Total Contact Hours:	2	3
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Current Credits:	1	3
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Reason for Change: Since the inception of the program (3 years) it has been impossible to cover the curriculum completely in the one (1) credit hour allotted. After SAC review it was determined that the class would require the addition of two (2) lecture credit hours and a change from a lec/lab to a straight lecture format.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: Select One

Impact on Dept/Campus:

Is there potential conflict with another SAC?: Select One

Impact on SACs: Does not apply

Implem. Term: Fall

Implementation Year, Implem. Year: 2009

Year, Implem. Year:

Contact Name: Ishmael Rivas

Contact Email: ish.rivas@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: DST 150

Current Course Title: Caterpillar Service Technology Internship

	Current	Proposed
Current Co-op Hours:	210	180

Total Contact Hours: 21 18

Current Credits: 7 6

Reason for Change: We are currently requesting changes to DST 110 and DST 111 and if approved would add four (4) Credits to our fall term. With a reduction of one (1) credit from our DST 150 Internship, a class that is repeated four (4) times over the course of the degree, we would be moving four (4) credits. After SAC review it was determined that this change would help our program more efficiently cover some areas in the classroom that are currently repeated on internship.

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other Dept/Campus?: Select One

Impact on Dept/Campus: Does not apply

Is there potential conflict with another SAC?: Select One

Impact on SACs: Does not apply

Implem. Term: Spring

Implementation Year, Implem. Year: 2009

Year, Implem. Year:

Contact Name: Ishmael Rivas

Contact Email: ish.rivas@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: Art 248

Current Course Title: Glass Casting

	Current	Proposed
Lecture Hours:	2	0
Lab Hours:	4	0
Lec/Lab Hours:	0	6
Contact Hours:	8	6
Credits:	3	3

Reason for Change: Original lec/lab ratio was incorrectly entered. The 2:4 lec:lab split was taken from a pre-existing CCOG. It should be 6 lec/lab combined, not 2 lec 4 lab, as this results in 8 contact hours/week, an excess of contact hours for any 3 cr studio arts class.

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: Fall

Implementation Year, Implem. Year: 2009

Contact Name: Mark Andres

Contact Email: mandres@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: MUS 190

Current Course Title: Introduction to Piano

	Current	Proposed
Current Lecture Hours:	0	1
Current Lec/Lab Hours:	2	1
Total Contact Hours:	4	3
Current Credits:	2	2

Reason for Change: Error made when creating the class. Should match the other piano classes, which are lec/lec/lab classes, 2 credits.

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: Summer

Implementation Year, Implem. Year: 2009

Contact Name: John Mery

Contact Email: jmery@pcc.edu