

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Educational Advisory Council

AGENDA  
for  
October 6, 2004

**General Session** *begins at 3:00 p.m.*

- Approval of Agenda
- Approval of Minutes
- General Business
- Informational Items:
  - Course Inactivations:
    - TE 9800 – TE 9942 (Trade Extensions)
  - Experimental Courses
    - LAT 199 – Sustainable Lawncare for the Green Professional
    - ED 299 – Current Bilingual ED Practices
    - BCT 199 – Natural Building Design & Construction I
    - INSP 199 – Introduction to the Residential Electrical Code
    - INSP 199A – Introduction to the Residential Plumbing Code
    - MTH 99A – Intermediate Algebra Part I
    - MTH 99B – Intermediate Algebra Part II
    - SOC 299A – The Illumination Project I
    - PS 199 – Oregon Elections 2004
    - PS 299 – Current Election Politics
    - ECE 199A – Language & Literacy Rich Early Childhood Environments
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## *New Course*

**Proposed Course Number:** SOC 181

**Proposed Course Title:** Gerontology Career Exploration

**30 Character Title for Student Transcript:** Gerontology Career Exploration

**Proposed Credit/Contact Hours:**

Lecture:  
Lab:  
Lec/Lab:  
Load Total:  
Total Weekly Contact  
Hours:  
Total Credits: 1

**Reason for New Course:**

Gerontology certificate and degree students need more direction and support to determine career direction and to develop internships.

**Proposed Course Description:**

Includes introductory workshop and follow-up online assignments, meetings with course instructor, and fieldwork to explore the job market and career paths in gerontology, with the goal of identifying potential internships. Fieldwork includes shadow mentorships, informational interviews, market research, portfolio development, and other activities to begin career development in the field.

**Proposed Prerequisite(s):** None

**Proposed Prerequisite(s) Concurrent:**

**Proposed Corequisite(s):**

**Proposed Learning Outcomes:**

Students successfully completing this course will

1. Acquire resources to identify viable internships and career paths in the field of gerontology.
2. Determine an academic and training direction to achieve career goals in the field.
3. Implement career development plan through informational interviewing, portfolio development, market research, shadow mentorships, and internships with the program's community partners.

**Are you requesting a course as meeting general, cultural diversity and/or transfer list A or B?** No

**Where/How will the course be taught?**

Campus Hybrid with WebCT; DL Modality planned in the future



**Are there similar courses in other departments or disciplines at this time?**

No. This course is designed as a career exploration course for students entering the gerontology program. Students are linked to mentors and potential internship placements from the program's community partners, for their cooperative education requirements. Students needing general career interest and skills assessment are referred to Career Help and College Success.

**If there are similar courses have you met with the appropriate SAC's?**

Yes. We have met with the CG SAC to insure coordination and reduce overlap.

**Will this course be required, or and elective?**

Required

**Does this affect any certificate and/or degree requirements?**

Yes. SOC 181 will substitute for one required credit of SOC 280A in current certificate and degree requirements.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

N/A

**Does the proposal involve increased costs for the library and Audio-Visual Department?**

No.

**Requested Implementation Term**

Fall 2004

Recommended:

Kimberly Smith 3/26/04

Erika Heider 3/27/04

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## *Course Content & Outcomes Guide*

**Date:** 4/26/04 (revised)

**Prepared By:** Jan Abushakrah

**Course Number:** SOC 181

**Course Title:** Gerontology Career Exploration

**Credit Hours:** 1

**Lecture Hours per Week:**

**Lab Hours per Week (Includes Co-op, Practicum or Clinical):**

**Number or Weeks:** 12

**Special Fee:** None

### **Course Description for Publication:**

Includes an introductory workshop and follow-up online assignments, meetings with course instructor, and fieldwork to explore the job market and career paths in gerontology, with the goal of identifying potential internships. Fieldwork includes shadow mentorships, informational interviews, market research, portfolio development and other activities to begin career development in the field.

### **Addendum to Description:**

Course is required for Gerontology Certificate and Degree Programs

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

Students successfully completing this course will

1. Acquire resources to determine viable internships and career paths in the field of gerontology.
2. Determine an academic and training direction to achieve career goals in the field.
3. Implement career development plan through informational interviewing, portfolio development, market research, shadow mentorships, and internships with the program's community partners

### **Course Activities & Design: (Optional)**

Students will participate in an introductory workshop, complete follow-up online assignments and reports, meet with the course instructor, and explore the job market and career paths in gerontology. Activities include shadow mentorships, informational interviews, market research, portfolio development and other activities to map out and initiate career development in gerontology.

### **Outcome Assessment Strategies: (Case Studies, Group Projects, Individual Projects, Quizzes, Test)**

1. Biweekly progress reports, including exploration plan
2. 2-3 informational interviews
3. Market research report, with plans for internship or other job/career exploration.
4. 12 hour shadow mentorship, with mentor evaluation
5. Final assessment meeting with course instructor

**Course Content: (Themes, concepts, issues, competencies and skills)**

1. The implications of aging demographics and population characteristics for employment outlook.
2. Internships, occupations and training opportunities in gerontology
3. Interest identification and prioritization
4. Informational interviews as a career exploration tool
5. Shadow mentorships
6. Career goal setting and planning
7. Gerontology resources and education.

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## *New Course*

**Proposed Course Number:** SOC 282

**Proposed Course Title:** Gerontology Capstone Seminar

**30 Character Title for Student Transcript:** Gerontology Capstone Seminar

**Proposed Credit/Contact Hours:**

Lecture:

Lab:

Lec/Lab:

Load Total:

Total Weekly Contact

Hours:

Total Credits:1

**Reason for New Course:**

Gerontology certificate and degree students need more direction and support to develop work portfolios, build targeted resumes, conduct market research, and secure entry level employment in an identified career path within the field.

**Proposed Course Description:**

This capstone seminar, offered in a hybrid workshop/online/field based format, provides gerontology students close to graduation the opportunity to participate in a job club, prepare portfolios and resumes, conduct job interviews, receive career coaching, and participate in other career development activities to prepare for entry into an identified career path in the field.

**Proposed Prerequisite(s):** None

**Proposed Prerequisite(s) Concurrent:**

**Proposed Corequisite(s):**

**Proposed Learning Outcomes:**

Students successfully completing this course will

1. Develop a personal plan in a viable career path in the field of gerontology.
2. Develop portfolios, resumes, and other career development enhancements geared toward the field of gerontology.
3. Participate in a job club and work with mentors and community partners to identify entry-level employment in an identified career path in the field.
4. Explore additional educational and training options and other resources to support career development.

**Are you requesting a course as meeting general, cultural diversity and/or transfer list A or B?** No.

**Where/How will the course be taught?**

Workshop/Field/Online Hybrid; DL Modality in the future.

**Are there similar courses in other departments or disciplines at this time?**

No. This course is designed as a capstone seminar in the field of gerontology. Students needing general job readiness and career building skills are referred to Career Help and College Success.

**If there are similar courses have you met with the appropriate SAC's?**

Yes. We have met with the CG SAC to insure coordination and reduce overlap.

**Will this course be required, or and elective?**

Required.

**Does this affect any certificate and/or degree requirements?**

SOC 282 will substitute for one required credit of SOC280A in current certificate and degree requirements.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

N/A

**Does the proposal involve increased costs for the library and Audio-Visual Department?**

No.

**Requested Implementation Term**

Fall 2004

Recommended:

Kimberly Smith 3/27/04

Erika Heider 3/27/04

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## *Course Content & Outcomes Guide*

**Date:** 4/26/02 (revised)

**Prepared By:** Jan Abushakrah

**Course Number:** SOC 282

**Course Title:** Gerontology Capstone Seminar

**Credit Hours:** 1

**Lecture Hours per Week:**

**Lab Hours per Week (Includes Co-op, Practicum or Clinical):**

**Number or Weeks:** 12

**Special Fee:** None

### **Course Description for Publication:**

This capstone seminar, offered in a hybrid workshop/online/field-based format, provides gerontology students close to graduation the opportunity to participate in a job club, prepare portfolios and resumes, conduct job interviews, receive career coaching, and participate in other career development activities to prepare for entry into an identified career path in the field.

### **Addendum to Description:**

Course is required for Gerontology Certificate and Degree Programs

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

Students successfully completing this course will

1. Develop a personal plan in a viable career path in the field of gerontology
2. Develop portfolios, resumes, and other career development enhancements geared toward the field of gerontology.
3. Participate in a job club and work with mentors and community partners to identify entry-level employment in an identified career path in the field.
4. Explore additional educational and training options and other resources to support career development.

### **Course Activities & Design: (Optional)**

Through a hybrid workshop/online/field-based format, students will participate in a job club, prepare portfolios and resumes, conduct job interviews, receive career coaching, and engage in other career development activities as determined to prepare for entry into an identified career path in the field.

### **Outcome Assessment Strategies: (Case Studies, Group Projects, Individual Projects, Quizzes, Test)**

1. Biweekly progress reports, including career development plan
2. Online job club participation
3. Work portfolio
4. Regular and scanable resume
5. Job interview preparation
6. Final assessment meeting with course instructor
- 7.

### **Course Content: (Themes, concepts, issues, competencies and skills)**

1. Occupations and the job market in gerontology

2. Job and training prioritization
3. Career and job search coaching
4. Work portfolio and resume development
5. Informational and job interviews
6. Plans for career development beyond entry-level job

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## ***Cultural Diversity Designation Request***

Students completing the Oregon Transfer Degree must successfully complete (grade C or higher) one diversity course selected from the Oregon Transfer Degree Distribution List in the College Catalog. The primary purpose of a diversity course is to examine the contributions and perspectives of people whose lives and works have traditionally been omitted from, or marginally regarded in standard Western Culture studies. The course content guide for a diversity course must clearly demonstrate this purpose as the predominant focus of the course.

**Course Number:** ITP 130

**Dept:** Sign Language Studies

### **Explain how the course meets the diversity statement above:**

Historically, Deaf people were often viewed as a group of people with a disability, lacking an essential characteristic of "normalcy." Like members of other minority groups, they were expected to become as much like the majority as possible in order to "pass" as "normal." However, this is not the view that Deaf people have of themselves. Instead, they see themselves as a linguistic and cultural minority with their own language, values and traditions. Beginning with linguistic research in the 1960s and continuing through the Deaf President Now movement in the 1980s, the cultural view of deafness has become widely accepted.

This course is an introduction for people who know little or nothing about the Deaf community. Its goal is to give a better understanding of the Deaf community, and to provide background knowledge for people considering working with Deaf people. This course introduces pathological and cultural perspectives of Deaf people and their community; Deaf history and organizations; and past and current perspectives on education. It covers services, employment, legislation, special technology, communication systems and attitudes toward languages and their impact on the Deaf community. It introduces basic terminology and explains the difference between signers and interpreters.

### **Intended Outcomes for the Course:**

- Students will explain cultural and pathological perspectives of Deafness, and the history of the Deaf community
- Students will identify and describe organizations in the Deaf community.
- Students will explain trends in the education of Deaf children and how Deaf education has changed over time. Students will describe the pros and cons of each method.
- Student will explain services, employment and special technology available to the Deaf community.
- Students will explain legislation that affects Deaf people.
- Students will discuss artificially invented communication systems used in Deaf education and compare them with American Sign Language, a naturally occurring language used by Deaf adults in the community.

Recommended:

Julie Moore 4/28/04

David Stout 4/28/04

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## *New Course*

**Proposed Course Number:** ITP 285

**Proposed Course Title:** Deaf Studies Internship

**30 Character Title for Student Transcript:** Deaf Studies Internship

**Proposed Credit/Contact Hours:**

Lecture: 3

Lab:

Lec/Lab:

Load Total:

Total Weekly Contact

Hours:

Total Credits: 3

**Reason for New Course:**

To provide a practicum for a new Deaf Studies degree

**Proposed Course Description:**

Students gain practical experience working under the supervision of onsite mentors in an agency that serves Deaf people. Prerequisite: Fifth term standing in the Sign Language Interpretation Program or Deaf Studies Program.

**Proposed Prerequisite(s):** Fifth term standing in the Sign Language Interpretation Program or Deaf Studies Program.

**Proposed Prerequisite(s) Concurrent:**

**Proposed Corequisite(s):**

**Proposed Learning Outcomes:**

Upon completion of this course, students will have communication skills and experience working in an agency that serves Deaf adults or children. Students will be able to:

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

**Are you requesting a course as meeting general, cultural diversity and/or transfer list A or B?** No

**Where/How will the course be taught?**

Sylvania

**Are there similar courses in other departments or disciplines at this time?**

No

**Are there similar courses in the PCC Catalog?** Yes, ITP 283, ITP 284. These are interpreting internships in the SLIP; the proposed course would provide an internship for the proposed Deaf Studies Degree.

**If there are similar courses have you met with the appropriate SAC's?** This is a specialized area; other disciplines do not offer this content.

**Will this course be required, or and elective?** Required

**Does this affect any certificate and/or degree requirements?** Yes, this would be required for completion of the proposed Deaf Studies Degree.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.** None

**Does the proposal involve increased costs for the library and Audio-Visual Department?**  
No

**Requested Implementation Term**

Winter 2005

Recommended:

Julie Moore 6/15/04

David Stout 6/15/04

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## Course Content and Outcomes Guide

Date: 5/25/04

Prepared by: Julie Moore

Course Number: ITP 285

Course Title: Deaf Studies Internship

Credit Hours: 3

Lecture Hours per Week: 3

Number of Weeks: 11-12

Special Fee: Some sites may require fee for criminal background check

**Course Description for Publication:** Students gain practical experience working under the supervision of onsite mentors in an agency that serves Deaf people. Prerequisite: Fifth term standing in the Sign Language Interpretation Program or Deaf Studies Program; two letters of recommendation, one each from a Deaf person and a hearing person who are affiliated with the Deaf community, but are not employees or students of Portland Community College.

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

Upon completion of this course, students will have communication skills and experience working in an agency that serves Deaf adults or children. Students will be able to:

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

**Course Activities & Design:** Students will begin by observing activities at the placement site. During the second week of placement they will meet with their mentors to determine appropriate tasks for them.

Beginning with the third week of placement interns will, with the permission of their mentors and Deaf consumers, gradually begin to take over these tasks until they can function independently in the setting.

**Outcome Assessments Strategies:** On-site evaluation by Department Chairs and/or internship instructor. At least one Deaf and one hearing evaluator should be used. Weekly journals and other written assignments will also be evaluated, although onsite evaluations will constitute the primary means of assessment. Students must earn a total of 99 hours to receive credit for the course.

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## *Course Title Change*

**Course Number:** MTH 116

**Course Title:** Calculus Preparation

**Proposed Course Title:** Review of Precalculus

**30 Character Title for Student Transcript:**

**Reason for Change:** Clarification of intent of course

**Requested Implementation Term:** Fall 2004

Recommended:

Ann Sitomer 4/16/04

Jeff Tripplett 4/16/04

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## *Requisite Change*

**Course Number:** Psychology 215

**Course Title:** Human Development

**Current Prerequisite:** None

**Proposed Prerequisite:** No Change

**Current Prerequisite OR Corequisite:** Psychology 240

**Proposed Prerequisite OR Corequisite:** Psychology 215

**Current Corequisite:**

**Proposed Corequisite:**

### **Reason for Change:**

Include in the nursing program curriculum for CGCC a psychology class that utilizes human development (principles of behavior and patterns of change in people) across the lifespan. Student assessment with a predictor exam for success on the National Council of State Boards of Nursing Licensure Exams (PN and RN) reveals that human psychological development is an area of need for our students. Substitute this new course for the current Psychology 240 course which emphasizes personal awareness and growth.

### **Requested Implementation Term:**

Fall 2005 (propose that 05-06 be a transition year when both PSY 240 and PSY 215 are accepted.

Recommended:

Linda Hardham 4/5/04

Reine Thomas 4/05/04

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## *Course Title Change*

**Course Number:** SPA 101

**Course Title:** SPA 101 First Year Spanish

**Proposed Course Title:** SPA 101 First Year Spanish - First Term

### **30 Character Title for Student Transcript:**

#### **Reason for Change:**

Students and advisors are often confused about "First Year," thinking that ALL "First Year" courses -- SPA 101, 102, 103 -- are "beginning" courses. In reality, the three courses are sequential

**Requested Implementation Term:** Fall 2004

Recommended:

Jan Underwood 5/25/04

David Stout 5/28/04

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## **Course Title Change**

**Course Number:** SPA 102

**Course Title:** SPA 102 First Year Spanish

**Proposed Course Title:** SPA 102 First Year Spanish - Second Term

### **30 Character Title for Student Transcript:**

**Reason for Change:** Students and advisors are often confused about "First Year," thinking that ALL "First Year" courses -- SPA 101, 102, 103 -- are "beginning" courses. In reality, the three courses are sequential

**Requested Implementation Term:** Fall 2004

Recommended:

Jan Underwood 5/25/04

David Stout 5/28/04

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## *Course Title Change*

**Course Number:** SPA 103

**Course Title:** SPA 103 First Year Spanish

**Proposed Course Title:** SPA 103 First Year Spanish - Third Term

### **30 Character Title for Student Transcript:**

**Reason for Change:** Students and advisors are often confused about "First Year," thinking that ALL "First Year" courses -- SPA 101, 102, 103 -- are "beginning" courses. In reality, the three courses are sequential

**Requested Implementation Term:** Fall 2004

Recommended:

Jan Underwood 5/25/04

David Stout 5/28/04

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## *Course Title Change*

**Course Number:** SPA 201

**Course Title:** SPA 201 Second Year Spanish

**Proposed Course Title:** Second Year Spanish – First Term

**30 Character Title for Student Transcript:** 2nd Year Spanish-1st Term

**Reason for Change:** to clarify the distinction between 201, 202 and 203 for those students who are not familiar with three-term sequence courses.

**Requested Implementation Term:** Fall 2004

**Recommended:**

Jan Underwood 5/25/04

David Stout 5/28/04

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## *Course Title Change*

**Course Number:** SPA 202

**Course Title:** SPA 202 Second Year Spanish

**Proposed Course Title:** Second Year Spanish – Second Term

**30 Character Title for Student Transcript:** 2nd Year Spanish-2nd Term

**Reason for Change:** to clarify the distinction between 201, 202 and 203 for those students who are not familiar with three-term sequence courses.

**Requested Implementation Term:** Fall 2004

**Recommended:**

Jan Underwood 5/25/04

David Stout 5/28/04

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## *Course Title Change*

**Course Number:** SPA 203

**Course Title:** SPA 203 Second Year Spanish

**Proposed Course Title:** Second Year Spanish – Third Term

**30 Character Title for Student Transcript:** 2nd Year Spanish-3rd Term

**Reason for Change:** to clarify the distinction between 201, 202 and 203 for those students who are not familiar with three-term sequence courses.

**Requested Implementation Term:** Fall 2004

**Recommended:**

Jan Underwood 5/25/04

David Stout 5/28/04

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Type of Change: Course Description

Current Course Number: HST 101

Proposed Course Number:

Current Course Title: Western Civilization: Ancient World to Early Medieval Europe

Proposed Course Title:

Proposed 30 Char Title for Student Transcript:

Reason for Title Change:

**Current Course Description:**

Studies the ancient civilizations of Egypt, Mesopotamia, Greece and Rome. Covers development of Judeo-Christian beliefs and early Medieval Europe.

**Proposed Course Description:**

Studies the ancient civilizations of Egypt, Mesopotamia, Greece and Rome. Covers development of Judeo-Christian beliefs and early Medieval Europe. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 102

Proposed Course Number:

Current Course Title: Western Civilization: Medieval to Early Modern Europe

Proposed Course Title:

Proposed 30 Char Title for Student Transcript:

Reason for Title Change:

**Current Course Description:**

Studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution and the French Revolution.

**Proposed Course Description:**

Studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution and the French Revolution. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 103

Proposed Course Number:

Current Course Title: Western Civilization: Modern Europe

Proposed Course Title:

Proposed 30 Char Title for Student Transcript:

Reason for Title Change:

**Current Course Description:**

Studies history of the 19th and 20th centuries, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath.

**Proposed Course Description:**

Studies history of the 19th and 20th centuries, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 104

Proposed Course Number:

Current Course Title: History of Eastern Civilizations: Middle East

Proposed Course Title:

Proposed 30 Char Title for Student Transcript:

Reason for Title Change:

**Current Course Description:** Surveys the Middle East from ancient to modern times. Includes political, economic, social, religious and diplomatic events from pre-history to modern times.

**Proposed Course Description:** Surveys the Middle East from ancient to modern times. Includes political, economic, social, religious and diplomatic events from pre-history to modern times. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 105

Current Course Title: History of Eastern Civilizations: India and Subcontinent

**Current Course Description:**

Surveys India and Subcontinent. Includes political, economic, social, religious, and diplomatic events from pre-history to modern times.

**Proposed Course Description:**

Surveys India and Subcontinent, including Pakistan and Afghanistan. Includes political, economic, social, religious, and diplomatic events from pre-history to modern times.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description, Title Change

Current Course Number: HST 106

Current Course Title: History of Eastern Civilization: Far East

Proposed Course Title: History of Eastern Civilizations: East Asia

**Current Course Description:**

Surveys the Far East regions of Asia. Includes political, social, religious and diplomatic events from pre-history to modern times.

**Proposed Course Description:**

Surveys the eastern regions of Asia, specifically China and Japan. Includes political, social, religious and diplomatic events from pre-history to modern times. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 285

Current Course Title: The Holocaust

**Current Course Description:**

The aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazi-occupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, and resistance will be discussed. Videos, documents, and personal accounts will be used to explore interpretations of the Holocaust.

**Proposed Course Description:**

The aftermath of World War I and the rise of the Nazis, the historical roots of anti-Semitism, the evolution of the Final Solution and its coordination in Nazi-occupied Europe, the victims of Nazi policies, the camps, the perpetrators, bystanders, and resistance will be discussed. Videos, documents, and personal accounts will be used to explore interpretations of the Holocaust.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: Select One

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Type of Change: Course Description

Current Course Number: HST 201

Current Course Title: History of the United States - I

**Current Course Description:**

Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840.

**Proposed Course Description:**

Studies cause and effect, and significant trends and movements related to political, social and economic ideas and events from Colonial times to 1840. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 202

Current Course Title: History of the United States – II

Current Course Description:

Studies cause and effect, and significant trends and movements related to political, social and economics ideas and events from 1840 to 1914.

Proposed Course Description:

Studies cause and effect, and significant trends and movements related to political, social and economics ideas and events from 1840 to 1914. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 203

Current Course Title: History of the United States - III

Current Course Description:

Studies cause and effect, and significant trends and movements related to political, social and economics ideas and events from 1914 to present.

Proposed Course Description:

Studies cause and effect, and significant trends and movements related to political, social and economics ideas and events from 1914 to present. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 204

Current Course Title: History of Women in the U.S.: Colonial to 1848

**Current Course Description:**

Examines women's work, both domestic and in the labor force, education, religion, voluntary activities, social reform, and suffrage. Explores class, ethnic, racial and regional diversity.

**Proposed Course Description:**

Examines women's work, both domestic and in the labor force, education, religion, voluntary activities, social reform, and suffrage. Explores class, ethnic, racial and regional diversity.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 205

Current Course Title: History of Women in the U.S.: 1848 to 1920

**Current Course Description:** Examines women's work in a maturing industrial economy, women's social reform activities, and changing family and social relationships. Explores class, ethnic, racial, and regional diversity.

**Proposed Course Description:** Examines women's work in a maturing industrial economy, women's social reform activities, and changing family and social relationships. Explores class, ethnic, racial and regional diversity. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 206

Current Course Title: History of Women in the U.S.: 1920 to Present

**Current Course Description:**

Examines women's work, family, social reform, and educational experiences in modern America and traces the history of the feminist movement. Explores class, ethnic, racial, and regional variation.

**Proposed Course Description:**

Examines women's work, family, social reform, and educational experiences in modern America and traces the history of the feminist movement. Explores class, ethnic, racial, and regional variation. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 218

Current Course Title: Native American Indian History

**Current Course Description:**

Explores examples of Indian culture, general history of Indian life during the white occupation of North America and nature and effects of Native American and European American contact and conflict.

**Proposed Course Description:**

Explores examples of Indian culture, general history of Indian life during the white occupation of North America and nature and effects of Native American and European American contact and conflict. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 225

Current Course Title: History of Women, Sex, and the Family

**Current Course Description:**

Examines the role of women, sex and family in the social development of Europe and America from ancient time to present.

**Proposed Course Description:**

Examines the role of women, sex and family in the social development of Europe and America from ancient time to present. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 240

Current Course Title: Oregon's Social History

**Current Course Description:**

Studies how people lived throughout different periods of Oregon history, focusing on various social factors and institutions that influence the lives of people in Oregon.

**Proposed Course Description:**

Studies how people lived throughout different periods of Oregon history, focusing on various social factors and institutions that influence the lives of people in Oregon. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 246

Current Course Title: Religion in the United States to 1840

**Current Course Description:**

Studies basic features of native American religions, European backgrounds of Christianity in the United States, development of different religious groups in America and their impact on American life, and trends and development of religion in the United States in the first half of the 19th century.

**Proposed Course Description:**

Studies basic features of native American religions, European backgrounds of Christianity in the United States, development of different religious groups in America and their impact on American life, and trends and development of religion in the United States in the first half of the 19th century. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 247

Current Course Title: Religion in the United States since 1840

**Current Course Description:**

Covers basic features of native American religions, European backgrounds of Christianity, development of different religious groups in the United States and their impact on American life.

**Proposed Course Description:**

Covers basic features of native American religions, European backgrounds of Christianity, development of different religious groups in the United States and their impact on American life. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 270

Current Course Title: History of Mexico

**Current Course Description:**

Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes on social, political and cultural developments and contributions by a diversity of Mexico's peoples.

**Proposed Course Description:**

Surveys Mexican history from pre-Columbian to modern times. Focus on post contact history: the Spanish conquest, colonial Mexico, independence and its aftermath to contemporary times. Emphasizes social, political and cultural developments and contributions by a diversity of Mexico's peoples. Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 278

Current Course Title: Russian History I

**Current Course Description:**

Helps to build an historical basis to better understand current issues. The main lines of Russian history will be reviewed: the rise of Kiev to the reign of Catherine the Great. Through historical analyses, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the ninth through the eighteenth centuries.

**Proposed Course Description:**

Helps to build an historical basis to better understand current issues. The main lines of Russian history will be reviewed: the rise of Kiev to the reign of Catherine the Great. Through historical analyses, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the ninth through the eighteenth centuries.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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Type of Change: Course Description

Current Course Number: HST 279

Current Course Title: Russian History II

**Current Course Description:**

Helps build an historical basis from which to better understand current issues. Main lines of Russian history will be reviewed, from the reign of Paul and Alexander I to the present. Through historical analyses, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.

**Proposed Course Description:**

Helps build an historical basis from which to better understand current issues. Main lines of Russian history will be reviewed, from the reign of Paul and Alexander I to the present. Through historical analyses, a critical understanding will be gained of the cultural, social, political, and economic forces that shaped Russian history from the late eighteenth century to the present.

Recommended: completion of WR 115 with a C or higher grade.

Reason for Change: guidance to students

Impact on Other SAC's: no

If Yes, please explain:

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

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## *Course Title Change*

**Course Number:** EDO 109

**Course Title:** Public Safety Emergency Telecommunications I

**Proposed Course Title:** Introduction to Emergency Telecommunications

**30 Character Title for Student Transcript:** Intro to Emer Telecom

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Number Change*

**Current Course Number:** EDO 109

**Proposed Course Number:** ETC 103

**Course Title:** Public Safety Emergency Telecommunications I

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** EDO 109

**Course Title:** Public Safety Emergency Telecommunications I

**Current Credit/Contact Hours:**

Lecture:	3
Lab:	
Lec/Lab:	
Load Total:	
Total Weekly Contact Hours:	3
Total Credits:	3

**Proposed Credit/Contact Hours:**

Lecture:	4
Lab:	
Lec/Lab:	
Load Total:	
Total Weekly Contact Hours:	4
Total Credits:	4

**Reason for Change:** Program Revision

**Does this affect course outcomes?**

Yes.

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

No

**Requested Implementation Term:**

Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Content & Outcomes Guide*

**Date:** April 30, 2004

**Prepared By:** Carol Bruneau

**Course Number:** ETC 103

**Course Title:** Introduction to Emergency Telecommunications

**Credit Hours:** 4

**Lecture Hours per Week:** 4

**Lecture/Lab Hours per week:** 0

**Number or Weeks:** 11-12

**Special Fee:**

**Course Description for Publication:**

Introduction to the field of emergency communications, including: history, role of the dispatcher, field operations (police, fire and emergency medical), radio broadcasting, telephone techniques, and systems operations. Presents an overview of federal, state and local agencies and their respective communication systems.

**Addendum to Description:**

Meets academic requirements of the State of Oregon, Department of Public-Safety Standards and Training, basic telecommunicator course for state certification. Meets requirements of the National Academies of Emergency Dispatch, Basic Telecommunicator Course for national certification.

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

- Students will be able to describe the evolution of emergency communications as a profession and the changing role of the telecommunicator.
- Students will be able to identify the metropolitan area communication centers, their chief responsibilities and jurisdiction.
- Students will be able to describe the main components of the emergency communications system and the function of each. They will be able to identify the proper techniques for use of two-way radios, multi-line telephone systems, computer-aided dispatch software, and audio recording devices, following written standard operating procedures.
- Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers.
- Demonstrate a high degree of understanding of terminology used in emergency services and be able to carry out requests quickly and accurately based upon interpretation of the discipline specific terminology.
- Define the following issues as they apply to emergency services: liability, confidentiality, privacy.
- Explain the differences between criminal and civil laws.
- Demonstrate the ability to classify crimes based upon legal definitions.

**Course Activities & Design: (Optional)**

**Outcome Assessment Strategies: (Case Studies, Group Projects, Individual Projects, Quizzes, Test)**

- Weekly or bi-weekly quizzes demonstrating understanding of concepts and terminology introduced in lecture and assigned reading.
- Group discussion and role-play activities demonstrating communication skills and techniques used to overcome communication barriers.
- Problem-solving group activities to identify problems and solutions in dealing with highly stressful situations.
- Use of current media coverage of high profile incidents to examine and discuss issues common to emergency services.

**Course Content: (Themes, concepts, issues, competencies and skills)****Themes and Concepts:**

- Familiarization with area emergency communications centers through interaction with guest speakers from all levels of communication center staff.
- First hand experience in an emergency communications center during independently scheduled observation time.
- Practical application of communication techniques with people in crisis through student/instructor and student/student role-playing.
- Explore through discussion and application to specific scenarios ethical issues involving the right to privacy and confidentiality of information as well as access to restricted records and files.

**Skills and Competencies:**

- Recognize the complexity of communication with people in crisis mode and develop communication skills and techniques to obtain vital information.
- Ability to interpret information, evaluate and relay facts in a useful format and maintain the integrity of the situation without the use of visual queues.
- Be able to provide direction to field responders, with a minimum of information, using standard radio procedures.
- Ability to obtain accurate information from callers, through recognized questioning techniques.
- Identify the various types of property and person crimes.
- Describe the differences between criminal and civil laws.
- Demonstrate the ability to classify incidents as crimes, based upon information received from reporting parties and the application of legal definitions.

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## *Course Title Change*

**Course Number:** EDO 111

**Course Title:** Public Safety Emergency Telecom III

**Proposed Course Title:** Emergency Telecommunications-Call-Taking

**30 Character Title for Student Transcript:** Emer Telecom Call-Taking

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Number Change*

**Current Course Number:** EDO 111

**Proposed Course Number:** ETC 104

**Course Title:** Public-Safety Emergency Telecommunications III

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** EDO 111

**Course Title:** New Emergency Telecommunications-Call-Taking

**Current Credit/Contact Hours:**

Lecture:	3
Lab:	
Lec/Lab:	
Load Total:	
Total Weekly Contact Hours:	3
Total Credits:	3

**Proposed Credit/Contact Hours:**

Lecture:	4
Lab:	
Lec/Lab:	
Load Total:	
Total Weekly Contact Hours:	4
Total Credits:	4

4

4

4

**Reason for Change:** Program Revision

**Does this affect course outcomes?**

Yes

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

None

**Requested Implementation Term**

Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Content & Outcomes Guide*

**Date:** April 30, 2004

**Prepared By:** Carol Bruneau

**Course Number:** ETC 104

**Course Title:** Emergency Telecommunications-Call-Taking

**Credit Hours:** 4

**Lecture Hours per Week:** 4

**Lab Hours per Week (Includes Co-op, Practicum or Clinical):** 0

**Number or Weeks:** 11-12

**Special Fee:**

### **Course Description for Publication:**

Introduction to the field of emergency communications, with an emphasis on: history, roles of dispatchers in fire and medical emergencies. Confidentiality and liability issues and personality characteristics of emergency services personnel are explored. An overview of the structure and organization of the fire service and of the emergency medical dispatch system. Includes the terminology of the fire service and medical field and application of protocols for emergency responses.

### **Addendum to Description:**

Meets academic requirements of the State of Oregon, Department of Public-Safety Standards and Training, Basic Telecommunicator course for state certification. Meets requirements of the National Academies of Emergency Dispatch for national certification.

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

- Students will be able to describe the role of the emergency communications officer in fire and medical emergencies.
- Students will be able to identify appropriate response levels for the fire service.
- Students will be able to describe the primary tasks of an emergency communications professional, as they relate to the fire service, and the systems in place to facilitate pre-arrival instructions for medical emergencies.
- Demonstrate skills in interpersonal communications, such as, questioning techniques, relaying information, documenting using clear, concise and accurate verbiage. Maintain open lines of communication with emergency services providers.

### **Course Activities & Design: (Optional)**

### **Outcome Assessment Strategies: (Case Studies, Group Projects, Individual Projects, Quizzes, Test)**

- Weekly or bi-weekly quizzes demonstrating understanding of concepts and terminology introduced in lecture and assigned reading.
- Group discussion and role-play activities demonstrating communication skills and techniques used to overcome communication barriers.
- Problem-solving group activities to identify problems and solutions in dealing with highly stressful situations.

- Use of current media coverage of high profile incidents to examine and discuss issues common to emergency services.

**Course Content: (Themes, concepts, issues, competencies and skills)**

Themes and Concepts:

- Familiarization with area emergency communications centers through interaction with guest speakers from all levels of communication center staff.
- First hand experience with emergency field responders and communications personnel, during independently scheduled observation time.
- Practical application of communication techniques with people in crisis through student/instructor and student/student role-playing.
- Ethical issues involving the right to privacy and confidentiality of information as well as access to restricted records and files.

Skills and concepts:

- Recognize the complexity of communication with people in crisis mode and develop communication skills and techniques to obtain vital information.
- Ability to interpret information, evaluate and relay information in a useful format and maintain the integrity of the situation without the use of visual queues.
- Obtain accurate information from callers, through recognized questioning techniques.
- Be able to provide information to field responders, based upon information received from the public, other agencies and outside resources.

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## *Course Number Change*

**Current Course Number:** EDO 108

**Proposed Course Number:** ETC 108

**Course Title:** Transcription for Telecommunicators

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** EDO 108

**Course Title:** Transcription for Telecommunicators

**Current Credit/Contact Hours:**

Lecture:	
Lab:	
Lec/Lab:	2
Load Total:	
Total Weekly Contact Hours:	2
Total Credits:	1

**Proposed Credit/Contact Hours:**

Lecture:	
Lab:	
Lec/Lab:	3
Load Total:	
Total Weekly Contact Hours:	3
Total Credits:	2

**Reason for Change:** Program Revision

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

None

**Requested Implementation Term**

Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Number Change*

**Current Course Number:** EDO 105

**Proposed Course Number:** ETC 105

**Course Title:** Crisis Intervention

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Title Change*

**Course Number:** EDO 227

**Course Title:** Communication Center Operations I

**Proposed Course Title:** Communication Center Operations-Basic Skills

**30 Character Title for Student Transcript:** Com Cen Ops - Basic Skills

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Number Change*

**Current Course Number:** EDO 227

**Proposed Course Number:** ETC 110

**Course Title:** Communication Center Operations I

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** EDO 227

**Course Title:** Communication Center Operations I

**Current Credit/Contact Hours:**

Lecture:	1
Lab:	
Lec/Lab:	2
Load Total:	
Total Weekly Contact Hours:	3
Total Credits:	2

**Proposed Credit/Contact Hours:**

Lecture:	1
Lab:	
Lec/Lab:	3
Load Total:	2.3
Total Weekly Contact Hours:	5
Total Credits:	3

**Reason for Change:** Program Revision

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

None

**Requested Implementation Term**

Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Title Change*

**Course Number:** EDO 228

**Course Title:** Communication Center Operations II

**Proposed Course Title:** Communication Center Operations - Advanced Skills

**30 Character Title for Student Transcript:** Com Cen Ops - Advanced

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Number Change*

**Current Course Number:** EDO 228

**Proposed Course Number:** ETC 111

**Course Title:** Communication Center Operations - Advanced

**Reason for Change:** Program Revision

**Requested Implementation Term:** Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** EDO 228

**Course Title:** Communication Center Operations II

**Current Credit/Contact Hours:**

Lecture:	1
Lab:	
Lec/Lab:	2
Load Total:	
Total Weekly Contact Hours:	3
Total Credits:	2

**Proposed Credit/Contact Hours:**

Lecture:	1
Lab:	
Lec/Lab:	3
Load Total:	2.3
Total Weekly Contact Hours:	5
Total Credits:	3

**Reason for Change:** Program Revision

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

None

**Requested Implementation Term**

Fall 2004

Recommended:

Carol Bruneau 4/29/04

Larry Claussen 4/29/04

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## *Course Contact/Credit Hour Change*

**Course Number:** PHY 201

**Course Title:** General Physics

**Current Credit/Contact Hours:**

Lecture:	3
Lab:	3
Lec/Lab:	
Load Total:	.342
Total Weekly Contact Hours:	6
Total Credits:	4

**Proposed Credit/Contact Hours:**

Lecture:	4
Lab:	3
Lec/Lab:	
Load Total:	.41
Total Weekly Contact Hours:	7
Total Credits:	5

**Reason for Change:**

1. To match course sequence credit hours with its equivalent at other local institutions, such as MHCC and PSU.
2. To provide more class time for students and provide more opportunity for student learning

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

Yes. The proposed increase will result in a 1 credit hour increase in total degree credits for all degree/certificate programs that require PHY 201. The Microelectronics program has already reduced their total chemistry requirement by 5 credits, in part in anticipation of this change.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

The increase in credits will have a cost impact on all campus science departments and will need to be considered when hiring adjunct instructors to teach this course.

**Requested Implementation Term**

Fall 2005

Recommended:

Tony Zable 4/28/04

Carol Handy 4/30/04

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## Course Contact/Credit Hour Change

**Course Number:** PHY 202

**Course Title:** General Physics

### Current Credit/Contact Hours:

Lecture:	3
Lab:	3
Lec/Lab:	
Load Total:	.342
Total Weekly Contact Hours:	6
Total Credits:	4

### Proposed Credit/Contact Hours:

Lecture:	4
Lab:	3
Lec/Lab:	
Load Total:	.41
Total Weekly Contact Hours:	7
Total Credits:	5

### Reason for Change:

1. To match course sequence credit hours with its equivalent at other local institutions, such as MHCC and PSU.
2. To provide more class time for students and provide more opportunity for student learning

### Does this affect course outcomes?

No

### Does this affect any certificate and/or degree requirements?

Yes. The proposed increase will result in a 1 credit hour increase in total degree credits for all degree/certificate programs that require PHY 202. The Microelectronics program has already reduced their total chemistry requirement by 5 credits, in part in

anticipation of this change.

### Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.

The increase in credits will have a cost impact on all campus science departments and will need to be considered when hiring adjunct instructors to teach this course.

### Requested Implementation Term

Fall 2005

Recommended:

Tony Zable 4/28/04

Carol Handy 4/30/04

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## *Course Contact/Credit Hour Change*

**Course Number:** PHY 203

**Course Title:** General Physics

**Current Credit/Contact Hours:**

Lecture:	3
Lab:	3
Lec/Lab:	
Load Total:	.342
Total Weekly Contact Hours:	6
Total Credits:	4

**Proposed Credit/Contact Hours:**

Lecture:	4
Lab:	3
Lec/Lab:	
Load Total:	.41
Total Weekly Contact Hours:	7
Total Credits:	5

**Reason for Change:**

1. To match course sequence credit hours with its equivalent at other local institutions, such as MHCC and PSU.
2. To provide more class time for students and provide more opportunity for student learning

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

Yes. The proposed increase will result in a 1 credit hour increase in total degree credits for all degree/certificate programs that require PHY 203. The Microelectronics program has already reduced their total chemistry requirement by 5 credits, in part in anticipation of this change.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

The increase in credits will have a cost impact on all campus science departments and will need to be considered when hiring adjunct instructors to teach this course.

**Requested Implementation Term**

Fall 2005

Recommended:

Tony Zable 4/28/04

Carol Handy 4/30/04

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## *Course Contact/Credit Hour Change*

**Course Number:** G 200

**Course Title:** Principles of Geology: Field Geology

**Current Credit/ContactHours:**

Lecture:	2
Lab:	6
Lec/Lab:	
Load Total:	4.12
Total Weekly Contact Hours:	14
Total Credits:	4

**Proposed Credit/Contact Hours:**

Lecture:	
Lab:	
Lec/Lab:	2.5 to 10
Load Total:	1.35 to 5.4
Total Weekly Contact Hours:	2.5 to 10
Total Credits:	1 to 4 variable

**Reason for Change:**

To accommodate a wider variety of topics, locations, and field experiences

**Does this affect course outcomes?**

No

**Does this affect any certificate and/or degree requirements?**

No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

None

**Requested Implementation Term** Summer 2004

Recommended:

Frank Granshaw 5/1/04

Carol Handy 5/3/04

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## *Learning Outcomes Change*

**Course Number:** CIS 240M

**Course Title:** MS Windows Workstation Installation and Configuration

**Current Learning Outcomes:** On completion of this course the student should be able to install, configure, support and troubleshoot a Windows 2000 Professional desktop computer. The student will also be able to prepare an MS-DOS system and manage the file system.

**Proposed Learning Outcomes:** On completion of this course the student should be able to design, install, configure and manage a workgroup or domain consisting of Microsoft Windows servers and workstations.

**Reason for Change:** CIS 204M and CIS 279M are being consolidated. This description describes the content of the new course. CIS 240M and CIS 279M are being consolidated to eliminate too much overlap in subject matter and to provide a course number for an additional network administration course.

**Requested Implementation Term:** Winter 2005

Recommended:  
Dan Dougherty 6/3/04  
Carol Squire 6/9/04

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## *Course Number Change*

**Course Number:** CIS 240M

**Course Title:** MS Windows Workstation Installation and Configuration

**Current Prerequisite:** Recommended CIS 140D

**Proposed Prerequisite:** Recommended CIS 140M

**Current Prerequisite/Concurrent:**

**Proposed Prerequisite/Concurrent:**

**Current Corequisite:**

**Proposed Corequisite:**

**Reason For Change:** CIS 140M is a new course which is intended as the best prerequisite for CIS 240M

**Requested Implementation Term:** Winter 2005

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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## *Course Description Change*

**Course Number:** CIS 240M

**Course Title:** MS Windows Workstation Installation and Configuration

**Current Course Description:**

Advanced and applied operating system class designed to prepare students for an entry-level position as user support specialist for desk to computers using Windows 2000 Professional operating system. Focuses on knowledge and skills necessary to install, configure, troubleshoot and support the operating system on stand alone computers and LAN connected client computers. MS-DOS disk partitioning and files system management also covered. Recommended CIS 140M.

**Proposed Course Description:**

The first of a three-term sequence designed to prepare students for an entry-level position as a system administrator of a network utilizing Microsoft's windows operating systems. The course focuses on the knowledge and skills necessary to design, install, configure and manage a workgroup or domain consisting of Microsoft Windows servers and workstations.

**Reason for Change:**

CIS 240M and CIS 279M are being consolidated. This description describes the content of the new course. CIS 240M and CIS 279M are being consolidated to eliminate too much overlap in subject matter and to provide a course number for an additional network administration course.

**Does this change affect the course outcomes?** Yes.

**Is there a change in the prerequisites?** Yes.

**Is there a change in the recommendations that requires informing another SAC?** No.

**Requested Implementation Term:** Winter 2005

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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## *Course Title Change*

**Course Number:** CIS 240M

**Current Course Title:** MS Windows Workstation and Installation and Configuration

**Proposed Course Title:** Managing a Windows Network

**30 Character Title for Transcripts:** Managing a Windows Network

**Reason for Change:** This is a consolidation of the current CIS 240M and CIS 279M which is recommended to eliminate too much overlap in subject matter and to provide a course number for an additional network administration course.

**Requested Implementation Term:** Winter 2005

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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*Prerequisite Change Request*

**Course Number: CIS 289M**

**Course Title:** Microsoft Active Directory Administration

**Current Prerequisite:** Recommended 279M

**Proposed Prerequisite:** Recommended 240M

**Reason for Change:**

CIS 279M is being replaced by CIS 240M

**Requested Implementation Term:** Winter 2004

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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*Prerequisite Change Request*

**Course Number:** CIS 288M

**Course Title:** Microsoft Network Administration

**Current Prerequisite:** Recommended CIS 279M

**Proposed Prerequisite:** Recommended CIS 240M

**Reason for Change:** CIS 279M is being replaced by CIS 240M

**Requested Implementation Term:** Winter 2004

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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*New Course Request*

**Proposed Course Number:** CIS 140M

**Proposed Course Title:** Operating Systems I: Microsoft

**30 Character Title for Transcript:** Operating Systems I: Microsoft

**Proposed Credit/Contact Hours:**

Lecture Hours/Week: 3

Lab Hours/Week: 3

Lec/Lab Hours/Week:

Load Total: 3.42

Total Weekly Contact Hrs: 6

Total Credits: 4

**Reason for New Course:**

This course prepares students for the Microsoft network administration program. None of the other 140X classes do this.

**Proposed Course Description:** A first course in Microsoft operating systems administration including installation, configuration, and management. Command line commands and GUI tools used to organize, manage, and maintain the file system are covered. Additionally students are introduced to users, groups, printing, profiles, policies, and the registry.

**Proposed Prerequisite:** CIS 120 recommended

**Proposed Prerequisite/Concurrent:**

**Proposed Corequisite:**

**Proposed Learning Outcomes:**

- The student should be able to install, and configure a current Microsoft client operating system.
- The student should be able to effectively use command line commands and GUI tools to run programs, and manage files and folders.
- The student should be able to create user and group objects.
- The student should be able to use user and group objects to implement logon, print and file system security.

**Are you requesting a course as meeting general education, cultural diversity and/or Transfer list A or B?** No.

**Where/How will the course be taught?** Campus and DL

**Are there similar courses in other departments or disciplines at this time?** No, CIS 140D is similar but is in the same department and SAC. This course has been approved by the CIS SAC.

**Will this course be required or an elective?** Elective

**Does this affect any certificate and/or degree requirements?**

Yes, this class is required in the proposed Network Administration degree and is an acceptable Operating System class alternative for the CIS degree.

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

There will be no impact on other departments and campuses.

**Does the proposal involve increased costs for the library and Audio-Visual department?**

No.

**Requested Implementation Term:** Winter 2005

Recommended:

Dan Dougherty 6/3/04

Carol Squire 6/9/04

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*Course Content and Outcomes Guide***Date:** April 7, 2004**Prepared By:** Skip Goldy**Course Number:** CIS 140M**Course Title:** Operating Systems I: Microsoft**Credit/Contact Hours:**

Credit Hours: 4

Lecture Hours: 3

Lab Hours: 3

Lec/Lab Hours:

Number of Weeks: 11

**Special Fee:** Lab fee is levied at the current lab fee rate as published in the PCC Catalog.**Course Description for Publication:**

A first course in Microsoft operating systems administration including installation, configuration, and management. Command line commands and GUI tools used to organize, manage, and maintain the file system are covered. Additionally students are introduced to users, groups, printing, profiles, policies, and the registry.

**Prerequisites:** Recommended CIS 120**Expected Student Outcomes:**

- The student should be able to install, and configure a current Microsoft client operating system.
- The student should be able to effectively use command line commands and GUI tools to run programs, and manage files and folders.
- The student should be able to create users and groups.
- The student should be able to implement logon, print, and file system security.

**Course Activities & Design:**

The course consists of lectures, group discussion, and lab assignments. Lab assignments include both individual lab assignments and group lab assignments.

**Outcomes Assessment Strategies:**

Through exams, projects and class assignments students will be assessed to determine if they are able to:

1. Define the basic components of an operating system.
2. Partition and format a disk.
3. Install a Windows operating system.
4. Implement an effective file system for both program and data files.
5. Configure the look and feel of the desktop and operating environment.
6. Work effectively in command line and GUI mode to scan directories, copy or move files, rename files, or see and change attributes.
7. Create users and groups.
8. Place users in groups.
9. Assign file system permissions to users and groups.
10. Implement printing.

11. Copy profiles.
12. Implement custom default profiles.
13. Identify and edit local policy.
14. Edit the registry.

**Course Content:**

1. Partition a disk and format the partitions.
2. Install a current client Microsoft operating system.
3. Configure the desktop and operating environment.
4. Describe steps that occur during the boot process.
5. Customize and manage the taskbar, notification area, and quick launch toolbar.
6. Effectively use the following GUI tools:
  - Control Panel
  - Explorer
  - Internet Explorer
  - Disk Defragmenter
  - Disk Cleanup
  - Disk Error Check
  - Backup
  - Administrative Tools
7. Effectively use the following command line commands:
  - Fdisk
  - Dir
  - Md
  - Cd
  - Rd
  - Copy
  - Xcopy
  - Move
  - Attrib
  - Type
8. Set NTFS permissions on folders and files.
9. Create users and groups.
10. Place users into groups.
11. Change users' passwords
12. Effectively implement printing.
13. Identify files and folders used to implement profiles.
14. Delete and copy profiles.
15. Establish a custom, default profile.
16. Identify registry keys, sub-keys, and entries.

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*Course Description Change Request*

**Course Number:** CIS 233S

**Course Title:** Internet Web Page Scripting

**Current Course Description:**

Provides the necessary knowledge to create web-based business information systems using current web-based scripting and database technologies. Although the primary focus is on the concepts, a business web site is developed utilizing the presented material.

Recommended: Proficiency in a modern programming language (CIS 133B, 133J or CS 161); or instructor permission.

**Proposed Course Description:**

Provides the foundation to build real-world, browser independent, web applications using client-side technologies, including HTML, DHTML, Cascading Stylesheets and Javascript. Although the primary focus is on W#C Standards, Internet Explorer and Netscape specific extensions are discussed. A functioning website is built using the content presented in the course.

Recommended: Proficiency in a modern programming language (CIS 133B, 133J or CS 161); or instructor permission.

**Reason for Change:**

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dan Dougherty 5/5/04

Carol Squire 5/7/04

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*Course Title Change Request*

**Course Number:** CST 272

**Current Course Title:** Software Projects: Implementation and Testing

**Proposed Course Title:** Software Development Team Project: Deployment

**30 Character Title for Transcript:** SW Team Project: Deployment

**Reason for Change:**

To enhance marketability of the course and thereby the Computer Software Engineering Technology program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 140

**Course Title:** UNIX Systems & Script Programming

**Proposed Course Title:** UNIX/Linux Utilities & Script Programming

**30 Character Title for Transcript:** UNIX/Linux Utilities/Scriptg

**Reason for Change:**

To enhance marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Date:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 240

**Current Course Title:** UNIX Systems Administration

**Proposed Course Title:** UNIX/Linux Systems Administration

**30 Character Title for Transcript:** UNIX/Linux Systems Admin.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology program.

**Requested Implementation Date:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 270

**Current Course Title:** Software Projects: Planning and Analysis

**Proposed Course Title:** Software Development Team Project: Launch

**30 Character Title for Transcript:** SW Dev. Team Project: Launch

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 268

**Current Course Title:** Advanced Windows Planning

**Proposed Course Title:** Object-Oriented Multithreaded Software Development

**30 Character Title for Transcript:** OO Multithreaded SW Dev.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 266

**Current Course Title:** Advanced Software Engineering in C

**Proposed Course Title:** Introduction to Embedded Software Development

**30 Character Title for Transcript:** Intro. To Embedded SW Dev.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 263

**Current Course Title:** Multi-tier Architecture Software Development

**Proposed Course Title:** Java Multi-tier Architecture Software Development

**30 Character Title for Transcript:** Java Multi-tier SW Dev.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 258

**Current Course Title:** Windows Programming

**Proposed Course Title:** Object-Oriented GUI Software Development

**30 Character Title for Transcript:** Object-Oriented GUI SE Dev.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 256

**Current Course Title:** Software Engineering in C

**Proposed Course Title:** Introduction to Systems Software Development

**30 Character Title for Transcript:** Intro. To Systems SW Dev.

**Reason for Change:**

To enhance the marketability of the course and thereby the Computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/18/04

Barbara VanAmerongen 5/18/04

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*Course Title Change Request*

**Course Number:** CST 115

**Current Course Title:** Introduction to Software Engineering in C++

**Proposed Course Title:** Introduction to Object-Oriented Software Engineering

**30 Character Title for Transcript:** Intro Object-Oriented SW Engr

**Reason for Change:**

To enhance the marketability of the course and thereby the computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/24/04

Barbara VanAmerongen 5/24/04

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*Course Title Change Request*

**Course Number:** CST 116

**Current Course Title:** Software Engineering in C++

**Proposed Course Title:** Object-Oriented Software Development

**30 Character Title for Transcript:** Object-Oriented Software Dev

**Reason for Change:**

To enhance the marketability of the course and thereby the computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/24/04

Barbara VanAmerongen 5/24/04

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*Course Title Change Request*

**Course Number:** CST 211

**Current Course Title:** Data Abstraction in C++

**Proposed Course Title:** Object-Oriented Data Abstraction

**30 Character Title for Transcript:** Object-Oriented Data Abstraction

**Reason for Change:**

To enhance the marketability of the course and thereby the computer Software Engineering Technology Program.

**Requested Implementation Term:** Summer 2004

Recommended:

Taylor Hanna 5/24/04

Barbara VanAmerongen 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 101

**Course Title:** Fitness Technology Seminar

**Current Prerequisite:** Asset scores 40 in reading, 38 in writing and 38 in math

**Proposed Prerequisite:** Admittance to Fitness Technology Program

**Reason for Change:**

We have implemented an application process in which all incoming students must have completed Writing 121 and Math 65 before they begin our program.

**Requested Implementation Term:** Fall 2004

Recommended:

Barb? 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 102

**Course Title:** Injury Prevention and Management

**Current Prerequisite:** Coreq-FT 106, asset scores

**Proposed Prerequisite:**

**Current Corequisite:** FT 106

**Proposed Corequisite:**

**Reason for Change:**

We have implemented an application process in which incoming students need to have successfully completed Math 65 and Writing 121.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 103

**Course Title:** Nutrition for Fitness Instructors

**Current Prerequisite:** HPE 295, asset scores

**Proposed Prerequisite:** HPE 295

**Reason for Change:** We have implemented an application process in which the student needs to have successfully completed Math 65 and Writing 121

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 104

**Course Title:** Fitness Assessment/Program I

**Current Prerequisite:** Asset Scores

**Proposed Prerequisite:** HPE 295, FT 101

**Reason for Change:**

We have implemented an application process in which students need to have successfully completed Writing 121 and Math 65 before beginning our program.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 106

**Course Title:** Analysis of Movement

**Current Prerequisite:** Coreq FT 102, Prereq BI 121

**Proposed prerequisite:** FT 131

**Current Corequisite:** FT 102

**Proposed Corequisite:**

**Reason for Change:**

We no longer require that students take the BI 121/122 series for our core requirements. We have implemented a new course, FT 131, that will begin Fall 2004 that all FT students need to successfully complete before taking FT 106.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 107

**Course Title:** Exercise Science I

**Current Prerequisite:** BI 121

**Proposed prerequisite:** FT 131

**Reason for Change:**

We no longer require students to take the BI 121/122 series for our program. Students must successfully complete FT 131 before taking FT 107.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 202

**Course Title:** Fitness and Aging

**Current Prerequisite:** FT 204, PE 282B

**Propose Prerequisite:** FT 107, PE 282B

**Reason for Change:**

We have changed our number of credits for the certificate and degree program and FT 204 is offered during the second year of the degree program. Certificate students are not required to take FT 204.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** Ft 203

**Course Title:** Fitness Promotion

**Current Prerequisite:** MSD 117, SP 111, FT 105

**Proposed Prerequisite:** Fifth term standing in the Fitness Technology program or Instructor Permission.

**Reason for Change:**

We have changed the credit requirements for the certificate and degree students beginning Fall 2004.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** FT 280

**Course Title:** Fitness Technology Internship

**Current Prerequisite/Concurrent:**

**Proposed Prerequisite/Concurrent:** Sixth term standing, instructor permission, current First Aid and CPR card

**Reason for Change:**

We now require for our degree seeking student to complete an 8 hour internship as part of our core requirements.

**Requested Implementation Term:** Winter 2005

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** PE 282B

**Course Title:** Special Populations

**Current Prerequisite:** Current e-mail account, and transportation

**Proposed Prerequisite:** Admittance to Fitness Technology program, current e-mail account and transportation.

**Reason for Change:**

We have implemented an application process for acceptance into our program.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** PE 282A

**Course Title:** Pro-Act: Aerobics

**Current Prerequisite/Concurrent:** Instructor permission, Co-req: PE 182A or PE 182B

**Proposed Prerequisite/Concurrent:** Admittance to Fitness Technology Program, Coreq: PE 182A or PE 182B

**Reason for Change:**

We have implemented an application Process to our program

**Requested Implementation Term:** Winter 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** PE 283

**Course Title:** Prop Act Mind/Body

**Current Prerequisite:**

**Proposed Prerequisite:** Admittance to the Fitness Technology Program

**Current Corequisite:** PE 182P, or PE 182K, or PE 182S, or PE 182L, or PE 182B

**Proposed Corequisite:**

**Reason for Change:**

We have implemented an application process for entrance into our Fitness Technology Program.

**Requested Implementation Term:** Winter 2005

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** PE 281

**Course Title:** Pro Act Weight Training

**Current Prerequisite:** PE 181A, or PE 181B, or PE 181C

**Proposed Prerequisite:** Admittance to Fitness Technology program, Prerequisite: PE 181A or PE 181B

**Reason for Change:**

We have implemented an application process to our program and we no longer accept PE 181C as a prerequisite.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Prerequisite Change Request*

**Course Number:** PE 287

**Course Title:** Pro Act Aquatics

**Current Prerequisite/Concurrent:** PE 180H or PE 180G and Instructor Permission

**Proposed Prerequisite/Concurrent:** Admittance to Fitness Technology program, Corequisite:  
PE 180H or PE 180G or PE 180F

**Reason for Change:**

We have implemented an application process to our program and PE 180F can fulfill the swimming requirement.

**Requested Implementation Term:** Fall 2004

Recommended:

Barbara Gilmore 5/7/04

David Goldberg 5/24/04

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*Course Description Change Request*

**Course Number:** GEO 221

**Course Title:** Field Geography: The Local Landscape

**Current Course Description:**

Includes use of field research methods, preparation of field bas maps and cartographic presentation of results of field studies in the local area.

**Proposed Course Description:**

Works with a community organization using field research methods in human geography and application of GIS to prepare cartographic presentation of community needs and resources.

**Reason for Change:**

This class has not actually been offered or taught for five years. The person who first developed it has retired. The description needs to be updated, and to be made more applicable to a wider range of instructors who may offer this course.

**Does this change affect the course outcomes?** No.

**Is there a change in the prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Request Implementation Term:** Fall 2004

Recommended:

Ric Vrana 6/10/04

Brian Davis 6/10/04

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*Course Title Change Request*

**Course Number:** SC 17

**Current Course Title:** Office Skills Update

**Proposed Course Title:** Office Skills

**30 Character Title for Transcript:** Office Skills

**Reason for Change:**

The class is not updating students skills, but teach office skills.

**Requested Implementation Term:** Fall 2004

Recommended:

NOT recommended by SAC Chair or Admin Support

*Note: No Signatures or Requestor Information*

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*Course Credit/Contact Hour Change Request*

**Course Number:** MUC 280A

**Course Title:** Cooperative Education

**Current Contact/Credit Hours:**

Lecture:

Lab: 4/8/12

Lec/Lab:

Load Total:

Total Weekly Contact:

Total Credits: 1/2/3

**Proposed Contact/Credit Hours:**

Lecture:

Lab: 3/6/9

Lec/Lab:

Load Total:

Total Weekly Contact:

Total Credits: 1/2/3

**Reason for Change:**

To reflect co-op ed. Standards.

**Does this change affect the course outcomes?** No.

**Does this affect any certificate and/or Degree Requirements?** No.

**Indicate any impact on other departments or campuses?** None.

**Requested Implementation Term:** Fall 2004

Recommended:

Allen Jones 7/27/04

Kate Dins

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*Course Description Change Request*

**Course Number:** WR 60

**Course Title:** Spelling I

**Current Course Description:**

Basic Rules of English spelling and their frequent exceptions. Includes phonics, spelling rules, affixes and roots, misspelled words and apostrophe.

**Proposed Course Description:**

This course focuses on the skills and strategies which improve spelling rather than word memorization. Prerequisites: Writing placement test score above 31 and reading placement test score above 31.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 65

**Course Title:** Spelling II

**Current Course Description:** Basic rules of English spelling and their frequent exceptions. Includes more advanced work with spelling and vocabulary for students who have completed Spelling I. Prerequisite: WR 60.

**Proposed Course Description:**

Writing 65 is a course in basic spelling for the college student. It offers additional work with the fundamental rules of English spelling and their frequent exceptions. Instruction includes more advanced work on spelling and vocabulary. This course is designed for, but not limited to, students who have completed Writing 60. Prerequisites: Writing placement test score above 31 and reading placement test score about 31.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 80

**Course Title:** Writing 80

**Current Course Description:**

Instruction includes basic communication skills, language mechanics, grammar, spelling, sentence structure and paragraph development. Prerequisite: Writing placement test score above 31 and Reading placement test score above 35.

**Proposed Course Description:**

Writing 80 includes instruction in basic communication skills, punctuation, grammar, spelling, sentence structure and paragraph development. In addition, students will practice developing and supporting ideas, organizing thoughts, and increasing college level vocabulary. Each student is required to attend two conferences with the instructor during the quarter. Prerequisites: Writing Placement test score above 31 and Reading Placement test score above 31.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 90

**Course Title:** Writing 90

**Current Course Description:**

Instruction includes sentence structure, paragraph and essay development, and written expression. Students can expect to increase working vocabulary and improve skills in basic communications. Prerequisite: Writing placement test score above, or WR 85; Reading placement test score above 35 or RD 80

**Proposed Course Description:**

Writing 90 includes instruction in grammar, punctuation, sentence structure, essay development, and critical thinking skills. Students can expect to improve their basic writing skills by learning to use simple and complex sentences in developing a good essay, and by developing critical thinking skills that are used in the writing process. Each student is required to attend two conferences with the instructor during the quarter. Prerequisite: Writing Placement test score above 35 or WR 80 and Reading Placement test score above 35 or RD 80

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 90C

**Course Title:** Writing 90C

**Current Course Description:**

Includes instruction in grammar, punctuation, sentence structure, essay development, and critical thinking skills. Improves basic writing skills by learning to use simple and complex sentences in developing a good essay, and by developing critical thinking skills that are used in the writing process. Prerequisite: Writing placement test score above 30, or WR 80; Reading placement test score above 35, or RD 80.

**Proposed Course Description:**

Writing 90C includes instruction in grammar, punctuation, sentence structure, essay development, and critical thinking skills. Students can expect to improve their basic skills by learning to use simple and complex sentences in developing a good essay, and by developing critical thinking skills that are used in the writing process. All students must attend a minimum of two conferences with instructor. Prerequisite: Writing Placement test score above 35 or WR 80 and Reading Placement test score above 35 or RD 80

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 91

**Course Title:** Basic Grammar

**Current Course Description:**

Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, and a brief overview of punctuation.

**Proposed Course Description:**

An overview of some fundamental principles of American English grammar including parts of speech, sentence types, simple/compound/complex sentences, subject-verb agreement, pronoun usage, avoidance of fragments, run-ons, and other errors. Recommended prerequisite: Ability to read, write and communicate at the RD/WR 90 level.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** WR 92

**Course Title:** Basic Grammar

**Current Course Description:**

Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, a brief overview of punctuation, subject-verb agreement, pronoun usage, and selected homonyms.

**Proposed Course Description:**

An overview of some fundamental principles of American English grammar including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, subject-verb agreement, pronoun usage, selected homonyms, punctuation, capitalization, and avoidance of fragments, run-ons, and other errors. Recommended prerequisite: Ability to read, write and communicate at the RD/WR 90 level.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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### *Course Description Change Request*

**Course Number:** WR 93

**Course Title:** Basic Grammar

**Current Course Description:**

Overview of some fundamental principles of American English grammar including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, subject-verb agreement, pronoun usage, selected homonyms, punctuation, capitalization, and avoidance of fragments, run-ons, and other errors

**Proposed Course Description:**

An overview of some fundamental principles of American English grammar including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, subject-verb agreement, pronoun usage, selected homonyms, punctuation, capitalization, and avoidance of fragments, run-ons, and other errors. Recommended prerequisite: WR 90

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** RD 80

**Course Title:** Reading 80

**Current Course Description:**

Instruction in vocabulary, dictionary use, motor skills, comprehension, some study skills.

Prerequisite: Reading placement test score above 31.

**Proposed Course Description:**

Instruction in vocabulary, comprehension, study skills, and dictionary use. Prerequisite: ASSET reading placement score 32-35.

**EXPANDED DESCRIPTION:**

The student will improve reading comprehension skills by learning and practicing reading-related skills used in school and in daily life.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** RD 90

**Course Title:** Reading 90

**Current Course Description:**

Instruction in reading improvement through work on vocabulary development, motor skills, comprehension and some reading rate improvement. Prerequisite: Reading placement test score above 35 or successful completion of RD 80.

**Proposed Course Description:**

Reading 90 focuses on reading effectiveness. Comprehension strategies, vocabulary development, and reading rate are emphasized. Prerequisite: Reading placement score above 36-41 or successful completion of RD 80.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** RD 91A

**Course Title:** Reading 91A

**Current Course Description:**

Focuses on reading effectiveness. Comprehension strategies, vocabulary development, and reading rate are emphasized

**Proposed Course Description:**

Reading 91A focuses on reading effectiveness. Comprehension strategies, vocabulary development, and reading rate are emphasized. Prerequisite: Reading placement score 36-41 or successful completion of RD 80.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*Course Description Change Request*

**Course Number:** RD 95

**Course Title:** Reading for Enjoyment

**Current Course Description:**

Instruction in developing abilities to read, understand, and enjoy literature. Discussion topics include vocabulary, story line, character development, and major themes. Prerequisites: Reading placement test score above 35 or successful completion of RD 80

**Proposed Course Description:**

Reading 95 is designed to help students develop their abilities to read, understand, and enjoy literature. Prerequisite: Reading 80 or instructor permission.

**Reason for Change:**

Course descriptions in the annual catalog are incorrect. Changes to the course descriptions for the above referenced courses were made and approved by the DE SAC. However, changes were never sent through the Curriculum Committee. This request is submitted so that the PCC Catalog may be corrected.

**Does this change affect the course outcomes?** No.

**Is there a change in prerequisites?** No.

**Is there a change in the recommendations that require informing another SAC?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Dorothy Polson 8/24/04

Gert Bernstein 8/24/04

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*New Course Request*

**Proposed Course Number:** ECE 180

**Proposed Course Title:** Early Childhood Professional English A

**30 Character Title for Transcript:** ECP English A

**Proposed Credit/Contact Hours:**

Lecture: 3

Lab:

Lec/Lab: 0

Load Total: 0

Weekly Contact: 3

Total Credits: 3

**Reason for New Course:**

The Hispanic Head Start program is bringing many Spanish-speaking early childhood educators into the ECE degree program. These new students lack the English skills needed to succeed in the AA program, and existing English-language courses fail to meet their needs. Specifically, they need study and academic skills (which ESL classes don't provide) and subject-specific and workplace English skills (which ENNL classes don't provide). This new course focuses on these areas and include English-Spanish bilingual support.

**Proposed Course Description:**

ECP English A, the first term of a three-term sequence, introduces the academic English used in the fields of early childhood development and education. The course is taught in English but includes Spanish-language support. The writing focus is at the sentence level. Writing tasks will include running record observations and environment observations. Extensive vocabulary building; introduction and review of introductory-level English grammar, including simple and compound sentences; question formation: negation; possessives; pronouns; subject-verb agreement; the "There is" construction; the simple present and present progressive tenses.

**Proposed Prerequisites:** Successful completion of ESL C or ECP placement test.

**Proposed Corequisites:** Concurrent enrollment in 3-credit ECE content course recommended.

**Proposed Learning Outcomes:**

To successfully complete ECE 180 (ECP English A), students will be able to:

- Write a clear, satisfactory short-answer response to a given question.
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 180 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**Are you requesting a course as meeting general education, cultural diversity, and/or transfer list A or B?** No.

**Where/How will the course be taught?** Campus

**Are there similar courses in other departments or disciplines at this time?** No.

**Do similar courses exist in the PCC Catalog?** No.

**Have you consulted with PCC SAC Chairs from other disciplines regarding potential course duplication, enrollment impact or content overlap?** Yes, On October 16, 2003, staff, faculty and administrators from the ECE department met with ENNL faculty (including a SAC chair) and administration at the Rock Creek campus. The meeting ended with the agreement that though these ECE courses share material with existing ENNL courses, they differ significantly in pacing, content, and bilingual support.

**Will this course be required or an elective?** Elective

**Does this affect any certificate and/or degree requirements?** No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

Students who complete the 3 term ECP English sequence will feed into the ENNL program and work through the ENNL sequence and Writing 121.

**Does the proposal involve increase costs for the library or Audio-visual Department?** No.

**Requested Implementation Term:** Fall 2004

Recommended:

Christyne Dundorf 8/25/04

David Goldberg 8/25/04

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*Course Content and Outcomes Guide***Course Number:** ECE 180**Course Title:** Early Childhood Professional English A

Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Number of Weeks: 11/12

**Course description for publication:**

ECP English A, the first term of a three-term sequence, introduces the academic English used in the fields of early childhood development and education. The course is taught in English but includes Spanish-language support. The writing focus is at the sentence level. Writing tasks will include running record observations and environment observations. Extensive vocabulary building; introduction and review of introductory-level English grammar, including simple and compound sentences; question formation: negation; possessives; pronouns; subject-verb agreement; the "There is" construction; the simple present and present progressive tenses.

**Intended outcomes for the Course:**

To successfully complete ECE 180 (ECP English A), students will be able to:

- Write a clear, satisfactory short-answer response to a given question.
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 180 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**\*Explanation of "Satisfactory" short-answer response:**

A satisfactory short-answer response accurately responds to the given question; uses tense appropriately and consistently; uses subject-appropriate vocabulary; demonstrates 70% grammatical accuracy; is 1-5 sentences in length.

**Outcome Assessment Strategies:**

Students will write and revise subject-specific short answers and observations throughout the term; pass a minimum of 8 vocabulary quizzes; demonstrate familiarity with grammatical constructions; pass a midterm and a final exam.

**Course Content, Themes, Concepts, Issues:**

- A. Grammar and Mechanics
- B. Rhetorical Skills
- C. Critical Thinking

**Competencies and Skills:****A. Grammar and Mechanics**

1. Object, subject, and possessive pronouns
2. "There is / There are" construction
3. The simple present and present progressive tenses
4. Simple and compound sentences
5. Application of formatting, punctuation, and capitalization rules

**B. Rhetorical Skills**

At least two tenses will be the focus of one or more writing assignments focusing on a writing task important in ECE. For example, *observations* are typically written in present progressive or past progressive; *self-evaluations* are typically written in present; *interview* in simple past.

**C. Critical Thinking**

1. Avoid plagiarism
2. Distinguish between objective and subjective information
3. Use an English-English dictionary

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*New Course Request*

**Proposed Course Number:** ECE 181

**Proposed Course Title:** Early Childhood Professional English B

**30 Character Title for Transcript:** ECP English B

**Proposed Credit/Contact Hours:**

Lecture: 3

Lab:

Lec/Lab: 0

Load Total: 0

Weekly Contact: 3

Total Credits: 3

**Reason for New Course:**

The Hispanic Head Start program is bringing many Spanish-speaking early childhood educators into the ECE degree program. These new students lack the English skills needed to succeed in the AA program, and existing English-language courses fail to meet their needs. Specifically, they need study and academic skills (which ESL classes don't provide) and subject-specific and workplace English skills (which ENNL classes don't provide). This new course focuses on these areas and include English-Spanish bilingual support.

**Proposed Course Description:**

ECP English B, the second term of a three-term sequence, continues an introduction to the academic English used in the fields of early childhood development and education. The course is taught in English but includes Spanish-language support. Introduction to the writing process, including pre-writing, outlining, and college-level paper formatting. Extensive vocabulary building; introductory-level English grammar, including complex sentences; infinitive verbs; modal verbs; nouns, including count/mass and irregular plurals; tense review; simple future and simple past tense.

**Proposed Prerequisites:** Successful completion of ECP A or ECP placement test.

**Proposed Corequisites:** Concurrent enrollment in 3-credit ECE content course recommended.

**Proposed Learning Outcomes:**

To successfully complete ECE 181 (ECP English B), students will be able to:

- Write a clear, satisfactory short-answer response to a question.
- Write a short running observation (5 sentence minimum).
- Demonstrate familiarity with a minimum of 3 rhetorical styles (journal; anecdotal observation; running observation; summary; self-evaluation)
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 280 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**Are you requesting a course as meeting general education, cultural diversity, and/or transfer list A or B? No.**

**Where/How will the course be taught? Campus**

**Are there similar courses in other departments or disciplines at this time? No.**

**Do similar courses exist in the PCC Catalog? No.**

**Have you consulted with PCC SAC Chairs from other disciplines regarding potential course duplication, enrollment impact or content overlap?** Yes, On October 16, 2003, staff, faculty and administrators from the ECE department met with ENNL faculty (including a SAC chair) and administration at the Rock Creek campus. The meeting ended with the agreement that though these ECE courses share material with existing ENNL courses, they differ significantly in pacing, content, and bilingual support.

**Will this course be required or an elective? Elective**

**Does this affect any certificate and/or degree requirements? No**

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

Students who complete the 3 term ECP English sequence will feed into the ENNL program and work through the ENNL sequence and Writing 121.

**Does the proposal involve increase costs for the library or Audio-visual Department? No.**

**Requested Implementation Term: Winter 2004**

Recommended:

Christyne Dundorf 8/25/04

David Goldberg 8/25/04

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*Course Content and Outcomes Guide***Course Number:** ECE 181**Course Title:** Early Childhood Professional English B

Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Number of Weeks: 11/12

**Course description for publication:**

ECP English B, the second term of a three-term sequence, continues an introduction to the academic English used in the fields of early childhood development and education. The course is taught in English but includes Spanish-language support. Introduction to the writing process, including pre-writing, outlining, and college-level paper formatting. Extensive vocabulary building; introductory-level English grammar, including complex sentences; infinitive verbs; modal verbs; nouns, including count/mass and irregular plurals; tense review; simple future and simple past tense.

**Intended outcomes for the Course:**

To successfully complete ECE 181 (ECP English B), students will be able to:

- Write a clear, satisfactory short-answer response to a question.
- Write a short running observation (5 sentence minimum).
- Demonstrate familiarity with a minimum of 3 rhetorical styles (journal; anecdotal observation; running observation; summary; self-evaluation)
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 280 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**\*Explanation of “Satisfactory” short-answer:**

A satisfactory short-answer response responds accurately to the question; uses an appropriate rhetorical style; refers to source material when needed; uses tense appropriately and consistently; uses subject-appropriate vocabulary; demonstrates 70% grammatical accuracy; is typed; is a minimum of 60 words in length.

**Outcome Assessment Strategies:**

Students will write and revise a minimum of four out-of-class short-answer responses using a variety of rhetorical styles; pass a minimum of 8 vocabulary quizzes; demonstrate familiarity with grammatical constructions; pass a midterm and a final exam.

**Course Content, Themes, Concepts, Issues:**

- A. Grammar and Mechanics
- B. Rhetorical Skills
- C. Critical Thinking

**Competencies and Skills:**

- A. Grammar and Mechanics
  1. Infinitives and modals

2. Nouns: count and mass distinction, plurals
3. The simple future and simple past tenses
4. Correlative conjunctions (simple and compound sentences)
5. Application of formatting, punctuation, and capitalization rules

**B. Rhetorical Skills**

1. Competently use several of the following styles: journal writing, anecdotal observation, narrative, description
2. Use indirect quotation appropriately
3. Competently translate brief Spanish-language passages

**C. Critical Thinking**

1. Avoid plagiarism
2. Distinguish between descriptive and expository writing
3. Distinguish between objective and subjective information
4. Use an English-English dictionary

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*New Course Request*

**Proposed Course Number:** ECE 182

**Proposed Course Title:** Early Childhood Professional English C

**30 Character Title for Transcript:** ECP English C

**Proposed Credit/Contact Hours:**

Lecture: 3

Lab:

Lec/Lab: 0

Load Total: 0

Weekly Contact: 3

Total Credits: 3

**Reason for New Course:**

The Hispanic Head Start program is bringing many Spanish-speaking early childhood educators into the ECE degree program. These new students lack the English skills needed to succeed in the AA program, and existing English-language courses fail to meet their needs. Specifically, they need study and academic skills (which ESL classes don't provide) and subject-specific and workplace English skills (which ENNL classes don't provide). This new course focuses on these areas and include English-Spanish bilingual support.

**Proposed Course Description:**

ECP English C, the third term of a three-term sequence, continues an introduction of the academic English used in the fields of early childhood development and education. Review of the writing process, including pre-writing, outlining, and college-level paper formatting. Extensive vocabulary building; adjective and adverb use, including comparatives and superlatives; translation, paraphrase and summary.

**Proposed Prerequisites:** Successful completion of ECP A or ECP placement test.

**Proposed Corequisites:** Concurrent enrollment in 3-credit ECE content course recommended.

**Proposed Learning Outcomes:**

To successfully complete ECE 182 (ECP English C), students will be able to:

- Write a clear, satisfactory paragraph summarizing a given reading.
- Write a satisfactory running or anecdotal observation.
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 380 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**Are you requesting a course as meeting general education, cultural diversity, and/or transfer list A or B?** No.

**Where/How will the course be taught?** Campus

**Are there similar courses in other departments or disciplines at this time?** No.

**Do similar courses exist in the PCC Catalog?** No.

**Have you consulted with PCC SAC Chairs from other disciplines regarding potential course duplication, enrollment impact or content overlap?** Yes, On October 16, 2003, staff, faculty and administrators from the ECE department met with ENNL faculty (including a SAC chair) and administration at the Rock Creek campus. The meeting ended with the agreement that though these ECE courses share material with existing ENNL courses, they differ significantly in pacing, content, and bilingual support.

**Will this course be required or an elective?** Elective

**Does this affect any certificate and/or degree requirements?** No

**Indicate the impact, if any, which this proposal will have on other departments and campuses other than your own.**

Students who complete the 3 term ECP English sequence will feed into the ENNL program and work through the ENNL sequence and Writing 121.

**Does the proposal involve increase costs for the library or Audio-visual Department?** No.

**Requested Implementation Term:** Spring 2004

Recommended:

Christyne Dundorf 8/25/04

David Goldberg 8/25/04

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*Course Content and Outcomes Guide***Course Number:** ECE 182**Course Title:** Early Childhood Professional English C

Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Number of Weeks: 11/12

**Course description for publication:**

ECP English C, the third term of a three-term sequence, continues an introduction of the academic English used in the fields of early childhood development and education. Review of the writing process, including pre-writing, outlining, and college-level paper formatting. Extensive vocabulary building; adjective and adverb use, including comparatives and superlatives; translation, paraphrase and summary.

**Intended outcomes for the Course:**

To successfully complete ECE 182 (ECP English C), students will be able to:

- Write a clear, satisfactory paragraph summarizing a given reading.
- Write a satisfactory running or anecdotal observation.
- Demonstrate ability to understand and use a core ECE vocabulary of approximately 380 words.
- Demonstrate ability identify grammatical structures and use them appropriately in a variety of oral and written contexts.

**\*Explanation of “Satisfactory” short-answer:**

A satisfactory summary paragraph responds accurately to the question; has an introduction and a conclusion; cites source material; uses tense appropriately and consistently; uses subject-appropriate vocabulary; demonstrates 70% grammatical accuracy; is typed and includes a header and title; is a minimum of 125 words in length.

**Outcome Assessment Strategies:**

Students will write and revise a minimum of five out-of-class paragraphs; write short-answer responses throughout the term; pass a minimum of 8 vocabulary quizzes; demonstrate familiarity with grammatical constructions; pass a midterm and a final exam.

**Course Content, Themes, Concepts, Issues:**

- A. Grammar and Mechanics
- B. Rhetorical Skills
- C. Critical Thinking

**Competencies and Skills:****A. Grammar and Mechanics**

1. Adjectives and Adverbs
2. Comparatives and Superlatives
3. Auxiliary verbs
4. Application of formatting, punctuation, and capitalization rules
5. Citation of sources

**B. Rhetorical Skills**

1. Competently use several of the following styles: journal writing, anecdotal observation, running observation
2. Use indirect quotation appropriately
3. Cite sources
4. Competently use paraphrase and summarize

**C. Critical Thinking**

1. Avoid plagiarism
2. Distinguish between descriptive and expository writing
3. Distinguish between objective and subjective information
4. Use an English-English dictionary

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## New Course

PROPOSED COURSE NUMBER: MM237

PROPOSED COURSE TITLE: Video Compositing and Effects

30 CHARACTER TITLE FOR STUDENT TRANSCRIPT: Video Compositing and Effects

### PROPOSED CREDIT/CONTACT HOURS

Lecture Hours/Week: 3

Lab Hours/Week: 3

Lec/Lab Hours/Week:

Load Total: .342

Total Weekly Contact Hrs: 6

Total Credits: 4

REASON FOR NEW COURSE: To offer industry standard video compositing and effects experiences for Multimedia students.

### PROPOSED COURSE DESCRIPTION:

Introduction to the creation of motion graphics using industry standard software tools such as Adobe After Effects, a standard for creating motion graphics for video, TV, film, multimedia, and the WWW. Illustrates the basic concepts of the creation and use of motion graphics, as well as the functions, and capabilities of the software tools including their extensive compositing, keying, animation, and special effects capabilities. Projects will be created, optimized, and published to the departmental web site.

PROPOSED PREREQUISITE (S): MM230, MM235

### PROPOSED LEARNING OUTCOMES:

- Create composite motion graphic projects that incorporate elements of multimedia design, typography and layout, digital imaging/photography, digital video and audio editing, and 3D animation;
- **Optimize projects for particular delivery options, including video, TV, film, multimedia, and the World Wide Web;**
- Publish the motion graphic projects to the department web site.

ARE YOU REQUESTING A COURSE AS MEETING GENERAL EDUCATION, CULTURAL DIVERSITY AND/OR TRANSFER LIST A or B? ☐ yes ☒ no

WHERE/HOW WILL THE COURSE BE TAUGHT (Campus)(DL Modality)? Campus

ARE THERE SIMILAR COURSES IN OTHER DEPARTMENTS OR DISCIPLINES AT THIS TIME? ☐ yes ☒ no

SEE PCC CATALOG, IF THERE ARE SIMILAR COURSES HAVE YOU MET WITH THE APPROPRIATE SACs? ☐ yes ☐ no

WILL THIS COURSE BE REQUIRED, OR AN ELECTIVE? ☐ required ☒ elective

DOES THIS AFFECT ANY CERTIFICATE AND/OR DEGREE REQUIREMENTS? ☐ yes ☒ no. If "yes" explain:

INDICATE THE IMPACT, IF ANY, WHICH THIS PROPOSAL WILL HAVE ON OTHER DEPARTMENTS AND CAMPUSES OTHER THAN YOUR OWN: None

DOES THE PROPOSAL INVOLVE INCREASED COSTS (materials, staff, equipment, space) FOR THE LIBRARY AND AUDIO-VISUAL DEPARTMENT? ☒ yes ☐ no. If "yes" explain:  
Library reference text materials will be requested, which we estimate at less than \$100.

REQUESTED IMPLEMENTATION TERM: Winter 2005

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## COURSE CONTENT &amp; OUTCOMES GUIDE

DATE: September 15, 2004

PREPARED BY: MM SAC

COURSE NUMBER: MM 237

COURSE TITLE: Video Compositing and Effects

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 3

LECTURE/LAB HOURS PER WEEK:

LAB HOURS PER WEEK (INCLUDES CO-OP, PRACTICUM OR CLINICAL): 3

NUMBER OF WEEKS: 12

SPECIAL FEE: Lab fee based on lab fee rate as published in college catalog and schedule

## COURSE DESCRIPTION FOR PUBLICATION:

Introduction to the creation of motion graphics using industry standard software tools such as Adobe After Effects, a standard for creating motion graphics for video, TV, film, multimedia, and the WWW. Illustrates the basic concepts of the creation and use of motion graphics, as well as the functions, and capabilities of the software tools including their extensive compositing, keying, animation, and special effects capabilities. Projects will be created, optimized, and published to the department web site.

## ADDENDUM TO DESCRIPTION:

## INTENDED OUTCOME(S) FOR THE COURSE:

- Create composite motion graphic projects that incorporate elements of multimedia design, typography and layout, digital imaging/photography, digital video and audio editing, and 3D animation;
- **Optimize projects for particular delivery options, including video, TV, film, multimedia, and the World Wide Web;**
- Publish the motion graphic projects to the department web site.

## COURSE ACTIVITIES &amp; DESIGN: (OPTIONAL)

Lecture, demonstration, & interactive methods of instruction will be used to provide the information necessary to achieve the expected student outcomes. Students will develop motion graphic projects that can be used in multimedia presentations and portfolios.

## OUTCOME ASSESSMENT STRATEGIES: (CASE STUDIES, GROUP PROJECTS, INDIVIDUAL PROJECTS, QUIZZES, TEST)

Grades will be granted based upon a combination of attendance, in-class participation, and the completion of the motion graphics projects. Assessment also may include objective tests, weekly assignments, and additional items noted in the course syllabus.

## COURSE CONTENT: (THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS)

**Themes, Concepts, Issues**

- Project planning

- Storyboarding
- Terminology
- Importing footage
- Building compositions
- Setting animation keyframes
- Working with layers
- Working with audio
- Applying special effects
- Rendering movies
- Optimization
- Publishing projects
- Industry standards
- Real world applications

### **Competencies, Skills**

- Review multimedia project planning; adapt plan essentials to compositing video projects
- Preparing footage
- Identify the various windows and palettes used by After Effects
- Import footage items to be used as source material
- Understand alpha channel types and how to import them properly
- Build a multilayered composition
- Adjust and use the preview modes to quickly preview compositions
- Set and edit keyframes over time for a variety of properties, including: Position, Scale, Rotation, Opacity and others
- Work with layers - duplicate, reorder, set transfer modes and layer switches to control how multiple layers of video are displayed and interact with each other
- Use the Layer window to trim a layer and set in and out points Create and Animate text
- Use tools such as Title and Video safe guides, and the grid option to correctly position art within a composition
- Create and control motion paths in a composition
- Add Audio to a composition
- Use special effects (filters) to alter the appearance of video and imported artwork
- Identify the differences between vector and bitmap art imported into After Effects
- Output completed compositions in the correct format for the end user's requirement
- Use the render Queue to batch render several compositions at once
- Note the various output settings and explain how to configure them properly based on the format requirements of the students hardware and software combination
- create, edit, and adapt graphic images for use in multimedia applications using industry standard graphic software and the various delivery possibilities; test, debug, and evaluate the MM graphic elements
- Present the completed motion graphics to the class
- Participate in individual and group evaluations of the multimedia graphic materials, identifying items for improvement; implement the requested changes
- Publish the edited materials to the MM portfolio and Department Web Site, as directed.

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## **COURSE TITLE CHANGE**

COURSE NUMBER: MM245

CURRENT COURSE TITLE: Internet Delivery of Interactive Multimedia

PROPOSED COURSE TITLE: Internet Delivery Methods

30 CHARACTER TITLE FOR STUDENT TRANSCRIPT: Internet Delivery Methods

REASON FOR CHANGE: Not all of the delivered multimedia is interactive, e.g., video streams.

REQUESTED IMPLEMENTATION TERM: Winter 2005

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## COURSE DESCRIPTION CHANGE

COURSE NUMBER: MM 245

COURSE TITLE: Internet Delivery of Interactive Multimedia (Proposed: Internet Delivery Methods)

### CURRENT COURSE DESCRIPTION FOR PUBLICATION:

Primary focus on the optimization of graphics for internet delivery. Develop multimedia elements for the internet. Learn possibilities and limitations of delivering multimedia elements on the World Wide Web. Primary considerations are 1) unique design aspects of the internet, 2) reviewing the importation of optimized multimedia elements into web pages, 3) using optimized formats of graphics, audio, video and animation elements for delivery on the internet. Multimedia industry standard development tools, such as Adobe Photoshop™, Adobe ImageReady™, Macromedia Fireworks™, Macromedia Dreamweaver™, will be used for the creation and optimization of the multimedia elements. Prerequisites: MM 230, & CAS 111D, or instructor permission.

### PROPOSED COURSE DESCRIPTION:

Focuses on methods used to optimize and deliver still graphics, animations, audio, and video streaming and website design. Students will use still image optimization programs such as Adobe Image Ready and streaming media compression tools such as Apple QuickTime and QuickTime Streaming Server. Using HTML editors such as Macromedia Dreamweaver, students will address special user interface design challenges encountered in bandwidth intensive web sites using Cascading Style Sheets, Javascript, and XHTML. Streaming media will be delivered via the World Wide Web and Apple Quicktime Streaming Server. Students will also evaluate media streaming performance, codec efficiency, image quality and cross platform functionality, interactivity, accessibility, and web design standards. Recommended prerequisites: CAS 112D, 113, & 206. Prerequisites: MM 230, & CAS 111D, or instructor permission.

### REASON FOR CHANGE:

We are focusing and merging our delivery and optimization technologies in this course. This is also an updated description that more clearly states the essentials of the class.

DOES THIS CHANGE AFFECT THE COURSE OUTCOMES?: ☒ yes ☐ no

IS THERE A CHANGE IN THE PREREQUISITES? ☐ yes ☒ no

IS THERE A CHANGE IN THE RECOMMENDATIONS THAT REQUIRE INFORMING ANOTHER SAC? ☐ yes ☒ no

IF THERE IS A CHANGE, BE SURE TO CONTACT THE DEPARTMENT SAC CHAIR:

Please explain: We don't believe that the course impacts any other area, however, we have contacted the CAS SAC and asked for their concerns.

REQUESTED IMPLEMENTATION TERM: Winter 2005

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## LEARNING OUTCOME CHANGE

COURSE NUMBER: MM 245

COURSE TITLE: Internet Delivery of Interactive Multimedia (Proposed title: Internet Delivery Methods)

### CURRENT LEARNING OUTCOMES:

1. describe the primary considerations and limitations involving the delivery of multimedia elements over the World Wide Web;
2. review the basic components of HTML, and DHTML;
3. review the unique design considerations for multimedia on the World Wide Web;
4. review the strengths and weaknesses of the primary graphic formats used on the Web;
5. discuss the various forms of audio, video, and animation uniquely suited to play back on the World Wide Web;
6. prepare and optimize multimedia graphics for delivery on the World Wide Web created from multimedia industry standard graphic editing tools (Adobe PhotoshopTM, Adobe ImageReadyTM, Macromedia FireworksTM);
7. create and optimize graphical and text elements for incorporation into Web Pages;
8. import the optimized elements into a basic web page created with multimedia industry standard web page creation software (Macromedia DreamweaverTM);
9. discuss the creation and optimization of digital video and audio content that may be played back by an end users with various internet bandwidth capabilities;
10. present the optimized Web pages and embedded multimedia elements to the class;
11. participate in individual and group evaluations of the multimedia materials designed for the WWW identifying areas for improvement;
12. implement the requested changes;
13. add the created WWW materials to the MM portfolio and Department Web Site, as directed.

### PROPOSED LEARNING OUTCOMES:

- Design, develop, and create, rich website content incorporating optimized media, including: graphics, animations, audio, video.
- Publish the enhanced web projects to the department website.

REASON FOR CHANGE: We are updating the class, and these outcomes follow our “new” outcome format.

REQUESTED IMPLEMENTATION TERM: Winter 2005

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