

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

AGENDA
for
November 3, 2004
3:00 pm
Sylvania CC President's Conference Room B

Informational Items:

- Experimental Course Requests
 - GER 199A – German Culture Through Film
 - PE 199B – Physical Education and Sport in Youth
 - PE 199C – Muscle Pump
 - SOC 299F – The Illumination Project II
 - SOC 299G – The Illumination Project III
 - HE 199 – Health and Human Environment
 - CG 199 – Mentorship of Returning Women Students
 - LAT 299B – Interior Plants
- Course Inactivations
 - None this month

OLD BUSINESS .

5. SPA 101 - SPA 101 First Year Spanish
Title Change: SPA 101 First Year Spanish – 1st Term
6. SPA 102 – SPA 102 First Year Spanish
Title Change: SPA 101 First Year Spanish – 2nd Term
7. SPA 103 – SPA 103 First Year Spanish
Title Change: SPA 101 First Year Spanish – 3rd Term
8. SPA 201 – Second Year Spanish
Second Year Spanish – 1st Term
9. SPA 202 - Second Year Spanish
Second Year Spanish – 2nd Term
10. SPA 203 – Second Year Spanish
Second Year Spanish – 3rd Term

32. EDO 109 Public Safety Emergency Telecommunications I
Course Title Change: Introduction to Emergency Telecommunications I
33. EDO 109 Public Safety Emergency Telecommunications I
Course Number Change: ETC 103
34. EDO 109 Public Safety Emergency Telecommunications I
Course Contact/Credit Change: 3 Lec, 3Credits; 4 Lec, 4 Credits
35. EDO 111 Public Safety Emergency Telecom III
Course Title Change: Emergency Telecommunications-Call Taking
36. EDO 111 Public Safety Emergency Telecommunications III
Course Number Change: ETC 104
37. EDO 111 New Emergency Telecommunications – Call Taking
Course Contact/Credit Change: 3 Lec, 3Credits; 4 Lec, 4 Credits
38. EDO 108 - Transcription for Telecommunicators
Course Number Change: ETC 108
39. EDO 108 - Transcription for Telecommunicators
Course Contact/Credit Change: 2 LecLab, 1 Credit; 3 LecLab, 2 Credit
40. EDO 105 Crisis Intervention

- Course Number Change: ETC 105*
41. EDO 227 Communication Center Operations I
Course Title Change: Communication Center Operations – Basic Skills
42. EDO 227 Communication Center Operations I
Course Number Change: ETC 110
43. EDO 227 Communication Center Operations I
Course Contact/Credit Change: 1 Lec, 2 LecLab, 2 Credit; 1Lec, 3 LecLab, 2.3 Load, 5 Contact; 3 Credits
44. EDO 228 Communication Center Operations II
Course Title Change: Communication Center Operations – Advanced Skills
45. EDO 228 Communication Center Operations – Advanced
Course Number Change: ETC 111
46. EDO 228 Communication Center Operations II
Course Contact/Credit Change: 1 Lec, 2 LecLab, 3 Contact, 2 Credit; 1 Lec, 3 LecLab, 2.3 Load, 5 Contact, 3 Credit
47. PHY 201 General Physics
Course Contact/Credit Change: 3 Lec, 3 Lab, 3 Lec/Lab, .342 Load, 6 Contact, 4 Credit; 4 Lec, 3 Lab, .41 Load, 7 Contact, 5 Credit
48. PHY 202 General Physics
Course Contact/Credit Change: 3 Lec, 3 Lab, 3 Lec/Lab, .342 Load, 6 Contact, 4 Credit; 4 Lec, 3 Lab, .41 Load, 7 Contact, 5 Credit
49. PHY 203 General Physics
Course Contact/Credit Change: 3 Lec, 3 Lab, 3 Lec/Lab, .342 Load, 6 Contact, 4 Credit; 4 Lec, 3 Lab, .41 Load, 7 Contact, 5 Credit
50. G 200 Principles of Geology: Field Geology – Contact/Credit Change
Postponed until a modularized CCOG is submitted for the different credits levels.
85. GEO 221 Field Geography: The Local Landscape
Course Description Change: Update/Clarification
86. SC 17 Office Skills Update
Course Title Change: Office Skills
88. WR 60 Spelling I
Course Description Change: Clarification
89. WR 65 Spelling II
Course Description Change: Clarification
90. WR 80 Writing 80
Course Description Change: Clarification
91. WR 90 Writing 90
Course Description Change: Clarification
92. WR 90C Writing 115
Course Description Change: Clarification
93. WR 91 Basic Grammar
Course Description Change: Clarification
94. WR 92 Basic Grammar
Course Description Change: Clarification
95. WR 93 Basic Grammar
Course Description Change: Clarification
96. RD 80 Reading 80
Course Description Change: Clarification

- 97. RD 90 Reading 90
Course Description Change: Clarification
- 98. RD 91A Reading 91A
Course Description Change: Clarification
- 99. RD 95 Reading for Enjoyment
Course Description Change: Clarification

- 100. ECE 180 Early Childhood Professional A
New Course Request
- 101. ECE 181 Early Childhood Professional English B
New Course Request
- 102. ECE 182 – Early Childhood Professional English C
New Course Request

NEW BUSINESS

- 106. ABE 0741 Adult Basic Education: Beginning Literacy
Course Title Change: Adult Basic Education
- 107. ABE 0744 Adult Basic Education: Secondary
New Course Request

- 108. HE 212 Women's Health
Gen. Ed. List Designation
- 109. HE 213 Men's Health
Gen. Ed. List Designation
- 110. HE 242 Stress & Human Health
Gen. Ed. List Designation
- 111. HE 251 Community & Public Health Issues
Gen. Ed. List Designation

- 112. CAS 214 Beginning Cold Fusion
Course Description Change: Recommended prerequisites
- 113. CAS 111F Beginning Web Site Creation – FrontPage
Course Description Change: Clarification; change "qualifications"
- 114. CAS 111D Beginning Web Site Creation – Dreamweaver
Course Description Change: Clarification; change "qualifications"
- 115. CAS 110 Introduction to Web Graphics
Title Change: Introduction to Web Graphics Using Fireworks
Course Description Change: Clarify course software
- 116. CAS 106 Introduction to HTML
Title Change: Introduction to X/HTML
Course Description Change: Clarification; Change "requirements"

- 117. PE 282A Professional Activities: Aerobic Fitness
Title Change: Professional Activities: Aerobic Group Exercise
- 118. PE180C Advanced Swimming
New Course Request

- 119. WLD 9940 – Pipe Welding Practice
New Course Request
- 120. WLD 9941 – Pipe Welding Practice
New Course Request
- 121. WLD 9942 – Pipe Welding Practice

- New Course Request*
123. WLD 9943 – Pipe Welding Practice
New Course Request
124. WLD 9950 – Oxy-Acetylene Welding Practice
New Course Request
125. WLD 9951 – Oxy-Acetylene Welding Practice
New Course Request
126. WLD 9952 – Oxy-Acetylene Welding Practice
New Course Request
127. WLD 9953 – Oxy-Acetylene Welding Practice
New Course Request
128. WLD 9960 – Sculpture Welding Practice
New Course Request
129. WLD 9961 – Sculpture Welding Practice
New Course Request
130. WLD 9962 – Sculpture Welding Practice
New Course Request
131. WLD 9963 – Sculpture Welding Practice
New Course Request
132. WLD 9970 – Fabrication Welding Practice
New Course Request
133. WLD 9971 – Fabrication Welding Practice
New Course Request
134. WLD 9972 – Fabrication Welding Practice
New Course Request
135. WLD 9973 – Fabrication Welding Practice
New Course Request
136. WLD 9980 – Certification Welding Practice
New Course Request
137. WLD 9981 – Certification Welding Practice
New Course Request
138. WLD 9982 – Certification Welding Practice
New Course Request
139. WLD 9983 – Certification Welding Practice
New Course Request

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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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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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 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* re 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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Course Content Outcome Guide

Date: May 2004

Prepared by: Welding SACC

Course Title: Pipe Welding Practice

Course Number: WLD 99

Number of Credits: 3 Credits

Lec/Lab hrs per week: 25

Number of weeks: TBA

Special Fees: \$45.00

COURSE DESCRIPTION FOR PUBLICATION:

Covers personal safety, shop safety, and learning outcomes agreed upon by the instructor and the student to upgrade and develop welding skills as needed.

ADDENDUM TO DESCRIPTION:

This is a outcome based course utilizing a lecture/lab format. This course includes classroom discussions, videotapes, lab demonstrations and technical skills. Course outcomes will include theoretical concepts, layout, fabrication, welding, Oxyacetylene cutting, safety and environmental awareness, communication, computations and human relations.

INTENDED OUTCOME(S) FOR THE COURSE

- Function safely in a welding shop environment.
- Operate: Oxy-Acetylene portable cutting, pipe beveling machine, track cutting and beveling systems in accordance with industry standards.
- Weld common joint configurations, which are agreed upon between the instructor and the student.

OUTCOME ASSESSMENT STRATEGIES:

The student will be assessed on his/her ability to demonstrate the development of course outcomes. The methods of assessment may include one or more of the following: oral or written examinations, quizzes, observations, written assignments, visual inspection techniques, welding tests, safe work habits, task performance and work relations.

COURSE CONTENT

Function safely in the PCC Welding Shop

- Understand and practice personal safety by using proper protective gear
- Understand and practice hand tool and power tool safety
- Understand and practice equipment safety for welding and Oxy-Acetylene cutting systems
- Understand and maintain a safe work area
- Recognize and report dangerous electrical and air/gas hose connections
- Understand and practice fire prevention
- Access and explain the importance of the Material Safety Data Sheets (MSDS)

Demonstrate professional work ethics (Habits)

- Track training hours on time card
- Perform projects in accordance to specifications and procedures
- Follow oral and written directions in a positive manner
- Manage time productively
- Respects equipment and others
- Demonstrate skill in problem solving and decision making

Operate oxyacetylene portable welding units and manifold system in accordance with industry standards

- Demonstrate correct setup and shutdown procedures for the portable welding tanks and manifold system.

Interpret drawing and symbols to accurately layout, prepare and assemble weld joints

- Interpret lines, symbols and verbiage on project drawing.
- Layout material per drawing specifications.
- Assemble weld project per specification.
- Participate in shop cleanup.

Weld groove joints in the selected welding process to code quality standards in the vertical, and overhead positions

- Develop a working knowledge of the vocabulary used in the welding industry.
- Use correct terminology.
- Define terms used in the selected Welding process.
- Equipment identification, setup, shut down, and adjustment of equipment to settings called for.
- Filler rod identification and classification, characteristics, and use
- Demonstrate how to adjust travel speed and amount of heat for thickness of material, and weld bead size.

- Demonstrate correct welding techniques with the selected welding process.
 - Starting and stopping
 - Overlapping welds
 - Follow welding procedure
- Demonstrate correct welding techniques in the following joints:
- Demonstrate visual examination principles and practices
 - Know Visual inspection Criteria

Curriculum Request Form Proposed New Course

Course Number: WLD 9983

Course Title: Certification Welding Practice

Transcript Title: Certification Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9982

Course Title: Certification Welding Practice

Transcript Title: Certification Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9981

Course Title: Certification Welding Practice

Transcript Title: Certification Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9980

Course Title: Certification Welding Practice

Transcript Title: Certification Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9973

Course Title: Fabrication Welding Practice

Transcript Title: Fabrication Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9972

Course Title: Fabrication Welding Practice

Transcript Title: Fabrication Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9971

Course Title: Fabrication Welding Practice

Transcript Title: Fabrication Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9970

Course Title: Fabrication Welding Practice

Transcript Title: Fabrication Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9963

Course Title: Sculpture Welding Practice

Transcript Title: Sculpture Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9962

Course Title: Sculpture Welding Practice

Transcript Title: Sculpture Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9961

Course Title: Sculpture Welding Practice

Transcript Title: Sculpture Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9960

Course Title: Sculpture Welding Practice

Transcript Title: Sculpture Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9953

Course Title: Oxy-Acetylene Welding Practice

Transcript Title: Oxy-Acetylene Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9952

Course Title: Oxy-Acetylene Welding Practice

Transcript Title: Oxy-Acetylene Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9951

Course Title: Oxy-Acetylene Welding Practice

Transcript Title: Oxy-Acetylene Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9950

Course Title: Oxy-Acetylene Welding Practice

Transcript Title: Oxy-Acetylene Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9943

Course Title: Pipe Welding Practice

Transcript Title: Pipe Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9942

Course Title: Pipe Welding Practice

Transcript Title: Pipe Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9941

Course Title: Pipe Welding Practice

Transcript Title: Pipe Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Request Form Proposed New Course

Course Number: WLD 9940

Course Title: Pipe Welding Practice

Transcript Title: Pipe Welding Practice

Credit/Contact Hours:

Lecture:

Lec/Lab:

Lab: 24

Load total:

Weekly Contact Hours: 24

Total Credits: 3

Reason for New Course:

To expand course offerings in response to demand for individualized course work in pipe welding practice.

Catalog Description:

Covers personal safety, shop safety, and learning objectives agreed upon by the instructor and the student. Upgrade and develop welding skills as needed. Department permission required. Fee \$12.00.

Proposed Prerequisites:

Proposed Prerequisite/Concurrent:

Proposed Corequisite:

Proposed Learning Outcomes: See CCOG

Are you requesting General Education, Diversity or List A/B designation? No

Where/How will the course be taught?

Rock Creek Campus Lecture/lab open entry open exit.

Are there similar courses in other departments? No

Do similar courses exist in the PCC Catalog? No

Have you consulted with other SAC chairs? No.

Will this be a required or elective course? Elective.

Does this affect any certificate and/or degree requirement? No

Does this impact other departments or campuses? No

Does this proposal involved increased costs for library/AV dept? No

Requested Implementation Term: Winter 2005

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Title

Current Course Number: PE 282A

Current Course Title: Professional Activities: Aerobic Fitness

Proposed Course Title: Professional Activities: Aerobic Group Exercise

Proposed 30 Char Title for Student Transcript: Prof. Activities: Aerobic Group

Reason for Title Change: More appropriately describes the course content and expected outcomes of the class.

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

Contact Name: Mike Guthrie, PE Sacc Chair

Contact Email: mguthrie@pcc.edu

**Curriculum Course Request Form
NEW COURSE**

COURSE NUMBER: PE 180C

COURSE TITLE: Advanced Swimming

TRANSCRIPT TITLE: Advanced Swimming

Contact/Credit Hours:

LECTURE HOURS:

LAB HOURS:3

LEC/LAB HOURS:

LOAD TOTAL:

WEEKLY CONTACT HOURS:3

TOTAL CREDITS:1

REASON FOR NEW COURSE:

To develop an appropriate progression for students who have passed PE 180B, Intermediate Swimming. In addition, utilizing a beginner to intermediate to advanced progression is consistent with how PCC packages their other PE courses (Weight Training, Basketball, Soccer, and similar to Circuit Weight Training, Aerobic Fitness, Yoga, etc.). In addition, students that pass this class would then have the skills to sign up for PCC courses in Lap Swimming, Swim Conditioning, Lifeguard Training, and Water Safety Instruction.

COURSE DESCRIPTION:

Continues the development of the student's swimming and water safety skills. Stroke refinement, and skill proficiency are stressed. New strokes introduced include the butterfly and underwater swimming. Prerequisite: PE 180B or instructor permission.

PREREQUISITE(s): PE 180B

LEARNING OUTCOMES:

- Demonstrate "level Six" or "Level Seven" swimming skills using standards set by the American Red Cross.
- Develop and apply proper skills in order to advance into the PCC Lap Swimming, Swim Conditioning, Lifeguard Training, and Water Safety Instructor courses.
- Apply knowledge and respect for water safety and rules for lifelong enjoyment of swimming.
- Improve swimming fitness and overall conditioning for maintaining lifelong health and fitness.

What formats will this course be taught in? On Campus

Are there existing courses which are similar: NO

Is this Required or Elective: Elective

Will this impact any degrees or certificates? No

Have you communicated with any other SAC regarding possible conflicts: NO

Will this have an impact to the Library or Audio-Visual department? NO

IMPLEMENTATION TERM: Winter

IMPLEMENTATION YEAR:2005

CONTACT NAME: Mike Guthrie

CONTACT EMAIL: mguthrie@pcc.edu

COURSE CONTENT & OUTCOMES GUIDE: REQUIRED FORMAT

DATE: April 17, 2022

PREPARED BY: Mike Guthrie

COURSE NUMBER: PE 183C

COURSE TITLE: Advanced Swimming

CREDIT HOURS: 1

LECTURE HOURS PER WEEK:

LECTURE/LAB HOURS PER WEEK:

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

NUMBER OF WEEKS: 10 - 12

SPECIAL FEE: \$8 user fee

COURSE DESCRIPTION FOR PUBLICATION: Continues the development of the student's swimming and water safety skills. Stroke refinement, and skill proficiency are stressed. New strokes introduced include the butterfly, and underwater swimming. Prerequisite: PE 180B or instructor permission.

ADDENDUM TO DESCRIPTION:**OUTCOMES FOR THE COURSE:**

- 1) Demonstrate "Level Six" or "Level Seven" swimming skills using standards set by the American Red Cross.
- 2) Develop and apply proper skills in order to advance into the PCC Lap Swimming, Swim Conditioning, Lifeguard Training, and Water Safety Instructor courses.
- 3) Apply knowledge and respect for water safety and rules for lifelong enjoyment of swimming.
- 4) Improve swimming fitness and overall conditioning for maintaining lifelong health and fitness.

ASSESSMENT METHODS FOR THE OUTCOMES:

- 1) Beginning, ongoing, and end-of-term skill and fitness assessments.
- 2) Class participation.

SUBJECT MATTER: CONCEPTS, THEMES, ISSUES (TOPICAL AREAS)

- 1) **Buoyancy and breath control**, including alternate breathing
- 2) **Water entry and exit**, including stride jump, springboard diving, and long shallow dive.
- 3) **Locomotion**, including development of stroke refinement and proficiency in the front and back crawl, elementary backstroke, breaststroke, sidestroke, and butterfly.
- 4) **Turns**, including open turns for all strokes, front and back crawl flip turns, and breaststroke speed turns.
- 5) **Personal safety and rescue**, including surface diving, spinal injury in-line stabilization techniques, springboard diving safety, throwing rescues, conditioning, and alternate kicks for treading water.

COMPETENCIES/SKILLS:

- 1) Perform static and dynamic skill drills.
- 2) Apply knowledge in performing appropriate warm up, cool down, and flexibility exercises.
- 3) Watch video, instructor, and student demonstrations.
- 4) Demonstrate proper use of equipment including fins, paddles, pull buoys, kick boards, and inner tubes.
- 5) Participate in water safety/rules discussions, demonstrations, and skills practice.
- 6) Participate in beginning, ongoing, and end-of-term American Red Cross and PCC skills and fitness evaluations.
- 7) Learn about opportunities for advancing into other swimming classes at PCC.
- 8) Participate in group and individual instruction.
- 9) Develop swimming fitness by participating in lap swimming and training drills.
- 10) Improve skill and conditioning by participating in various games and races.

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Description

Current Course Number: CAS 214

Current Course Title: Beginning Cold Fusion

Current Course Description:

Develop dynamic web sites that pull data from a database and display it "on the fly" in response to user inquiries. Learn server-side techniques such as responding to data submitted from forms, sending email, displaying images in response to user requests, validating entries, password protection, and working with files on the server. Students will create a dynamic E-Commerce or business web site using ColdFusion.

Recommended: CIS 125D and CAS 111D.

Proposed Course Description:

Develop dynamic web sites that pull data from a database and display it "on the fly" in response to user inquiries. Learn server-side techniques such as responding to data submitted from forms, sending email, displaying images in response to user requests, validating entries, password protection, and working with files on the server. Students will create a dynamic E-Commerce or business web site using ColdFusion.

Recommended: CAS 111D.

Reason for Change: We are removing the "CIS 125D" course from the "recommended" section. When this course was originally created we thought students would need to have a solid foundation of database management skills. Once the course was taught we found that students only need a brief overview of databases. The overview concepts are embedded within the course themes and skills sets. This course primarily focuses on teaching students the features and functions of Cold Fusion. We are teaching how to use the software not how to create or manipulate databases.

Impact on Other SAC's: yes

If Yes, please explain: This may impact the CIS125D enrollment however this course has had low enrollment numbers and we only offer one section per term so the impact is very low.

Impact on Other Departments & Campuses: no

If Yes, please explain:

Implementation Term: winter

Implementation Year: 2005

Contact Name: Art Schneider

Contact Email: aschneid@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Description

Current Course Number: CAS 111F

Current Course Title: Beginning Web Site Creation - Frontpage

Current Course Description:

Introduces the basic elements of web site creation using FrontPage. Includes web terminology, basic HTML, uploading pages to a server, tables, forms, frames and simple graphics. Recommended: Basic working knowledge of Windows, word processing, browsers and file management.

Proposed Course Description:

Introduces the basic elements of web site creating using FrontPage. Includes web terminology, basic X/HTML, uploading pages to a server, site management, tables, layers, style sheets, rollovers, optimizing graphics, and accessibility. Recommended: Basic working knowledge of Windows, word processing, browsers and file management. Qualify for RD 115 or WR 115.

Reason for Change:

Changed "HTML" to "X/HTML" because this is the new HTML coding standard. Also added "Qualify for RD 115 and WR 115". This was added because the CAS/OS SAC determined that these levels are necessary for successful completion of the course.

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

Contact Name: Art Schneider

Contact Email: aschneid@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Description

Current Course Number: CAS 111D

Current Course Title: Beginning Web Site Creation - Dreamweaver

Current Course Description:

Introduces the basic elements of web site creation using Dreamweaver. Includes web terminology, basic HTML, uploading pages to a server, tables, forms, frames and simple graphics. Recommended: Basic working knowledge of Windows, word processing, browsers and file management.

Proposed Course Description:

Introduces the basic elements of web site creating using Dreamweaver. Includes web terminology, basic X/HTML, uploading pages to a server, site management, tables, layers, style sheets, rollovers, optimizing graphics, and accessibility. Recommended: Basic working knowledge of Windows, word processing, browsers and file management. Qualify for RD 115 or WR 115.

Reason for Change: Changed "HTML" to "X/HTML" because this is the new HTML coding standard. Also, added "Qualify for RD 115 and WR 115". This was added because the CAS/OS SAC determined that these levels are necessary for successful completion of the course.

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

Contact Name: Art Schneider

Contact Email: aschneid@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Title, Course Description

Current Course Number: CAS 110

Current Course Title: Introduction to Web Graphics

Proposed Course Title: Introduction to Web Graphics Using Fireworks

Proposed 30 Char Title for Student Transcript: Intro to Web Graphic-Fireworks

Reason for Title Change: The course can be taught using either Photoshop or Fireworks. We now have a separate class (CAS 208 to teach Photoshop) so we decided to exclusively use Fireworks to teach this class. Also, the name of the software in the title is a marketing strategy.

Current Course Description:

Introduces students to basic painting and drawing programs to refine simple graphics for web sites. Introduces basic painting and drawing tools and whether to use bit-mapped or vector graphics.

Recommended: CAS 111 or equivalent.

Proposed Course Description:

Introduces students to basic painting and drawing features of Macromedia Fireworks to refine simple graphics for web sites. Introduces basic painting and drawing tools and whether to use bit-mapped or vector graphics. Recommended: CAS 111 or equivalent.

Reason for Change: Incorporates the use of Fireworks as the software tool.

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

Contact Name: Art Schneider

Contact Email: aschneid@pcc.edu

Curriculum Course Revision Form
Course Changes for Number, Title, Description, Prerequisites, and Outcomes

Type of Change: Course Title

Current Course Number: ABE 0741

Current Course Title: Adult Basic Education: Beginning Literacy

Proposed Course Title: Adult Basic Education

Proposed 30 Char Title for Student Transcript: Adult Basic Education

Reason for Title Change: The current title does not accurately reflect course content.

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

Contact Name: Karen Sanders

Contact Email: ksanders@pcc.edu

COMPLETION FORM
NEW COURSE

PROPOSED COURSE NUMBER: ABE 0744

PROPOSED COURSE TITLE: Adult Basic Education: Secondary

30 CHARACTER TITLE FOR STUDENT TRANSCRIPT: ABE Secondary

PROPOSED CREDIT/CONTACT HOURS

Lecture Hours/Week: 0

Lab Hours/Week: 0

Lec/Lab Hours/Week: 5-20

Load Total:

Total Weekly Contact Hrs:

Total Credits:

REASON FOR NEW COURSE: To have a separate course number for secondary level ABE students (ie: GED level) and therefore a more accurate way to get information about these students as they move into the mainstream college. This course is actually not 'new' - but rather the reinstatement of a course number that was inadvertently inactivated for winter term 2005. In other words the course is currently being taught but the number will be inactivated as of winter term 05 - we would like to prevent this and continue the course.

PROPOSED COURSE DESCRIPTION: (TO BE USED IN THE ANNUAL COLLEGE CATALOG AND SCHEDULE OF CLASSES.) Please complete this section, at this point. Adult Basic Education: Secondary classes offer instruction for adults who wish to improve skills in reading, math, and writing, or who wish to prepare for the State GED Examination.

PROPOSED PREREQUISITE (S): None

PROPOSED PREREQUISITE (S)/CONCURRENT: None

PROPOSED COREQUISITE (S): None

PROPOSED LEARNING OUTCOMES: Students will be able to: use writing as a communication tool; Comprehend and interpret a variety of reading materials; Apply math systems to daily life situations; Plan for employment and life skills development; Use GED certificate to go to college or get/improve a job

ARE YOU REQUESTING A COURSE AS MEETING GENERAL EDUCATION, CULTURAL DIVERSITY AND/OR TRANSFER LIST A or B? ☐ yes ☒ no
INDICATE WHICH FORMS(S) YOU ARE REQUESTING.

IF YES, COMPLETE FORM M AND THE NECESSARY WORKSHEET(S). **These forms are located on the Curriculum Home Page:** <http://www.pcc.edu/edserv/curricul.htm>

WHERE/HOW WILL THE COURSE BE TAUGHT (Campus)(DL Modality)?
ABE/GED is a district wide program. Classes will be held at Sylvania, Rock Creek, Cascade, SE Center, WCWTC, CPWTC, Metro WTC and several other community sites. The courses are taught as a combination of lab/lecture.

IF COURSE WILL BE TAUGHT THROUGH DISTANCE LEARNING MODE
COMPLETE DL FORM

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

DO SIMILAR COURSES EXIST IN THE PCC CATALOG? ☐ yes ☒ no
IF YES, IDENTIFY:

HAVE YOU CONSULTED WITH PCC SAC CHAIRS FROM OTHER DISCIPLINES
REGARDING POTENTIAL COURSE DUPLICATION, ENROLLMENT IMPACT OR
CONTENT OVERLAP? ☐ yes ☒ no DESCRIBE: This isn't necessary since the
course is already being taught.

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: There will
be no new impact on other departments or campuses because this course is already being
taught - and has been for several years.

DOES THE PROPOSAL INVOLVE INCREASED COSTS (materials, staff, equipment,
space) FOR THE LIBRARY AND AUDIO-VISUAL DEPARTMENT? ☐ yes ☒ no. If
"yes" explain:

ATTACH COMPLETED CCOG WITH THIS REQUEST. (URL FOR CCOG
FORMAT: <http://www.pcc.edu/edserv/handbook/appendix.htm>):

REQUESTED IMPLEMENTATION TERM: Winter 2005

Forward this form with the signature page to the Curriculum Office, RC 2/123d

ABE COURSE CONTENT GUIDE

Date:	October 8, 2004
Title:	Adult Basic Education: Secondary
Course Number:	ABE 0744
Credit Hours:	0
Lecture/Lab Hours:	5-20 per week
Number of Weeks:	10
Class Fee:	\$40.00 per term
Technology Fee:	\$5.00 per class

COURSE DESCRIPTION

Adult Basic Education: Secondary classes offer instruction for adults who wish to improve skills in reading, math, and writing, or who wish to prepare for the State GED Examination.

ADDENDUM to COURSE DESCRIPTION

ABE: Secondary is provided for adults committed to improving their skills in reading, writing, speaking, numeracy, critical thinking, personal and interpersonal skills, and other academic skills related to personal, family, work, and community needs. These skills are taught in the context of the content areas of social studies, science, literature, and mathematics and employability.

Upon completion of the course 'Adult Basic Education: Secondary', students will be able to apply academic and life skills in their roles as family members, community members, and workers.

Prerequisites

- Participation in an intake, assessment and placement orientation session
- Listening and speaking skills appropriate for lecture/lab setting in English: SPL 5 or higher. If a former ESL student, it is strongly recommended that the student has completed level D
- If 16-17 years old, the provision of a signed high school release

INTENDED LEARNING OUTCOMES

In personal, family, employment, and community settings **students will be able to:**

- . Use writing as a communication tool
- . Comprehend and interpret a variety of reading materials
- . Apply math systems to daily life situations
- . Plan for employment and life skills development
- . Use GED certificate to go to college or get a job or improve job

OUTCOME AND ASSESSMENT STRATEGIES

Performance tasks used may include:

- . Writing a letter or essay that earns a holistic score of 4 or higher
- . Developing a transition plan for short and long range life planning
- . Taking and passing one or all of the GED tests, writing, science, social studies, literature and/or math
- . Taking the ASSET placement tests (if college bound)
- . Completing an assigned life skills project (Capstone project)

COURSE CONTENT: CONCEPTS

- . Life and employability planning
- . Transition from ABE to post-secondary work
- . Life-long learning
- . Time management (attendance and completing tasks)
- . Social skills (communication and diversity)
- . Goal setting
- . Decision making
- . Memory techniques
- . Confidence
- . Barriers to student success
- . Communication
- . Employability
- . Technology
- . Computer literacy

SKILLS

Communication

- . Use effective reading strategies to comprehend, analyze, evaluate, and apply written materials
- . Develop vocabulary for oral and written communication

Job Skills

- . Use career search resources
- . Develop job search strategies and skills (interviewing, resume and cover letter)
- . Analyze and plan personal budgets
- . Deal with difficult people / handle adversity

Math Skills

- . Estimate and compute arithmetic calculations and use English measurements
- . Use one-digit exponents and order of operations
- . Develop problem solving strategies for arithmetic, geometric and algebraic applications

Problem Solving Skills

- . Apply study skills and develop test-taking strategies
- . Assess and re-assess short and long-term goals
- . Develop critical thinking, problem-solving and decision-making skills
- . Use a variety of research methods

Personal/Interpersonal Skills

- . Build confidence and self-esteem
- . Interact with others

Technology

- . Use a computer for basic word processing and learning activities (when resources are available)

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 251

DEPT: HE

COURSE TITLE: Community and Public Health Issues

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

☐ ARTS AND HUMANITIES

☒ SOCIAL SCIENCES

☐ MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 251, Community and Public Health Issues, course curriculum examines the cultural, social, behavioral and environmental factors that influence the health of community and the individuals within a community.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Community and Public Health issues is built on a public health model that sets health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning through a public health model. In addition, students are asked to provide a historical context for current public health issues. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data. The service learning component of this course serves to increase the student understanding of responsible citizenship.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 251 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class. In addition, students will be asked to participate in a service learning experience.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to assess their service learning experience. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to community and public health models and theory. Economic models, political models, health care, and trans-theoretical change models will be used. Concepts of government and quasi-governmental organizations and nongovernmental agencies will be explored. Students will be asked to study concepts of epidemiology, the history of community and public health, and community organizing.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: Organization theory, community action model, public health and sociology disciplines are represented in the models and theories presented in this course. A major outcome for this course is to have the students analyze how community health conditions influence an individual's health. An additional outcome for this course is to have the students provide a historical context for current public health issues.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact current community health issues. Course student assessment assignments are designed for students to examine and critically compare models and concepts presented in the course. The service learning component provides the student with an opportunity to examine and evaluate local community health issues in the broader context of national and international public health trends.

Please return this form(s) with the signature page(s) to: Curriculum Office, RC 2/123d, attn: Sally Stilwell

FORM M

**REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION,
CULTURAL DIVERSITY AND/OR TRANSFER LIST A OR B**

COURSE #:

TITLE:

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 242

DEPT: HE

COURSE TITLE: Stress and Human Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ☐ ARTS AND HUMANITIES
- ☒ SOCIAL SCIENCES
- ☐ MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 242, Stress and Human Health, course curriculum focuses on the relationship between cultural and societal stressors and individual psychology as it impacts human health.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Stress and Human Health requires the students to increase their understanding of their individual beliefs and behaviors and to place who they are as individuals in the broader context of societal and cultural norms, organizations, social class and gender. Students are asked to pay attention to both societal and behavior factors that contribute to their stress and may negatively or positively influence their health. Students will be asked to conceptually organize their life experiences and discern its meaning and impact on their individual health.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credits well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students who meet the placement into WR 121 prerequisite.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 242 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, term-long reflective journal to assess life experiences and discern their meaning, research papers, where primary resources are required, and extensive reading of the text and other resources. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to several models of stress and coping. Some models and theories included in this course, are: Rational Emotive Behavior Therapy, Transactional Analysis, DESC Model of Assertiveness Communication, Lazarus Theory Threat Appraisal and Folkman's Stress Appraisal Model. The models and theories addresses in the course draw from social, psychological, and human biology disciplines.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: Psychology, communication, and sociology disciplines are represented in many models and theories presented in this course. A major outcome for this course is to have the students analyze how social, psychological and cultural influences effect an individual's stress and thereby his/her health. An additional outcome for this course is to have the students compare current and historical research in stress and human health.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact stress and health.

stress introduced by the text, will allow the students to evaluate their life experiences and place them into a broader context of society and place in human history.

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 213

DEPT: HE

COURSE TITLE: Men's Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ☐ ARTS AND HUMANITIES
- ☐ SOCIAL SCIENCES
- ☐ MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 213, Men's Health, course curriculum examines the cultural, social, behavioral and gender factors that influence the health of men.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Men's Health is built on a public health model that sets individual health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning from a societal and behavioral perspective. In addition students are asked to place current men's health issues into a historical context. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: Men's Health is currently taught as an on campus course and in a hybrid format(classroom meetings combined with online learning experiences). Students are required to spend time outside of class participating in discussion board questions, reflective papers, and other out of class assignments that include health agency visitations, abstracts and book reviews. Students will also be evaluated by written examinations.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to integrate their personal health experiences into the broader understanding of place in society and history. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: Students will analyze societal and cultural context for masculinity and understand cultural, social and environmental influences and their effect on masculinity. Students will also be asked to analyze the influence of social class and race on masculinity and men's health. The Transtheoretical Model of behavior change will be applied.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: The holistic nature of this course encourages integration of concepts and theories from psychology, men's studies, public health, and sociology. A major outcome for this course is to assess current significant men's health issues in the United States and analyze their impact on women's health from a personal and societal perspective. An additional outcome for this course is to have the students compare and understand the current and historical treatment of men in the health care system.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological,

and cultural influences impact men's health issues. Course student assessment assignments are designed for students to examine and critically compare models and concepts presented in the course and apply them to their own lives. Reflective practice is built into student assessment.

Please return this form(s) with the signature page(s) to: Curriculum Office, RC 2/123d, attn: Sally Stillwell

WORKSHEET REQUEST TO DESIGNATE A COURSE AS MEETING GENERAL EDUCATION

COURSE NO: 212

DEPT: HE

COURSE TITLE: Women's Health

1. HOW DOES THE COURSE BELONG TO ONE OF THE FOLLOWING CATEGORIES?

- ☐ ARTS AND HUMANITIES
- ☒ SOCIAL SCIENCES
- ☐ MATHEMATICS, NATURAL AND PHYSICAL SCIENCE, AND COMPUTER STUDIES

EXPLANATION: Social science is the branch of science that studies society and the relationships of individual within a society. HE 212, Women's Health, course curriculum examines the cultural, social, behavioral and gender factors that influence the health of women.

2. HOW DOES THE COURSE SUFFICIENTLY INCORPORATE THE BREADTH AND SCOPE OF THE GENERAL EDUCATION PHILOSOPHY STATEMENT? (SEE GEN/ED PHILOSOPHY STATEMENT [A-107] IN ACADEMIC POLICY HANDBOOK.)

EXPLANATION: Women's Health is built on a public health model that sets individual health in a social, environmental and cultural context. It relates health to race, social class and gender. Students are asked to organize their health experiences and discern its meaning from a societal and behavioral perspective. In addition students are asked to place current women's health issues into a historical context. Students ability to reason qualitatively and quantitatively will be enhanced through the reading and understanding of primary research, including graphs and other data.

3. WHERE IS THE COURSE TRANSFERRABLE WITHIN THE OREGON UNIVERSITY SYSTEM OF HIGHER EDUCATION? (TWO REQUIRED)

EXPLANATION: Course is transferrable to Portland State University and Oregon State University. We anticipate other OUS schools would accept this course as transfer credit as well.

4. IS THE COURSE AVAILABLE TO ALL PCC STUDENTS?

EXPLANATION: Yes. This course is open to all PCC students.

5. HOW DOES THE COURSE DEMONSTRATE RIGOR AND REQUIRE SIGNIFICANT STUDENT PREPARATION OUTSIDE OF CLASS?

EXPLANATION: HE 212 demonstrates course rigor through selection of a college-level textbook, course outcomes that require higher order thinking skills (such as analysis of how society, culture, gender, and social class impact an individual's health), and assignments of projects that require significant work outside of the class.

6. HOW DOES THE COURSE INCORPORATE SUBSTANTIAL STUDENT EVALUATION, AND DEMONSTRATE LITERACY IN THE DOMINANT LANGUAGE OF THE COURSE?

EXPLANATION: Student evaluation is incorporated in this course through course examinations, research paper, where primary resources are required, and extensive reading of the text and other resources. In addition, the student will be asked to engage in a reflective process to integrate their personal health experiences into the broader understanding of place in society and history. Students will demonstrate literacy in English through written assignments, reading of the textbook, and written examinations.

7. HOW DOES THE COURSE INCLUDE A WIDE SPECTRUM OF CONCEPTS AND A VARIETY OF THEORETICAL MODELS?

EXPLANATION: In this course the student will be exposed to the development of the women's health movement, current health initiatives of the Office on Women's Health of the U.S. Department of Health and Human Services, global perspectives of women's health, adult development theory, epidemiology, sociocultural dimensions for women and current health concerns (such as drug use, body image) and gender-role perspectives on sexual health and sexuality.

8. HOW DOES THIS COURSE EXAMINE THE RELATIONSHIP OF ITS MATERIAL TO OTHER DISCIPLINES, AND REFLECT AN HISTORICAL PERSPECTIVE?

EXPLANATION: The holistic nature of this course encourages integration of concepts and theories from psychology, women studies, public health, and sociology. A major outcome for this course is to assess current significant women's health issues in the United States and analyze their impact on women's health from a personal and societal perspective. An additional outcome for this course is to have the students compare and understand the current and historical treatment of women in the health care system.

9. HOW DOES THIS COURSE DEVELOP THE STUDENTS ABILITIES TO EXAMINE, EVALUATE, AND MAKE CRITICAL COMPARISONS OF VARIOUS CONCEPTS RELEVANT TO THE DISCIPLINE?

EXPLANATION: Course outcomes ask the students to evaluate, for validity, medical journals and other forms of information, as well as analyze how social, psychological, and cultural influences impact women health issues. Course student assessment