CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
November 5, 2008
Sylvania CC, Cedar Room

Inactivations:

None to report

Experimental:

CAS 199 Intermediate Flash
APR 199 Pre-Apprenticeship Construction Training
ID 199 Intermediate CAD for Interiors
LAT 299W Interior Plants
PE 199G Hip Hop
INSP 199D Fire Sprinkler Plan Review
PE 199T Tai Chi II
PE 199Z Tae Kwon Do III

Old Business:

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

342. MSD 151 – Dealing with Difficult People
Course Revision – Outcomes

4. EET 113 – Electrical Circuit Analysis III
Course Revision – Title

6. EET 256 – Electronics Project Lab
Course Revision – Title, Description

New Business:

34. ITP 111 – ASL I
Related Instruction

35. ITP 112 – ASL II
Related Instruction

36. ITP 113 – ASL III
Related Instruction

37. ITP 120 – Fingerspelling I
Related Instruction

38. ITP 121 – Fingerspelling II
Related Instruction

39. ITP 131 – Deaf Culture
Related Instruction

40. ITP 180 – Field Experience
Related Instruction

41. ITP 211 – ASL IV
Related Instruction

42. ITP 212- ASL V
Related Instruction

43. ITP 230 – ASL Linguistics I
Related Instruction

44. ITP 231 – ASL Linguistics II
Related Instruction

45. ITP 260 – Interpreting Theory I
Related Instruction

46. ITP 261 – Theory II
Related Instruction

47. ITP 262 – Theory III
Related Instruction

48. ITP 270 – Interpreting Process I
Related Instruction

49. ITP 271 – Interpreting Process II
Related Instruction

50. ITP 272 – Interpreting Process III
Related Instruction

51. ITP 273 – Interpreting Process IV
Related Instruction

52. ITP 274 – Interpreting Process V
Related Instruction

53. ITP 275 – Interpreting Process VI
Related Instruction

54. ITP 276 – Specialized Discourse I
Related Instruction

55. ITP 277 – Specialized Discourse II
Related Instruction

56. ITP 279 – Mock Interpreting I
Related Instruction

57. ITP 281 – Mock Interpreting II
Related Instruction

58. ITP 283 – Interpreting Internship I
Related Instruction

59. ITP 284 – Interpreting Internship II
Related Instruction

60. ITP 285 – Deaf Studies Internship
Related Instruction

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

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

63. D 177 – Hip Hop
New Course

64. D 184 – Ballroom Dance
New Course

65. PE 182T – Tai Chi II
New Course

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

67. BA 208 – Introduction to Nonprofits & Philanthropy
New Course

68. BA 208 – Introduction to Nonprofits & Philanthropy
General Education Designation

69. ABE 0750 – Fundamentals of Math
New Course

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

71. ECE 132 – Early Childhood Internship
New Course

72. ECE 133 – Practicum 1
Course Revision – Requisites

73. ECE 134 – Practicum 2
Course Revision – Requisites

74. CJA 114 – Introduction to Juvenile Process
Course Revision – Description, Requisites, Outcomes

75. CJA 212 – Criminal Law
Course Revision – Requisites, Outcomes

76. CJA 213 – Evidence
Course Revision – Description, Requisites, Outcomes

77. CJA 215 – Forensic Science and Criminalistics
Course Revision – Description, Requisites, Outcomes

78. RD 115 – College Reading
Course Revision – Description, Requisites, Outcomes

79. RD 115 – College Reading
Contact/Credit Hour Change

80. RAD 120- Clinic II
Contact/Credit Hour Change

81. RAD 130 - Clinic III
Contact/Credit Hour Change

82. RAD 210 - Clinic V
Contact/Credit Hour Change

83. RAD 220- Clinic VI
Contact/Credit Hour Change

84. RAD 230 - Clinic VII
Contact/Credit Hour Change

85. RAD 240 - Clinic VIII
Contact/Credit Hour Change

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	Bi 200	
Current Course Title:	Prin of Ecology:Field Biology	

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

Reason for Change:	The field biology course will be offered in a variety of field locations if we have the flexibility to set the credit term-by-term. The credit value needs to match the depth and range of learning, which will vary from location to location.
Are outcomes affected?:	NO
Are degrees/certs affected?:	No
Is there an impact on other Dept/Campus?:	NO
Impact on Dept/Campus:	n/a
Is there potential conflict with another SAC?:	NO
Impact on SACs:	n/a
Implem. Term:	Fall
Implementation Year,Implem. Year:	2008
Contact Name:	Dieterich Steinmetz
Contact Email:	dsteinme@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	MSD 151
Current Course Title:	Dealing with Difficult People
Current Learning Outcomes:	* Demonstrate techniques for effectively handling difficult situations * Identify and analyze the human dynamics of difficult behavior * Assess personal approaches to conflict * Evaluate and choose the best strategies for dealing with specific difficult situations
Proposed Learning Outcomes:	� Various individual and/or group skill-building activities such as case studies, or other exercises geared toward critical analysis of course concepts. � Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. � Exams comprised of essay and/or objective questions, or complete an individual and/or team project or paper, which requires integration, application, and critical examination of course concepts, issues, and themes.
Reason for Learning Outcomes Change:	SAC approved 4/23/08. Triennial review.
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2008
Contact Name:	Chris Carey
Contact E-Mail:	chris.carey@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title

Current Course Number: EET 113

Current Course Title: Electrical Circuit Analysis III

Proposed Course Title: Electrical Power

Proposed Transcript Title: EET 113-Electrical Power

Reason for Title Change: To better represent the
                                                                 content

Will this impact other SACs?,Is there an impact on other SACs?: no
How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: fall
Requested Year: 2008
Contact Name: sanda williams
Contact E-Mail: sanda.williams@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description

Current Course Number: EET 256

Current Course Title: Electronics Project Lab

Proposed Course Title: Capstone Project

Proposed Transcript Title: Capstone Project

Reason for Title Change: To accommodate EET options

Current Description: Students learn how to work as teams or instructor approved projects. Typical project activities include the research and design phase, the execution phase, and the project report phase. A written report and oral presentation is required.

Proposed Description: Students learn how to work as teams or instructor approved projects. Students can choose projects in electronics, renewable energy systems, wireless/data communications and automation/robotics. Typical project activities include the research and design phase, the execution phase, and the project report phase. A written report and oral presentation is required

Reason for Description Change: To accommodate EET options

Current Learning Outcomes: 1. The student will be able to research a project and develop a plan to execute it.
2. The student will be able to work as part of a team with divided up responsibilities.
3. The student will be able to communicate with the team members and a manager.
4. The student will be able to understand the theory involved in the project.
5. The student will be able to measure and analyze the performance of the project.
6. The student will be able to contribute to the project report, using circuit simulation software, spreadsheet software, and a word processor.
7. The student will be able to present an oral report on their part of the project.

Proposed Learning Outcomes: 1. Research a project and develop a plan to execute it.
2. Work as part of a team with divided up responsibilities.
3. Measure and analyze the performance of the project.

4. Use circuit simulation software, spreadsheet software, and a word processor.
5. Present an oral report on their part of the project.

Reason for Learning Outcomes Change:	follow PCC outcomes guidelines
Current Prerequisites:	EET 241 or EET 242; and EET 222
Proposed Prerequisites:	EET 241 or EET 242; and EET 222
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2008
Contact Name:	sanda williams
Contact E-Mail:	sanda.williams@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 111

Current Course Title: ASL I

Communication Hours: 150

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

Upon completion of this course, students will be able to:

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

Course Activities and Design

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 112

Current Course Title: ASL II

Computation Hours: 25

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

Communication Hours: 150

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

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

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 113

Current Course Title: ASL III

Computation Hours: 25

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

                             Course Content (Themes, Concepts, Issues and Skills)

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

continue to apply these skills in context

Techniques for giving feedback and criticism in a non-threatening way; the students will continue to develop this skill

Analysis of sentence types, subjects and objects, locatives, pluralization, temporal aspect, distributional aspect, and time and how to utilize them will be demonstrated; the students will continue to apply these skills in context

Analysis of transition and repair conversation and how to utilitze them will be demonstrated using signers on videotaped; the students will then apply the skills in context

Analysis of cohesion and how to utilitze it will be demonstrated using signers on videotaped; the students will then apply the skill in context

Communication Hours:	150
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

Upon completion of this course, students will be able to: Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity

Discuss and explain grammatical features and non-manual behaviors in depth

Produce ASL in grammatically correct sentences in context with 70 percent accuracy

Continue to use signs, ASL numbering systems and fingerspelling correctly when appropriate

Describe and identify things using classifiers and space

Discuss various current issues from newspaper, magazine, or internet articles

Develop skill in discussing opinions on various current issues

Develop skill arguing and/or debating various current issues in a longer dialogue

Develop skill listening and responding or asking questions in a culturally appropriate manner

Develop skill giving feedback and criticism to peers in a non-threatening way

Discuss and appropriately apply various grammatical features in context

Analyze and appropriately apply transition, repair conversations, and cohesion in context

Continue to apply language learning skills outside the classroom

Course Content (Themes, Concepts, Issues and Skills)

Includes all or most of the following on a continual basis:

Various topics using classifiers and space appropriately in context

Analysis of various current issues and how to express these topics will be discussed in small groups

Analysis of spatialization and how to utilize it will be demonstrated; the students will continue to apply the skill in context

Analysis and comparison of various topics and how to express them will be demonstrated; the students will contine to apply theese skills in context.

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

Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 120

Current Course Title: Fingerspelling I

Computation Hours: 15

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

Course Content (Themes, Concepts, Issues and Skills)

Fingerspelling for names, proper nouns, place names, and technical terms
Lexicalized fingerspelling
ASL numbering systems:
counting numbers
informational numbers
ordinal numbers
ranking numbers
age numbers
money numbers
clock time
calendar time
pronoun numbers
numbers for height (people)
numbers for weight (people)
measurement numbers
sports numbers
mathematical numbers

Communication Hours: 60

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

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

Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 121
Current Course Title:	Fingerspelling II
Computation Hours:	15
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

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

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

Students will produce cardinal numbers 1 to one million accurately and without hesitation, independently and in context, with 70% accuracy. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

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

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

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

Course Content (Themes, Concepts, Issues and Skills)

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

Communication Hours:	60
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

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

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

Students will produce cardinal numbers 1 to one million accurately and without hesitation, independently and in context, with 70% accuracy. Articulation will be evaluated for its appropriateness to interpreting, rather than to conversational use.

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

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

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

Course Content (Themes, Concepts, Issues and Skills)

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

Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number: ITP 131

Current Course Title: Deaf Culture

Human Relations Hours: 45

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

Intended Outcomes for the course:

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

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

Students will explore the variety of literature and folklore as presented by various Deaf people in theatre, storytelling and cultural arts. The importance of preserving the literature and folklore work to represent the Deaf people's cultural, language and experiences will be analyzed and discussed in depth.

Students will explore the implications of cultural differences such as collectivism and individualism; high context and low context; time orientation; polychronic and monochronic; reasoning and rhetoric and other areas at the intersection of the Deaf and hearing worlds.

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 180

Current Course Title: Field Experience

Computation Hours: 5

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

Upon completion of this course, students will: be aware of issues which
are currently relevant to the field of interpreting and to the Deaf
community.
be able to relate theoretical knowledge of the role and function of an
interpreter to observed interpreter practice.
be aware of professional development opportunities in the community.
be able to use American Sign Language skills to communicate with Deaf
adults/children in a structured setting.
be able to apply concepts of confidentiality and impartiality to their
communication about professional and Deaf-community-related topics.
in preparation for professional adherence to the RID Code of Ethics, be
able to reflect on, write about and discuss their experiences in a non-
judgmental manner, keeping all identifying information confidential
Course Activities and Design

This course will consist of the following activities: Weekly recitations with
instructor to discuss students' experiences, observations and other
relevant issues.
Guest speakers.
Observation of a professional interpreter, as arranged by the instructor.
Active interaction with Deaf children/adults and/or Deaf/Blind adults, as
arranged by the instructor.
Attendance at professional meetings and workshops in the field of
interpreting.
Active participation in the Deaf community through activities of students'
choosing, but with instructor approval.
Reflection on experiences through weekly journal entries and other
assignments.

Communication Hours: 5

Content (Activities,   Intended Outcomes for the course
Skills, Concepts, etc.): Upon completion of this course, students will: be aware of issues which
are currently relevant to the field of interpreting and to the Deaf
community.
be able to relate theoretical knowledge of the role and function of an
interpreter to observed interpreter practice.

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

Course Activities and Design

This course will consist of the following activities: Weekly recitations with instructor to discuss students' experiences, observations and other relevant issues.
Guest speakers.
Observation of a professional interpreter, as arranged by the instructor.
Active interaction with Deaf children/adults and/or Deaf/Blind adults, as arranged by the instructor.
Attendance at professional meetings and workshops in the field of interpreting.
Active participation in the Deaf community through activities of students' choosing, but with instructor approval.
Reflection on experiences through weekly journal entries and other assignments.

| Contact Name: | Darcie LeMieux |
| Contact Email: | dlemieux@pcc.edu |

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 211
Current Course Title:	ASL IV
Communication Hours:	90
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course Upon completion of this course, students will be able to: Continue to act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity Continue to produce ASL using grammatically correct sentence structure in discourse with 70 percent accuracy Continue to discuss and explain more advanced grammatical features and non-manual behaviors in depth Continue to use signs, ASL numbering systems and fingerspelling correctly and appropriately Continue to utilize classifiers, space, all grammatical features and non-manual behaviors that were covered in previous classes Continue to develop skill in discussing various topics Continue to develop skill utilizing transition, repair conversations, and cohesion in context Analyze individual skills through videotapes and by selecting two specific areas on which to focus and increase these skills Continue to apply language learning skills outside the classroom
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 212

Current Course Title: ASL V

Communication
Hours: 90

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 230
Current Course Title:	ASL Linguistics I
Communication Hours:	30
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course Upon completion of this course, students will be able to: Discuss and explain the parallels between structural features of language, particularly English and American Sign Language for the purpose of defining and demonstrating the notion that ASL is a language Analyze and explain the terms of linguistics such as: phonology, morphology, syntax, semantics, and others Collect data from research by interviewing several people and discussing the results with each other Develop linguistic competence with ASL from an analytical-theoretic perspective Analyze and explain how the structure of ASL is built and how it functions in its own term of language usage Develop language observation skills
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 231
Current Course Title:	ASL Linuistics II
Communication Hours:	30
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

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

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

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

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 260
Current Course Title:	Interpreting Theory I
Human Relations Hours:	45
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

Upon completion of this course, students will be able to: Explain the process by which an occupation comes to be regarded as a profession
Outline the history of sign language interpreting as a profession in the United States
Relate the history of sign language interpreting as a profession in the United States to the professionalization process
Determine appropriate placement of an interpreter within given physical surroundings
Determine preparation needed for a specific interpreting assignment and describe ways to obtain the needed information
Recognize terminology used in the interpreting profession and use it correctly
Describe the various role metaphors which interpreters use to describe their work, their place in the history of the profession, and appropriate uses of each
Describe the impact of cultural differences on an interpretation
Apply the Registry of Interpreters for the Deaf Code of Ethics to given situations
Explain the appropriate use of interpreters tan inexperienced consumer
Communicate with consumers in a professional manner

Course Content (Themes, Concepts, Issues and Skills)

This course introduces students to the professional aspect of interpreting, and covers the following topics: The professionalization process as it relates to interpreters
History of interpreting and the Registry of Interpreters for the Deaf
Terminology used by interpreters to talk about their work
Logistics of interpreting, including physical factors such as placement and lighting
Interpreting techniques, including processing time issues, dealing with questions, speaker identification, clarification & correction, self-care, and team interpreting
Techniques for preparing to interpret, including preparation for content, determining language preference, and self-awareness
The impact of differences between Deaf and hearing cultures on interpreting; cultural adjustment
The various metaphors which interpreters have used to describe their role: Helper, Conduit, Communication Facilitator, Bilingual Bicultural

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 261
Current Course Title:	Theory II
Communication Hours:	45
Content (Activities, Skills, Concepts, etc.):	Intended Outcomes for the course

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

Course Content (Themes, Concepts, Issues and Skills)

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

Human Relations	45

Hours:

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

Intended Outcomes for the course

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

Course Content (Themes, Concepts, Issues and Skills)

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

Contact Name: Darcie LeMieux

Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 262
Current Course Title:	Theory III
Communication Hours:	45

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

Intended Outcomes for the course
Upon completion of this course, students will be able to:

Describe the current evaluation and certification process(es) of the Registry of Interpreters for the Deaf and the National Association of the Deaf
Describe what is needed to run a freelance interpreting business
Demonstrate appropriate behavior in accepting interpreting assignments as an independent contractor
Demonstrate a basic ability to interpret for Deaf/Blind people, for those who prefer to communicate orally, and those who do not have a complete language base in ASL or English
Describe typical settings in each of the areas above, and outline issues which may arise in each.

COURSE CONTENT: This course will include the following topics:

Evaluation and certification processes of the Registry of Interpreters for the Deaf and the National Association of the Deaf
business practices for working in private practice
specific needs of the three consumer groups above and specific interpreting techniques for working with each
an overview of the following issues as related to each of the specialized content areas above:
Typical settings an interpreter might encounter
Logistical issues such as placement or use of a team interpreter
Cultural issues which may arise
Qualifications an interpreter needs before working in these areas
Ways an interpreter can prepare to work in these areas, and additional training or certification required.

Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 270
Current Course Title:	Int. Process I
Communication Hours:	120
Content (Activities, Skills, Concepts, etc.):	Apply techniques of text analysis to determine the effects of context, audience, venue, time, circumstances, speaker, genre, issues and setting on the interpreting process, to anticipate content, to determine main and supporting points of a text, and to make appropriate target language choices. Course activities include preparing both individual and group interpretations, and performing prepared and spontaneous interpretations. Students will practice concentration, anticipation, prediction, use of prior knowledge and new information in preparation for translation and consecutive interpreting.
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 271
Current Course Title:	Interpreting Process II
Communication Hours:	120
Content (Activities, Skills, Concepts, etc.):	Class time will be divided into discussions of readings, translation activities and lecture. Course activities include preparing both individual and group interpretations, and performing prepared and spontaneous interpretations. Students will practice concentration, anticipation, prediction, use of prior knowledge and new information in preparation for translation and consecutive interpreting.

Apply techniques of text analysis to determine the effects of context, audience, venue, time, circumstances, speaker, genre, issues and setting on the interpreting process, to anticipate content, to determine main and supporting points of a text, and to make appropriate target language choices |
| Contact Name: | Darcie LeMieux |
| Contact Email: | dlemieux@pcc.edu |

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 272
Current Course Title:	Int. Process III
Communication Hours:	120
Content (Activities, Skills, Concepts, etc.):	Given a source language text, produce a simultaneous interpretation of the main ideas of the text which meets the following criteria: Each sentence must be complete and grammatically correct. Each sentence must be equivalent to the signer's message. All sentences must be congruent in light of the signer's intent and the message as a whole. Gish, S. (1993) Practice Guidelines, used by permission Course activities include performing consecutive and simultaneous interpretations. Students will continue to practice concentration, anticipation, prediction, use of prior knowledge and new information, and memory techniques. Students will explore specific aspects of a successful interpretation and will continue to learn self-assessment techniques to become aware of patterns in their own skill development.
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 273
Current Course Title:	Int. Process IV
Communication Hours:	180
Content (Activities, Skills, Concepts, etc.):	Given a source language, produce a simultaneous interpretation of the complete text which meets the following criteria: Each sentence must be complete and grammatically correct. Each sentence must be equivalent to the signer's message. All sentences must be congruent in light of the signer's intent and the message as a whole. Gish, S. (1993) Practice Guidelines, used by permission.

Class time will be devoted primarily to simultaneous interpretation activities.

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

Contact Name:	Darcie LeMieux
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Curriculum Request Form
Related Instruction

Current Course Number:	ITP 274
Current Course Title:	Int. Process V
Communication Hours:	180
Content (Activities, Skills, Concepts, etc.):	Upon completion of this course students will be able to: given a source language text, produce a simultaneous interpretation of the complete text which meets the following criteria: Each sentence must be complete and grammatically correct. Each sentence must be equivalent to the signer's message. All sentences must be congruent in light of the signer's intent and the message as a whole . Gish, S. (1993) Practice Guidelines, used by permission. Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics. This course continues work on the skill of simultaneous interpretation of both English and ASL texts, including techniques for managing the process. It reinforces the following topics from previous process classes: Models of the interpreting process Achieving dynamic equivalence Separating meaning and form Analysis of context, purpose and register of both English and ASL texts Analysis of content of a text to determine organization, and main and supporting points of both English and ASL texts Discourse mapping of both English and ASL texts.
Contact Name:	Darcie LeMieux
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Curriculum Request Form
Related Instruction

Current Course Number:	ITP 275
Current Course Title:	Int. Process VI
Computation Hours:	30
Content (Activities, Skills, Concepts, etc.):	Develops interpretation skill development appropriate for educational settings K-12 and community college, and introduces transliteration, including the use of Signed English.
	Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics, including math and science.
Communication Hours:	180
Content (Activities, Skills, Concepts, etc.):	Class time will be devoted primarily to simultaneous interpretation of live speakers and signers giving presentations which focus on their own areas of expertise. In addition to practicing simultaneous interpretation skills, this will afford students the opportunity to practice preparing to interpret specific specialized topics, including math and science.
	This course continues work on the skill of simultaneous interpretation of both English and ASL texts, including techniques for managing the process. It reinforces the following topics from previous process classes: --Models of the interpreting process --Achieving dynamic equivalence --Separating meaning and formAnalysis of context, purpose and register of both English and ASL texts --Analysis of content of a text to determine organization, and main and supporting points of both English and ASL texts --Discourse mapping of both English and ASL texts.
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 276
Current Course Title:	Specialized Discourse I
Communication Hours:	90
Content (Activities, Skills, Concepts, etc.):	Upon completion of this course, students will be able to: --Research various topics beforehand in order to prepare for interpreting --Brainstorm what information may be covered on these topic --Understand the text and discuss strategies on how to interpret information in ASL --Demonstrate by interpreting complete sentences and pauses at appropriate places --Interpret the main points of text with at least 70 percent or more accuracy --Interpret the main points of text and add some supporting details whenever possible --Discuss semantic features of signs that are appropriate for the various topics, use of space, and how to interpret it in ASL Course Activities and Design Activities include brainstorming and discussing various topics, researching the topics before interpreting the text, peer feedback, instructor feedback, readings, and hands-on activities.
Human Relations Hours:	
Content (Activities, Skills, Concepts, etc.):	
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 277

Current Course Title: Specialized Discourse II

Communication Hours: 90

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

                           Course Activities and Design

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

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

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 279
Current Course Title:	Mock Interpreting I
Communication Hours:	33

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

Works with team interpreters to interpret live presenters in class. Applies text analysis to prepare content.

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

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

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

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

Human Relations Hours:

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

Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 281
Current Course Title:	Mock Interpreting II
Communication Hours:	60
Content (Activities, Skills, Concepts, etc.):	Practices interpreting in ongoing classroom settings where interpreting services are not needed. Develops simultaneous interpreting skills and stamina. Qualifying exam given at end of course to assess readiness to enter ITP 283.

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

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

Contact Name:	Darcie LeMieux
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Curriculum Request Form
Related Instruction

Current Course Number:	ITP 283
Current Course Title:	Interpreting Internship
Computation Hours:	5
Content (Activities, Skills, Concepts, etc.):	Applies interpreting skills in business, agency, or college settings to gain practical experience assuming the role of a professional interpreter in a structured setting with on-going feedback from professional interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment is required.
Communication Hours:	40
Content (Activities, Skills, Concepts, etc.):	Students will begin by observing the professional interpreter (mentor) at the placement site. During the second week of placement they will meet with their mentors and Deaf consumers to determine their readiness to begin interpreting. Beginning with the third week of placement interns will, with the permission of their mentors and Deaf consumers, gradually begin to take over the interpreting responsibilities, beginning with a short section, and gradually increasing the time until they are fully responsible for the interpretation. Students passing the QE with a DP must complete an additional 10 hours of interpreting practice during the term for each DP and in the content area of the DP. The format of these 10 hours will include practice with SLIP staff and must be approved by internship instructor.
Human Relations Hours:	45
Content (Activities, Skills, Concepts, etc.):	Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to: Work as a member of a team of interpreters Prepare for an interpreting assignment Determine consumers' language use Manage the interpreting process Provide accurate sign-to-voice and voice-to-sign interpretations Apply the RID Code of Ethics

Behave in a professional manner.

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	ITP 284
Current Course Title:	Int. Internship
Communication Hours:	40
Content (Activities, Skills, Concepts, etc.):	Applies interpreting skills in educational settings to gain practical experience assuming the role of an educational interpreter in a structured setting with on-going feedback from professional educational interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment or completion of ITP 283 is required. Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to: Work as a member of a team of interpreters Prepare for an interpreting assignment Determine consumers' language use Manage the interpreting process Provide accurate sign-to-voice and voice-to-sign interpretations Apply the RID Code of Ethics Behave in a professional manner.
Human Relations Hours:	45
Content (Activities, Skills, Concepts, etc.):	Upon completion of this course, students will be prepared to enter the work force as entry-level interpreters. Students will be able to: Work as a member of a team of interpreters Prepare for an interpreting assignment Determine consumers' language use Manage the interpreting process Provide accurate sign-to-voice and voice-to-sign interpretations Apply the RID Code of Ethics Behave in a professional manner. Applies interpreting skills in educational settings to gain practical experience assuming the role of an educational interpreter in a structured setting with on-going feedback from professional educational interpreters acting as mentors. Passing the qualifying exam the term prior to enrollment or completion of ITP 283 is required.
Contact Name:	Darcie LeMieux
Contact Email:	dlemieux@pcc.edu

Curriculum Request Form
Related Instruction

Current Course
Number: ITP 285

Current Course Title: Dear Studies Internship

Computation Hours: 5

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

� Work as a member of a team

� Determine consumers' language use

� Apply the RID Code of Ethics in terms of confidentiality and
impartiality

� Behave in a professional manner.

Communication Hours: 45

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

� Work as a member of a team

� Determine consumers' language use

� Apply the RID Code of Ethics in terms of confidentiality and
impartiality

� Behave in a professional manner.

Human Relations Hours: 45

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

� Work as a member of a team

� Determine consumers� language use

� Apply the RID Code of Ethics in terms of confidentiality and
impartiality

◆ Behave in a professional manner.

Contact Name: Darcie LeMieux
Contact Email: dlemieux@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	PSY 101
Current Course Title:	Psychology and Human Relations
Current Description:	Focuses on practical and personal applications of psychological principles. Encourages applications of psychological principles to daily living and human interactions to areas such as work, leisure, school and relationships. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Proposed Description:	Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution. Pre-requisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for Description Change:	The Psychology SAC feel that the updated course description better reflects the content and nature of Psy 101.
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	winter
Requested Year:	2009
Contact Name:	Lauren Kuhn
Contact E-Mail:	lkuhn@pcc.edu

Curriculum Request Form
New Course

Course number: PSY 237

Course title: Psychology of Adult Development and Aging

Transcript title: PSY 237

Course credits: 4

Lec contact hrs: 40

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

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

Prerequisites coreq   Default prerequisites
concurrent:

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

Intended outcomes: Upon completion of this course students will demonstrate
                      1. Understanding of biological, cognitive, and psychosocial processes
                      inherent in the aging process and the interrelationship of these
                      modalities.
                      2. Knowledge of the relative influence of genetics and developmental
                      experiences on aging.
                      3. Critical understanding of research methodology in aging research.
                      4. Understanding of end of life issues, death and dying processes
                      5. Ability to apply concepts of psychological aging to specific
                      experiences and situations.

Course activities and Course activities will include but not be limited to class discussions,

design:	group projects, research, media presentations (audio & video), class activities (role playing, simulations, etc.) journaling, reading, internet activities, investigating and critiquing programs for adult living.
Outcomes assessment strategies:	Students will demonstrate achievement of course outcomes by any of the following: 1. Written assignments designed to promote integration of class material with personal reflection and experience. 2. Written or oral assignments designed to stimulate critical thinking. 3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class. 4. Active participation in class discussion. 5. In-class participation in individual and group exercises, activities, or class presentations. 6. Design and completion of research projects. 7. Service learning activities. 8. Participation in online discussions and/or completion of assignments through electronic media.
Course content and skills:	1. Overview of theories and models of aging 2. Methodology used in aging research. 3. Ageism and its effects. 4. Biological theories of aging. 5. Health and lifestyle factors in aging. 6. Cognitive functions: attention, information processing, memory, problem solving, creativity, wisdom, and intelligence. 7. Psychosocial issues of work, retirement, leisure, friendships, and intimacy as relevant to individuals. 8. Social contexts of aging and their effects on individuals and communities. 9. Personality traits, patterns of coping, stress, mental health. 10. Planning for one's own aging future: long-term care, end of life issues. 11. Cultural, contextual, and personal aspects of death and dying. Competencies and Skills: Specifically students will demonstrate the following in construction of a personal plan for aging-- 1. Awareness of normal aging processes. 2. Understanding atypical age-related issues. 3. Understanding of continuity v. discontinuity theories, multi-directionality, multidimensional aspects and the importance of context in aging research. 4. Awareness of ageist attitudes and beliefs and ways to counteract negative stereotypes. 5. The ability to apply knowledge of aging research and theory to current social issues as they apply to the individual, such as the economics of aging and advances in medicine and health care.

6. Knowledge of existing programs and social structures addressing the needs of aging adults.
7. Ability to conduct aging research and find reliable resources related to aging.
8. Ability to apply course concepts in working with the aging population.
9. Ability to apply course concepts in a plan for one's own future.
10. Critical thinking abilities to evaluate each of the above

Reason for new course:	Request from Gerontology Program and to update Psychology Program offerings
How course will be taught:	Campus,Online,Hybrid
Where and how the course transfer within ous of highered:	Portland State University--PSY 462/562: Adult Development and Aging (articulation statement pending) Western Oregon University--PSY 483: Adulthood and Aging Further evidence forthcoming
Proof of course transferable:	Approval requested from the PSU Institute on Aging.
Gened status or cultural diversity sought:	Yes
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Yes, Soc 223, Sociology of Aging, contains some similar topics. Dr. Abushakrah and I have discussed this with the understanding that similar topics will be approached differently and both perspectives are important. (see below)
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	I have consulted extensively with Jan Abushakrah, SAC Chair of Gerontology, with the understanding that once this course is in place, Soc 223 will be revised to replace the likelihood of overlap.
Explain if there are any potential impact on another department or campus:	This course is written to coordinate with the Gerontology Dept. and is planned to be a required course of the Gerontology AAS Degree.
Implemented term or year requested:	Spr. 2009
Submitter:	Janice Rank
From:	jrank@pcc.edu
Sac chair:	Lauren Kuhn
Sac chair email:	lkuhn@pcc.edu

Sac admin liason name: Dr. Brooke Gondara
Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form
New Course

Course number: D 177

Course title: Hip Hop

Transcript title: Hip Hop

Course credits: 1

Lab contact hrs: 30

Course description: Introduces the fundamental principles and skills of Hip Hop dance. Emphasis placed on development of correct technique, strength and flexibility, musicality, and individual expression through movement. Focus on Hip Hop elements, culture, and terminology.

Intended outcomes: 1. Continue to draw from Hip Hop dance skills to understand Hip Hop as a cultural phenomenon and how Hip Hop fits into the American culture.
2. Continue to use acquired kinesthetic awareness, coordination, and memorization from increasingly difficult movement phases in order to apply the process of sequencing to other areas of life.
3. Use basic learned improvisational skills in order to promote creative problem solving.

Outcomes assessment strategies: Outcome Assessment Strategies will include:
• Attendance and participation
• Creative Projects
• Practical evaluation (exercises, floor work)
Other Assessment Strategies may include:
• Group or individual choreography
• Written exam to test knowledge of terminology and/or history
• Research paper

Course content and skills: Structure

• Warm up
• Isolations
• Strengthening exercises and floor work prep
• Locking or other upper body work
• Skill development
• Longer phrases and/or choreography
• Improvisation
• Cool down/stretch

Movement

- Axial and Locomotor movements
- Ability to subdivide duple pulse, use accent, and syncopated rhythms
- Isolations
- Demonstrate different qualities of movement
- Use waving, locking, and other arm gestures specific to Hip Hop vocabulary
- Basic floor work: Six step, CC, and freezes
- "Uprock" or "Toprock" movements
- Improvised sequences and/or musical interpretation
- Skill acquisition and replication
- Longer phrase work or choreography as a class

Theory

- Different elements of Hip Hop including, but not limited to: DJ/MC, Graffiti, and Dance
- History and development of Hip Hop from 1970's to present
- Contemporary trends in Hip Hop

Reason for new course:	Building Program
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	Direct transfer to U of O and Western University, accepted as dance elective at PSU.
Proof of course transferable:	Catalogs
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	PE is creating this course so they run simultaneously
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes
Explain if there are any potential impact on another department or campus:	None

Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu
Sac chair:	Heidi Diaz and Doris Werkman
Sac chair email:	heidi.diaz@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number: D 184

Course title: Ballroom Dance

Transcript title: Ballroom Dance

Course credits: 1

Lab contact hrs: 30

Course description: Introduces the fundamental principles of Ballroom Dance.
                          Emphasis placed on proper partnering, style, and phrasing. Focus
                          on elementary steps of Foxtrot, Waltz, Swing, Cha-Cha, and
                          Rumba.

Prerequisites coreq   None
concurrent:

Intended outcomes: 1. Use an increased spatial awareness, musicality, and
                          coordination in order to build social connections and help make
                          social choices.
                          2. Learned history, origin, and precise styling for each dance will
                          increase an understanding of Ballroom Dance as an art form and
                          how it fits with other areas of dance.
                          3. Use developed skills in freestyle dancing to promote creative
                          problem solving.

Course activities and
design:

Outcomes assessment   Outcome Assessment Strategies will include:
strategies: 1. Attendance and participation
                          2. Creative Projects
                          3. Practical evaluation (exercises, floor work)
                          Other Assessment Strategies may include:
                          1. Group or individual choreography
                          2. Written exam to test knowledge of terminology and/or history
                          3. Research paper

Course content and skills: Structure
                          1. Basic skill introduction and/or review
                          2. New pattern presentation
                          3. Practice with rotation of partners
                          4. Develop both leading and following skills
                          5. Freestyle dancing and practice time

Movement
1. Dances to be covered: Foxtrot, Swing, Rumba, Cha Cha, and Waltz
2. Basic footwork specific to each dance
3. Appropriate styling, timing, rhythm and tempo
4. Improvised sequences or freestyle dancing
5. Skill development and variations

Theory
1. Familiarity with origins, history, and styling of each dance
2. Recognition of music used to accompany individual dances

Reason for new course:	Building Dance program.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	This course transfers directly as Ballroom dance to U of Oregon and Western Oregon State. The number D 184 is a direct duplicate from both universities. It will transfer to PSU as a Dance elective at this time (PSU is in the process of rebuilding their Dance program).
Proof of course transferable:	Catalogs for Western & U of O, faculty has taught this course at U of O, discussion with PSU Theatre faculty.
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	PE will be bringing the same course through the committee. PE and D are offered simultaneously to give students choices and to increase FTE.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes. We are working with PE SAC chair, Marc Spaziani.
Explain if there are any potential impact on another department or campus:	None
Implemented term or year requested:	Spring 2009
Submitter:	Doris Werkman
From:	dwerkman@pcc.edu

Sac chair: Heidi Diaz and Doris Werkman
Sac chair email: heidi.diaz@pcc.edu
Sac admin liason name: Steve Ward
Sac admin liason email: sward@pcc.edu

Curriculum Request Form
New Course

Course Number: PE182T

Course Title: Tai Chi II

Transcript Title: Tai Chi II

Lab Hours: 30

Load Total: 30

Weekly Contact Hours: 3

Total Credits: 1

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

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

Prerequisite(s):   Tai Chi

Prereq/Concurrent: None

Corequisite(s):   None

Learning Outcomes:
                        ◆Perform advanced postures to demonstrate a deeper connection
                        to the Tai Chi form
                        ◆Integrate advanced breathing and relaxation techniques with Tai
                        Chi movements
                        ◆Express a greater understanding of Tai Chi theory through course
                        activities and assignments

Course Format: On Campus
Other Format:
Are there similar courses   NO
existing:
Description of existing
courses:
Required or Elective: Elective

Is there impact on degrees or certificates:	NO
Description of impact on deg/cert:	
Is there an impact on another dept or campus?:	NO
Description of impact on dept/campus:	
Have other SACs been contacted?:	NO
Description of Contact:	
Is there an increase in costs for Library or AV Dept?:	NO
Description of Library/AV impact:	
Implementation Term:	Winter
Implementation Year:	2009
Contact Name:	Marc Spaziani
Contact E-mail:	marc.spaziani@pcc.edu

Curriculum Request Form
New Course

Course Number: PE 183Z

Course Title: Tae Kwon Do III

Transcript Title: Tae Kwon Do III

Lab Hours: 30

Load Total: 30

Weekly Contact Hours: 3

Total Credits: 1

Reason for New Course: To allow students the opportunity to expand their Tae Kwon Do knowledge and techniques. The additional course offering with also allow to work towards belt advancement.

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

Prerequisite(s):   Tae Kwon Do II or instructor approval

Prereq/Concurrent: None

Corequisite(s):   None

Learning Outcomes: ◆Strengthen and refine Tae Kwon Do techniques learned in beginning and intermediate courses.
                          ◆Continue rank advancement towards black belt.
                          ◆Gain new insight to previously learned techniques.

Course Format: On Campus

Other Format:
Are there similar courses NO
existing:

Required or Elective: Elective

Is there impact on degrees or certificates:	NO
Description of impact on deg/cert:	
Is there an impact on another dept or campus?:	NO
Description of impact on dept/campus:	
Have other SACs been contacted?:	NO
Description of Contact:	
Is there an increase in costs for Library or AV Dept?:	NO
Description of Library/AV impact:	
Implementation Term:	Spring
Implementation Year:	2009
Contact Name:	Marc Spaziani
Contact E-mail:	marcspaziani@pcc.edu

Curriculum Request Form
New Course

Course number:	BA 208
Course title:	Introduction to Nonprofits and Philanthropy
Transcript title:	Intro. to Nonprofits & Philan.
Course credits:	4
Lec contact hrs:	40
Course description:	Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. This course also includes a service learning project where students serve as philanthropists to their local community.
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: BA 101.
Intended outcomes:	Students successfully completing this course will: 1. Apply their knowledge of the nonprofit sector and its interrelationships with government and business to frame their perspectives on social issues 2. Recognize basic legal, governing and ethical issues faced by nonprofit organizations 3. Critically evaluate factors impacting the efficiency and effectiveness of nonprofit organizations around them 4. Appreciate the diversity of social issues served by the nonprofit community 5. Participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment 6. Recognize issues and potential conflicts involving international work performed by American nonprofits.
Course activities and design:	The course format will primarily be lecture/discussion supplemented by the use of guest speakers and a service learning project where students will engage with their community through a real philanthropic grant making process.
Outcomes assessment strategies:	At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. The methods may include one or more of the following tools: examinations, quizzes, homework assignments, research papers, small group problem solving of questions arising from application of course concepts and concerns to actual experience, and oral presentations. This course is letter-graded.

Course content and skills:	Course Content (Themes, Concepts, Issues and Skills) 1. Nonprofit history and theory in America 2. Nonprofit sub-sectors and needs 3. Legal, governance and ethical issues 4. Financial reporting 5. Request for proposals process and evaluation 6. Nonprofit planning, fundraising and promotion 7. Evaluation of the Portland-Metro community social needs 8. American nonprofit work overseas 9. Future nonprofit trends Competencies and Skills 1. Relate the history and theories of the nonprofit sector in America to its current relationship with the government, business sectors and other countries 2. Recognition of the subsectors of the nonprofit environment and their unique issues and trends. The subsectors will include religion, social service, health care, education and research, advocacy, and arts and culture 3. Contrast the unique statutory, regulatory, and tax environment of the nonprofit sector with the business sector 4. Evaluate basic components of nonprofit efficiency and effectiveness 5. Apply nonprofit funding methods and issues to the service-learning project
Reason for new course:	To fill a void in nonprofit and philanthropy education at the undergraduate level in the Portland-Metro community.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	The University of Oregon offers PPPM 280: Introduction to the Nonprofit Sector as a lower division social science general education elective. Dr. Renee Irvin, director of the nonprofit program at the Department of Planning, Public Policy and Management examined the BA 204 CCOG and wrote that it was an "excellent" fit for an equivalent to their course. It would therefore be accepted as a social science general education elective and for the PPPM degrees. PSU's director of community college relations has reviewed our course and verified with the PSU School of Business that the course would be accepted as a business elective to meet their business degree requirements. Grant Farr, the dean of PSU's College of Liberal Arts and Sciences has stated his college will approve the transfer of the course as satisfying a social science general education requirement if it is cross-listed with our sociology department. Carol Morgaine, director of the Child and Family Studies program within PSU's School of Social Work, thought the course might be a good fit for an elective course in

her program regardless of the cross-listing. Due to a serious accident, she won't be able to confirm this in writing until late October.

The PCC business department is currently working with our sociology department to consider cross-listing the course in sociology. Business would retain ownership of the course. Both SAC's will consider this option during their October in-service meetings.

Proof of course transferable:	Email correspondence will be provided verifying the above items. They will be returned with the signature pages.
Gened status or cultural diversity sought:	Yes
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No similar courses are offered at PCC.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	The business department is working closely with the sociology SAC to consider cross-listing the course and possible collaboration. This course was discussed directly with the following deans: Art Schneider, Brooke Gondara, Kate Dins & Cheryl Scott.
Explain if there are any potential impact on another department or campus:	This course could be the foundation course for a possible interdisciplinary degree or certificate at Portland Community College. BCTRE interim dean Art Schneider and business instructor Cynthia Killingsworth presented the idea for this program to Preston Pulliam's cabinet this summer and received strong encouragement. The business SAC and BCTRE division are currently working with several other departments including sociology, gerontology, and psychology to discuss the potential development of this program.
Implemented term or year requested:	Spring 2009
Submitter:	Cynthia Killingsworth
From:	cynthia.killingsworth@pcc.edu
Sac chair:	Jeff Edwards
Sac chair email:	jedwards@pcc.edu
Sac admin liason name:	Cheryl Scott
Sac admin liason email:	cscott@pcc.edu

Curriculum Request From
General Education

Course number:	BA 208
Course name:	Introduction to Nonprofits and Philanthropy
Course credits:	4
Course description:	Surveys the role of the nonprofit and voluntary organizations in American society including the history, theory and challenges of the third sector. This course also includes a service learning project where students serve as philanthropists to their local community. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: BA 101.
Course category:	Social Sciences
Proof of course transferable:	The University of Oregon offers PPPM 280: Introduction to the Nonprofit Sector as a lower division social science general education elective. Dr. Renee Irvin, director of the nonprofit program at the Department of Planning, Public Policy and Management examined the BA 204 CCOG and wrote that it was an "excellent" fit for an equivalent to their course. It would therefore be accepted as a social science general education elective and as meeting a program requirement of the PPPM degrees.
	Joan Jagodnik,PSU's director of community college relations, has reviewed our course and verified with the PSU School of Business that the course would be accepted as a business elective to meet their business degree requirements. Grant Farr, the dean of PSU's College of Liberal Arts and Sciences has stated his college will approve the transfer of the course as satisfying a social science general education requirement if it is cross-listed with our sociology department. Carol Morgaine, director of the Child and Family Studies program within PSU's School of Social Work, thought the course might be a good fit for an elective course in her program regardless of the cross-listing. Due to a serious accident, she won't be able to confirm this in writing until late October.

There has been concern at PCC about a general education course being offered through the business department which has been labeled a professional/technical program. This label might now be inaccurate because the business department offers an ASOT-BA transfer degree that is recognized by the entire OUS system and many of the courses are now designated as lower-division collegiate versus professional/technical. Also, CIS has three courses recognized as physical science general education electives.

In addition, while PCC has never had a business course approved for general education several colleges in Oregon do use business courses. Please see the following list:

University of Oregon, BA 101 – Intro. to Business (PCC's BA 101 is accepted as equivalent), Social Science Gen. Ed
Southern Oregon University, BA 110 – Business, Gov't & Society, Social Science Gen. Ed
Chemeketa Community College, BA 101 – Intro. to Business, Social Science Gen. Ed

Examples were also found where BA writing courses are accepted for the general education writing requirement.

Many other colleges were found across the nation with introductory nonprofit course being taught at the lower division level. Here is a sample of those schools:

1. Arizona State University: NLM 220 – Introduction to Nonprofit Organizations
2. Berkeley: 39AC (Lower division business course) – Philanthropy: A Cross-Cultural Perspective. Satisfies an "American cultures" requirement.
3. Western Illinois University: RPTA 270 – Introduction to Nonprofit Organizations
4. University of New Hampshire: CSL 202 – Introduction to Nonprofit Organizations
5. Tennessee State University: NPMN 2100 – Introduction to Nonprofit Organizations

Course eligible status: Yes

Other courses in the set req for aaot:	No
Gened philosophy stmt:	Explanation of courses that applied to Gen Ed Philosophy Statement
Understanding of their culture and how it relates to other cultures:	This course surveys the theory and history of the nonprofit sector in American but also examines issues and conflicts within international nonprofit work. One of the guest speakers will be from an international aid organization and the approved text, How to Change the World: Social Entrepreneurs and the Power of New Ideas, documents the experiences of social entrepreneurs around the world.
Appreciation of history both from a global perspective and from a personal perspective including an awareness of the role played by gender and by various cultures:	The history of the American civil society will be reviewed, starting with the observation by French observer Alexis de Tocqueville over 150 years ago that "Nothing, in my view, more deserves attention more than the intellectual and moral associations in America." In addition, the historical exploration will examine the diversity of the nonprofit community's social causes over time. A speaker from the United Way will discuss the community needs assessment done in each area served by the United Way and share the specific findings for the Portland-Metro community.
	As we identify commonly recognized sub-sectors of the nonprofit sector (including human services, education, environment, international affairs and culture) students will explore social issues and needs both in the United States and internationally. How to Change the World: Social Entrepreneurs and the Power of New Ideas not only discusses the recent accomplishments of the social entrepreneurs, but also outlines the historical context of their communities and countries that define their causes and methods.
Understanding of themselves and their natural and technological environments:	
Ability to reason qualitatively and quantitatively:	As part of a service-learning project students will serve as a grant-making entity to their local community. In this project the students will learn about the roles of mission

statements and basic methods of evaluating the effectiveness and efficiency of nonprofit operations. A guest speaker from a well-established foundation will discuss the methods foundations use to evaluate nonprofit requests for proposals. The students will apply these methods to real requests received from local charitable organizations and select grant recipients. The tools for their analysis will include reading requests for proposals, financial analysis, site visits and group discussion.

Ability to conceptually organize experience and discern its meaning:

The service-learning project previously discussed will take place over the entire term and will require students to synthesize the classroom curriculum with their practical experience. Drawing on the entire experience, students will individually and collectively determine which requests to fund and clearly document their reasoning. They will also be required to journalize their experience and write a reflection paper at the end of the term.

Aesthetic and artistic values:

Understanding of the ethical and social requirements of responsible citizenship:

By definition the nonprofit sector serves the ethical and social requirements of responsible citizenship. Students will discover the many ethical responsibilities and challenges faced by the nonprofit community including the complexities of international aid. One of the primary outcomes stated for this course is for students to be able to successfully participate in civil society using various tools including philanthropy, volunteer service or nonprofit employment. This course will allow students to explore these options academically and with a hands-on service-learning experience.

Reason if the course is not available to all pcc students:

This course will be available to all PCC students meeting PCC's standard prerequisites. The course will initially be offered at the Sylvania Campus but is intended to be offered at all three campuses within two years.

How the course include wide spectrum concept and theoretical models:

This course will cover a multidisciplinary range of concepts including nonprofit history; community issues and needs; organizational efficiency and effectiveness; citizenship; social entrepreneurship; relative roles of nonprofits, government and business; international aid; public policy; financial analysis; ethical responsibilities; organizational leadership and regulatory environments. Most of these concepts have extensive theoretical

models. For example, by examining the relative roles of nonprofits, government and business we are asking who is responsible for providing social services and how will they be funded. The theories surrounding these questions are endless and could not be covered extensively in this course, but students will be introduced to the concepts and issues.

How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline:

Students will examine the above concepts through the traditional modes of reading and lecture but will also have several guest speakers and participate in an extensive group service-learning project using the classroom curriculum in a real-life setting. This project will include the following components:

1. Select a specific community need
2. Design a request for proposal
3. Identify nonprofits in the community serving the selected need
4. Invited the nonprofits to respond to the request for proposal
5. Evaluate proposals using research, financial analysis, site visits and group discussions.
6. Select grant recipients from the proposals and document reasoning for the selections

In addition to the individual and group assignments for the above steps, students will maintain a journal, write a reflection paper and complete a midterm and final exam.

How the course attempts an examination or analysis of the discipline to which it belongs:

Students will learn about the nonprofit sector from several perspectives including the historical perspective of how the sector was created, what it takes to run a nonprofit, how and why the government regulates participants, what donors should consider before contributing money, and what roles can citizens play in the nonprofit community. Between the written materials, the guest speakers and the service-learning project students will find themselves using many different lenses as they examine the nonprofit sector.

The nonprofit community addresses issues that are often not adequately served by government, business or families. The nonprofit sector provides the best stage in our society to try theories, advocate for causes and give a voice to the underrepresented. This stage is open to

every possible belief and perspective and students will discover the critical role this has in our society. Through this course students will be encouraged to treat their own learning process similar to the nonprofit stage: open to many theories, causes and voices.

How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors:	"How to Change the World" chronicles the experiences and insights of the legendary Ashoka Foundation, its founder Bill Drayton and the many important social entrepreneurs from around the world recognized and supported by prestigious Ashoka fellowships. The survey text "Introduction to the Nonprofit Sector" includes many testimonials from key participants in the nonprofit community. The course will also include guest speakers from United Way, a major foundation and an international nonprofit organization. In addition, during the service-learning project students will perform site visits to local nonprofits and speak with nonprofit managers, employees and volunteers.
How the course attends to the role that language plays in the discipline and in ways the subject is understood and has been understood:	One of the most interesting aspects of the nonprofit sector is the different terms that have been used to define it and how each expression falls short of its goal. These terms include nonprofits, voluntary sector, non-governmental organizations, civil society and the third sector. These terms are used interchangeably and each one does describe a different aspect of the community. The aspect described is usually consistent with the user favoring each term. The expression non-governmental organization is commonly used in the international aid world and it used to distinguish the nonprofit entities from the larger participants: governments. Starting with this example, this course will carefully consider the nonprofit language including its history and current application.
How the course explores questions related to values ethics and belief within the human experience:	As mentioned previously the nonprofit sector provides the best stage in our society to try theories, advocate for causes and give a voice to the underrepresented. This stage will include every variety of values and beliefs and ethical challenges. Students will actually walk on this stage as they examine local nonprofits and select who will receive grant funds. Issues that have often been intensely discussed by students in similar projects include the role of faith-based organizations, prioritizing community needs, and whether students are comfortable with organizations' approaches to their causes.

How the course examines the relationship of its material to other disciplines and attempt to place it in historical perspective:	As demonstrated by the variety of locations for nonprofit courses in other colleges, nonprofit coursework is extremely multidisciplinary. Colleges often place nonprofit course within business, public policy, social work, government or sociology because each of these disciplines is closely connected to the nonprofit community.
	For the development of nonprofit studies at PCC, the lead instructor has been working with business, sociology and gerontology. She is currently or planning to make connections with alcohol and drug treatment, psychology, and writing.
	The historical perspective of this course has been discussed previously.
Contact person:	Cynthia Killingsworth
From:	cynthia.killingsworth@pcc.edu

Curriculum Request Form
New Course

Course number:	ABE 0750
Course title:	Fundamentals of Mathematics
Transcript title:	Fund of Math
Course credits:	0
Lec contact hrs:	40
Course description:	Use whole numbers, fractions and decimals to write, manipulate, interpret and solve application and formula problems. Concepts will be introduced numerically, graphically, and symbolically, in oral and written form.
Prerequisites coreq concurrent:	Placement below MTH 20 Placement into RD80 or higher CASAS score of 221 or higher
Addendum to course description:	N/A
Intended outcomes:	Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and to interpret results.

Meet the prerequisites for further math course work.

Choose and perform accurate arithmetic operations in a variety of situations with and without a calculator.

Present results numerically, symbolically, and graphically in written and oral form.

In personal, family, employment and community settings the student will:

Estimate and compute personal needs relating to life skills through mathematics.

Solve problems and make decisions using multiple and effective strategies.

Continue life-long learning by participating in educational opportunities when possible.

Use the computer for appropriate software and internet activities.

Compute math problems using a calculator.

Course activities and
design:

Outcomes assessment
strategies:

Complete a progress test of math word problems using a calculator

Take COMPASS or ASSET test and place into college courses.

Take CASAS math pre- and progress tests and improve one level or
pass the GED

Take at least 5 in-class examinations

Complete at least one real-world application activity (capstone)

Complete at least two or more of the following additional measures:
One written explanation of a mathematical concept
Take-home examinations
Graded homework
Quizzes
Group projects
In-class activities
Attendance
Portfolios
Individual projects
Individual student conference
Service learning

Course content and skills: Themes: Life (e.g. family and citizen) and employability (i.e. worker)
planning, life-long learning, goal setting, critical thinking skills, team
work.

Concepts: Time management (attendance and completing tasks),
social skills (communication and diversity).

Issues: Confidence building, communication styles, employability
attributes, access to resources for student success, math anxiety

Skills: Basic arithmetic facts, solve numberical and application
problems with whole numbers, perform order of operations
accurately using whole numbers, develop skills in estimation and
number sense, master fraction and decimal vocabulary, solve
numberical and application problems with fractions and decimals,
round a given number to a specified place, arrange numbers in
numerical order, perform order of operations accurately using
fractions and decimals, develop skills in estimation and number
sense, determine whether a given whole number is prime or

composite, evaluate expressions containing exponents and square roots, perform operations accurately using fractions, decimals, and percents, solve application problems with fractions, decimals, and percents, read and interpret data from bar, pictorial, line, circle graphs, tables, charts and various graphs, find statistical measures such as median, mode, mean.

Reason for new course:	With the alignment of ABE and Developmental Education MTH10 and MTH 11 will no longer be offered. Rather, those students will be referred to the ABE program. In order to meet this need the ABE program is developing this new, stand-alone math course.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	N/A
Proof of course transferable:	N/A
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	The developmental education SAC and the ABE SAC have agreed that the ABE program will serve students who place below the MA20 cut scores on the COMPASS. To this end, DE will no longer offer any math courses below MA20. The math SAC has also been consulted and is in agreement with these changes.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	see above
Implemented term or year requested:	Winter term if possible - if not spring term 2009
Submitter:	Karen Sanders
From:	ksanders@pcc.edu
Sac chair:	Judy Voth
Sac chair email:	jvoth@pcc.edu
Sac admin liason name:	Karen Sanders
Sac admin liason email:	ksanders@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Course Description,Learning Outcomes
Current Course Number:	LA 280A
Proposed Course Number:	LA 280A
Current Course Title:	CE:Legal Assistant
Proposed Course Title:	CE: Paralegal
Proposed Transcript Title:	CE: Paralegal
Reason for Title Change:	consistency. course designations are changing from LA to PL.
Current Description:	Students work at approved job sites to receive as varied and complete a job experience as possible under job conditions. This is designed to meet the needs of the individual student and the conditions of the work site. Goals for each student are established by written Learning Objectives between the student and work site, approved by the Instructor or program. Completion of at least 18 credit hours in the Legal Assistant program, or departmental approval, required.
Proposed Description:	Students work at approved job sites to receive as varied and complete a job experience as possible under job conditions. This is designed to meet the needs of the individual student and the conditions of the work site. Goals for each student are established by written Learning Objectives between the student and work site, approved by the Instructor or program. Department approval and completion of 18 credit hours in Paralegal Program (unless waived by the Department) are required.
Reason for Description Change:	clarification of awkward language.
Current Learning Outcomes:	Specific student outcomes will be identified and listed on the Learning Objectives Form utilized for each placement and approved by the instructor for each student. Outcomes will depend on the needs of each student and placement resource at the work site. The instructor will visit the worksite to evaluate student success. Upon completion of the course, the student will have: Ability to work in the legal field Obtained specific training in legal field Developed learning or developmental objectives for the

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

Proposed Learning Outcomes:	Specific student outcomes will be identified and listed on the Learning Objectives Form utilized for each placement and approved by the instructor for each student. Outcomes will depend on the needs of each student and placement resource at the work site. Upon completion of the course, the student will have obtained the following outcomes: Work productively in the legal field Apply classroom skills and demands of work in the legal field Understand skills and demands of work in the legal field Communicate appropriately in a professional setting Work professionally and ethically pursuant to law office professional standards Explore legal career opportunity Obtain on-the-job training in legal field
Reason for Learning Outcomes Change:	Improvement of the CCOG. Changes have been reviewed by a college committee working to establish co-op standards at PCC.
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2009
Contact Name:	Jerry Brask
Contact E-Mail:	gbrask@pcc.edu

Curriculum Request Form
New Course

Course number: ECE 132

Course title: Early Childhood Internship

Transcript title: Early Childhood Internship

Course credits: 2

Lec lab contact hrs: 60

Special fee: None

Course description: Students engage in intentional internships to gain practical
                           experience, skill development, and professional direction in
                           achieving their career goals, working under supervision in an
                           approved worksite.

Prerequisites coreq concurrent: None

Addendum to course   This is an elective course in the Early Education and Family
description: Studies Department.

Intended outcomes: Students successfully completing this course will be able to:
                           1. Advance their skill development and professional direction by
                           identifing their learning ourcomes, and negotiating and
                           implemneting a work plan under appropriate supppervision.
                           2. Through reflection, self-assessment, and supervisory
                           assessment of their work, acquire skills essential for their
                           identified career pathway.

Course activities and design: Supervised work experience with children. Students will
                           participate in planning and implementing curriculum and
                           learning environments, and developing relationships with
                           children and families, quiding young children, and child
                           observation

Outcomes assessment   Learning outcomes for this course are assessed on the basis of
strategies: the work experience, reflection, self-assessment of their work.
                           Grade is based on a combination of all assessments.

Course content and skills:	Observing Young Children
	Guiding Young Yhildren
	Curriculum and Environment Planning
	Safe and Healthy Environments for Children
Reason for new course:	For students need more practice with young children to facilitate completion of the early education practicum and certificate or degree
How course will be taught:	Campus

Reason for other:

Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No
Explanation if this course transfer to any other academic institution:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Winter 2009
Submitter:	Linda Jones
From:	ljones@pcc.edu
Sac chair:	Linda Jones
Sac chair email:	ljones@pcc.edu
Sac admin liason name:	Tina Heber
Sac admin liason email:	theber@pcc.edu

Curriculum Request Form
Course Revision

Change: Requisites

Current course number: ECE 133

Proposed course number:
Current course title: Practicum 1
Current prerequisites: ECE 120

Proposed prerequisites: ECE 120 and ECE
                                                           121

Current corequisites: ECE 121

Proposed corequisites: None

Will this impact other sacs?,Is there an impact on other sacs?:   no
How other sacs may be impacted:
Will this impact other Depts/Campuses?,Is there an impact on another   no
dept or campus?:
How other Depts/Campuses will be impacted:
Request term: winter
Requested year: 2009

Contact name: Linda Jones
Contact e-mail: ljones@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: ECE 134

Current Course Title: Practicum 2

Current Prerequisites: ECE 120 and ECE 121

Proposed Prerequisites: ECE 133 and ECE 122

Current Prerequisites/Concurrent: ECE 122 and ECE 123

Proposed Prerequisites/Concurrent: none
Current Corequisites: none
Proposed Corequisites: none
Will this impact other SACs?,Is there an impact on other SACs?: no
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: no
How other Depts/Campuses will be impacted:
Request Term: winter
Requested Year: 2009

Contact Name: Linda Jones
Contact E-Mail: ljones@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: CJA 114

Current Course Title: Introduction to Juvenile Process

Current Description: Focus on integrating juvenile law, theories of causation and
                                 procedural requirements. Discusses current programs in Oregon
                                 available to juveniles who have gone, or are going through the
                                 Juvenile Justice System. Covers generic issues regarding some
                                 history of juvenile adjudication and correction law and
                                 philosophies. Open to the general public.

Proposed Description: Introduces history and philosophies of juvenile adjudication and
                                 corrections. Covers current programs in Oregon available to
                                 juveniles who are or have been involved in the justice system.
                                 This course provides a focus on integrating theories of causation,
                                 juvenile law, and procedural requirements.

Reason for Description   Re-word for clarity
Change:

Current Learning Outcomes: (1) identify significant events in history that have affected the
                                      development and evolution of the juvenile justice system in
                                      the United States,
                                      (2) list and discuss social and physical factors that might
                                      influence associated characteristics of juvenile offenders,
                                      (3) analyze and question classical, positivist, biological,
                                      sociological and psychological theories regarding the
                                      causes of deviant juvenile behavior,
                                      (4) identify the steps in juvenile justice proceedings,
                                      (5) recognize the important players in the juvenile justice
                                      system and define their respective roles,
                                      (6) describe features of gang affiliation and theories for
                                      becoming a member of a gang,
                                      (7) differentiate between legal and behavioral definitions of
                                      juvenile offenses,
                                      (8) identify the symptoms of ADHD (Attention Deficit
                                      Hyperactive Disorder) and its impact on juveniles,
                                      (9) describe the impact of mental health clients within the
                                      juvenile justice system,
                                      (10) identify unique counseling approaches and treatment
                                      programs for juvenile clients with special needs.

Proposed Learning   1. Interact with juveniles in the justice system with the ability to
Outcomes: identify delinquent characteristics.
                                2. Direct youth to community facilities that provide intervention for

high-risk juveniles.

Reason for Learning Outcomes Change:	Bring outcomes up to PCC standards.
Current Prerequisites:	None
Proposed Prerequisites:	Placement into WR 115 (or instructor permission)
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2009
Contact Name:	Jim Parks
Contact E-Mail:	jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites, Learning Outcomes

Current Course Number: CJA 212

Current Course Title: Criminal Law

Current Description: Addresses the principles of criminal liability (culpability), the elements
                                      of specific crimes, and defenses to culpabilitiy. Examines crimes
                                      established under constitutional, statutory, common and case law.

Proposed Description: Introduces substantive criminal law including basic principles of
                                      criminal liability, constitutional aspects, defenses and accomplice
                                      liability. Elements of specific crimes are covered and court decisions
                                      interpreting statutes are analyzed.

Reason for Description   To make description clearer
Change:

Current Learning   Identify "excuse" and "justification" defenses that may be used by a
Outcomes: defendant in a criminal adjudication.

                                      Analyze a court's rationale for deciding a case in a particular way.

                                      Evaluate fact scenarios in order to determine if a specific crime has
                                      taken place.
                                      Create a statute that the student would like to see enacted by the
                                      Oregon Legislature.
                                      Express opinions on the appropriateness of prescribed punishments
                                      for specific crimes.
                                      Distinguish between "inchoate" crimes and "completed" crimes.
                                      Differentiate among "actus reus," "mens rea," and "consequences" as
                                      elements of criminal law in general.

Proposed Learning
Outcomes: � Analyze statutes to determine if a crime exists

                                      � Determine criminal liability in a particular situation

                                      � Apply judicial interpretation contained case law to statutes

Reason for Learning   Bring outcomes into line with current PCC standards
Outcomes Change:

Current Prerequisites: CJA 100, CJA 111, WR 121

Proposed Prerequisites: CJA 111, WR 121

Is there an impact on   no

other SACs?:

How other SACs may be
impacted:

Is there an impact on   no
another dept or
campus?:

How other
Depts/Campuses will be
impacted:

Request Term: spring

Requested Year: 2009

Contact Name: Jim Parks

Contact E-Mail: jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course   CJA 213
Number:

Current Course Title: Evidence

Current Description: Explores the nature and types of criminal evidence and rules governing
                                 admissibility, competency and relevancy. Introduces presentation and
                                 suppression of evidence, hearsay rules and exceptions.

Proposed Description: Explores the rules regarding the use of evidence according to state and
                                 federal laws. A wide variety of topics are introduced relating to
                                 evidence including collection, preservation, chain of custody,
                                 admissibility and exclusion at trial.

Reason for Description   Reword the description to provide more clarity.
Change:

Current Learning   Explores the nature and types of criminal evidence and rules governing
Outcomes: admissibility, competency and relevancy. Introduces presentation and
                                 suppression of evidence, hearsay rules and exceptions. Prerequisites:
                                 CJA 100; WR 121.

Proposed Learning   1.Recognize, document, and preserve evidence in a
Outcomes: manner that complies with rules of evidence.
                                           2. Prepare for and testify at trial with an understanding of
                                           rules regarding evidence admissibility.
                                           3. Evaluate fact scenarios in terms of the admissibility of
                                           evidence introduced at trial.

Reason for Learning   Bring outcomes up to current PCC standards.
Outcomes Change:

Current Prerequisites: CJA 100 and WR 121

Proposed   CJA 111 and WR 121
Prerequisites:

Is there an impact on   no
other SACs?:

Is there an impact on   no
another dept or
campus?:

How other
Depts/Campuses will

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

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course   CJA 215
Number:

Current Course Title: Forensic Science and Criminalistics

Current Description: Covers the theoretical and technical skills necessary for complex
                               criminal investigation. Explores how scientific principles help in crime
                               detection and solution.

Proposed Description: Explores how scientific principles help in crime detection and solution.
                               The course familiarizes students with analysis of fingerprints, DNA,
                               body fluids, and other evidence that may be contained at a crime scene.

Reason for Description   More accurately define the course content.
Change:

Current Learning   1) Distinguish between class and individual evidence and recognize the
Outcomes: value of each in a criminal investigation.
                               (2) Recognize potential evidentiary value of commonplace items at a
                               crime scene.
                               (3) Recognize individual characteristics in fingerprints and positively
                               identify fingerprints.
                               (4) Report what lab tests are done for different items of evidence and in
                               what order.
                               (5) Distinguish between what the witness says happened and what the
                               evidence proves happened.
                               (6) Demonstrate inking and rolling a legible set of fingerprints.
                               (7) Demonstrate proper powder and chemical techniques for latent print
                               development.
                               (8) Employ oral recitation skills in front of a group.
                               (9) Demonstrate how to package minute items of evidence.
                               (10) Describe how to package large items of evidence.
                               (11) Describe how to package bio-hazardous evidence.
                               (12) Demonstrate how to search a crime scene for evidence.
                               (13) Sketch a crime scene.
                               (14) Sketch a loaded shotgun shell and label the parts.
                               (15) Calculate blood alcohol level for body weight on a full stomach and
                               an empty stomach.
                               (16) Locate best possible perimeter tape locations at a crime scene to
                               maintain integrity of the scene.
                               (17) Identify the search and seizure amendment and restate the current
                               case law with relation to it.

Proposed Learning   1. Recognize and collect crime scene evidence
Outcomes: 2. Analyze evidence using scientific reasoning

3. Properly sketch a crime scene

Reason for Learning Outcomes Change:	Bring outcomes up to current PCC standards
Current Prerequisites:	CJA 100 and WR 121
Proposed Prerequisites:	WR 121
Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Is there an impact on another dept or campus?:	no
Request Term:	spring
Requested Year:	2009
Contact Name:	Jim Parks
Contact E-Mail:	jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: RD 115

Proposed Course Number: RD 115

Current Course Title: College Reading

Proposed Course Title: College Reading

Proposed Transcript Title: College Reading

Reason for Title Change: NA

Current Description: Improve reading rate, vocabulary and comprehension. Includes formation of efficient reading habits, vocabulary development, inferential and critical reading, and reading rate are emphasized. Prerequisite: Placement into RD 115 or successful completion of RD 90(C or better) or successful completion of ESOL 260.

Proposed Description: Reading 115 focuses on expanding reading frequency and effectively reading complex college level texts. Comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks are emphasized.
Prerequisite: Placement into RD 115 or successful completion of RD 90 (C or better) or successful completion of ESOL 254 and ESOL 260. Completion of ESOL 262 recommended.

Reason for Description Change: 4 credit conversion with expanded curriculum and additional ESOL Prerequisite.

Current Learning Outcomes:

Proposed Learning Outcomes: Intended Outcome(s) for the Course:
At the end of the course, the student independently will be able to--
1. Reading Process and Strategies: Proficiently use stages of reading--previewing, reading, review and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks.

� Connections: Refine connections between text, the student's life, student's knowledge of the world, and other texts.

� Complex Texts: Examine interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts.

� Frequency: Increase reading frequency for pleasure, academic, and professional purposes in order to improve reading effectiveness.

� Adjust reading rate to the nature of the material.

2. Vocabulary: Advance and broaden use of vocabulary development strategies to learn and use new words including discipline-specific vocabulary in listening, speaking and writing. Advance word parts study.

3. Writing: Refine written evaluation, analysis, and reflection in response to various texts.

4. Critical Reading Skills: Analyze texts in order to identify and articulate explicit and implied main idea and major details in a variety of increasingly complex academic and non-academic reading materials.

� Analyze texts in order to distinguish fact from opinion and determine the author's and reader's purpose and bias in a variety of texts.

� When inferring, distinguish between literal and figurative meaning, and rely on information provided in text to substantiate thinking.

� Identify and evaluate complex points of view in different texts.

� Cultivate flexibility and skepticism about author's and reader's perspectives.

5. Information Literacy: Using PCC library resources formulate a research query and select appropriate sources of information, using critical thinking to evaluate increasingly complex and diverse information and sources, for academic and lifelong learning. Identify and make use of steps in the research process.

6. College Student Success Strategies: Exhibit habits that contribute to academic success, including engagement and intellectual curiosity.

� Employ active learning and study strategies for academic success.

� Use campus support services and other learning resources to help meet academic goals.

� Participate in a classroom learning community in a respective and responsive manner.

Reason for Learning Outcomes Change:	Expanded curriculum due to 4 credit conversion
Current Prerequisites:	Placement into RD 115 or Reading 90 with C or better and successful completion of ESOL 260
Proposed Prerequisites:	Placement into RD 115 or Reading 90 with C or better and successful completion of ESOL 254 and ESOL 260. ESOL 262 is recommended.

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

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

How other Depts/Campuses will be impacted: College Reading is required as a prerequisite under the Prerequisite Implementation fall,2008.

Request Term: fall

Requested Year: 2009

Contact Name: Heiko Spoddeck, Lily O'Rielly

Contact E-Mail: heike.spoddeck@pcc.edu,lorielly@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: RD 115

Current Course Title: College Reading

Current Lecture Hours: 3   4
Total Contact Hours: 3   4
Current Credits: 3   4

Reason for Change: 4 credit conversion with expanded curriculum and additional
                               ESOL Prerequisites

Are outcomes affected?:   YES

Are degrees/certs affected?:   No

Is there an impact on other   YES
Dept/Campus?:
Impact on Dept/Campus: Reading 115 is a prerequisite under the Prerequisite
                               Implementation fall, 2008.

Is there potential conflict with   NO
another SAC?:

Implem. Term: Fall

Implementation Year,Implem.   2009
Year:

Contact Name: Heiko, Spoddeck, Lily O'Rielly
Contact Email: heike.spoddeck@pcc.edu,lorielly@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	RAD 120	
Current Course Title:	Clinic II	
	Current	**Proposed**
Current Lab Hours:	4	4.5
Total Contact Hours:	160	162
Current Credits:	4	4.5
Reason for Change:	This is clinic, which is not on your list. When the classes were given credits it was based on 40hours/week for 1 credit. The state changed the format to 36 hours/1 credit so we changed to comply.	
Are outcomes affected?:	NO	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Fall	
Implementation Year,Implem. Year:	2008	
Contact Name:	Barbara Smith	
Contact Email:	bsmith@pcc.edu	

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	RAD 130	
Current Course Title:	Clinic III	
	Current	Proposed
Lab Hours:	4	4.5
Contact Hours:	160	162
Credits:	4	4.5
Reason for Change:	This is clinic, which is not on your list. When the classes were given credits it was based on 40hours/week for 1 credit. The state changed the format to 36 hours/1 credit so we changed to comply.	
Are outcomes affected?:	NO	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Fall	
Implementation Year,Implem. Year:	2008	
Contact Name:	Barbara Smith	
Contact Email:	bsmith@pcc.edu	

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	RAD 210	
Current Course Title:	Clinic V	
	Current	Proposed
Current Lab Hours:	6	6.5
Total Contact Hours:	240	234
Current Credits:	6	6.5
Reason for Change:	This is clinic, which is not on your list. When the classes were given credits it was based on 40hours/week for 1 credit. The state changed the format to 36 hours/1 credit so we changed to comply.	
Are outcomes affected?:	NO	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Fall	
Implementation Year,Implem. Year:	2008	
Contact Name:	Barbara Smith	
Contact Email:	bsmith@pcc.edu	

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	RAD 220	
Current Course Title:	Clinic VI	
	Current	Proposed
Lab Hours:	6	6.5
Total Contact Hours:	240	234
Current Credits:	6	6

Reason for Change: This is clinic, which is not on your list. When the classes were given credits it was based on 40hours/week for 1 credit. The state changed the format to 36 hours/1 credit so we changed to comply.

Are outcomes affected?:	NO
Are degrees/certs affected?:	No
Is there an impact on other Dept/Campus?:	NO
Impact on Dept/Campus:	
Is there potential conflict with another SAC?:	NO
Impact on SACs:	
Implem. Term:	Fall
Implementation Year,Implem. Year:	2008
Contact Name:	Barbara Smith
Contact Email:	bsmith@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course
Number: RAD 230

Current Course Title: Clinic VII

	Current	Proposed
Current Lab Hours:	10	9
Total Contact Hours:	400	324
Current Credits:	10	9

Reason for Change: This is clinic, which is not on your list. When the classes were given
                          credits it was based on 40hours/week for 1 credit. The state changed
                          the format to 36 hours/1 credit so we changed to comply.

Are outcomes   NO
affected?:

Are degrees/certs   No
affected?:

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

Impact on
Dept/Campus:

Is there potential conflict NO
with another SAC?:

Impact on SACs:

Implem. Term: Fall

Implementation   2008
Year,Implem. Year:

Contact Name: Barbara Smith

Contact Email: bsmith@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: RAD 240

Current Course Title: Clinic VIII

	Current	Proposed
Current Lab Hours:	8	7
Total Contact Hours:	320	252
Current Credits:	8	7

Reason for Change: This is clinic, which is not on your list. When the classes were given credits it was based on 40hours/week for 1 credit. The state changed the format to 36 hours/1 credit so we changed to comply.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Impact on Dept/Campus:

Is there potential conflict with another SAC?: NO

Impact on SACs:

Implem. Term: Fall

Implementation Year,Implem. Year: 2008

Contact Name: Barbara Smith

Contact Email: bsmith@pcc.edu