CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
February 4, 2009
Sylvania CC, Conference Rm B

Inactivations:

WLD 204 –Nondestructive Testing 1
DH 261 – Periodontology II

Experimental:

HUM 199R – Race and Racism
HUM 299F – African Films
CAS 199A – Microsoft Outlook
CAS 199B – Project Management – Beginning MS Project
PE 199L – Floor Hockey
ESOL 99A – VESL Bridge Course
ESOL 99B – VESL CAS Support Course

Old Business:

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

67. BA 208 – Introduction to Nonprofits and Philanthropy
General Education

220. EET 261 – Robotics
New Course

221. ID 125 – Computer Drafting for Interior Designers
Course Revision – Description

226. ID 234 – Advanced Interiors
Course Revision – Requisites

239. CJA 100 – Introduction to Professions in Criminal Justice
Course Revision – Title, Description, Requisites

New Business:

244. AD 157 – Motivational Interviewing Skills Mastery
New Course

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

246. AB 100 – Auto Body Basic Skills
Related Instruction

247. AB 105 – Frame Analysis & Repair
Related Instruction

248. AB 106 – Panel Repair
Related Instruction

249. AB 201 – Panel Replacement
Related Instruction

250. AB 205 – Technical Skills/Collision Repair
Related Instruction

251. CG 111A – Study Skills for College Learning
Course Revision – Requisites

252. CG 111B – Study Skills for College Learning
Course Revision – Requisites

253. CG 111C – Study Skills for College Learning
Course Revision – Requisites

254. CG 140A – Study Skills for College Learning
Course Revision - Requisites

255. CG 140B – Study Skills for College Learning
Course Revision – Requisites

256. CG 140C – Study Skills for College Learning
Course Revision – Requisites

257. CG 191 –Study Skills for College Learning
Course Revision – Requisites

258. CJA 260 – Introduction to Correctional Institutions
Course Revision – Description, Requisites, Outcomes

259. CJA 115 – Introduction to Jail Operations
New Course

260. ED 218 – Working with Paraeducators
New Course

261. ED 258 – Multicultural Education I
Course Revision – Title

262. ED 259 – Multicultural Education II
Course Revision – Title, Requisites

263. ED 290 – Teaching Strategies for English Language Learners
Course Revision – Title

264. ED 291 – Strategies for Teaching English Language Learners II
Course Revision – Title, Description, Requisites

265. INSP 100 – Introduction to Building Inspection Technology
New Course

266. INSP 151 – International Residential Code – Structural
Course Revision – Requisites

267. INSP 152 – International Residential Code – Mechanical
Course Revision – Requisites

268. INSP 154 – Introduction to Residential Inspection
Course Revision – Title

269. INSP 201 – Plans Exam – Commercial
Course Revision – Requisites

270. INSP 202 – Plans Exam Residential
Course Revision – Requisites

271. INSP 251 – International Building Code 1
Course Revision – Requisites

272. INSP 253 – International Building Code 3
Course Revision – Requisites

273. INSP 255 – International Mechanical Code 1
Course Revision – Description, Requisites, Outcomes

274. INSP 256 – International Mechanical Code 2
Course Revision – Description

275. INSP 257 – International Fuel-Gas Code
Course Revision – Requisites

276. INSP 260 – Oregon Inspection Certificate
Course Revision – Description, Outcomes

277. CIS 135T – XML, Data Transformation and Objects
New Course

278. HIM 110 – Health Information Technology 1
Contact/Credit Hour Change

279. HIM 283 – Health Information Systems
Contact/Credit Hour Change

280. HIM 110 – Health Information Technology 1
Course Revision – Description, Outcomes

281. HIM 283- Health Information Systems
Course Revision – Description, Outcomes

282. BCT 108 – Introduction to Building Science – Energy Efficient Housing
New Course

283. BCT 129 – Mechanical Systems for Kitchens and Baths
Contact/Credit Hour Change

284. BCT 129 – Mechanical Systems for Kitchens and Baths
Course Revision – Outcomes

285. BCT 229 – Introduction to Kitchen and Baths
Course Revision – Outcomes

286. PSY 213 – Brain, Mind, and Behavior
Course Revision – Title, Description

287. MLT 213 – Introduction to Medical Microbiology
Course Revision – Number, Description, Outcomes

288. MTH 70 – Review of Intro Algebra
Course Revision – Description, Outcomes

289. MTH 251 – Calculus I
Course Revision – Description

290. MTH 252 –Calculus II
Course Revision – Description

291. MTH 253 – Calculus III
Course Revision – Description

292. MTH 254 – Vector Calculus I
Course Revision – Description

293. BI 200A – Principles of Ecology: Field Biology
New Course

294. BI 200B – Principles of Ecology: Field Biology
New Course

295. BI 200C – Principles of Ecology: Field Biology
New Course

296. BI 160 – Ecology/Field Biology: Coast
Contact/Credit Hour Change

297. BI 160 – Ecology/Field Biology: Coast
Course Revision – Outcomes

298. G 160 – Ecology/Field Biology: Coast
Contact/Credit Hour -

299. G 160 – Ecology/Field Biology: Coast
Course Revision -

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:	EET 261
Course title:	Robotics
Transcript title:	Robotics
Course credits:	4
Lec contact hrs:	30
Lab contact hrs:	30
Special fee:	
Course description:	Introduces foundational concepts in building and programming robots. Students program microcontrollers and configure electronic components to enable robotic activity. In addition, projects with operation/maintenance/troubleshooting/repair of industrial robots or using robotics training modules will also be employed.
Prerequisites coreq concurrent:	Prerequisite: EET255, EET 242.
Addendum to course description:	
Intended outcomes:	. Build and test robotic circuits and programming code to enable LED lighting, digital pushbuttons, motion controls, digital displays, measuring of light, frequency and sound. . Operate/maintain/troubleshoot/repair industrial robots or robotics training modules
Course activities and design:	Course includes a 3-hour per week laboratory that demonstrates a variety of control systems and methods described in the course.
Outcomes assessment strategies:	The evaluation procedure will include examinations, lab exercises, and homework assignments. The instructor will provide specific evaluation information during the first week of class.
Course content and skills:	1) Introduction to Microcontrollers a. Installing Software

b. Introducing ASCII Code
2) Enabling and Disabling Lights
a. Building and testing LEDS
b. Counting and repeating
c. Bi-color LEDs
3) Building Pushbutton Controls
a. Testing pushbuttons with LEDs
b. Reaction Timer Test
4) Controlling Motion
a. Microcontrolled Motion
b. Controlling and testing servos
c. Converting position to motion
5) Measuring Rotation
a. Adjusting dials and monitoring machines
b. Building and testing potentiometer circuits
c. Controlling a servo with a potentiometer
6) Digital Display
a. 7 Segment Display
b. Building and testing 7 segment displays
c. Displaying the position of a dial
7) Measuring Light
a. Introducing the photo-resistor
b. Building and testing the light meter
c. Graphing light measurements
d. Simple light meter
8) Frequency and Sound
a. Microcontrollers, Speakers, beeps and On/Off Signals
b. Action sounds
c. Musical notes and simple songs
d. Microcontroller Music
e. Cell Phone Ring Tones

Course used to supply ri for certificate:	no
Ri computation hrs:	
Ri computation activities:	
Ri communication hrs:	
Ri communication activities:	
Ri human relations hrs:	
Ri human relations activities:	
Reason for new course:	part of the new EET option -mechatronics/automation/robotics

How course will be taught:	Campus,Hybrid
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No. I checked with the MT department and it is OK with them.
Explanation if this course transfer to any other academic institution:	No or maybe as a technical elective
Explanation if there are similar courses existing in other programs or disciplines at pcc:	MT has a course covering robotics but they are concerned with the operation and maintenance of robots while this is concerned with design/manufacturing/operation/maintenance of robotics systems
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes. MT has no objections.
Explain if there are any potential impact on another department or campus:	No.
Implemented term or year requested:	Fall 2009
Submitter:	sanda williams
From:	sanda.williams@pcc.edu
Sac chair:	Sanda Williams
Sac chair email:	sanda.williams@pcc.edu
Sac admin liason name:	John Mckee
Sac admin liason email:	john.mckee@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	ID 125
Current Course Title:	Computer Drafting for Int Dsg.
Current Description:	Introduces computer aided design software as a drafting tool for residential interior design. Covers creation and modification of drawings such as floor plans, elevations, furniture and lighting plans, and three-dimensional projections. Focuses on interior plans and elevations of cabinetry for kitchen/bath design, writing/calculating specifications, and how to use drawings to communicate design concepts to clients. Prerequisite: ID 131. Prerequisite/Concurrent: ID 132.
Proposed Description:	Introduces AutoCAD software as a design tool. Instructions will be given in the operation of both hard disk and flexible disk data storage, and plotting. Class covers creation, retrieval and modification of drawings that meet industry standards using basic AutoCAD commands. This course is 30 total contact hours and is also worth 60 LU credits to AIA members.
Current Prerequisites:	ID 131
Proposed Prerequisites:	None
Current Prerequisites/Concurrent:	ID 132
Proposed Prerequisites/Concurrent:	None
Is there an impact on other SACs?:	yes
How other SACs may be impacted:	Architectural Design and Drafting chair has approved these changes so that there is more relationship between ID 125 and ARCH 126
Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	Architectural Design and Drafting chair has approved these changes so that there is more relationship between ID 125 and ARCH 126
Request Term:	fall
Requested Year:	2009

Contact Name: Amanda Ferroggiaro
Contact E-Mail: amanda.ferroggiaro1@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	ID 234
Current Course Title:	Advanced Interiors
Current Prerequisites:	ID 120,121,122,131,132,133,135; ARCH 101,111,124. A "C" grade better is required in all prerequisites
Proposed Prerequisites:	D 120,121,122,131,132,133,135; ARCH 101,111,124, 127. A "C" grade better is required in all prerequisites
Is there an impact on other SACs?:	yes
How other SACs may be impacted:	AD&D SAC has been involved in adding ARCH 127 to the requirements
Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	AD&D SAC has been involved in adding ARCH 127 to the requirements
Request Term:	fall
Requested Year:	2009
Contact Name:	Amanda Ferroggiaro
Contact E-Mail:	amanda.ferroggiaro1@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Course Description,Requisites
Current Course Number:	CJA 100
Current Course Title:	Introduction to Professions in Criminal Justice
Proposed Course Title:	Professions in Criminal Justice
Proposed Transcript Title:	Professions in Crim. Justice
Reason for Title Change:	Eliminate designation of introductory course.
Current Description:	Provides overview of the various careers in the public safety professions including police, corrections, parole and probation, juvenile and adult casework, private security, loss prevention, investigator and all forms of communication. Open to the general public.
Proposed Description:	Provides overview of the various careers in the public safety professions including police, corrections, parole and probation, juvenile and adult casework, private security, loss prevention, and private investigator.
Reason for Description Change:	Provide clarity.
Current Learning Outcomes:	1.Seek employment in criminal justice related professions with an understanding of academic requisites, application processes, training requirements and lifestyle considerations. 2.Properly prepare employment applications and present to potential employers any needed documentation upon request from a previously organized portfolio containing copies of important personal papers and past history statements. 3. Interview for employment having practiced techniques and skills designed to insure success in job placement. 4. Enter criminal justice related occupations with a basic understanding of employment laws and safeguards specific to the chosen career.
Current Prerequisites:	None
Proposed Prerequisites:	Placement into WR 121
Is there an impact on other	No

SACs?:	
Is there an impact on another dept or campus?:	no
Request Term:	fall
Requested Year:	2009
Contact Name:	Jim Parks
Contact E-Mail:	jparks@pcc.edu

Curriculum Request Form
New Course

Course number:	AD 157
Course title:	Motivational Interviewing Skills Mastery
Transcript title:	Motivational Lab
Course credits:	1
Lec contact hrs:	10
Course description:	Provides an opportunity to demonstrate a minimum level of facilitative skills required for Motivational Interviewing (MI) as adapted with the “Anchor Point System” (APS). Demonstrate initial mastery of micro-counseling skills of the MI/APS through the creation of multimedia video/audio segments. Offered on a pass/no pass basis only.
Prerequisites coreq concurrent:	Prerequisite: AD 101, AD 150, AD 151, WR 21, WR 122 (may take concurrently). Co-requisite: AD 155
Addendum to course description:	N/A
Intended outcomes:	Upon completion of the course, the student will be able to: 1. Apply the micro-counseling skills of the MI/APS to a role play that involves a “client” who presents for an initial intake interview with a history of “loss of control”. 2. Analyze video/audio recordings and identify, in writing, the micro-counseling skills of the MI/APS.
Outcomes assessment strategies:	The following assessment strategies will be employed: 1. The student will create a prescribed counseling mulitimedia video/audio segment of 20 to 30 minutes in length that demonstrates their acquisition of the targeted skills of the MI/APS. 2. The student will create an analyzed transcript of their video/audio segment, identifying that they have mastered the targeted MI/APS skills.

Reason for new course:	To make course conform to established procedures used for existing skill development courses (AD 151 and AD 251).
How course will be taught:	Campus,Online
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	Yes. This will require adding an additional credit to the AAS degree in Addiction Counseling and to the Addiction Studies Certificate.
Explanation if this course transfer to any other academic institution:	We have every reason to believe it will although there is not a similar course currently in existence in the state.
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:	This course will not affect any other program or department.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Fall Term 2009
Submitter:	jon gieber
From:	jgieber@pcc.edu
Sac chair:	jon gieber
Sac chair email:	jgieber@pcc.edu
Sac admin liason name:	larry clausen
Sac admin liason email:	lclausen@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	AD 101
Current Course Title:	Alcohol Use and Addiction
Current Learning Outcomes:	At the conclusion of this course the student will be able to identify and articulate the basic processes of addiction including psychological and medical consequences. The student will also be able to outline a basic understanding of evidence-based practices, treatment, recovery, relapse and prevention. The student will have a basic understanding of addiction science.
Proposed Learning Outcomes:	Upon completion of this course, the student will be able to: 1. Describe the history and pattern of alcohol use in the United States, including the cost and consequences to society. 2. Comprehend the biological basis and medical consequences of addiction, with alcoholism as the primary focus. 3. Identify the common psychological sequella of addiction, including analysis of family system response. 4. Explain the basic definition and commonly used approaches to recovery, relapse, prevention and treatment.
Reason for Learning Outcomes Change:	More closely reflects the course objectives.
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2009
Contact Name:	Florence Spraggins
Contact E-Mail:	fspraggi@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AB 100
Current Course Title:	Auto Body Basic Skills
Computation Hours:	12
Content (Activities, Skills, Concepts, etc.):	Writing collision damage estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations. Measuring voltage and resistance within an electrical circuit. Determining fastener sizes in both metric and fractional configurations. Converting fraction to metric sizes to determine diameter and thread pitch for bolts. Measuring bolt sizes using the metric system. Determining bolt strength designations using charts and graphs. Working with ratios and proportion in determining the content of anti-freeze to water in the automotive cooling system. Measuring dimensions, metal thickness (gage), wire speed rates, voltage settings during welding. Determining torque measurements for bolt tightening operations.
Communication Hours:	22
Content (Activities, Skills, Concepts, etc.):	Writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations. Writing diagnostic evaluations of the automotive cooling system, brake system, exhaust system, fuel system, movable glass (electric and manual), and door latching/locking operations. Presenting oral diagnostic evaluations of the cooling, brake, exhaust, and fuel systems.
Human Relations Hours:	20
Content (Activities, Skills, Concepts, etc.):	Students are required to function as a contributing member of a team during parts replacement and welding activities. They have to work together to compile both wTitten and oral diagnostic evaluations and come to agreement upon the proper sequence and method of replacement or repair of various automotive collision related projects. Students must coordinate and cooperate in the set-up and use of equipment. Because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender and ethnicity. They must also learn to communicate with team members using English as the primary language. Team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry. Guest speakers from industry will reinforce the necessity of working effectively within a team and strategies to become successful in a team.
Contact Name:	James Jeffery
Contact Email:	jjeffery@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AB 105
Current Course Title:	Frame Analysis & Repair
Computation Hours:	30
Content (Activities, Skills, Concepts, etc.):	The extensive study of steering, suspension and wheel alignment geometry angles as it pertains to Camber, Caster, Toe, Steering Axis Inclination and Included Angle, Thrust Angle and Turning Radius. Learning how to read the geometry angles in degrees and decimal points. The adding, subtracting and dividing ofthose geometry angle degrees. Detennining torque measurements and using them in the tightening operations ofthe steering and suspension components and wheel lug nuts. The study ofthe metric measurements and the use of them with a metric tape measure, tram gauge measurements, the Universal Measuring System and Chief Velocity Computerized Laser Measuring System. The reading of metric frame measurements on factory specification charts. The addition, subtraction and division of metric measurements. The three dimensional measuring of a vehicle's Datum Plane (for height), Centerline (for width), and Zero Point (for length). The determining of Vector angles for frame pulling chains, anchoring chains and swing chains. The reading of hydraulic P.S.I. on pulling equipment and converting to Pressure in Tons. Understanding and working with measurement tolerances.
Communication Hours:	24
Content (Activities, Skills, Concepts, etc.):	Reading five chapters in the Text book (TCAR Professional Automotive Collision Repair) and answering review and ASE style questions. Students reading aloud in class some of those answers. Reading six technical articles (four to five pages each) and writing a one page summary for each article. Presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day. Students explain technical terminology definitions when called on during classroom time or within their shop lab team.
Human Relations Hours:	24
Content (Activities, Skills, Concepts, etc.):	Students are placed on small teams and are expected to function as a contributing member of the team throughout the term. They must work together to arrive at an oral diagnostic evaluation and agree on the proper repair plan. Team members are expected to assist each other to fully understand the shop labs that they work on through verbal, written, and drawing methods of communication. Students must coordinate and cooperate in the set-up and use of equipment. They learn how to treat the class as if they were employed at a job through respect of others, respect of tools, and respect of time. Because of the diversity of students within the program, they must learn to work with fellow classmates of different race,

gender, and ethnicity. They must also learn to communicate with team members using English as the primary language. Team building competency will include instruction based upon the experience of the instructor working within the team environment typical in the auto collision repair industry.

Contact Name: James Jeffery
Contact Email: jjeffery@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AB 106
Current Course Title:	Panel repair
Computation Hours:	6
Content (Activities, Skills, Concepts, etc.):	Students will become proficient at estimating the amount of plastic filler that is needed to repair the damaged panel they are working on. The use of ratios as it applies to the mixing of plastic filler. Determine the correct grit number of sand paper and the order of their use that is needed to prepare the surface for top coat application. Write collision estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations.
Communication Hours:	12
Content (Activities, Skills, Concepts, etc.):	Students will write a collision damage estimate. Using a collision estimating guide that includes, parts description, repair procedures, included, and non included operations. They will fill out safety sheets and write a repair plan. Write summaries of the repair explaining the techniques that were used during the repair, and the type of corrosion protection that was applied. Required reading assignments are assigned from the I CAR Professional Automotive Collision Repair text book and from technical articles. Instructions from prior classes are also reviewed.
Human Relations Hours:	6
Content (Activities, Skills, Concepts, etc.):	Students are required to function as a contributing member of a team during panel repair activities. They have to work together to prepare both a written and oral repair plan and come to an agreement upon the proper method of repair of the various collision repair projects. Students must coordinate and cooperate in the set-up and use of equipment. Because of the diversity of student within the program, they must learn to work with fellow classmates of different race, gender and ethnicity. They must also learn to communicate with team members using English as the primary language. Team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry. Guest speakers from industry will help to reinforce the necessity of working effectively within a team and strategies to become successful in a team.
Contact Name:	James Jeffery
Contact Email:	jjeffery@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AB 201
Current Course Title:	Panel replacement:
Computation Hours:	20
Content (Activities, Skills, Concepts, etc.):	Students will build mock frame rails according to specific dimensional guide lines that include multiple bends areas and proper angles. Measure and cut the three required splices, butt weld without backing, butt weld with backing and an offset lap weld. Measuring dimensions, metal thickness,(gage), wire speed rates, voltage settings during welding. Determine the severity of damaged vehicles using the proper measuring equipment depending on the damage; measuring tape, tram gage, universal measuring system or the computerized measuring system. Write collision estimates that include adding, subtracting, and multiplying for parts and materials costs, labor calculations, and overlapping operations.
Communication Hours:	18
Content (Activities, Skills, Concepts, etc.):	Students will write a collision damage estimate. Using a collision estimating guide that includes, parts description, repair procedures, included and non included operations. They will fill out safety sheets and write a repair plan. Writing summaries of the repair explaining the techniques that were used during the repair, measuring system, types of welds, size of welds and the type of corrosion protection that was applied. Required reading assignments assigned from the I CAR Professional Automotive Collision Repair text book and from technical articles. Instruction from prior classes are also reviewed.
Human Relations Hours:	18
Content (Activities, Skills, Concepts, etc.):	Students are required to function as contributing member of a team during panel replacement activities. They have to work together to prepare both a written and oral repair plan and come to an agreement upon the proper method of replacement or repair of the various collision repair projects. Students must coordinate and cooperate in the set-up and use of equipment. Because of the diversity of student within the program, they must learn to work with fellow classmates of different race, gender and ethnicity. They must also learn to communicate with team members using English as the primary language. Team building competency will include instruction based upon the experience of the instructor working within the team environment used within the auto collision repair industry. Guest speakers from industry will help to reinforce the necessity of working effectively within a team and strategies to become 'successful in a team.

Contact Name: James Jeffery
Contact Email: jjeffery@pcc.edu

Curriculum Request Form
Related Instruction

Current Course Number:	AB 205
Current Course Title:	Technical Skills/Collision Repair
Computation Hours:	22
Content (Activities, Skills, Concepts, etc.):	Writing collision damage estimates that include adding, subtracting, and multiplying for parts and material costs, labor calculations, and overlapping operations. Measuring voltage and resistance within an electrical circuit. Working with steering, suspension and wheel alignment geometry angles as it pertains to Camber, Caster, Toe, Steering Axis Inclination and Included Angle, Thrust Angle and Turning Radius. Learning how to read the geometry angles in degrees and decimal points. The adding, subtracting and dividing of those geometry angle degrees. Determining torque measurements and using them in the tightening operations of the steering and suspension components and wheel lug nuts. Understanding metric measurements and using them with a metric tape measure, tram gauge measurements, the Universal Measuring System and Chief Velocity Computerized Laser Measuring System. The reading of metric frame measurements on factory specification charts. The addition, subtraction and division of metric measurements. The three dimensional measuring of a vehicle's Datum Plane (for height), Centerline (for width), and Zero Point (for length). The determining of Vector angles for frame pulling chains, anchoring chains and swing chains. The reading of hydraulic P.S.I. on pulling equipment and converting to Pressure in Tons. Understanding and working with measurement tolerances.
Communication Hours:	18
Content (Activities, Skills, Concepts, etc.):	Writing collision damage estimates using collision estimating guides that include parts descriptions, repair procedures, included and non included operations. Reading six chapters in the Text book (ICAR Professional Automotive Collision Repair) and answering review and ASE style questions. Students reading aloud in class some of those answers. Reading technical articles (four to five pages each) and writing a one page summary for each article. Presenting oral evaluations of any challenges and/or problems or items learned that they experienced from shop labs from the previous day. Students explain technical terminology definitions when called on during classroom time or within their shop lab team.
Human Relations Hours:	18
Content (Activities, Skills, Concepts,	Students are placed on small teams and are expected to function as a contributing member of the team throughout the term. They must work

etc.):	together to arrive at an oral diagnostic evaluation and agree on the proper repair plan. Team members are expected to assist each other to fully understand the shop labs that they work on through verbal, written, and drawing methods of communication. Students must coordinate and cooperate in the set-up and use of equipment. They learn how to treat the class as if they were employed at a job through respect of others, respect of tools, and respect oftime. Because of the diversity of students within the program, they must learn to work with fellow classmates of different race, gender, and ethnicity. They must also learn to communicate with team members using English as the primary language. Team building competency will include instruction based upon the experience ofthe instructor working within the team environment typical in the auto collision repair industry.
Contact Name:	James Jeffery
Contact Email:	jjeffery@pcc.edu

Curriculum Request Form
Course Revision

Change:	Requisites
Current course number:	CG111A
Current course title:	Study Skills for College Learning
Current prerequisites:	Placement into WR115 or RD115
Proposed prerequisites:	Placement into WR115 and RD115
Will this impact other sacs?,Is there an impact on other sacs?:	no
How other sacs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request term:	fall
Requested year:	2009
Contact name:	Sonya Bedient
Contact e-mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG111B
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	Placement into WR115 or RD115
Proposed Prerequisites:	Placement into WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG111C
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	Placement into WR115 or RD115
Proposed Prerequisites:	Placement into WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG140A
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	Placement into WR115 or RD115
Proposed Prerequisites:	Placement into WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG140B
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	Placement into WR115 or RD115
Proposed Prerequisites:	Placement into WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG140C
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	Placement into WR115 or RD115
Proposed Prerequisites:	Placement into WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CG191
Current Course Title:	Study Skills for College Learning
Current Prerequisites:	WR115
Proposed Prerequisites:	WR115 and RD115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Requisites,Learning Outcomes
Current Course Number:	CJA 260
Current Course Title:	Intro. to Correctional Institutions
Current Description:	Overview of the institutional penal system, including jails and detention facilities, prisons, treatment and work release facilities. Provides historical and policy study of the role and purposes of confinement or imprisonment as a criminal justice system tool.
Proposed Description:	Provides an overview of correctional facilities including prisons, jails, treatment and work release facilities. Students are introduced to the effects of incarceration on inmates and their adaptive strategies. Students are introduced to various intervention modalities and reintegration programs back into the community.
Reason for Description Change:	Clarify description
Current Learning Outcomes:	(1) identify the reasons for different types of corrections institutions, (2) programs associated with various types of institutions, and (3) their affect upon the community. In addition, students will describe and analyze (4) the role and purpose of different confinement sanctions utilized within the criminal justice system, (5) the inmate's institutional culture, (6) laws, rules and standards associated with the operation of various institutions, (7) costs and benefits of various confinement alternatives, and (8) evaluate quantitatively and qualitatively criminal justice careers within institutions.
Proposed Learning Outcomes:	1. Facilitate correctional operations by identifying and participating in outcome based solutions regarding issues such as evolving policies, population management, staff retention, substance abuse treatment and others. 2. Work with inmate populations within confinement facilities using the latest strategies and techniques designed to insure reformation and successful transition back into the community.
Reason for Learning Outcomes Change:	Bring outcomes up to current PCC standards

Current Prerequisites:	CJA 100 and CJA 113
Proposed Prerequisites:	CJA 113 and 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
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Jim Parks
Contact E-Mail:	jparks@pcc.edu

New Course Request Form for Career and Technical Education (CTE) Courses

This New Course request starts with the information that is needed for Course Content and Outcome Guide (a separate CCOG is no longer required), and has an additional section that relates to its status as a new course. Please complete ALL sections of both parts; incomplete submissions may cause delays in the approval process. If you have questions about a particular section, access the "Help" for each item via the section links (main help document located at: http://www.pcc.edu/resources/academic/ccog/ccog-help.html), or contact the Curriculum Office.

Form Part 1: Course Content and Outcomes Guide
Course Number:
CJA 115

Course Title:
Introduction to Jail Operations

Transcript Title: Intro. to Jail Operations(30 characters max)
Credits:
3
Lecture Contact Hours:
30

Give as total per term; for a typical term, assume 10 wks of instruction:
1 lec cr = 1 lec hour per week = 10 hours of lecture per term. Lecture/Lab Contact Hours:
30
Give as total per term; for a typical term, assume 10 wks of instruction:
1 lec/lab cr = 2 lec/lab hours per week = 20 hours of lec/lab per term. Lab Contact Hours:
0
Give as total per term; for a typical term, assume 10 wks of instruction:
1 lab cr = 3 lab hours per week = 30 hours of lab per term. Special Course or
Program Fee: N/A (Not standard lab fee)
Course Description for Publication:

Introduces students to jail operations including security, intake, classification and other daily procedures concerning inmates. Problems and issues facing contemporary jails will be explored and possible solutions studied.

(Note: Prerequisites appear at the end of Course description, and a separate box has been provided below). "Recommended" prerequisites are not enforced – and should be written into the course description (at the end, as "Recommended" CRS XXX".) Enforced prerequisites will follow the recommendations.

Prerequisites, Co-requisites and Concurrent Enrollment:

Prerequisite: Placement into WR 121

These will appear at the end of the course description. Note that some clarification/revisions may be requested in order to make sure that the prerequisites are built properly and communicated in a consistent manner. Please list whether this is a prerequisite, co-requisites, or concurrent enrollment.

Note: If this course is requesting approval for the Gen Ed list, it will have, as a default, the following prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or add additional prerequisites, can certainly be stipulated. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form. Addendum to Course Description:

Students will study the history and development of American jails to serve as a foundation for the examination of modern issues facing detention facilities. Standard procedures such as booking, classification, housing, programs, services and special needs populations will be examined in light of state and national correctional standards. Problems facing staff and administrators in modern facilities will be studied and possible solutions researched.

(Not required in the CCOG; enter N/A if not part of the CCOG).

Intended Outcomes: Students completing this course will be able to

- Properly book and classify inmates entering the jail
- Conduct headcounts, searches and inspections
- Recognize and evaluate potential issues in the jail environment

Course Activities and Design:
The materials in this court will be presented in lecture, writing and discussion format. The instructor will use power point presentations, in and out-of-class writing assignments and role-playing scenarios. The instructor may use videos, legal updates, or guest speakers.

Outcome Assessment Strategies:
Assessment may include in-class and out-of-class writing assignments, along with student participation in, and contribution to, all class and group discussions, quizzes and tests.

Course Content: Themes, Concepts, Issues and Skills:
This course will address topics including, but not limited to:

- Development and history of jails
- Jail Security
- Booking and initial intake
- Classification and inmate housing
- Correctional programs and services
- Special needs population

- Staffing and training
- Correctional state and national standards

Related Instructions: Is this course used to supply Related Instruction for a certificate?
☐ Yes ◉ No If no is selected, write 0 in the hours fields and N/A in the Activities fields for Computation, Communication, and Human Relations sections, then continue to Part 2.

Computation

Hours: n/a
(Include both direct instruction and an estimate of time spent in study and/or practice)

Activities: n/a

Please provide detail so that reviewers can clearly see that the related instruction is supported.

Communication

Hours: n/a
(Include both direct instruction and an estimate of time spent in study and/or practice)
Activities: n/a
Please provide detail so that reviewers can clearly see that the related instruction is supported.

Human Relations

Hours: n/a
(Include both direct instruction and an estimate of time spent in study and/or practice)

Activities: n/a
(Please provide detail so that reviewers can clearly see that the related instruction is supported)

Part 2: Additional Information for new CTE Courses Reason for New Course: To study procedures and issues facing correctional facilities designed for short term incarceration and administered on a local level.

How or where will the course be taught? (Indicate all that apply) ☑ On Campus ☐ Online -- Complete DL Modality Form *[doc]*, obtain necessary signatures, and submit to DL Office.
☐ Hybrid ☐ Other (explain):
Are there Degrees and/or Certificates that are affected by the instruction of this course? If so, explain: No

Will this course transfer to any other academic institution? : No

Impact on Other Programs and Departments

Are there similar courses existing in other **programs or disciplines** at PCC? If so, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.
No

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact (such as content overlap, course duplication, prerequisites, enrollment impact, etc)? If so, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.
Yes

Is there any potential impact on another **department or campus**? If so, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.
No

Implementation Term/Year Requested: Summer 2009
(Note: Most LDC courses will implement in Fall or Spring terms, depending on when they enter the formal approval process. See timetable linking request and review to implementation term.). There may be exceptions for LDC Disciplines that operate as CTE programs. Contact and

Confirmation Information: Submitter Name: Jim ParksValid PCC Email: jparks@pcc.edu

This person will also receive confirmation of this request with signature page.

SAC Chair: Jim Parks
Valid PCC Email: jparks@pcc.edu
SAC Admin Liaison: Kate Dins
Valid PCC Email: kdins@pcc.edu

Curriculum Request Form
New Course

Course number:	ED 218
Course title:	Working with Paraeducators
Transcript title:	Working with Paraeducators
Course credits:	3
Lec contact hrs:	30
Course description:	Assists classroom teachers in developing effective methods to work effectively with paraeducators in their classrooms. Methods of assigning responsibilities, training, monitoring and supporting performance, and providing feedback will be explored along with communication and problem solving techniques.
Prerequisites coreq concurrent:	Prerequisites: RD 115, WR 115
Intended outcomes:	The student will be able to: • Assign responsibilities to, monitor and support the performance of, and provide feedback to paraeducators in order to best meet instructional goals and student needs. • Communicate and solve problems with members of classroom instructional teams to ensure maximum use of all members' talents and time toward effective instruction. • Provide leadership in the areas of classroom instruction, management, and discipline.
Course activities and design:	• Text and other readings • Videos of interviews with effective teacher-paraeducator teams • Case discussions • Assignments regarding practical applications of content • Ongoing preparation for/feedback regarding final projects
Outcomes assessment strategies:	• Written plan for orienting, training, monitoring, supporting, communicating with and providing feedback to a paraeducator • Creation of a paraeducator handbook
Course content and skills:	• Roles and responsibilities of teachers and paraeducators • Classroom leadership • Determining expectations • Effective communication • Monitoring work quality • Adult learning • Cross-cultural considerations • Providing on-the-job training

	• Providing feedback • Logistical concerns
Course used to supply ri for certificate:	no
Ri computation hrs:	
Ri computation activities:	
Ri communication hrs:	
Ri communication activities:	
Ri human relations hrs:	
Ri human relations activities:	
Reason for new course:	requested by advisory committeee to assist teacher relicensing candidates in working effectively w. paraeducators
How course will be taught:	Online
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	This will be another elective choice for AAS-Paraeducator
Explanation if this course transfer to any other academic institution:	at their discretion (will transfer as part of AAS degree for those that accept it)
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:	Summer 2009
Submitter:	Gabe Hunter-Bernstein
From:	ghunterb@pcc.edu
Sac chair:	Kay Peterson
Sac chair email:	cpeterso@pcc.edu
Sac admin liason name:	Kate Dins
Sac admin liason email:	kdins@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	ED 258
Current Course Title:	Multicultural Education I
Proposed Course Title:	Multicultural Education: Principles
Proposed Transcript Title:	Multicultural Educ: Principles
Reason for Title Change:	We are no longer making ED 258 a prerequisite for ED 259, so need to change the title to eliminate the appearance of a sequence.
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:	Gabe Hunter-Bernstein
Contact E-Mail:	ghunterb@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title, Requisites
Current Course Number:	ED 259
Current Course Title:	Multicultural Education II
Proposed Course Title:	Multicultural Education: Applications
Proposed Transcript Title:	Multicultural Ed: Applications
Reason for Title Change:	We are eliminating the prerequisite of ED 258 and want to eliminate the appearance of a sequence in the titles.
Current Prerequisites:	ED 258, WR 115, RD 115
Proposed Prerequisites:	WR 115, RD 115
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:	Gabe Hunter-Bernstein
Contact E-Mail:	ghunterb@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	ED 290
Current Course Title:	Teaching Strategies for English Language Learners
Proposed Course Title:	Sheltered Instruction for English Language Learners
Proposed Transcript Title:	Sheltered Instruction for ELLs
Reason for Title Change:	We are removing ED 290 as a prerequisite for ED 291 and want to eliminate the appearance of a sequence in the titles.
Current Description:	Introduces learning strategies that will modify content for English Language Learners, and examines current theories in bilingual education. Provides opportunities to explore curriculum development and the needs of the learner.
Proposed Description:	Introduces sheltered instruction strategies that will modify content and instruction for English Language Learners in the k-12 classroom. Provides opportunities to explore curriculum development and the needs of the learner. Examines the impact of immigrant culture on the ELL experience.
Reason for Description Change:	Updated language in the field. More accurate description.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	

Request Term:	fall
Requested Year:	2009
Contact Name:	Gabe Hunter-Bernstein
Contact E-Mail:	ghunterb@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Course Description,Requisites
Current Course Number:	ED 291
Current Course Title:	Strategies for Teaching English Language Learners II
Proposed Course Title:	Bilingual and ESL Strategies
Proposed Transcript Title:	Bilingual and ESL Strategies
Reason for Title Change:	We are removing the prerequisite of ED 290 for ED 291 and would like to eliminate the appearance of a sequence in the titles.
Current Description:	In depth approach to analyzing best practices and teaching strategies for assisting ELL learners in the K-12 setting. Further enhances students' ability to assess, design and provide appropriate instruction and communication for and to ELLs. Explores relevant linguistic and cultural theories and issues, and offers students a chance to connect theory to practice.
Proposed Description:	In depth approach to analyzing best practices and teaching strategies for assisting ELL learners in the K-12 setting. Enhances students' ability to assess, design and provide appropriate instruction and communication for and to ELLs. Explores relevant linguistic and cultural theories and issues, and offers students a chance to connect theory to practice.
Reason for Description Change:	Takes out the word "further" to eliminate the appearance of a prerequisite course.
Current Prerequisites:	ED 290
Proposed Prerequisites:	WR 115, RD 115
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:	Gabe Hunter-Bernstein
Contact E-Mail:	ghunterb@pcc.edu

Curriculum Request Form
New Course

Course number:	INSP 100
Course title:	Introduction to Bldg Inspection Technology
Transcript title:	Intro to Bldg Insp Technology
Course credits:	1
Lec contact hrs:	1
Course description:	Introduction to the Building Inspection Technology (BIT) program. Introduces the code enforcement industry and the Building Inspection Technology course of study. Introduces information on studying, time management, expectations, skills and preparedness for success in the BIT program and employment. Introduces resources available on campus.
Addendum to course description:	This course is designed to provide an introduction to the field of building inspection and plans review. The student is introduced to what codes and standards are and how they are developed. They receive an introduction to plan reading, field inspections, department administration and information on the industry and types of positions that provide a student with a broad overview of the building inspection industry and is suited for students working toward a career in the code enforcement industry. Additionally, study skills, time management and PCC resources are discussed.
Intended outcomes:	The student will 1. deepen ones understanding of the skills and knowledge one must have to work in the code enforcement industry 2. use information presented about the BIT program to successfully complete the program while building a cohort among fellow students and industry participants 3. apply study and time management techniques to develop skills that will promote success in the BIT program and transfer to the work environment 4. determine individual goals and options available in the BIT program and industry 5. use PCC resources effectively in support of academic success

Outcomes assessment strategies:	Assessment methods are to be determined by the instructor. Typically, in class exams, quizzes, homework assignments, class participation, and presentations will be used.
Course content and skills:	1. Introduction to the field of building inspection technology. Examples of typical code enforcement jobs. May include guest presenters and videos. 2. An overview of PCC's Building Inspection Technology program. Relationship of supporting courses, including math, writing, and electives, to the program courses and to employment in the industry. 3. Study skills and time management techniques. 4. How to use other PCC study resources, such as the library, computer resources centers, tutors, the world wide web, and the local network 2.
Course used to supply ri for certificate:	no
Ri computation hrs:	
Ri computation activities:	
Ri communication hrs:	
Ri communication activities:	
Ri human relations hrs:	
Ri human relations activities:	
Reason for new course:	The BIT advisory committee reviewed common concerns with student preparedness and retention in the program. This is one of the suggestions to address those items.
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:	Yes, the AAS Degree in Building Inspection Technology, the Commercial Structural and Mechanical Inspection Certificate and the Residential Structural and Mechanical Inspection and Plans Examination Certificate will all have this course as prerequisite/concurrent for the core INSP courses.
Explanation if this course transfer to any other academic institution:	No.
Explanation if there are similar courses existing in other programs or	No

disciplines at pcc:	
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	There are no other programs that deal with an overview of the Building Inspection Technology program and industry.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Summer 2009
Submitter:	Debra Anderson
From:	debra.anderson4@pcc.edu
Sac chair:	Debra Anderson
Sac chair email:	debra.anderson4@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP151
Current Course Title:	International Residential Code – Structural
Current Prerequisites:	RD 115 or WR 115 or placement into RD 121 or WR 121 and MTH 20
Proposed Prerequisites:	WR115 and MTH20 or higher, or placement into WR121 and MTH60 or higher
Prerequisite/Concurrent	INSP 100
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2008
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 152
Current Course Title:	Intern Resid Code - Mech
Current Prerequisites:	RD 115 or WR 115, MTH 20 or equivalent.
Proposed Prerequisites:	WR115 and MTH20 or higher, or placement into WR121 and MTH60 or higher
Prerequisite/Concurrent:	INSP 100
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:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	INSP 154
Current Course Title:	Intro. to Res. Inspection
Proposed Course Title:	Residential Inspection Basics
Proposed Transcript Title:	Residential Inspection Basics
Reason for Title Change:	to avoid confusion with the newly created Introduction to Building Inspection Technology and to be consistant with two other "basic performance" courses, Fire Alarm Plan Review Basics and Fire Sprinkler Plan Review Basics
Current Prerequisites/Concurrent:	INSP 151
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revisions

CHANGE:	Requisites
Current Course Number:	INSP201
Current Course Title:	Plans Exam - Commercial
Current Prerequisites:	INSP 252, placement into MTH 65
Proposed Prerequisites:	ARCH162, INSP252, MTH60 or higher or placement into MTH65 or higher
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 202
Current Course Title:	Plans Exam Residential
Current Prerequisites:	INSP 151
Proposed Prerequisites:	ARCH161, INSP 151
Current Prerequisites/Concurrent:	ARCH 123
Proposed Prerequisites/Concurrent:	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:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 251
Current Course Title:	International Building Code 1
Current Prerequisites:	RD 115 or WR 115; placement into MTH 60.
Proposed Prerequisites:	WR 115 and MTH 20 or higher, or placement into WR 121 and MTH 60 or higher
Current Prerequisites/Concurrent:	INSP 100
Proposed Prerequisites/Concurrent:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 253
Current Course Title:	International Building Code 3
Current Prerequisites:	RD 115 or WR 115; placement into MTH 60.
Proposed Prerequisites:	WR 115 and MTH 20 or higher, or placement into WR 121 and MTH 60 or higher
Current Prerequisites/Concurrent:	INSP 100
Proposed Prerequisites/Concurrent:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Requisites,Learning Outcomes
Current Course Number:	INSP 255
Current Course Title:	International Mechanical Code 1
Current Description:	Study of the International Mechanical Code regulations for permitting, general requirements, ventilation, exhaust systems including kitchen hoods and duct systems. This course is 20 total contact hours and also worth 40 LU credits to AIA members. Prerequisite: RD 115 or WR 115; and placement into MTH 60.
Proposed Description:	Study of the International Mechanical Code regulations for permitting, general requirements, exhaust systems including kitchen hoods and duct systems.
Reason for Description Change:	coordinate with changes in the code sections associated with INSP 255 and INSP 256 as propsoed by the instructor to better present the information to the students
Current Learning Outcomes:	At the end of the course, the student should be able to: 1. Identify and apply appropriate commercial mechanical codes to specific situations. 2. Determine basic code requirements for heating, ventilation, and air conditioning systems. 3. Perform plan review for hood exhaust systems. 4. Perform plan review for duct systems. 5. Identify elements of systems presented in the course. 6. Apply appropriate inspection techniques.
Proposed Learning Outcomes:	At the end of the course, the student should be able to: 1. Identify and apply appropriate commercial mechanical codes to specific situations. 2. Determine basic code requirements for heating and air conditioning systems. 3. Perform plan review for hood exhaust systems. 4. Perform plan review for duct systems. 5. Identify elements of systems presented in the course. 6. Apply appropriate inspection techniques.
Reason for Learning Outcomes Change:	Coordinate with code sections that are presented in the course.
Current Prerequisites:	RD 115 or WR 115; and placement into MTH 60

Proposed Prerequisites:	WR 115 and MTH 20 or higher, or placement into WR 121 and MTH 60 or higher
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	INSP 100
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	INSP 256
Current Course Title:	International Mechanical Code 2
Current Description:	Study of the International Mechanical Code, including combustion air, chimneys and vents, refrigeration, and specific appliances/systems. This course is 30 total contact hours and also worth 60 LU credtis to AIA memebers. Prerequisite: INSP 255.
Proposed Description:	Study of the International Mechanical Code, including combustion air, chimneys and vents, refrigeration, ventilation, and specific appliances/systems. Prerequisite: INSP 255.
Reason for Description Change:	coordinate with changes in the code sections associated with INSP 255 and INSP 256 as proposed by the instructor
Current Prerequisites:	INSP 255
Proposed Prerequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	INSP 257
Proposed Course Number:	
Current Course Title:	International Fuel-Gas Code
Current Prerequisites:	RD 115 or WR 115; placement into MTH 60.
Proposed Prerequisites:	WR 115 and MTH 20 or higher, or placement into WR 121 and MTH 60 or higher
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	INSP 100
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	INSP 260
Proposed Course Number:	
Current Course Title:	Oregon Inspection Certificate
Current Description:	This course reviews Oregon construction standards, such as architectural barrier regulations and the Oregon Administrative Rules an inspector may enforce. This course is intended to be taken near the end of the student's code studies.
Proposed Description:	This course reviews Oregon Administrative Rules and Oregon Revised Statutes associated with building inspection.
Reason for Description Change:	This description is takes into account the changes the State has made to the Oregon Inspector Certification and therefore we have made to the course. This description more accurately reflects the content of the course.
Current Learning Outcomes:	Understand the use and application of Oregon construction standards. Understand the use and application of the Oregon architectural barrier requirements. Understand the use and application of the Oregon energy code requirements. Understand the use and application of the Oregon Administrative Rules. Understand the use of good customer relations at all times.
Proposed Learning Outcomes:	Navigate the OAR and ORS sections associated with building inspection. Interpret the regulations of the OAR and ORS associated with building inspection Apply the requirements of the State OARs and ORSs to specific situations.
Reason for Learning Outcomes Change:	coordinate with changes in the coursework and update to PCC standands
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Debra Anderson
Contact E-Mail:	debra.anderson4@pcc.edu

Curriculum Request Form
New Course

Course number:	CIS 135T
Course title:	XML, Data Transformation and Objects
Transcript title:	XML, Data Trans. & Objects
Course credits:	4
Lec contact hrs:	3
Lab contact hrs:	3
Course description:	Discusses data formats, how data is converted between formats, and the use of some common software tools for data conversion. XML, a standard structure for data will be presented. Web services architecture will be presented and a web service will be setup. Students will individually and collaboratively apply skills studied to a variety of data transfer projects. Unified Modeling Language (UML) will be used to design receiving structures (objects) for data that has been transferred. Recommended CIS122 or CIS department approval.
Intended outcomes:	On successful completion of this course the student should be able to: • design and code data transfer scripts using XML languages for the transfer of data over business networks and the Internet. • develop, conduct and deliver technical presentations of data transformation requirements to management illustrating the different hardware and software requirements on both ends of the transfer route. • transfer/transform various data formats such as text, images, sound and video so that this information can be transferred to and from server storage devices. • design theoretical objects that might be in a database, or a software program that will accommodate transferred/transformed data.
Course activities and design:	This course may be presented by means of on-campus lectures or distance learning materials including on-line discussion topics, individual case study assignments, technical presentations, or small team collaboration projects. Students will be required to use essential hardware and software tools to complete the assignments and projects.

Outcomes assessment strategies:	Students will: • Demonstrate their mastery of the Intended Outcomes. • Participate in on-campus and on-line discussions. • Take quizzes and exams.
Course content and skills:	• XML - Provides a standard way to structure data, along with transformation tools o XSLT o XPath • Data Representation - From binary concepts (big-endian vs. little-endian) to database formats that are different between database servers, some of the ways to represent data are reviewed • Data Formats - Look at some of the variety of data formats for text, images, sound, video and some conversion programs • Regular Expressions - These can be used to select and manipulate strings of text, available in many programming languages. • Metadata - Look at some of the attempts to provide data exchange between otherwise incompatible systems o UDEF o NIEM o ISO/IEC 11179 • Semantic Web - a universal medium for data, information, and knowledge exchange o RDF o OWL • Objects o Definition o Classes, subclasses, objects and instantiation o Actors o Attributes o Methods o Relationships o Cardinalities • Object design tools o UML Use Case Narrative/Description o UML Use Case Diagram o UML Class Diagram o UML Object Diagram

	• Object Considerations - Data at a higher level of abstraction creates additional concerns relating to conversion and remote use. o COM, CORBA, IDL o RPC, RMI o Web services, SOAP, REST, WSDL
Course used to supply ri for certificate:	no
Ri computation hrs:	0
Ri computation activities:	N/A
Ri communication hrs:	0
Ri communication activities:	N/A
Ri human relations hrs:	0
Ri human relations activities:	N/A
Reason for new course:	This is the second of a two term sequence required for the proposed statewide degree Health Informatics option of the CIS degree. PCC was charged with development of this course as part of a state grant to develop of this option.
How course will be taught:	Campus,Online
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:	It is anticipated that this will transfer to OIT's Health Informatics degree program.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	None
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	This course has no impact on any other programs.
Explain if there are any potential impact on another department or campus:	This course has no impact on any other department or campus.
Implemented term or year requested:	Winter 2009
Submitter:	Mike Talbert
From:	mtalbert@pcc.edu
Sac chair:	Delyse Totten & Mike Mostafavi
Sac chair email:	dtotten@pcc.edu

Sac admin liason name: Art Schneider
Sac admin liason email: aschneid@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	HIM 110	
Current Course Title:	Health Information Technology 1	
	Current	Proposed
Lecture Hours:	30	40
Contact Hours:	30	40
Current Credits:	3	4
Reason for Change:	Changes in course outcomes require richer content of lectures from 3 to 4 credits.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	YES	
Impact on Dept/Campus:	This course has been offered solely to Health Information Management students but will now be offered to students in the CIS divisions Health Informatics Program (currently in development to be offered fall, 2009)	
Is there potential conflict with another SAC?:	YES	
Impact on SACs:	I have been working with Art Schneider (CIS) in the development of combined HIM/CIS courses for a new associate degree in health informatics.	
Implem. Term:	Fall	
Implementation Year,Implem. Year:	2009	
Contact Name:	Ann Wenning	
Contact Email:	awenning@pcc.edu	

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	HIM 283
Current Course Title:	Health Information Systems

	Current	Proposed
Lecture Hours:	30	40
Contact Hours:	30	40
Credits:	3	4

Reason for Change:	For additional lecture instruction in health systems technology as a result of industry changes. This course is going to be offered now to Health Informatics Program students in addition to Health Information Management students.
Are outcomes affected?:	YES
Are degrees/certs affected?:	No
Is there an impact on other Dept/Campus?:	YES
Impact on Dept/Campus:	Working in conjunction with CIS division to develop associate degree in Healthcare Informatics.
Is there potential conflict with another SAC?:	YES
Impact on SACs:	Working with CIS division - this course will allow their Healthcare Informatics students (newly created degree program) to understand health information management systems used in hospitals.
Implem. Term:	Fall
Implementation Year,Implem. Year:	2009
Contact Name:	Ann Wenning
Contact Email:	awenning@pcc.edu

Curriculum Request Form
Course Revision

Change:	Course Description,Learning Outcomes
Does this correspond with a conversion request?:	YES
Current course number:	HIM 110
Current course title:	Health Information Technology 1
Current description:	Introduces the concept of health information management including the components of content, use and structure of hospital healthcare data along with information keeping practices in both paper and electronic systems. Corequisite: HIM 120. Prerequisites: Placement into RD 90, WR 90, MTH 20.
Proposed description:	Introduces the concept of health information management and health informatics including the components of content, use and structure of healthcare data along with information keeping practices in both paper and electronic systems. Corequisite: HIM 120. Prerequisites: Placement into RD 90, WR 90, MTH 20.
Reason for Description Change:	This course which as previously been offered only to Health Information Management program students is being revised to add more technology emphasis applicable to both HIM program students and also the Health Informatics program (currently under development).
Current learning outcomes:	Intended Outcomes for the course To complete the outcomes the student must have skills and knowledge in: * general systems principles * critical thinking * database research techniques * library research techniques

Proposed learning outcomes:	1. Use an understanding of the history, current practices, ethics, and the mission of the health information and health informatics professions to make effective on the job professional decisions. 2. Apply knowledge of health record content and healthcare information technology to design information collection systems that adhere to healthcare accreditation standards and state and federal regulatory requirements. 3. Design healthcare data collection and audit review tools to evaluate and analyze healthcare information for validity, reliability, quality, timeliness, comprehensiveness, and currency 4. Evaluate and make recommendations on various health record systems related to the acquisition, indexing, retrieval, transfer and storage of healthcare data and information.
Reason for Learning Outcomes Change:	To incorporate more healthcare systems technology and updated lectures on electronic health records into current curriculum.
Current prerequisites:	RD 90, WR 90, MTH 20
Proposed prerequisites:	same
Current prerequisites/concurrent:	same
Proposed prerequisites/concurrent:	same
Current corequisites:	HIM 120
Proposed corequisites:	same
Will this impact other sacs?,Is there an impact on other sacs?:	yes
How other sacs may be impacted:	CIS division SAC - development of associate degree in Health care Informatics.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request term:	fall

Requested year:	2009
Contact name:	Ann Wenning
Contact e-mail:	awenning@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Does this correspond with a conversion request?:	YES
Current Course Number:	HIM 283
Current Course Title:	Health Information Systems
Current Description:	Examines the goals and features of health information systems including administrative and clinical applications. Teaches health information management students strategies and tools to insure the development and/or selection of health information systems.
Proposed Description:	Introduces the history and current status of information systems in health care: information architectures, administrative and clinical applications, evidence-based medicine, information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Teaches strategies and tools to insure the development and/or selection of health information systems. Discusses the role of healthcare information and communication technologies in healthcare delivery including their role in improving the quality, safety and efficiency of healthcare delivery.
Reason for Description Change:	Changes in industry standards of health record technology requires increased instruction in electronic records and healthcare systems. This course is also being offered to newly created associate degree program Health Informatics students.
Current Learning Outcomes:	Intended Outcomes for the course Students who successfully complete this course will be able to: 1. Understand the various health information systems utilized in health care facilities. 2. Participate in the evaluation of potential health information systems utilizing established criteria. 3. Identify types of technologies available for the collection of healthcare data/information including character recognition, speech/voice recognition, personal digital assistants, and

	others. 4. Discuss the relationship between decision support systems and quality patient care. 5. Apply federal and state regulations to electronic health information systems. 6. Understand the relationship between electronic health records and the quality of health care data/information.
Proposed Learning Outcomes:	Students who successfully complete this course will be able to: 1. Participate in the evaluation and selection of various health information systems in utilizing established criteria. 2. Create data hierarchy charts, data flow diagrams, data dictionaries, and entity-relationship diagrams for use in health information management. 3. Identify appropriate clinical classification systems and medical vocabularies and apply them within and among health information systems to promote effective communication. 4. Apply relevant ethical, legal, security, and policy principles in health information technology environment.
Reason for Learning Outcomes Change:	Changes in industry standards of health record technology requires increased instruction in electronic records and healthcare systems with outcomes reflecting real world environment. This course is also being offered to newly created associate degree program Health Informatics students.
Current Prerequisites:	none
Proposed Prerequisites:	none
Current Prerequisites/Concurrent:	none
Proposed Prerequisites/Concurrent:	none
Current Corequisites:	none
Proposed Corequisites:	none
Will this impact other SACs?,Is there an impact on other SACs?:	yes
How other SACs may be impacted:	I have been working with CIS division SAC in developing Health Informatics degree program - it is agreed this course does not overlap with their current course offerings and will enhance their Health Informatics program.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	yes

How other Depts/Campuses will be impacted:	Yes, see above.
Request Term:	fall
Requested Year:	2009
Contact Name:	Ann Wenning
Contact E-Mail:	awenning@pcc.edu

Curriculum Request Form
New Course

Course number:	BCT 108
Course title:	Introduction to Building Science – Energy Efficient Housing
Transcript title:	Intro to Building Science
Course credits:	3
Lec contact hrs:	30
Course description:	Introduces students to the basic principles of building science in residential construction and the dynamic relationship between construction practices, material choices, physics and building operation. Critical topics include: energy and moisture transport in buildings, understanding building enclosures, comfort, building tightness and ventilation.
Prerequisites coreq concurrent:	N/A
Intended outcomes:	•Design energy efficient building systems for use in residential construction. •Analyze residential structures for thermal deficiencies and moisture based aesthetic and structural failure. •Define common building science terms, measurements, units and analysis tools. •Apply strategic building techniques for implementing, ventilation systems, water management systems and superior thermal performance in buildings. •Analyze the economics of energy and durability improvements in building design and construction.
Course activities and design:	
Outcomes assessment strategies:	•Students will be engaged with research topics and be asked to prepare brief oral reports showing aptitude for subject matter. •Instructor will conduct short quizzes at the beginning of each class on previous weeks homework assignments. •Students will conduct heat loss calculations on instructor

	provided construction projects. •Students will have mid-term and final exams to assess their understanding of the semesters subject matter. •Students will be assessed not only on exam/quiz results but also on class participation, ability to ask questions and engage topics.
Course content and skills:	•Introduction to “house as a system” •Energy measurements – BTU’s, U-values, R-values •Energy transport – Heat flow mechanics •Moisture transport – bulk water, water vapor •Thermal performance- calculating and measuring heat loss •Moisture related building failure – identifying •Water management strategies •Insulation – products and practices •Fenestration – window technologies •HVAC systems •Distribution systems •Calculating heating and cooling loads •Comfort in buildings •Foundations •Wall systems •Roof and Attics systems
Reason for new course:	As recommended by the BCT Advisory Committee, the BCT SAC recommends adding this class to enhance subject content of sustainable, green building topics offered in the BCT programs.
How course will be taught:	Campus
Reason for other:	
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:	Fall/2009
Submitter:	Robert Steele
From:	rsteele@pcc.edu
Sac chair:	Robert Steele
Sac chair email:	rsteele@pcc.edu
Sac admin liason name:	Margie Fyfield
Sac admin liason email:	mfyfield@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	BCT 129	
Current Course Title:	Mechanical Systems for Kitchens and Baths	
	Current	Proposed
Current Lecture Hours:	3	4
Current Load:	33 hrs.	44
Total Contact Hours:	3	4
Current Credits:	3	4
Reason for Change:	BCT 129 is proposing to increase subject content requiring increased contact hours.	
Are degrees/certs affected?:	YES	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Fall	
Implementation Year,Implem. Year:	2009	
Contact Name:	Robert Steele	
Contact Email:	rsteele@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	BCT 129
Proposed Course Number:	BCT 129
Current Course Title:	Mechanical Systems for Kitchens and Baths
Proposed Course Title:	Mechanical Systems for Kitchens and Baths
Reason for Title Change:	N/A
Current Description:	N/A
Current Learning Outcomes:	- Identify the components of existing kitchen and bath mechanical systems - Design kitchen and bath lighting systems that supply satisfactory general and task lighting - Design effective kitchen and bath ventilation systems - Recognize and specify appliances, fixtures and equipment that fit customer needs - Incorporate safe and code compliant mechanical systems into kitchen and bath designs
Proposed Learning Outcomes:	- Identify and specify kitchen and bath appliances, fixtures, fittings and equipment appropriate for customer needs and design space requirements. - Design energy efficient kitchen and bath lighting systems that supply appropriate general and task lighting - Define and apply effective ventilation systems for kitchens and baths - Evaluate the environmental footprint of manufactures and their products - Incorporate safe and code compliant mechanical systems into kitchen and bath designs

Reason for Learning Outcomes Change:	Subject content was being duplicated in other BCT courses. The BCT SAC is proposing that BCT 129 adjust the subject content to remove the duplicated content and add more content relevent to the course. The BCT SAC is also proposing a 1 credit class increase which has been submitted on another form.
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:	2009
Contact Name:	Robert Steele
Contact E-Mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	BCT 229
Proposed Course Number:	Same
Current Course Title:	Introduction to Kitchen and Baths
Proposed Course Title:	Same
Current Learning Outcomes:	 �Identify and specify kitchen and bath cabinetry, appliances, fixtures and equipment appropriate for customer needs and design space requirements. �Read and interpret product specifications for design and installation information. �Graphically communicate placement and specifications of kitchen and bath products �Draw and specify details based on product specifications and design space requirements.
Proposed Learning Outcomes:	 �Specify kitchen and bath cabinetry, appliances, fixtures and equipment appropriate for customer needs, design space requirements, energy efficiency and environmental impact. �Read and interpret product specifications for design information. �Produce industry standard working drawings for kitchens and baths �Conduct needs assessment for prospective customers
Reason for Learning Outcomes Change:	BCT SAC proposes changing the outcomes for BCT 229 to better reflect the subject content that is currently covered in the course.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no

How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Robert Steele
Contact E-Mail:	rsteele@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Course Description
Current Course Number:	PSY 213
Proposed Course Number:	n/a
Current Course Title:	Brain, Mind, and Behavior
Proposed Course Title:	Introduction to Behavioral Neuroscience
Proposed Transcript Title:	Intro Behav Neuroscience
Reason for Title Change:	Change reflects modern focus of multidisciplinary study of psychology within larger field of neuroscience.
Current Description:	This one term course is designed to examine psychology's scientific knowledge base and to prepare students to better understand how physiological psychology is an integral part in understanding behavior. Topics will include history of physiological psychology, structure and function of the nervous system, structure and function of the cells in the nervous system, psychopharmacology, research methods in physiological psychology, sensory systems, physiology of sleep, emotion, learning, memory, motor movement, language and the biology of mental illness.
Proposed Description:	Provides an interdisciplinary scientific introduction regarding how the brain produces behavior and psychological functions. The course presents essential neurophysiological processes that underlie topics such as human development, cognitive and emotional functions, psychological disorders and addictions, learning and memory, language, and motor skills. Gross and cellular neuroanatomy and neurofunction form a key foundation for understanding sensorymotor systems, brain rhythms (including sleep), and brain plasticity.
Reason for Description Change:	Change emphasizes the interdisciplinary nature of the course and reflects how psychology is being incorporated into broader neuroscientific fields.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Lauren Kuhn
Contact E-Mail:	Lauren Kuhn

Curriculum Request Form
Course Revision

CHANGE:	Course Number, Course Description, Learning Outcomes
Current Course Number:	MLT 213
Proposed Course Number:	MLT 113
Current Course Title:	Introduction to Medical Microbiology
Current Description:	Introduces clinical bacteriology, including an overview of the organization and function of the clinical microbiology laboratory. Processing, handling, and work-up of clinical specimens for microbiological study are thoroughly addressed. Stresses a "systems" approach to the identification and control of the etiological agents of disease.
Proposed Description:	Introduces clinical bacteriology and the taxonomic approach to major human pathogens. Presents an overview of the organization and function of the clinical microbiology laboratory. Students will be introduced to basic practices of specimen processing, handling, and work-up. Stresses the development of basic skills necessary to work in the microbiology laboratory.
Reason for Description Change:	The current practice of discussing human pathogens on an organ-system approach in this first-year MLT course will be moved to second year microbiology courses to allow instructors to include more problem-based learning activities. This change will also allow students to learn clinical microbiology in second year in a way that mirrors how a microbiology lab functions. MLT 113 will stress the development of basic laboratory skills while the second year courses will stress the application of knowledge to working situations, and the development of problem solving and critical thinking skills.
Current Learning Outcomes:	Students will be able to recognize and identify the normal and common pathogenic organisms in various clinical specimens. Students will also be able to describe the appropriate collection, identification and processing of specimens; preparation of chemical reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.
Proposed Learning Outcomes:	Students will be able to recognize and describe the normal and common pathogenic organisms associated with human infectious diseases. Students will also be able to describe the appropriate collection, identification and processing of specimens; preparation of chemical reagents; use of

	appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.
Reason for Learning Outcomes Change:	The outcomes will reflect the change in emphasis from that of learning about human pathogens on an organ-system basis to that of a taxonomic approach.
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:	spring
Requested Year:	2009
Contact Name:	Jeff Josifek
Contact E-Mail:	jjosifek@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description, Outcomes
Current Course Number:	MTH 70
Current Course Title:	Review of Intro Algebra
Current Description:	Linear and quadratic equations, systems of equations, properties of exponents and factoring polynomial expressions are reviewed. Technology is integrated as appropriate. Students communicate results in oral and written form. Prerequisites: MTH 63 or MTH 65, and RD 80 or ESOL 250.
Proposed Description:	Review of algebraic concepts and processes with a focus on linear equations and inequalities in one and two variables, functions, linear systems, properties of exponents, polynomials, and quadratic equations. Applications, graphs, functions, formulas, and proper mathematical notation are emphasized throughout the course. A scientific calculator is required. The TI-30X II is recommended. Prerequisite: MTH 63 or MTH 65, and Reading 80 (or ESOL 250).
Reason for Description Change:	Course content and emphasis is changing.
Current Learning Outcomes:	1. Perform algebraic manipulations at a level that allows success in higher-level math classes. 2. Given a symbolic statement of a problem, recognize mathematical processes and determine strategies required without explicit instruction. 3. Strengthen understanding of beginning algebra, both symbolically and conceptually. 4. Lay a foundation for intermediate algebra, both symbolically and conceptually. 2.
Proposed Learning Outcomes:	◆Use a variable to represent an unknown in a simple linear problem, create a linear equation that represents the situation, and find the solution to the problem using algebra. ◆Recognize a linear pattern in ordered paired data collected or observed, calculate and interpret the rate of change (slope) in the data, create a linear model using two data points, and use the observed pattern to make predictions.

	• Recognize and differentiate between linear and quadratic patterns in ordered paired data, graphs, and equations. • Use variables to represent unknowns in linear or quadratic problems, create a linear system or quadratic equation that represents the situation, and find the solution to the problem using algebra. • Be successful in future coursework that requires the use of basic algebraic concepts and an understanding of functions.
Reason for Learning Outcomes Change:	Course content and emphasis is changing.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Steve Simonds
Contact E-Mail:	ssimonds@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	MTH 251
Current Course Title:	Calculus I
Current Description:	The student will develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required. Prerequisites: MTH 112 or MTH 116 or CMET 131; and their prerequisite requirements. Corequisite: MTH 251 Lab section.
Proposed Description:	Develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required; TI 89, TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 112 or CMET 131; and their prerequisite requirements. Corequisite: MTH 251 Lab section.
Reason for Description Change:	Minor word tweaking intended to engender consistency among the four calculus CCOGs. Removal of prerequisite course that has been deactivated and hasn't been offered for several years.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Steve Simonds
Contact E-Mail:	ssimonds@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	MTH 252
Current Course Title:	Calculus II
Current Description:	The student will develop an understanding of limits, continuity, derivatives and applications of derivatives. Students will communicate their results in oral and written form. Graphing calculator required. Prerequisites: MTH 112 or MTH 116 or CMET 131; and their prerequisite requirements. Corequisite: MTH 251 Lab section.
Proposed Description:	The student will develop an understanding of antiderivatives, the definite integral, topics of integration, and improper integrals. Students will communicate their results in oral and written form. Graphic calculator required. Prerequisites: MTH 251 and its prerequisite requirements.
Reason for Description Change:	Inconsequential changes in verbiage affected in hopes of achieving a consistent tone in the course descriptions for MTH 251-254.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Steve Simonds
Contact E-Mail:	ssimonds@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	MTH 253
Current Course Title:	Calculus III
Current Description:	Topics include: infinite sequences and series (emphasis on Taylor series), an introduction to differential equations, and vectors in three space. Students will communicate their results in oral and written form. TI graphing calculator required, see instructor at first class meeting. Prerequisites: MTH 252 and its prerequisite requirements.
Proposed Description:	Topics include: infinite sequences and series (emphasis on Taylor series), an introduction to differential equations with applications, and vectors in three space. Students will communicate their results in oral and written form. Graphing calculator required; TI 89, TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 252 and its prerequisite requirements.
Reason for Description Change:	A few minor word changes have been introduced in hopes of eliminating irritating word inconsistencies that exist in the current CCOGs for the MTH 25X sequence.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Steve Simonds
Contact E-Mail:	ssimonds@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	MTH 254
Current Course Title:	Vector Calculus I
Current Description:	Topics include multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems. Students will communicate their results in oral and written form. TI graphing calculator required, see instructor at first class meeting. Prerequisites: MTH 253 and its prerequisite requirements.
Proposed Description:	Topics include multivariate and vector-valued functions from a graphical, numerical, and symbolic perspective. Applies integration and differentiation of both types of functions to solve real world problems. Students will communicate their results in oral and written form. Graphing calculator required; TI 89, TI 92 Plus or Voyage 200 recommended. Prerequisites: MTH 253 and its prerequisite requirements.
Reason for Description Change:	The MTH SAC calculus committee is dedicated to symmetry among the course descriptions for the calculus/vector calculus fleet of courses. In furtherance of this objective the committee would like approval of the changes observable in the two descriptions included with this form.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Steve Simonds
Contact E-Mail:	ssimonds@pcc.edu

Curriculum Request Form
New Course

Course number:	BI 200 A
Course title:	Principles of Ecology: Field Biology
Transcript title:	Prin of Ecology:Field Biology
Course credits:	2
Lec contact hrs:	10
Lec lab contact hrs:	20
Course description:	Introduction to concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel.
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Addendum to course description:	To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences. Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation. The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in

our science curricula.

Intended outcomes:

After completion of this course, students should be able to:
A. Appreciate the natural history of a field site based upon basic exposure to content knowledge based on the site.
B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
C. analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science;
D. discover and investigate major themes in biology;
E. apply biological principles and generalizations to novel problems;
F. practice application of biological information in their lives (personal, work, and career);
G. develop informed positions or opinions on contemporary issues;
H. communicate effectively in verbal and written formats

Outcomes assessment strategies:

Assessment Tasks may include:
scientific papers that follow standard scientific format presenting independent investigations and may include peer-review(s);
oral presentations of biological information, informed positions on contemporary issues, and/or laboratory results;
design and interpretation of field studies;
major independent projects, such as, experiential learning plus journals, botany collections with ecosystem reports, library research term papers, and field journals;
scientific article critiques;
laboratory practical exams or quizzes;

Course content and skills:

Themes and Concepts may include any subset of the following:
The distribution and adaptations of organisms
Population ecology
Community ecology
Ecosystem ecology
Human Ecology
Evolution by natural selection
Population genetics
Survey of biodiversity
Taxonomy and the use of dichotomous keys
Phylogenetic reconstruction
Plant anatomy and ecophysiology
Animal anatomy and ecophysiology

Issues:

Biology 200 is relevant to many contemporary issues, such as, effects of pollution, how humans impact food webs and ecosystems, dwindling biodiversity, global warming, acid rain, overpopulation, etc.

	Competencies and Skills: Use field and laboratory techniques and equipment, for example, run transects, use of GIS, field identification of taxa, specimen collections, etc. Locate and access biological information relevant to area of study Think critically Collaborate with peers -- work effectively in groups Articulate scientific processes in written and/or oral format Present data using the scientific format Present conclusions logically Read scientific literature Apply the scientific method
Reason for new course:	No longer allow variable credit for courses, so course is being split into three credit choices
How course will be taught:	Campus,Other
Reason for other:	As a field course it will be taught in the field. Location varies depending on focus of the class, but could involve national or international travel
Where and how the course transfer within ous of highered:	It will transfer to all of the OUS school as a biology elective. This is not really a new course, we are just changing 1 course (BI 200) into 3 courses (BI200A, BI200B, BI200C) so that it can be offered with different credit levels, the "new" courses will transfer in the same manner as the "old" course it is replacing.
Proof of course transferable:	the course is really just a new number and will continue to transfer as a Biology elective within the OUS system.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Spring 2009
Submitter:	ed degrauw
From:	edegrauw@pcc.edu
Sac chair:	ed degrauw
Sac chair email:	edegrauw@pcc.edu

Sac admin liason name: Larry Clausen
Sac admin liason email: lclausen@pcc.edu

Curriculum Request Form
Course Revision

Course number:	BI 200 B
Course title:	Principles of Ecology: Field Biology
Transcript title:	Prin of Ecology:Field Biology
Course credits:	4
Lec contact hrs:	20
Lec lab contact hrs:	40
Lab contact hrs:	
Special fee:	Variable
Course description:	Introduction to concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel.
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Addendum to course description:	To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences. Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation. The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in

our science curricula.

Intended outcomes:

After completion of this course, students should be able to:
A. Appreciate the natural history of a field site based upon moderate exposure to content knowledge based on the site.
B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
C. analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science;
D. discover and investigate major themes in biology;
E. apply biological principles and generalizations to novel problems;
F. practice application of biological information in their lives (personal, work, and career);
G. develop informed positions or opinions on contemporary issues;
H. communicate effectively in verbal and written formats

Outcomes assessment strategies:

Assessment Tasks may include:
scientific papers that follow standard scientific format presenting independent investigations and may include peer-review(s);
oral presentations of biological information, informed positions on contemporary issues, and/or laboratory results;
design and interpretation of field studies;
major independent projects, such as, experiential learning plus journals, botany collections with ecosystem reports, library research term papers, and field journals;
scientific article critiques;
laboratory practical exams or quizzes;

Course content and skills:

Themes and Concepts may include any subset of the following:
The distribution and adaptations of organisms
Population ecology
Community ecology
Ecosystem ecology
Human Ecology
Evolution by natural selection
Population genetics
Survey of biodiversity
Taxonomy and the use of dichotomous keys
Phylogenetic reconstruction
Plant anatomy and ecophysiology
Animal anatomy and ecophysiology

Issues:

Biology 200 is relevant to many contemporary issues, such as, effects of pollution, how humans impact food webs and ecosystems, dwindling biodiversity, global warming, acid rain, overpopulation, etc.

Competencies and Skills:

	Use field and laboratory techniques and equipment, for example, run transects, use of GIS, field identification of taxa, specimen collections, etc. Locate and access biological information relevant to area of study Think critically Collaborate with peers -- work effectively in groups Articulate scientific processes in written and/or oral format Present data using the scientific format Present conclusions logically Read scientific literature Apply the scientific method
Reason for new course:	No longer allow variable credit for courses, so course is being split into three credit choices
How course will be taught:	Campus,Other
Reason for other:	As a field course it will be taught in the field. Location varies depending on focus of the class, but could involve national or international travel
Where and how the course transfer within ous of highered:	It will transfer to all of the OUS school as a biology elective. This is not really a new course, we are just changing 1 course (BI 200) into 3 courses (BI200A, BI200B, BI200C) so that it can be offered with different credit levels, the "new" courses will transfer in the same manner as the "old" course it is replacing.
Proof of course transferable:	the course is really just a new number and will continue to transfer as a Biology elective within the OUS system.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Spring 2009
Submitter:	ed degrauw

From:	edegrauw@pcc.edu
Sac chair:	ed degrauw
Sac chair email:	edegrauw@pcc.edu
Sac admin liason name:	Larry Clausen
Sac admin liason email:	lclausen@pcc.edu

Curriculum Request Form
New Course

Course number:	BI 200 C
Course title:	Principles of Ecology: Field Biology
Transcript title:	Prin of Ecology:Field Biology
Course credits:	6
Lec contact hrs:	30
Lec lab contact hrs:	60
Course description:	Introduction to concepts of ecology. Includes lecture component covering the concepts of ecology and diversity of life and a field component surveying plants, animals, or other kingdoms, and interactions with their environment. May involve national or international travel.
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Addendum to course description:	To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences. Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation. The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in

our science curricula.

Intended outcomes:

After completion of this course, students should be able to:
A. Appreciate the natural history of a field site based upon heavy exposure to content knowledge based on the site.
B. use the scientific method for experimental design in the field, data collection, and presentations of results and conclusions
C. analyze their individual thinking and learning styles and how their styles can be integrated with methods used in science;
D. discover and investigate major themes in biology;
E. apply biological principles and generalizations to novel problems;
F. practice application of biological information in their lives (personal, work, and career);
G. develop informed positions or opinions on contemporary issues;
H. communicate effectively in verbal and written formats

Outcomes assessment strategies:

Assessment Tasks may include:
scientific papers that follow standard scientific format presenting independent investigations and may include peer-review(s);
oral presentations of biological information, informed positions on contemporary issues, and/or laboratory results;
design and interpretation of field studies;
major independent projects, such as, experiential learning plus journals, botany collections with ecosystem reports, library research term papers, and field journals;
scientific article critiques;
laboratory practical exams or quizzes;

Course content and skills:

Themes and Concepts may include any subset of the following:
The distribution and adaptations of organisms
Population ecology
Community ecology
Ecosystem ecology
Human Ecology
Evolution by natural selection
Population genetics
Survey of biodiversity
Taxonomy and the use of dichotomous keys
Phylogenetic reconstruction
Plant anatomy and ecophysiology
Animal anatomy and ecophysiology

Issues:

Biology 200 is relevant to many contemporary issues, such as, effects of pollution, how humans impact food webs and ecosystems, dwindling biodiversity, global warming, acid rain, overpopulation, etc.

Competencies and Skills:

	Use field and laboratory techniques and equipment, for example, run transects, use of GIS, field identification of taxa, specimen collections, etc. Locate and access biological information relevant to area of study Think critically Collaborate with peers -- work effectively in groups Articulate scientific processes in written and/or oral format Present data using the scientific format Present conclusions logically Read scientific literature Apply the scientific method
Reason for new course:	No longer allow variable credit for courses, so course is being split into three credit choices
How course will be taught:	Campus,Other
Reason for other:	As a field course it will be taught in the field. Location varies depending on focus of the class, but could involve national or international travel
Where and how the course transfer within ous of highered:	It will transfer to all of the OUS school as a biology elective. This is not really a new course, we are just changing 1 course (BI 200) into 3 courses (BI200A, BI200B, BI200C) so that it can be offered with different credit levels, the "new" courses will transfer in the same manner as the "old" course it is replacing.
Proof of course transferable:	the course is really just a new number and will continue to transfer as a Biology elective within the OUS system.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	no
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	no
Explain if there are any potential impact on another department or campus:	no
Implemented term or year requested:	Spring 2009
Submitter:	ed degrauw
From:	edegrauw@pcc.edu

Sac chair:	ed degrauw
Sac chair email:	edegrauw@pcc.edu
Sac admin liason name:	Larry Clausen
Sac admin liason email:	lclausen@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	BI 160	
Current Course Title:	Ecology/Field Biology: Coast	
	Current	Proposed
Current Lecture Hours:	10	10
Current Lec/Lab Hours:	0	20
Current Credits:	1	2
Reason for Change:	Increase in length of field course.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	YES	
Impact on Dept/Campus:	G160 is taught concurrently. the SAC and Department have been contacted and approve of this change.	
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Spring	
Implementation Year,Implem. Year:	2009	
Contact Name:	ed degrauw	
Contact Email:	edegrauw@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	BI 160
Current Course Title:	Ecology/Field Biology: Coast
Current Learning Outcomes:	Students should be able to: Demonstrate an understanding of the plant and animal species living on the Oregon Coast. Develop an understanding of the niche and habitat of organisms found on the Oregon Coast. Understand the basic geological processes that formed this region and the impact this geology has on the organisms found there. Use scientific field research equipment. Communicate effectively orally and in writing.
Proposed Learning Outcomes:	After completion of this course, students should be able to: A. Apply an understanding of basic ecological principles to the plant and animal species living on the Oregon Coast to appreciate the complexity of factors that influence the "web of life" and our place within it. B. Apply a basic knowledge of geological processes that formed this region to the impact this geology has on the biological organisms found here C. Use scientific field research equipment. D. Communicate effectively orally and in writing.
Reason for Learning Outcomes Change:	Credit increase due to increased length of field course exposing the students to more location specific content knowledge.
Will this impact other SACs?,Is there an impact on other SACs?:	yes
How other SACs may be impacted:	The course is offered concurrently with G160. The SAC has been contacted and approves the change.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	Offered Concurrently with G 160. The department has been contacted and approves of the change.
Request Term:	spring
Requested Year:	2009

Contact Name: ed degrauw
Contact E-Mail: edegrauw@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number:	G 160	
Current Course Title:	Geology: Oregon Coast	
	Current	Proposed
Lecture Hours:	10	10
Current Lec/Lab Hours:	0	20
Current Credits:	2	3
Reason for Change:	Increasing field and course components.	
Are outcomes affected?:	YES	
Is there an impact on other Dept/Campus?:	YES	
Impact on Dept/Campus:	concurrent with BI 160	
Is there potential conflict with another SAC?:	YES	
Impact on SACs:	Biology SAC approves of the change	
Implem. Term:	Spring	
Implementation Year,Implem. Year:	2009	
Contact Name:	ed degrauw	
Contact Email:	edegrauw@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	G160
Current Course Title:	Geology: Oregon Coast
Current Description:	Geology: Oregon Coast (G160) is a one-term course that explores the geologic history of the Oregon Coast and the relationships between geology and the plants and animals of the Oregon Coast. Students will go on a three-day field trip to the Oregon Coast to get hands-on experience of concepts covered in the lecture portion of the class.
Proposed Description:	Geology: Oregon Coast (G160) is a one-term course that explores the geologic history of the Oregon Coast and the relationships between geology and the plants and animals of the Oregon Coast. Students will go on a four-day field trip to the Oregon Coast to get hands-on experience of concepts covered in the lecture portion of the class.
Reason for Description Change:	change field component from 3 to 4 days
Current Learning Outcomes:	After completion of this course, students will: understand the basic geological processes that formed this region and the impact this geology has on the biological organisms found here be able to use scientific field research equipment have the ability to communicate scientific concepts effectively through written and oral reports be prepared for future study in geology or related fields
Proposed Learning Outcomes:	After completion of this course, students will: A. Apply a basic knowledge of geological processes that formed this region to the impact this geology has on the biological organisms found there B. Apply an understanding of basic geological principles to the geological features found on the Oregon Coast to appreciate the complexity of factors that influence the face of our planet. C. use scientific field research equipment D. communicate scientific concepts effectively through written and oral reports E. be prepared for future study in geology or related fields
Reason for Learning Outcomes Change:	Change from 1 to 2 credit course

Current Corequisites:	BI 160
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	yes
How other SACs may be impacted:	taught concurrently with BI 160. Biology SAC approves the change
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	taught concurrently with BI 160
Request Term:	spring
Requested Year:	2009
Contact Name:	ed degrauw
Contact E-Mail:	edegrauw@pcc.edu