CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 7, 2009
Sylvania CC, Conference Rm B

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

Experimental Courses:

HE 299A – Seminar: Topics in Biomedical, Behavioral and Health Sciences
HUM 299 – Medieval Immersion
MUC 199 – Songwriting and Music Publishing
CJA 299D – Introduction to Criminal Gangs

Inactivations

AMT 126 – A&P Self Study/Tutorial
AMT 227 – A&P Makeup
AMT 229 – Rotary Wing Maintenance
ECE 226 – Child Development

Old Business:

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

425. HST 271 - History of Central America and the Caribbean
Designation - Diversity Request

425a. HST 271 – History of Central American and the Caribbean
Designation- General Education Request

447. DST 150 – Caterpillar Service Technology Internship
Contact/Credit Hour Change – decrease to 6 credits

447a. DST 150 – Caterpillar Service Technology Internship
Course Revision - Description

458. CAS 133 – Basic Computer Skills/MS Office
Course Revision – Description, Outcomes

462. ARCH 247 – Intermediate Revit Architecture
New Course

482. PSY 236 – Psychology of Adult Development and Aging
Designation – General Education Request

New Business:

1. HIM 275 – Classification Systems 3
Course Revision -requisites

2. HIM 276 – Classifications System Lab
Course Revision - requisites

3. HUM 214 – Race and Racism
New Course

4. ETC 280A – Cooperative Education: Emergency TeleCommunicator
New Course

5. ESOL 253 – Advanced Supplementary Writing
Course Revision – Number Change to ESOL 251

6. HST 104 – History of Eastern Civilizations: Middle East
Course Revision – Description, Outcomes

7. HST 105 – History of Eastern Civilization: India and the Subcontinent
Course Revision – Title, Description, Outcomes

8. HST 106 – History of Eastern Civilization: East Asia
Course Revision – Description, Outcomes

9. CIS 277H – Intro to Health Informatics
New Course

10. BI 164 – Bird ID and Taxonomy
Course Revision – Title

11. CG 280A – Career Exploration
Course Revision – Title, Outcomes

12. CG 280B – CE: Career Exploration – Seminar
Course Revision – Title, Description, Outcomes

13. LAT 278 – Oregon LCP Exam Preparation
New Course

14. MT 200 – Semiconductor Processing
Course Revision – Description, Requisites, Outcomes

15. MT 223 – Vacuum Technology
Course Revision – Description, Requisites, Outcomes

16. MT 224 – Process Equipment I
Course Revision – Description, Requisites

17. MT 240 – RF Plasma Systems
Course Revision – Description, Requisites, Outcomes

18. BA 280A – CE: Business Experience
Course Revision – Description, Requisites, Grade Mode

19. BA 280B – CE: Business Experience – Seminar
Course Revision – Requisites, Grade Mode

20. ARCH 100 – Graphic Communication for Designers
Course Revision – Outcomes

21. ARCH 101 – Architectural Graphics
Course Revision – Description, Requisites, Outcomes

22. ARCH 102 – Architectural Graphics 2
Course Revision – Description, Requisites, Outcomes

23. ARCH 110 – Introduction to Architectural Drawing
Course Revision – Outcomes

24. ARCH 111 – Working Drawings 1
Course Revision – Description, Requisites, Outcomes

25. ARCH 112 – Working Drawings 2
Course Revision – Description, Requisites, Outcomes

26. ARCH 113 – Site Planning
Course Revision – Description, Requisites, Outcomes

27. ARCH 121 – Structural Systems 1
Course Revision – Description, Requisites, Outcomes

28. ARCH 122 – Structural Systems 2
Course Revision – Outcomes

29. ARCH 123 – Structural Systems 3
Course Revision – Outcomes

30. ARCH 124 – Introduction to Building Systems
Course Revision – Outcomes

31. ARCH 126 – Introduction to AutoCAD
Course Revision – Description, Outcomes

32. ARCH 131 – Sustainable Structures
Course Revision – Title, Description, Requisite, Outcomes

33. ARCH 132 – Residential Building Codes
Course Revision – Description, Requisites, Outcomes

34. ARCH 133 – Commercial Building Codes
Course Revision – Description, Requisites, Outcomes

35. ARCH 136 – Intermediate AutoCAD
Course Revision – Description, Requisites, Outcomes

36. ARCH 137 – AutoCAD Architecture
Course Revision – Description, Outcomes

37. ARCH 161 – Blueprint Reading – Part 1
Course Revision – Description, Outcomes

38. ARCH 162 – Blueprint Reading – Part 2
Course Revision – Description, Outcomes

39. ARCH 200 – Intro to Architecture
Course Revision – Title, Outcomes

40. ARCH 201 – Design Studio 1
Course Revision – Title, Description, Requisite, Outcomes

41. ARCH 202 – Design Studio 2
Course Revision – Title, Description, Requisites, Outcomes

42. ARCH 203 – Design Studio 3
Course Revision – Title, Description, Requisites, Outcomes

43. ARCH 204 – Sustainable Design Studio
Course Revision – Title, Outcomes

44. ARCH 224 – Active & Passive Bldg Systems
Course Revision – Title, Description, Requisites, Outcomes

45. ARCH 237 – Introduction to Autodesk Revit
Course Revision - Outcomes

46. ARCH 256 – Advanced AutoCAD
Course Revision – Title, Description, Outcomes

47. ID 125 – Computer Drafting for Interior Designers
Course Revision – Description, Requisites, Outcomes

48. GRN 233 – Supporting End of Life
New Course

49. ASL 101 – First Year American Sign Language I
Contact/Credit Hour – Increase to 4 credits

50. ASL 102 – First Year American Sign Language II
Contact/Credit Hour – Increase to 4 credits

51. ASL 103 – First Year American Sign Language III
Contact/Credit Hour – Increase to 4 credits

52. ASL 101 - First Year American Sign Language I
Course Revision – Description, Outcomes

53. ASL 102 - First Year American Sign Language II
Course Revision – Description, Outcomes

54. ASL 103 - First Year American Sign Language III
Course Revision – Description, Outcomes

55. ITP 261 – Interpreting Theory II
Course Revision – Title, Description, Outcomes

56. ITP 275 – Interpreting Process VI
Course Revision – Title, Description, Outcomes

57. EMT XXX – All EMT Courses
Course Revision – Subject Code Change from EMT to EMS

58. EMT 106 – EMT Basic Part II
Course Revision – Number, Description, Requisites

59. EMT 116 – Emergency Medical Technology Rescue
Course Revision – Number, Title

60. EMT 118 – EMT Medical Terminology
Course Revision – Number, Title

61. EMT 120 – Emergency Medical Services: First Responder
Course Revision – Number, Title

62. EMT 240 – Paramedic I
Course Revision – Number, Requisites

63. EMT 242 – Paramedic II
Course Revision – Number, Requisites

64. EMT 244 – Paramedic Clinical Internship I
Course Revision – Number, Requisites

65. EMT 246 – Paramedic Clinical Internship II
Course Revision – Number, Requisites

66. EMT 248 – Paramedic Field Internship I
Course Revision – Number, Requisites

67. EMT 250 – Paramedic Field Internship II
Course Revision – Number, Requisites

68. EMT 252 – Paramedic III
Course Revision – Number, Requisites

69. D 251 – Introduction to Choreography
New Course

70. D 292 – Modern III
New Course

71. ASEP 101 – Electrical Systems and A/C
Contact/Credit – decrease to 12 credits

72. ASEP 102 – Engine Repair & Drive Train
Contact/Credit – decrease to 12 credits

73. ASEP 103 – Engine Performance
Contact/Credit – decrease to 12 credits

74. ASEP 101 – Electrical Systems and A/C
Course Revision – Title

75. ASEP 102 – Engine Repair & Drive Train
Course Revision – Number,Title, Description, Requisite, Grade Mode

76. ASEP 103 – Engine Performance
Course Revision – Title, Description, Requisite, Grade Mode

77. ASEP 104 – Steering, Suspension and Brakes
Course Revision – Number, Description, Requisites, Grade Mode

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   More closely reflects the course objectives.
Outcomes Change:

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

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses
will be impacted:

Request Term: spring
Requested Year: 2009
Contact Name: Florence Spraggins
Contact E-Mail: fspraggi@pcc.edu

Curriculum Request Form
Diversity Request

Current Course
Number:

HST 271

Current Course Title: History of Central America and the Caribbean

Explain how this
course meets the
diversity statement:

The predominant focus of this course is the peoples of Central America
and the Caribbean, which have historically been omitted and
marginalized by the study of both US History and Western Civilization
courses.

Contact Name: Andrea Lowgren

Contact Email: andrea.lowgren@pcc.edu

Curriculum Request Form
GenEd Request

Course number: HST 271

Course name: History of Central America and the Caribbean

Course credits: 4

Course description: Surveys Central American and Caribbean history from the
                                pre-Columbian era to the present. Focuses on post-contact
                                history including colonialism, independence, revolution,
                                nation-building and international relationships. Emphasizes on
                                social, political and cultural developments and contributions by
                                a diversity of Central American and Caribbean peoples.

Course category: Social Sciences

Course eligible status: Yes

Other courses in the set req for   I was told that the sequence requirement was no longer part
aaot: of the AAOT starting next year

Gened philosophy stmt: Explanation of courses that applied to Gen Ed Philosophy
                                Statement

Understanding of their culture   HST 271 will provide an understanding of their own culture for
and how it relates to other   students with national or ethnic backgrounds from Central
cultures: American or Caribbean countries.

                                HST 271 will also provide a deeper understanding of how the
                                United States relates to other cultures through study of
                                imperialism, the Monroe doctrine, CAFTA, and other political
                                and economic relationships with the region.

Appreciation of history both from   HST 271 would provide students with a more global
a global perspective and from a   understanding of history by offering opportunities to study a
personal perspective including   part of the globe not generally covered by Western Civ or US
an awareness of the role played   history courses. Central America and the Caribbean are
by gender and by various   perfect locations for studying the interactions of various
cultures: cultures because of the mixing of colonial, indigenous, and
                                creole societies. Gender roles certainly shape the history of
                                this region, from the activism of mothers of disappeared
                                children in the civil wars of the twentieth century to the
                                masculinity of Rastafarian culture to the sexual violence of
                                slavery.

Understanding of themselves and their natural and technological environments:	Tourism is an important part of the study of the Caribbean because of the economic base it provides for island nations. Cruise/beach tourism, as well as the ecological tourism industry growing in Central America are both reliant on the natural environment. Understanding environmental preservation for economic as well as conservation purposes is critical to facing the climate change issues before us.
Ability to reason qualitatively and quantitatively:	History courses ask students to evaluate primary source documents, a qualitative analytical skill.
Ability to conceptually organize experience and discern its meaning:	The course might, for example, require the reading of the Narrative of Mary Prince. While the book is the narrative of an individual slave woman living in the West Indies, analysis of the work will require students to place Prince's experience in the broader theme of slavery.
Aesthetic and artistic values:	Art is an important aspect of understanding Pre-Columbian indigenous civilization. Art is one of the anthropological markers of a civilization's level of development, and is particularly crucial to the study of people's without written language.
Understanding of the ethical and social requirements of responsible citizenship:	Responsible citizenship requires an historical understanding of both domestic and foreign policy. Since the United States has had long, close ties with the rest of the Western Hemisphere, reinforced through the Monroe Doctrine and neoliberalist economic agendas, HST 271 provides an opportunity for deeper understanding of US relationships with our closest geographic neighbors and the site of many military interventions.
Reason if the course is not available to all pcc students:	all students who meet the prereqs are welcome in this course.
How the course include wide spectrum concept and theoretical models:	Wide spectrum of concepts includes: regional conceptions of race outside of the black/white binary comparative slavery colonialism, imperialism, neo-colonialism, neo-imperialism, and post-colonialism historical memory written (colonial) vs. archaeological evidence for understanding indigenous culture and society
How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline:	Revolution and independence is one of the central concepts in the discipline of history. Central America and the Caribbean provide an excellent opportunity to evaluate and make critical comparisons. The Haitian Revolution, for example, began as a Creole extension of the French Revolution, proceeded as a slave revolt, and ultimately garnered political independence.

Many other Central American countries gained independence from Spain by following the lead of Mexico through a conservative political revolution that did not upset the social hierarchy.

How the course attempts an examination or analysis of the discipline to which it belongs:	Because this course covers a region that includes more than a dozen independent nations, it encourages students to think outside of the nationalist framework that dominates many history courses.
How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors:	Students will be introduced to some of the major historiographical debates in the field, including the development of racialized slavery and the centrality of the Atlantic world.
How the course attends to the role that language plays in the discipline and in ways the subject is understood and has been understood:	Language is central to the comprehension of this region. First there are the indigenous languages, especially Mayan, then there are the languages of the colonizers (French, Dutch, English, Spanish) and there are also hybrid languages like Haitian Creole, which is a combination of African languages and French. Creole is a perfect entry into how language shapes society, and how society shapes language.
How the course explores questions related to values ethics and belief within the human experience:	Ethics and values are central to the understanding of slavery. Slavery was rationalized as a humane system that saved "heathen" souls, and prevented supposedly child-like Africans from starvation. In addition, the Catholic Church, a very powerful and established belief system, had a tremendous impact on the conversion of the indigenous populations through missionary work, and the subsequent development of liberation theology.
How the course examines the relationship of its material to other disciplines and attempt to place it in historical perspective:	Other disciplines that will intersect with history in this course would include art, linguistics, political science, and anthropology.
Contact person:	Andrea Lowgren
From:	andrea.lowgren@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	DST 150	
Current Course Title:	Caterpillar Service Technology Internship	
	Current	Proposed
Lab Hours:	210	180
Credits:	7	6
Reason for Change:	We have currently made changes in our DST 110 and DST 111 Courses that added an additional four (4) credits to our Fall term.With these changes we are able to cover some of the internship lab time on campus. The DST 150 class is required to be completed four (4) times so removing one (1) credit it makes up for the added credits in DST 110 and DST 111.	
Are outcomes affected?:	NO	
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:	does not apply	
Implem. Term:	Spring	
Implementation Year,Implem. Year:	2010	
Contact Name:	Ishmael Rivas	
Contact Email:	ish.rivas@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: DST 150

Current Course Title: Caterpillar Service Technology Internship

Current Description: Students will work 40 hours per week for 8 weeks at an approved Caterpillar dealership. They will be performing service related tasks defined by the instructor, the students mentor and the students direct supervisor. Although the students will be working in a live shop environment, the tasks assigned will primarily be related to the previous course studied. Prerequisite: Provide a dealer letter indicating secured internship at a participating Caterpillar Dealership. Students must have completed the sequence courses with a minimum C grade, prior to internship. See advisor for proper courses.

Proposed Description: Students will work 26.5 hours per week for 8 weeks at an approved Caterpillar dealership. They will be performing service related tasks defined by the instructor, the students mentor and the students' direct supervisor. Although the students will be working in a live shop environment, the tasks assigned will primarily be related to the previous course studied. Prerequisite: Provide a dealer letter indicating secured internship at a participating Caterpillar Dealership. Students must have completed the sequence courses with a minimum C grade, prior to internship. See advisor for proper courses.

Reason for Description Change: The required course hours did not match the course credits

Grade Modes: Pass/No Pass Choice

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

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: no

How other Depts/Campuses

will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Ishmael Rivas
Contact E-Mail: ish.rivas@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: CAS 133

Current Course Title: Basic Computer Skills/MS Office

Current Description: Basic Computer Skills/Microsoft Office Hands-on computer
                                 literacy course for beginners. Includes mouse and windows
                                 basics and file management. Use MS Word, Excel, Access,
                                 PowerPoint, email, and Internet basics. An overview of the
                                 MyPCC Portal website is also included. Recommended: RD 115
                                 or WR 115. Keyboarding by touch recommended. Additional Lab
                                 hours required.

Proposed Description: Basic Computer Skills/Microsoft Office Hands-on computer
                                 literacy course for beginners. Includes mouse and windows
                                 basics and file management. Use MS Word, Excel, Access,
                                 PowerPoint, email, and Internet basics. An overview of the
                                 MyPCC Portal website is also included. Course covers the
                                 Internet and Computing Core (IC3) program content.
                                 Recommended: RD 115 or WR 115. Keyboarding by touch
                                 recommended. Additional Lab hours required.

Reason for Description   We want to identify that this class aligns with the computer
Change: literacy content of IC3. IC3 is a globally accepted measure of the
                                 knowledge and skills required for basic computer and Internet
                                 literacy.

Current Learning Outcomes: A. Use specialized vocabulary associated with
                                 computers and software
                                 B. Use MS Office applications to create basic
                                 business files
                                 C. Use basic file management to organize files
                                 D. Use and Understand Basic Internet and
                                 Communications Tools

Proposed Learning Outcomes: A. Use specialized vocabulary associated with
                                 computers and software
                                 B. Use MS Office applications to create basic
                                 business files
                                 C. Use basic file management to organize files
                                 D. Use and Understand Basic Internet and
                                 Communications Tools
                                 E. Demonstrate the skills and concepts for basic use of
                                 computer hardware, software, networks, and the Internet in the

IC3 curriculum.

Reason for Learning Outcomes Change:	To further clarify our alignment with IC3
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Verna Reardon
Contact E-Mail:	vreardon@pcc.edu

Curriculum Request Form
New Course

Course number: ARCH 247

Course title: Intermediate Revit Architecture

Transcript title: Interm. Revit Architecture

Course credits: 3

Lec contact hrs: 20

Lec lab contact hrs: 20

Course description: Explores Revit Architectures intermediate commands and features
                       and its applications to architecture.

Prerequisites coreq   Prerequisite: ARCH 237
concurrent:

Addendum to course   This course is an elective for an Associate of Applied Science
description: degree in Architectural Design & Drafting and Interior Design.

                       Transferability of credit depends entirely upon the institution to
                       which the student wishes to transfer.

                       The Architectural Design & Drafting Department should be
                       consulted with respect to the cost of materials for this course.

                       Students must be capable of reading and communicating in the
                       English language and may be required to pass a listening
                       competency test administered by the department. Students who
                       may have a disability and wish an accommodation should make
                       arrangements to meet with the instructor outside of class to discuss
                       specific requests. Any request for accommodation may require that
                       documentation of disability be reviewed by the Office for Students
                       with Disabilities.

Intended outcomes: ☐   Use advanced Revit commands and features such as
                              families, design options, phasing, formulas, parameters and
                              worksets to create parametric models and produce drawings
                              for architectural projects.

Course activities and design:	This course will be presented by means of short lecture/discussion sessions and laboratory projects. Individualized instruction will be provided while the student is working on assigned projects. Open laboratory time will be made available, and may be necessary to complete the given tasks.
Outcomes assessment strategies:	• Proper and timely completion of class projects, which demonstrate effective use of knowledge. • Evaluation procedures will be presented at the first class meeting. Student grades will be based on satisfactory completion of assigned projects.
Course used to supply ri for certificate:	No
Reason for new course:	Growth of software use in industry increases demand for expanded coursework.
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:	This course will be added to the electives list for the AAS degree in Architectural Design and Drafting.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Winter 2010
Submitter:	Elizabeth Metcalf
From:	emetcalf@pcc.edu
Sac chair:	Elizabeth Metcalf
Sac chair email:	emetcalf@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
GenEd Request

Course number:	PSY 236
Course name:	Psychology of Adult Development and Aging
Course credits:	4
Course description:	Provides an overview of the biosocial, cognitive, and psychosocial aspects of adulthood and aging. Emphasis on theories of aging, factors that influence health and aging, and the challenges and opportunities of aging. Attention will be also given to contextual, cultural, gender, and ability issues as we age and their effects on the individual.

RECOMMENDED: Intro to Psych. (PSY 201/A) or Human Development (PSY 215) |
| Course category: | Social Sciences |
| Proof of course transferable: | This course, PSY 237, is approximately equivalent to the current PSY 236 course listed on the state list list as Intro. to Human Development II and should transfer as that course would.

OUS courses offered in Psychology depts: PSU- Psychology of Adult Development and Aging; WOU- Adulthood and Aging

As part of the Gerontology program this course articulates with the OUS system, and would fit with PCC's (Gerontology's) articulations with PSU, EOU, and Marylhurst. |
Course eligible status:	no
Other courses in the set req for aaot:	
Gened philosophy stmt:	Explanation of courses that applied to Gen Ed Philosophy Statement
Understanding of their culture and how it relates to other cultures:	A significant portion of this course is comparing aging practices and attitudes across cultures--in other countries and subcultures within the U.S.
Appreciation of history both from a	Aging is both an historical and cultural phenomenon as well

global perspective and from a personal perspective including an awareness of the role played by gender and by various cultures:	as physical reality. The rapidly increasing numbers of "aged" (and definitions of what that means) make this current historical event critical in economic, political, and sociological policies. The bottom line of all of this is the psychological impact on individuals and communities. The impact of aging and longer lifespans cannot be understood without considering the perspective of gender and other cultures.
Understanding of themselves and their natural and technological environments:	Aging adults and the people who work with them need to understand what the aging processes mean to their lifestyles and planning for the future. We all need to know what normal aging is and what is atypical and may need intervention. We age in both a natural and technological environment. Increasingly, technology is helping us to age better and live longer. I believe there is a definite need for education in this area.
Ability to reason qualitatively and quantitatively:	There are so many myths regarding aging. The beliefs and attitudes of cohorts of various ages tend to differ and they are not always logical. It is a challenge to research the science of aging, thinking, problem solving and convey the lessons learned in a way that can be considered critically and logically by practitioners and laymen alike.
Ability to conceptually organize experience and discern its meaning:	Cognitive development in adulthood is multidirectional--we increase in types of reasoning and knowledge and decrease in others. It is also contextual and domain specific. It helps us to understand the wide variety of "normal" experience and how we process that experience cognitively. Wisdom, sometimes considered reserved for older individuals takes on new meaning. Later stages of adult development are often characterized by life review: understanding and evaluating one's life.
Aesthetic and artistic values:	Aesthetic values are sometimes considered age-related. As we age and become less overcome by the daily necessities of life, we become more open to considering aesthetics. Contrary to some beliefs most adults tend to become more open-minded and more willing to try new things as they age. Those energies are often directed toward the arts and aesthetic appreciation.
Understanding of the ethical and social requirements of responsible citizenship:	Erik Erikson's seventh (of eight) stages of lifespan development is called Generativity vs. Stagnation. In about middle adulthood our attitudes shift from achievement goals to giving back to society. Many individuals choose to mentor or volunteer or give back to society in other ways. Or they become "stagnant" or self-absorbed, unable to find meaning in life. These and related theories are discussed. Ethics is considered throughout the course and the many

topics with ethical implications.

Reason if the course is not available to all pcc students:	This course is available to all PCC Students who have met the pre-requisites.
How the course include wide spectrum concept and theoretical models:	It covers life including various theories of aging and the wide spectrum of topics that concern us as we age. The scientific method and requirements of rigorous research underlie all theoretical models considered. Biological/biosocial, cognitive, and psychosocial models attempt to make sense of, to explain, and to organize phenomena associated with aging processes. Current research is introduced to add to these theoretical models and to add to the body of knowlege which may not fit the existing models.
How this course develops students abilities to examine evaluate and make critical comparisons of various concepts relevant to the discipline:	Bloom's Taxonomy applied to questioning is used to guide learning at progressively deeper levels of understanding: knowledge, comprehension, application, analysis, synthesis, evaluation.
How the course attempts an examination or analysis of the discipline to which it belongs:	This course is actually multi-discipline. Psychological themes (psychoanalytic, psychosocial, cognitive, etc.) are emphasized but sociological, economic, and other perspectives are also considered.
How the course provides students with access to the thinking and feelings of the disciplines respected and acknowledged contributors:	Classic theories of development are the foundation of the course. Major theorists and their work over considered in detail. Recent research contributors are also considered and integrated with overall theoretical structures.
How the course attends to the role that language plays in the discipline and in ways the subject is understood and has been understood:	Connotations of words referring to aging vary widely. Ageism including both language and behavior toward different age groups is included.
How the course explores questions related to values ethics and belief within the human experience:	Terminology relating to human aging is value-laden, negative values attached to aging being most prevalent in U.S. society. This course considers the accuracy of those values and ways that individuals can become more objective and positive thinkers. Ethical considerations are key to understanding the veracity of research and the behavior of individuals toward others. Belief systems vary widely. As a course concerned with cognition and behavior, these topics are included.
How the course examines the relationship of its material to other disciplines and attempt to place it in historical perspective:	See above.

Contact person: Lauren Kuhn
From: lkuhn@pcc.edu

Curriculum Request Form
Course Revision

Change: Requisites

Current course number: HIM 275

Current course title: Classification Systems
                                                                             3

Current prerequisites: HIM 270
Proposed prerequisites: None

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

Will this impact other Depts/Campuses?,Is there an impact on another   no
dept or campus?:
How other Depts/Campuses will be impacted:

Request term: fall
Requested year: 2010
Contact name: Ann Wenning
Contact e-mail: awenning@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: HIM 276

Current Course Title: Classifications Systems
                                                                Lab

Current Corequisites: HIM 273 & HIM 275
Proposed Corequisites: HIM 273
Will this impact other SACs?,Is there an impact on other SACs?:   no
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an impact on   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Ann Wenning
Contact E-Mail: awenning@pcc.edu

Curriculum Request Form
New Course

Course number: HUM 214

Course title: Race and Racism

Transcript title: Race and Racism

Course credits: 4

Lec contact hrs: 4

Course description: Introductory examination of the origins and manifestations of the socially constructed concept of race. Critical theory approach is used to analyze the manner in which the concept of race has been developed and interpreted and its influence on the social, economic and political relations between ethnic groups. Emphasis on racist ideas, theories, movements and key people and events in the evolution of race-based thinking. This study includes instances of racism in Eurasia, Africa, the Americas and Australia.

Prerequisites coreq concurrent:

Addendum to course description: This humanities course provide an opportunity to explore the topics of race and racism including the study of the early theorists; learning about theoretical and societal racism, racism organizations, state racism, anti-racism. Students will learn about how and why racism persists. Compassion, tolerance and a greater understanding of what it means to be human are goals that make this course relevant to the modern world and especially the United States as we move towards more and more ethnic diversity. Your ability to think critically and synthesize knowledge will be exercised regularly through readings, writings and class discussions. An essential question for this course is: What does it mean to be human? The course also provides practice in reading and writing skills. Finally, a key purpose of humanities is to increase students' ability to appreciate the commonality of all human beings.

Intended outcomes: Students will emerge from the class with a greater understanding of and appreciation for the humanities. After successful completion of HUM 214 students will be able to:
• Use critical thinking to evaluate culturally based assumptions behind the concepts of race and racism.
• Communicate effectively about the defining moments in the development of race-based as well as anti-racist thinking.
• Understand that the study of humanities involves an analysis of human motivation, creativity, values and world views.

	• Effectively articulate the interrelatedness of human beings through historical periods.
Course activities and design:	
Outcomes assessment strategies:	The SAC expects that instructors will assess student learning throughout the term using a variety of methods. The SAC encourages instructors to consider the following in determining the achievement of course outcomes: • Quizzes, exams or exercises. • Essays. • Participation in large and small groups. • Capstone projects. • Term paper. • Written analysis of primary and secondary sources of information
Course content and skills:	Themes • Origins of the concept race • Construction of race • Racial politics • State racism • Developments in literature, film and theater • Religions and philosophies supporting race thinking • Racial conflict and violence, and cooperation • Slavery, colonialism and imperialism Concepts • Ideological racism • Societal racism • The "Other" • Institutional racism • Theories of racism • Anti-racism • Racist movements • Colorblind society • Critical race theory • Race as a myth Issues • Racism's effect on societal values • Impact of race and racism • Development and use of tools • Creation and significance of art • Relationship between societies and mechanical devices • Effect of religion and philosophy on society • Inter-cultural relations • Impact of history on cultural developments Skills • Critical reading of primary and secondary sources • Connect past and present events • Work collaboratively with others

- Conduct research using both primary and secondary sources
- Write in a clear, organized, and effective manner
- Ability to describe and analyze works of race theorists
- Critical viewing of films

Reason for new course:	Racial and ethnic conflict is a continuing global problem and this course is meant to arm students with information about the myth of "race" so that they can be anti-racist activists. The last presidential campaign and the election of Barack Obama has brought race to the forefront. This spring an experimental course was oversubscribed indicating a great interest in this topic.
How course will be taught:	Campus,Hybrid
Reason for other:	
Where and how the course transfer within ous of highered:	University of Oregon and Oregon State University have been contacted; in the past Humanities courses have been accepted for transfer.
Proof of course transferable:	Acceptance by the registrar at both schools has been requested.
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 2010
Submitter:	James S. Harrison
From:	jharriso@pcc.edu
Sac chair:	James S. Harrison
Sac chair email:	jharriso@pcc.edu
Sac admin liason name:	Nancy Wessel
Sac admin liason email:	nancy.wessel@pcc.edu

Curriculum Request Form
New Course

Course number:	ETC 280a
Course title:	Cooperative Education: Emergency TeleCommunicator
Transcript title:	CE: Emergency TeleCom
Course credits:	1 – 6
Lec contact hrs:	0
Lec lab contact hrs:	0
Lab contact hrs:	0
Course description:	Students earn credit for learning from practical experience at a worksite related to being an Dispatcher/Call Taker. Appropriate work experiences provide opportunities to build and develop skills necessary to be a successful TeleCommunicator/Dispatcher. May be repeated up to 12 credits
Prerequisites coreq concurrent:	Participation in this course is contingent upon successful completion of 8 ETC credit hours and 6 credits of lab hours. The ratio of hours to credits will be determined by the current policies of the college and the Cooperative Education office (30 hours of work during the term equal 1 credit.)
Intended outcomes:	Students will apply knowledge and skills learned in their TeleCommunicator program to the workplace
Course activities and design:	This course is presented in an interactive style. Participants are required to complete forms for insurance and liability purposes and to arrange cooperative education activities. Written documentation of all activities is required. An appropriate trainee position must be obtained by the student and be approved by the instructor and cooperative education specialist.
Outcomes assessment strategies:	Students will demonstrate learning outcomes by completing these tasks: • Completing Training Agreement & Learning Objectives prior to registration • Write learning objectives and identify related activities at the beginning of the work experience with guidance from the work site supervisor and instructor • Written documentation of all activities will be required in appropriate detail to exhibit a basic understanding of the skills used. • Consistently work the agreed upon hours and engage in the identified activities • Participate in and end of term evaluation process. Work site supervisors will compete an evaluation of the students performance

and meet with the student and the cooperative education specialist

Course content and skills: The following list indicates the skills students will develop by writing learning objectives and as a result of the work experiences.

Competencies and Skills
• Identify areas for skill development
• Enhance competencies
• Identify areas for improvement of career relevant attitudes and practices
• Problem-solve
• Make decisions
• Organize information
• Synthesize information
• Analyze self

Concepts, Themes, Issues
• Become aware of the importance of personal traits in performing effectively as a TeleCommunicator
• Set and work toward job-related goals
• Meet Learning Objectives
• Perform self evaluation

Course used to supply ri for certificate: yes

Ri computation hrs:

Ri computation activities:

Ri communication hrs: 50%

Ri communication activities: Receiving information or requests from the public or clients. Documenting requests, orders and necessary details. Providing information and instructions to customers and public. Recording or documenting information into computer database. Relaying information via written or verbal methods. Developing effective communication skills within the organization.

Ri human relations hrs: 50%

Ri human relations activities: Provide information on resources, department or company policies. Problem solving and dispute resolution. Developing the ability to interact effectively with a diverse population. Foster excellent customer service.

Reason for new course: Community based learning through practical work experience

How course will be taught: Other

Reason for other: at work experience site

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Yes. The Emergency Telecommunicator Certificate. We would like to have this class added as elective course for the certificate.

Explanation if this course transfer to any other academic institution:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No (There is Cooperative Education offered for a number of Career & Technical Programs within PCC)
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Winter 2010
Submitter:	DeAnne Hardy
From:	dhardy@pcc.edu
Sac chair:	Carol Bruneau
Sac chair email:	cbruneau@pcc.edu
Sac admin liason name:	Kal Robertson
Sac admin liason email:	kroberts@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number

Current Course Number: ESOL 253

Proposed Course Number: ESOL 251

Current Course Title: Advanced Supplementary
                                                             Writing

Will this impact other SACs?,Is there an impact on other SACs?:   no
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an impact on   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: winter
Requested Year: 2010
Contact Name: Roxanne Hill
Contact E-Mail: rhill@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: HST 104

Current Course Title: History of Eastern Civilizations: Middle East

Current Description: Surveys the Middle East from ancient to modern times.
                                 Includes political, economic, social, religious and cultural
                                 themes from pre-history to modern times. Prerequisites: WR
                                 115, RD 115 and MTH 20 or equivalent placement test
                                 scores.

Proposed Description: Surveys the Middle East from ancient to modern times.
                                 Includes political, diplomatic, economic, social, religious and
                                 cultural themes. Prerequisites: WR 115, RD 115 and MTH 20
                                 or equivalent placement test scores.

Reason for Description Change: To retain a consistency with the other Eastern Civ courses in
                                 the series and to better reflect and present what is being
                                 taught.

Current Learning Outcomes: Use critical thinking to evaluate historical changes and their
                                 impact on Middle Eastern Civilizations

                                 Recognize and appreciate the diverse contributions of the
                                 Middle East to World Civilization

                                 Identify and analyze culturally-based assumptions and
                                 behaviors of and about peoples in the Middle East
                                 Communicate effectively through written and other
                                 assignments

Proposed Learning Outcomes: *Articulate an understanding of the key events in the history
                                 of the Middle East and use critical thinking to evaluate
                                 historical changes and their impact on Middle Eastern
                                 civilizations.

                                 *Recognize the diverse contributions of the Middle East to
                                 world civilization in order to appreciate and evaluate society.

                                 *Identify culturally-grounded assumptions which have
                                 influenced the perceptions and behaviors of and about
                                 peoples in the Middle East.

                                 *Communicate effectively using historical analysis.

*Connect the past with the present to enhance citizenship skills

Reason for Learning Outcomes Change:	To present what is being taught in a more effective "outcome" format. These have been modified from another history course that Sally Earl helped to write and which was approved by the curriculum committee last year.
Grade Modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Sylvia Gray
Contact E-Mail:	sgray@pcc.edu

<p style="text-align: center;">Curriculum Request Form
Course Revision</p>

CHANGE:	Course Title,Course Description,Learning Outcomes
Current Course Number:	HST 105
Current Course Title:	History of Eastern Civilizations: India and the Subcontinent
Proposed Course Title:	History of Eastern Civilizations: India and South Asia Regi
Proposed Transcript Title:	Hst East Civ: India & S. Asia
Reason for Title Change:	"Subcontinent" is not a widely-understood term, and "South Asia" is current terminology for the geographic location of India.
Current Description:	Surveys India and Subcontinent, including Pakistan and Afghanistan. Includes political, economic, social, religious and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Proposed Description:	Surveys history of India and the South Asian region. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for Description Change:	We changed terminology to reflect the course title; we decided to leave out "Pakistan and Afghanistan" because it implies a real focus. The course does cover these regions, but the main focus remains India.
Current Learning Outcomes:	Use critical thinking to evaluate historical changes and their impact on South Asian civilization
	Recognize and appreciate the diverse contributions of South Asia to World Civilization
	Identify and analyze culturally-based assumptions and behaviors of and about peoples in South Asia
	Communicate effectively throgh written and other assignments
Proposed Learning Outcomes:	� Articulate an understanding of the key events in the history of South Asia and use critical thinking to evaluate historical changes and their impact on South Asian civilization

◆ Recognize the diverse contributions of South Asia to world civilization in order to appreciate and evaluate society

◆ Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in South Asia

◆ Communicate effectively using historical analysis

◆ Connect the past with the present to enhance citizenship skills

Reason for Learning Outcomes Change:	We think the newer outcomes as written are clearer and in better "outcomes" format. [One of our faculty worked with Sally Earl on writing good outcomes for a different course, and we adopted much of the language and customized it for this course.]
Grade Modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Sylvia Gray
Contact E-Mail:	sgray@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	HST 106
Proposed Course Number:	
Current Course Title:	History of Eastern Civilizations: East Asia
Proposed Course Title:	
Proposed Transcript Title:	
Reason for Title Change:	
Current Description:	Surveys the eastern regions of Asia, specifically China ad japan. Includes political, social, religious and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Proposed Description:	Surveys the eastern regions of Asia, specifically China and Japan. Includes political, diplomatic, economic, social, religious, and cultural themes from pre-history to modern times. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Reason for Description Change:	Makes the description line up with other descriptions in wording
Current Learning Outcomes:	Use critical thinking to evaluate historical changes and their impact on Far Eastern civilizations, focusing on China and Japan Recognize and appreciate the diverse contributions of East Asia to world civilization Identify and analyze culturally-based assumptions and behaviors of and about peoples in East Asia Communicate effectively throughou written and other assignments
Proposed Learning Outcomes:	◆ Articulate an understanding of the key events in the history of East Asia and use critical thinking to evaluate historical changes and their impact on civilization ◆ Recognize the diverse contributions of East Asia to World Civilization in order to appreciate and evaluate society ◆ Identify culturally-grounded assumptions which have influenced the perceptions and behaviors of and about peoples in East Asia ◆ Communicate effectively using historical analysis ◆ Connect the past with the present to enhance citizenship skills
Reason for Learning Outcomes Change:	We think the newer outcomes as written are clearer and in better "outcomes" format. [One of our faculty worked with

Sally Earl on writing good outcomes for a different course, and we adopted much of the language and customized it for this course.]

Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Sylvia Gray
Contact E-Mail:	sgray@pcc.edu

Curriculum Request Form
New Course

Course number: CIS 277H

Course title: Health Informatics Environment Simulation

Transcript title: HI Environment Simulation

Course credits: 4

Lec contact hrs: 3

Lec lab contact hrs: 0

Lab contact hrs: 3

Special fee:

Course description: Develop career objectives by solving projects in a simulated Health Informatics environment. Projects may include, but will not be limited to the following topics: data mining, work flow analysis, user interface evaluation, and other database, networking and programming applications. An overview of the Health Informatics degree will be covered.

Prerequisites coreq   CIS 135T, CIS 140M and CIS 275
concurrent:

Addendum to course   Various Health Informatics projects will expose students to what it
description: is like to work in this field. Students will need to plan their work to meet associated deadlines and in some cases work in teams to accomplish parts of a larger project.

                       In addition to the standard lab fee associated with this course, there may be an additional fee assessed for the use of simulation software furnished by OIT.

                       Participation in the course can be beneficial for students who want a simulated on-the-job experience which is related to their Health Informatics career goal.

                       Either this course or 4 credits of Cooperative Education is required for the Health Informatics program.

                       This course may be transferable to a four year institution and may be applicable toward an Associate of Applied Science

Intended outcomes: On completion of this course the student should be able to:
                       1. Solve common health informatics problems within a health care setting.
                       2. Install health care related software and train users how to use it.
                       3. Design and implement a health care system security plan.

4. Transfer data using HL7 from a health care software system to a database on a server.
5. Research health care issues using an Internet browser.

Course activities and design:	Students will work on Health Informatics projects which may include, but not be limited to the following topics: data mining, work flow analysis, user interface evaluation, and other database, networking and programming applications.
Outcomes assessment strategies:	Lab grades and exam scores along with team and class participation evaluation will constitute the assessment instruments for this class.
Course content and skills:	Health Informatics is a wide ranging industry that defies defining its limitations. If something is health related and can be assessed, tested, analyzed or simulated then it is fair game for Health Informatics. With this in mind a list of course contents is difficult to delineate. The topics listed below are but a sample that may be covered, but course content will not necessarily be limited to the following.

• Work flow analysis
• User interface evaluation
• Health Informatics database applications
• Networking Applications
• Health care programming applications
• Data Communications
• Data security
• Data transfer (HL7)
• Electronic Health Care Records (EHR)
• Health care information retrieval

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:	This will be an alternative required class for the new Health Informatics option in CIS.
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:	Possibly OIT.
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:	No other programs will be impacted.
Explain if there are any potential impact on another department or campus:	No.
Implemented term or year requested:	Fall 2010/2011
Submitter:	Mike Talbert
From:	mtalbert@pcc.edu
Sac chair:	Scott Quinn
Sac chair email:	squinn@pcc.edu
Sac admin liason name:	Mike Mostafavi
Sac admin liason email:	mmostafa@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title

Current Course Number: Bi 164

Current Course Title: Bird ID and Taxonomy

Proposed Course Title: Bird ID and Ecology

Proposed Transcript Title: Bird ID and Ecology

Reason for Title Change: New title reflects course content more
                                                           accurately than former title.

Will this impact other SACs?,Is there an impact on   no
other SACs?:
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an   no
impact on another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Susan Weston
Contact E-Mail: susan.weston@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Learning Outcomes

Current Course Number: CG 280A

Current Course Title: Career Exploration

Proposed Course Title: Career Development

Current Learning Outcomes: Students who successfully complete this course will be
                                     able to:

                                     A. Identify learning goals and develop a work experience
                                     plan to meet the goals.
                                     B. Increase personal and professional competencies by
                                     practicing skills learned in courses, learning new job
                                     specific skills, and gaining a more in-depth understanding
                                     of a career area.
                                     C. Define skills and competencies developed on-the-job.

Proposed Learning Outcomes:
                                     A. Identify learning goals and develop a work experience
                                     plan to meet the goals.
                                     B. Increase personal and professional competencies by
                                     practicing skills learned in courses, learning new job
                                     specific skills, and gaining a more in-depth understanding
                                     of a career area.
                                     C. Define skills and competencies developed on-the-job.
                                     D. Communicate appropriately in the workplace.
                                     E. Continue to explore career opportunities utilizing
                                     workplace contacts and resources.

Reason for Learning Outcomes   Based on the recommendations from Co-Op Task Force.
Change:

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

How other SACs may be impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

Request Term: winter
Requested Year: 2010
Contact Name: Sonya Bedient
Contact E-Mail: sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title, Description, Outcomes

Current Course Number: CG 280B

Proposed Course Number:
Current Course Title: CE: Career Explor - Sem

Proposed Course Title: CE: Career Development – Sem

Current Description: Cooperative Education: Career Exploration - Seminar Required seminar supplements the work experience by offering a flexible menu of assignments from which to select a variety of activities. Includes video tapes, selected readings, workshops, lectures and a variety of career related exercises to enhance career development. Department permission required.

Proposed Description: The Co-op seminar supplements the Co-op work experience by offering a flexible menu of assignments from which to select a variety of activities. Includes video tapes, selected readings, workshops, lectures and a variety of career related exercises to enhance career development. Department permission required. Co-Requisite: CG 280A. Course may be repeated.

Reason for Description
Change:

Current Learning Outcomes: Students who successfully complete this course will be able to:

1. Reflect on the day-to-day experiences at work, and write weekly journal entries to focus attention on various aspects of employment.
2. Conduct an informational interview to learn more about the requirements and realities of their chosen career field.
3. Conduct an effective job search.
4. Increase the likelihood of success in their chosen career.
5. Use Internet resources as a tool for job search and to support career success.

Proposed Learning
Outcomes: Students who successfully complete this course will be able to:

1. Reflect on the day-to-day experiences at work, and write weekly journal entries or summary papers to focus attention on various aspects of employment.
2. Conduct an informational interview to learn more about the requirements and realities of their chosen career field.
3. Conduct an effective job search.
4. Increase the likelihood of success in their chosen career.

5. Use Internet resources as a tool for job search and to support career success.

Reason for Learning Outcomes Change:	To reflect recommendations made by the Co-Op Task force.
Current Corequisites:	none
Proposed Corequisites:	CG 280A
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
New Course

Course number: LAT 278

Course title: Oregon LCP Exam Preparation

Transcript title: Oregon LCP Exam Preparation

Course credits: 3

Lec contact hrs: 30

Course description: Presents an overview of the requirements and procedures for getting an Oregon Landscape Construction Professional license and Business license. This class is intended as a brief review of the topics covered in the exam and will highlight helpful strategies for successfully passing the exam.

Prerequisites coreq concurrent: Prerequisites: CSS 200, HOR 226, 227, 228, & 290, LAT 108, 110, 111, & 236, or two years of landscape industry experience and instructor permission.

Addendum to course description:

Intended outcomes:
1. Develop an understanding of the various skills and knowledge used in the field and business by landscape construction professionals in preparation to sit for the LCP licensing exam.
2. Use an understanding of the function and purpose of the Oregon Landscape Contractors Board, its licensing requirements and procedures to work as a licensed professional within State of Oregon.

Course activities and design:

Outcomes assessment strategies:

Course content and skills:

Reason for new course: Successfully run as an experimental course. Often requested by landscape industry and program students.

How course will be taught: Campus

Reason for other:

Explanation if there are degrees andor certificates that are affected by the   No. This is an elective course for the LAT program.

instruction of this course:

Explanation if this course transfer to any other academic institution:	No.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No.
Explain if there are any potential impact on another department or campus:	No.
Implemented term or year requested:	Winter, 2010
Submitter:	Marilyn Alexander
From:	malexand@pcc.edu
Sac chair:	Elizabeth Brewster
Sac chair email:	elizabth.brewster1@pcc.edu
Sac admin liason name:	Margie Fyfield
Sac admin liason email:	mfyfield@pcc.edu

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Curriculum Request Form
Course Revision

</div>

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: MT200

Current Course Title: Semiconductor Processing

Current Description: This course explores aspects of semiconductor processing. Covers semiconductor device (CMOS) design and the following manufacturing processes: oxidation, photolithography, etch, doping, chemical vapor deposition, metallization and test/sort.

Proposed Description: This course explores aspects of semiconductor processing. Covers semiconductor device design (photo-voltaic cells, diodes, bipolar and MOSFET transistors) and the following manufacturing processes: oxidation, lithography, etch, doping, deposition, planarization, and test/sort.

Reason for Description Change: keep current with course and industry

Current Learning Outcomes: # Explain how devices look and function in silicon planar technology, including: resistors, capacitors, diodes and MOSFET transistors
Describe the manufacturing flows to create these devices
Describe the layout and function of simple CMOS circuits
Research and understand the following aspects of a semiconductor manufacturing process:

* Describe the functional properties of the result of the process
* Explain where the process is used in a CMOS flow
* State the variations in the process as used throughout the flow
* Discuss the resulting film properties, or affects on film properties the process has
* Write a description of the basic mechanisms for the process
* Describe how the following factors affect the process: raw materials, process settings, wafer state, other processes in the flow, defects
* Explain how the process affects other processes and their outcomes
* Explain how variation in the process can affect device performance
* List the major parts and the function of each part in the equipment used for the process.

* Explain the different equipment options for the process
* Describe the equipment and methods used to monitor the process

Present these topics to fellow students so that they can understand
Learn these topics for other processes from fellow student presentations.

Proposed Learning Outcomes:	� Recognize how devices look and function in silicon planar technology, including: resistors, capacitors, diodes, PV cells, and MOSFET transistors � Follow the manufacturing flows to create these devices � Research and understand the following aspects of a semiconductor manufacturing process: o Describe the functional properties of the result of the process o Explain where the process is used in a process flow o State the variations in the process as used throughout the flow o Discuss the resulting film properties, or affects on film properties the process has o Write a description of the basic mechanisms for the process o Describe how the following factors affect the process: raw materials, process settings, wafer state, other processes in the flow, defects o Explain how the process affects other processes and their outcomes o Explain how variation in the process can affect device performance o List the major parts and the function of each part in the equipment used for the process. o Explain the different equipment options for the process o Describe the equipment and methods used to monitor the process � Present these topics to teammates so that they can understand � Learn these topics for other processes from teammates.
Reason for Learning Outcomes Change:	keep current for solar industry, update to current 'outcome' language.
Current Prerequisites:	MT 223, MT 240, SP 130 and CH 222
Proposed Prerequisites:	MT102, MT103 or MT104, MT240, SP130 or SP215, or instructor

permission

Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Eric Kirchner
Contact E-Mail:	ekirchne@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes
Current Course Number: MT223

Current Course Title: Vacuum Technology

Current Description: Covers theory and practice of vacuum technology as used
                                  in semiconductor manufacturing. Includes vacuum
                                  principles, gas loads, pumping techniques, pressure
                                  measurement, RGAs, and leak detection.

Proposed Description: Covers the theory and practice of vacuum as used in
                                  semiconductor manufacturing. Topics include vacuum
                                  principles, vacuum systems and their components such as
                                  pumps, gauges and valves, and finally vacuum trouble-
                                  shooting.

Reason for Description   keep current with course and industry
Change:

Current Learning Outcomes: The laboratory portion of this course provides students with
                                  the opportunity to develop skills in the operation of vacuum
                                  systems.
                                  Students will work in teams of two or more to perform and
                                  complete laboratory exercises. Students must be able to
                                  communicate, both
                                  in oral and written form, using the English language.

Proposed Learning   1. Apply basic vacuum principles such as the behavior of
Outcomes: gas and behavior of a vacuum system while evaluating a
                                  pump down.
                                  2. consider basic mechanisms and characteristics of
                                  vacuum system components such as pumps, valves and
                                  gauges while troubleshooting.
                                  3. Be able to perform basic operations of a vacuum system
                                  such as measuring pressure correctly, venting a vacuum
                                  system, a rough pump down and a high vacuum pump
                                  down with correct valving sequence.
                                  4. Be able to perform simple maintenance of vacuum
                                  systems including installation or replacement of various
                                  pipes, fittings, valves, gauges, and simple pumps.
                                  5. Be able to perform vacuum trouble-shooting including

leak isolation and detection.

Reason for Learning Outcomes Change:	suspected old 'version' would not satisfy curriculum committee with this requisite update.
Current Prerequisites:	MT 100, MT 113, CH 222 and WR 227
Proposed Prerequisites:	MT101, MT102, MT103 or MT104, CH100 or higher, WR 121, or instructor permission
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Eric Kirchner
Contact E-Mail:	ekirchne@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites

Current Course Number: MT 224

Current Course Title: Process Equipment I

Current Description: First course in a two-course sequence in semiconductor process
                                equipment. Covers microcontrollers, DC and stepper motors,
                                pneumatics, and mechanical linkages

Proposed Description: Part 1 of our series on semiconductor manufacturing equipment.
                                Covers components commonly used in industrial equipment,
                                such as controllers, controlling software, signal conditioner,
                                sensors, switches, DC and stepper motors and their driver
                                circuits. Also examines how these components can be used
                                together to achieve automatic control in industrial equipment.

Reason for Description   keep current with course and industry
Change:
Current Prerequisites: MT 100, 113, 122

Proposed Prerequisites: MT103 or MT104, MT113, MT122, or instructor permission

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

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: MT240

Current Course Title: RF Plasma Systems

Current Description: Covers the theory and practice of RF plasma systems used in semiconductor manufacturing. Includes plasma physics, RF power subsystems, gas delivery, subsystems, and plasma-aided manufacturing

Proposed Description: Covers the theory and practice of RF (Radio Frequency) plasma systems as used in semiconductor manufacturing processes such as etching, chemical vapor deposition (CVD) and sputter deposition. Includes plasma physics, RF power system components, power matching and match circuits, and applications in semiconductor manufacturing.

Reason for Description Change: Add more detail, remove gas deliver which is covered in MT223

Current Learning Outcomes: None

Proposed Learning Outcomes:
- Anticipate how electrical devices function at RF frequencies when analyzing equipment operation
- Use concepts of Load Matching and effects of Transmission Line Length to operate and perform basic troubleshooting of RF power supplies and load match networks
- Discuss with a work group how plasma is generated and used in manufacturing processes, and analyze how the plasma controls affect the process
- Write effective technical reports on process and equipment tests, diagnoses and maintenance tasks
- Identify the hazards associated with a plasma system to avoid injury or death when working on or near such equipment.

Reason for Learning Outcomes Change: Because there were none!

Current Prerequisites: MT223, MT224, CH222, WR227

Proposed Prerequisites: MT223, MT224, CH100, WR227

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: winter
Requested Year: 2010
Contact Name: Eric Kirchner
Contact E-Mail: ekirchne@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Grade Modes

Current Course Number: BA 280A

Current Course Title: CE: Business Experience

Current Description: Offers relevant field experience in business environments in one of the following areas: bookkeeping, marketing, management, international business, advertising, banking, purchasing, investment, finance and customer services (sales or credit services). Allows exploration of career options.

Proposed Description: Offers relevant field experience in business environments in one of the following areas: bookkeeping, marketing, management, international business, advertising, banking, purchasing, investment, finance and customer services (sales or credit services). Allows exploration of career options.

Reason for Description Change: Modified to reflect recommendations of PCC cooperative education task force.

Current Learning Outcomes: Upon completion of the training, students shall have the ability to:

- Work in the business field.

- Obtain further training in their selected field.

- Write learning objectives for their subsequent field experience plan.

- Have a better understanding of the skills and demands of their chosen field.

- Further explore the career field of their choice.

- Apply the job skills they acquired to help them become more employable.

Proposed Learning Upon completion of the training, students shall have the ability to:

Outcomes:

    - Work in the business field.

    - Obtain further training in their selected field.

    - Write learning objectives for their subsequent field experience plan.

    - Have a better understanding of the skills and demands of their chosen field.

    - Further explore the career field of their choice.

    - Apply the job skills they acquired to help them become more employable.

Reason for Learning Outcomes Change:	Modified to reflect recommendations of PCC cooperative education task force.
Current Prerequisites:	Department permission required.
Proposed Prerequisites:	Course may be repeated for credit. Department permission required. Completion of 12 BA credits.
Grade Modes:	Pass/No Pass Choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Cynthia Killingsworth
Contact E-Mail:	cynthia.killingsworth@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Requisites

Current Course Number: BA 280B

Current Course Title: CE: Bus Experience – Seminar

Current Prerequisites: Department permission
                                                     required.
Proposed Prerequisites: Department permission
                                                     required.
Current Corequisites: none
Proposed Corequisites: BA 280A

Grade Modes: Pass/No Pass Choice
Will this impact other SACs?,Is there an impact on other   no
SACs?:
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an impact on   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Cynthia Killingsworth
Contact E-Mail: cynthia.killingsworth@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: ARCH 100

Current Course Title: Graphic Communication for Designers

Current Description: Addresses the fundamentals of perspective drawings as a
                                 communicative device. Develops perspective, freehand
                                 sketching and diagramming skills, by building a graphic
                                 vocabulary and establishing a language of architectural
                                 communication.

Proposed Description: None

Current Learning Outcomes: ♣ Strengthen seeing/drawing skills.
                                 ♣ Develop skill and confidence in freehand sketching.
                                 ♣ Develop skill and confidence in diagramming.
                                 ♣ Develop an understanding of diagramming as a recording
                                 tool, a design tool and a presentation tool.
                                 ♣ Develop skill and confidence in freehand perspective
                                 drawing.

Proposed Learning Outcomes: ¬ Communicate design ideas and solve design problems
                                 using diagramming and freehand perspective sketches.

Reason for Learning Outcomes   Update
Change:

Grade Modes: Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is no
there an impact on other SACs?:
How other SACs may be
impacted:
Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:
How other Depts/Campuses will
be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Elizabeth Metcalf
Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 101

Current Course Title: Architectural Graphics

Current Description: Introduction to design process and drawing for residential design.
                                 Course will include: Programming; code/zoning/site analysis;
                                 concept diagrams; schematic design evolving into drawing of
                                 plans, elevations, section; building of a model; and creating a
                                 professional quality graphic presentation. ARCH 110
                                 recommended for students with no previous drafting experience.

Proposed Description: Introduction to the design process and drawing for residential
                                 design focusing on design of a new single family residence.
                                 Prerequisite: ARCH 110

Reason for Description   New Prereq
Change:

Current Learning Outcomes: � Write a program for a specific user, identifying their spatial
                                 needs, any specific mechanical or equipment needs, and
                                 preferences in architectural styles and building materials.

                                 � Develop and maintain a class notebook, where sketches,
                                 notes, and architectural images are collected for reference and
                                 inspiration.

                                 � Conduct a site analysis, noting existing landscape, traffic flows,
                                 views, cues from adjacent buildings, site access, noise; record
                                 information graphically on small site plan.

                                 � Establish a site diagram, showing schematic building layout,
                                 parking, outdoor space; illustrate diagram graphically.

                                 � Within building (house), diagram appropriate rooms
                                 adjacencies reflecting program needs, with circulation indicated
                                 between spaces and openings to exterior; illustrate diagrams
                                 graphically.

                                 � Develop diagram into a small, scaled schematic floor plan, with
                                 window and door openings, and a basic structural system.

                                 � Sketch a small, scaled front elevation from the schematic floor
                                 plan, with basic form and openings reflective of building materials,
                                 and user preference of an architectural style.

                                 � Develop site plan, floor plans, and elevations from schematic
                                 studies into larger scaled and drafted drawings, which are

reflective of exact site requirements, user activities, structural system, and building materials, and development of architectural style.

� Create a 3-D representation of design, through use of an architectural model, perspective, or axon drawing; using appropriate amount of detail to convey building massing and details characteristic of exterior.

� Produce drawings that display appropriate industry standard line quality and basic standard architectural lettering, through use of hand drafting or CAD for term project.

� Create minimum professional quality graphics �black/white and color on reproductions of plans, elevations, and 3-D drawings, using methods presented in class; at a minimum plans should show shading on the site and building elevations, with color to highlight parking, walks, landscape, and interior furnishings.

Proposed Learning Outcomes:	Develop a comprehensive program based on site analysis and client interview for a new single family residence and produce schematic design drawings to communicate solutions.
	Communicate with design professionals, clients and engineers using industry specific terminology and graphics.
Reason for Learning Outcomes Change:	Update
Current Prerequisites:	NONE
Proposed Prerequisites:	ARCH 110
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010

Contact Name: Elizabeth Metcalf
Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 102

Current Course Title: Architectural Graphics 2

Current Description: Introduction to design and drafting for commercial design. Course
                               will include: programming; code/zoning/site analysis; concept
                               diagrams; schematic design evolving into drawing of plans,
                               elevations, section; building of a model; and creating a
                               professional quality graphic presentation. ARCH 110
                               recommended for students with no previous drafting experience.

Proposed Description: Introduction to the design process and drawing for commercial
                               design focusing on design of a new light frame commercial
                               building. Prerequisite: ARCH 110

Reason for Description   New Prereq
Change:

Current Learning Outcomes: ◆ Write a program for a specific user, identifying their spatial
                               needs, any specific mechanical or equipment needs, and
                               preferences in architectural styles and building materials.

                               ◆ Develop and maintain a class notebook, where sketches,
                               notes, and architectural images are collected for reference and
                               inspiration.

                               ◆ Conduct a site analysis, noting existing landscape, traffic flows,
                               views, cues from adjacent buildings, site access, noise; record
                               information graphically on small site plan.

                               ◆ Establish a site diagram, showing schematic building layout,
                               parking, outdoor space; illustrate diagram graphically.

                               ◆ Develop and complete a zoning and code analysis for the
                               building in class, establishing setbacks, number of parking spaces,
                               occupancy group, construction type, and number of required exits.

                               ◆ Develop requirements for meeting ADA standards (in class),
                               including parking, egress, and elevator requirement for specific
                               occupancy and building size.

                               ◆ Within the building, establish appropriate rooms adjacencies
                               reflecting program needs, with circulation between spaces and
                               openings to exterior; illustrate diagrams graphically.

                               ◆ Develop diagram into a small, scaled schematic floor plan, with
                               window and door openings, stairway location and size, and a
                               basic structural system.

◆ Sketch a small, scaled front elevation from the schematic floor plan, with basic form and openings reflective of building materials, and user preference of architectural style.

◆ Develop site plan, floor plans, and elevations from schematic studies into larger scaled and drafted drawings, which are reflective of exact site requirements, user activities, structural system, and building materials, and development of architectural style.

◆ Create a 3-D representation of design, through use of an architectural model, perspective, or axon drawing; using appropriate amount of detail to convey building massing and details characteristic of the exterior.

◆ Produce drawings that display appropriate industry standard line quality and basic standard architectural lettering, through use of hand drafting or CAD for term project.

◆ Create minimum professional quality graphics ◆black/white and color on reproductions of plans, elevations, and 3-D drawings, using methods presented in class; at a minimum plans should show shading on the site and building elevations, with color to highlight parking, walks, landscape, and interior furnishings.

◆ Present drawings to class audience, with verbal summary of user needs, design process, design solution, and presentation techniques explored.

Proposed Learning Outcomes:	Develop a comprehensive program based on site analysis, zoning ordinances, building codes and client interview for a new light frame commercial building and produce schematic design drawings to communicate solutions. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.
Reason for Learning Outcomes Change:	Update
Current Prerequisites:	NONE
Proposed Prerequisites:	ARCH 110
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revisions

CHANGE: Learning Outcomes

Current Course Number: ARCH 110

Current Course Title: Introduction to Architectural Drawing

Current Description: Covers basic Architectural drawing skills including
                                                lettering, line quality, plans, elevations, sections and
                                                axonometric drawings.

Current Learning Outcomes: Develop and demonstrate knowledge of tools used to
                                                produce architectural drawings.
                                                Develop and demonstrate drafting skills representing
                                                industry standards for line quality and line weights in
                                                architectural drawings.
                                                Develop and demonstrate drafting skills representing
                                                industry standards for architectural lettering.
                                                Develop and demonstrate understanding of
                                                residential floor plan layouts and their associated
                                                symbols.
                                                Develop and demonstrate understanding of building
                                                elevations and sections and their relationship to the
                                                floor plan layout.
                                                Develop and demonstrate understanding of
                                                axonometric drawings and their relationship to the
                                                floor play layout and elevations.

Proposed Learning Outcomes: Apply basic architectural drafting skills in future
                                                architecture and interior design courses.

                                                Communicate with others using basic architectural
                                                drafting terminology and graphics.

Reason for Learning Outcomes Change: Update

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be impacted:

Will this impact other   No
Depts/Campuses?,Is there an impact on
another dept or campus?:

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 111

Current Course Title: Working Drawings 1

Current Description: Covers standards of architectural drafting and preparation of
                                 construction documents, for typical residential construction.
                                 Construction process will also be examined. ARCH 110
                                 recommended for students with no previous drafting experience.

Proposed Description: Covers standards of architectural drafting and preparation of
                                 construction documents for typical residential construction.
                                 Construction process and terminology will also be examined.
                                 Prerequisites: ARCH 110 and ARCH 126 or ID 125.
                                 Recommended: ARCH 121, 124

Reason for Description   Pre-req change
Change:

Current Learning Outcomes: � Develop and demonstrate drafting skills representing industry
                                 standards for line quality, architectural styled lettering.

                                 � Application of appropriate line thickness and graphics typical
                                 of professional quality building plans, sections, elevations, and
                                 details.

                                 � Layout foundation and site plan and integrate footing detail
                                 information onto foundation plan.
                                 Layout floor plans from dimensions provided on reduced plans,
                                 and develop interior partition walls, and kitchen and bath layouts.

                                 � Dimension site/foundation and floor plans, provide elevation
                                 and section targets, window and door symbols, and required
                                 notes.

                                 � Layout building section and elevations from base plans and
                                 heights, per reduced plans, showing structural elements.

                                 � Dimension heights for elevations and sections, per
                                 construction standards.
                                 Create a partial set of working drawings, including foundation
                                 and floor plans, section, elevations, and details, from base
                                 layouts (described above).

                                 � Provide proper coordination on drawings between plans,
                                 sections, elevations, details, and door, window, and finish
                                 schedules, through correct and consistent numbers on reference
                                 targets and sheets.

◆ Develop specifications for the set of plans, including structural and CIS Divisions 3-14 (as needed), and maintain consistent reference to generic materials on plans.

◆ Demonstrate appropriate application of proprietary and performance type specifications, and appropriate use of each type of specification.

Proposed Learning Outcomes:	Apply basic computer aided drafting skills to draw residential construction drawings. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.
Reason for Learning Outcomes Change:	Update
Current Prerequisites:	NONE
Proposed Prerequisites:	Arch 110 and Arch 126 or ID 125
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 112

Current Course Title: Working Drawings 2

Current Description: Covers standards of architectural drafting and preparation of construction documents for typical commercial construction. Construction process will also be examined. ARCH 110 recommended for students with no previous drafting experience.

Proposed Description: Covers standards of architectural drafting and preparation of construction documents for typical commercial construction. Construction process will also be examined. Prerequisites: ARCH 110, 126 or ID 125. Recommended: ARCH 121, 124

Reason for Description Change: Pre-req change

Current Learning Outcomes: � Develop and demonstrate drafting skills representing industry standards for line quality, architectural styled lettering.
Application of appropriate line thickness and graphics typical of professional quality building plans, sections, elevations, and details.

� Layout foundation and site plan from dimensions provided on reduced plans, and integrate footing detail information onto foundation plan.

� Layout floor plans from dimensions provided on reduced plans, and develop interior partition walls, and kitchen and bath layouts.

� Dimension site/foundation and floor plans, provide elevation and section targets, window and door symbols, and required notes.

� Layout building section and elevations from base plans and heights, per reduced plans, showing structural elements. Dimension heights for elevations and sections, per construction standards.

� Create a partial set of working drawings, including foundation and floor plans, section, elevations, and details, from base layouts (described above).

� Provide proper coordination on drawings between plans,

sections, elevations, details, and door, window, and finish schedules, through correct and consistent numbers on reference targets and sheets.

� Develop specifications for the set of plans, including structural and CIS Divisions 3-14 (as needed), and maintain consistent reference to generic materials on plans.

� Demonstrate appropriate application of proprietary and performance types specifications, and appropriate use of each type of specification.

Proposed Learning Outcomes:	Apply basic computer aided drafting skills to draw light frame commercial construction drawings. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.
Reason for Learning Outcomes Change:	Update
Current Prerequisites:	NONE
Proposed Prerequisites:	Arch 110 and Arch 126 or ID 125
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 113

Current Course Title: Site Planning

Current Description: Covers site development, including surveying existing grades, locating existing and future buildings, driveways erosion control, storm water management, plus drawing site plans. Recommended: ARCH 126 or equivalent.

Proposed Description: Covers site development, including surveying existing grades, locating existing and future buildings, driveways, erosion control, storm water management and drawing site plans. Prerequisites: ARCH 110 and 126 or ID 125. Recommended: ARCH 121, 124

Reason for Description Change: Pre-req change

Current Learning Outcomes:

� Develop knowledge and skills in the proper methods of organizing raw site information into a presentable site plan.

� Develop knowledge and skills in the proper methods of developing a site plan.

� Develop knowledge and skills in the proper methods of site surveying and elevation drawings.

� Develop knowledge and skills in the proper methods of representing surface features using a black and white format.

� Develop knowledge and skills in the proper methods of using color in renderings.

Proposed Learning Outcomes: Interpret information obtained from site plan drawings and apply to design projects.
Construct site plan drawings using raw site information and site survey data.
Apply basic concepts of site water management and erosion control and communicate strategies and requirements to clients and consultants.

Reason for Learning Outcomes Change:	Update
Current Prerequisites:	NONE
Proposed Prerequisites:	Arch 110 and Arch 126 or ID 125
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 121

Current Course Title: Structural Systems 1

Current Description: An overview of residential structural systems, including
                                     identification of loads, sizing of framing, and reading of
                                     structural plans. Recommended: ARCH 124.

Proposed Description: An overview of residential structural systems, including
                                     identification of structural members, loads and load paths
                                     and reading structural framing plans. Prerequisite or co-
                                     requisite: ARCH 124.

Reason for Description Change: Pre-req change

Current Learning Outcomes: � Identify and apply appropriate floor, wall and roof
                                     structural systems through analysis of program needs and
                                     other criteria, using industry standards for building. ?????
                                     � Prepare a schematic diagram of gravity loads, as they
                                     are transferred through a typical light frame building.
                                     � Locate bearing walls, through site observation, or
                                     analysis of building design.
                                     � Use appropriate concepts and terminology related to
                                     light frame structural systems, using building industry
                                     standards.

Proposed Learning Outcomes: Apply basic theories of gravity loads and load paths in
                                     buildings for use in future course work.
                                     Communicate with design professionals, clients and
                                     engineers using industry specific terminology for basic
                                     structural members and systems.

Reason for Learning Outcomes   Update
Change:

Current Prerequisites/Concurrent: None

Proposed Prerequisites/Concurrent: Arch 124

Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes, Requisites
Current Course Number:	ARCH 122
Current Course Title:	Structural Systems 2
Current Description:	Covers sizing of wood structural members (rafters, joists, beams, etc.). Prerequisite: MTH 60 and ARCH 121.
Proposed Description:	Covers sizing of wood structural members (rafters, joists, beams, etc.). Prerequisite: ARCH 121, MTH 60 or equivalent placement test scores.
Reason for Description Change:	Pre-req change
Current Learning Outcomes:	� Develop knowledge and skills in the design of structural systems. � Develop knowledge and skills in determination of loading on structural members. � Develop knowledge and skills in sizing and designing wood structural members.
Proposed Learning Outcomes:	¬ Applying theories of structural loading, select and design a basic wood structural system for a residential project. ¬ Communicate with design professionals, clients and engineers using industry specific terminology for basic wood structural members and systems.
Reason for Learning Outcomes Change:	Update
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010

Contact Name: Elizabeth Metcalf
Contact E-Mail: emetcalf@pcc.edu

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Curriculum Request Form
Course Revision

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CHANGE:	Learning Outcomes, Requisites
Current Course Number:	ARCH 123
Proposed Course Number:	
Current Course Title:	Structural Systems 3
Proposed Course Title:	
Proposed Transcript Title:	
Reason for Title Change:	
Current Description:	Covers retaining walls, concrete foundations, structural steel framing, and sizing for wind and seismic loads. Prerequisite: MTH 65 and ARCH 122
Proposed Description:	Covers retaining walls, concrete foundations, structural steel framing, and sizing for wind and seismic loads. Prerequisite: ARCH 122, MTH 65 or equivalent placement test score.
Reason for Description Change:	
Current Learning Outcomes:	◆ Develop knowledge and skills in the design of structural systems. ◆ Develop knowledge and skills in determination of loading on structural members. ◆ Develop knowledge and skills in sizing and designing steel structural members. ◆ Develop knowledge and skills in sizing and designing concrete foundations and retaining walls. ◆ Develop knowledge and skills in the design of structural systems to resist lateral forces.
Proposed Learning Outcomes:	¬ Communicate with design professionals, clients and engineers using industry specific terminology for basic steel members and concrete foundation systems. ¬ Applying theories of structural loading, select and design basic steel members and concrete foundation systems for a residential project. ¬ Using a code defined prescriptive path, select and design a residential structural system to resist lateral forces.
Reason for Learning Outcomes Change:	Update
Grade Modes:	Allow Students to request audit,Grades A-F choice

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

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:   no

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: ARCH 124

Current Course Title: Introduction to Building Systems

Current Learning Outcomes: ◆ Understand concepts of heat loss and gain, and
                                     apply towards energy efficient design; including size,
                                     location, and specification of windows,
                                     ◆ Apply principles of passive solar systems to a
                                     residential design.
                                     ◆ Make recommendations for a basic heating system
                                     for a given residential application, based on design
                                     needs and structural components.
                                     ◆ Display basic understanding of specifications;
                                     including CIS format, and types of specifications.
                                     ◆ Identify elements of plumbing and heating systems,
                                     and provide schematic design that interfaces with
                                     structural system.
                                     ◆ Demonstrate ability to use appropriate concepts and
                                     terminology related to building industry.

Proposed Learning Outcomes: Develop basic schematic layouts of residential building
                                     systems using construction strategies and technologies
                                     for efficient use of energy and materials.

                                     Communicate with design professionals, clients and
                                     engineers using industry specific terminology for
                                     residential building systems.

Reason for Learning Outcomes   Update
Change:
Grade Modes: Allow Students to request audit,Grades A-F choice

Will this impact other SACs?,Is there no
an impact on other SACs?:
How other SACs may be impacted:
Will this impact other   no
Depts/Campuses?,Is there an impact
on another dept or campus?:
How other Depts/Campuses will be

impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Elizabeth Metcalf
Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ARCH 126

Current Course Title: Introduction to AutoCAD

Current 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.

Proposed Description: Introduces AutoCAD software as a design and drafting tool for
                                 architecture and interior design.

Reason for Description   Update
Change:

Current Learning Outcomes: � The student shall develop knowledge and skills in the
                                 creation of AutoCAD drawing entities using introductory drawing
                                 features.

                                 � The student shall develop knowledge and skills in the
                                 alteration of AutoCAD drawing entities using introductory editing
                                 features.

                                 � The student shall develop knowledge and skills in saving,
                                 retrieving and plotting AutoCAD drawing files.

Proposed Learning Outcomes: Create, annotate, edit and plot drawings using basic AutoCAD
                                 commands and features.
                                 Apply basic AutoCAD skills to intermediate AutoCAD course
                                 and other design and drafting courses.

Reason for Learning   Update
Outcomes Change:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be
impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses
will be impacted:

Request Term: spring

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

<div align="center">

Curriculum Request Form
Course Revision

</div>

CHANGE: Course Title,Course Description,Requisites,Learning
                                 Outcomes

Current Course Number: Arch 131

Current Course Title: Sustainable Structures
Proposed Course Title: Sustainable Building Strategies
Proposed Transcript Title: Sustainble Bldg. Strategies
Reason for Title Change: Students confuse this course with the Structures series of
                                 course.

Current Description: This course will focus on creating buildings that are sited,
                                 designed, constructed, operated and maintained for the
                                 health and well being of the occupants, while minimizing
                                 impact on the environment.

Proposed Description: Focuses on creating buildings that are sited, designed,
                                 constructed, operated and maintained for the health and well
                                 being of the occupants, while minimizing impact on the
                                 environment. Prerequisite: ID 121, Prerequisite/concurrent:
                                 ARCH 224

Reason for Description Change: Change in requisites

Current Learning Outcomes:

� Make recommendations for alternative building systems, based upon issues such as site, climate, local building materials, and sun.

� Develop an understanding of shelter systems.

� Conduct an analysis of a building's design response to site, climate, and sun; offer suggestions for building's design to respond in more interactive fashion to surroundings.

� Identify principles of passive solar design, and sustainable structure's elements.

� Identify building materials and design factors that affect heating and cooling concerns in residential design.

� Ability to identify appropriate concepts and terminology related to sustainable buildings, while working with design and building professionals.

� Develop an awareness of human impact in the built environment, and solutions in architecture and renewable systems.

� Develop an understanding of one's personal impact on the environment by participation in a personal lifestyle assessment.

Proposed Learning Outcomes: ¬ Develop design recommendations using identified criteria,

strategies, materials, and technologies that respond appropriately to climate, site conditions, and responsible use of resources.

¬ Communicate ideas and strategies to design professionals using industry specific terminology.

Reason for Learning Outcomes Change:	
Current Prerequisites:	none
Proposed Prerequisites:	ID 121
Current Prerequisites/Concurrent:	none
Proposed Prerequisites/Concurrent:	Arch 224
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 132

Current Course Title: Residential Building Codes

Current Description: Introduction to land use zoning and international residential
                                 building codes. Selected portions of the code will be
                                 discussed, with application to sample building plans.
                                 Prerequisite: ARCH 124 or BCT 103.

Proposed Description: Introduction to land use zoning and international residential
                                 building codes. Selected portions of the code will be
                                 discussed, with application to sample building plans.
                                 Prerequisite or Co-requisite: ARCH 124 or BCT 103.

Reason for Description Change: Change in pre req

Current Learning Outcomes: ◆ Determine zoning of a given property, and corresponding
                                 development standards.
                                 ◆ Complete a feasibility study for a given residential
                                 property, including allowable uses, lot coverage, setbacks,
                                 heights, parking, and other specific design requirements.
                                 ◆ Establish building planning code requirements, as related
                                 to room size, egress, light, and ventilation.
                                 ◆ Determine code requirements for installation of various
                                 interior and exterior finishes.
                                 ◆ Determine code required insulation levels for new and
                                 remodel projects.
                                 ◆ Determine required fire rated construction assemblies,
                                 based on property location.
                                 ◆ Become familiar with lateral design, per code standards.

Proposed Learning Outcomes: Communicate residential code requirements to clients and
                                 design professionals.
                                 Analyze and apply code parameters to the design of
                                 residential structures.

Current Prerequisites: Arch 124 or BCT 103
Proposed Prerequisites: None

Current Prerequisites/Concurrent:	none
Proposed Prerequisites/Concurrent:	Arch 124 or BCT 103
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 133

Current Course Title: Commercial Building Codes

Current Description: Introduction to land use zoning and Oregon Building Codes
                                 for commercial buildings, using International Building Code.
                                 Selected portions of the code will be discussed, with
                                 application to sample buildings. Prerequisite: ARCH 124 or
                                 BCT 103.

Proposed Description: Introduction to land use zoning and Oregon Building Codes
                                 for commercial buildings, using International Building Code.
                                 Selected portions of the code will be discussed, with
                                 application to sample buildings. Prerequisite or co-requisite:
                                 ARCH 124 or BCT 103.

Reason for Description Change: Change in pre req

Current Learning Outcomes:

� Determine zoning of a given property, and corresponding development standards.

� Complete a feasibility study for a given commercial property, including allowable uses, lot coverage, setbacks, heights, parking, and other specific design requirements.

� Establish building planning code requirements for multi-family living, as related to room size, egress, light, and ventilation.

� Establish occupancy load factor, based on building use and size, and determine maximum number of occupants as related to egress and exit requirements.

� Identify appropriate occupancy type for a given use, and determine allowable plan area and heights allowed.

� Determine construction type allowed by occupancy group, and select most appropriate construction type based on building type.

� Apply knowledge of codes to specific buildings, analyzing existing buildings for change of occupancy and/or expansion.

� Determine code requirements for installation of various interior and exterior finish materials used in commercial construction.

� Determine required fire rated construction assemblies,

based on Occupancy Type and location on property.

Proposed Learning Outcomes:	Communicate commercial code requirements to clients and design professionals. Analyze and apply code parameters to the design of light frame commercial buildings.
Reason for Learning Outcomes Change:	Update
Current Prerequisites:	Arch 124 or BCT 103
Proposed Prerequisites:	None
Current Prerequisites/Concurrent:	none
Proposed Prerequisites/Concurrent:	Arch 124 or BCT 103
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ARCH 136

Current Course Title: Intermediate AutoCAD

Current Description: In-depth study of computer-aided-drafting using AutoCAD
                                 software and its applications to architecture. This course is 30
                                 total contact hours and also worth 60 LU credits to AIA
                                 members. Prerequisite: ARCH 126.

Proposed Description: In-depth study of computer-aided-drafting using AutoCAD
                                 software and its applications to architecture. Prerequisite:
                                 ARCH 126 or ID 125.

Reason for Description Change: Change in pre req

Current Learning Outcomes: � The student shall develop knowledge and skills in the
                                 alteration of AutoCAD drawing entities using intermediate
                                 editing features.
                                 � The student shall develop knowledge and skills in the
                                 creation of AutoCAD drawing entities using intermediate
                                 drawing features.
                                 � The student shall develop knowledge and skills in the
                                 creation and manipulation of AutoCAD block attributes.
                                 � The student shall develop knowledge and skills in the
                                 creation of slide files, and writing AutoCAD scripts.
                                 � The student shall develop knowledge and skills in the
                                 usage of user coordinate systems.
                                 � The student shall develop knowledge and skills in the
                                 creation and viewing of various three dimensional objects.

Proposed Learning Outcomes: Create, annotate, edit and plot drawings using intermediate
                                 AutoCAD commands and features.
                                 Display intermediate AutoCAD skills needed for an advanced
                                 level course.

Reason for Learning Outcomes   Update
Change:
Current Prerequisites: ARCH126
Proposed Prerequisites: ARCH126 or ID 125

Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ARCH 137

Current Course Title: AutoCAD Architecture

Current Description: Introduction to Architectural Desktop, which offers a variety of
                                 tools not available in the base AutoCAD drafting package. It
                                 includes a collection of objects representing the most common
                                 architectural components such as walls, doors, windows, stairs
                                 and roofs. Prerequisite: ARCH 136 or DRF 136.

Proposed Description: Introduction to AutoCAD Architecture which offers a variety of
                                 tools not available in the base AutoCAD software, including 3D
                                 objects representing the most common architectural
                                 components such as walls, doors, windows, stairs and roofs.
                                 Prerequisite: ARCH 136 or DRF 136.

Reason for Description   Name change of software
Change:

Current Learning Outcomes: ◆ The student shall develop knowledge and skills in the
                                 creation of Architectural Desktop basic drawing entities such as
                                 walls, windows, doors, stairs, roofs, railings and slabs.
                                 ◆ The student shall develop knowledge and skills in using and
                                 creating Architectural Desktop multi view blocks and symbols.
                                 ◆ The student shall develop knowledge and skills in using
                                 Architectural Desktop content for annotating the drawing.
                                 ◆ The student shall develop knowledge and skills in using
                                 Architectural Desktop to create Elevations and Sections.

Proposed Learning Outcomes: Create, annotate and edit drawings using basic AutoCAD
                                 Architecture commands and features.
                                 Create, manage and plot drawing sets using the AutoCAD
                                 Architecture project management system.
                                 Create 3d models using basic AutoCAD Architecture
                                 commands and features.
                                 Display basic AutoCAD Architecture skills needed for an
                                 intermediate level course.

Reason for Learning Outcomes   Update
Change:

Grade Modes: Allow Students to request audit,Grades A-F choice

Will this impact other SACs?,Is no

there an impact on other SACs?:

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:   no

How other Depts/Campuses will be impacted:

Request Term: spring

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ARCH 161

Current Course Title: Blueprint Reading-Part 1

Current Description: Teaches non-drafting students to read architectural blueprints.

Proposed Description: Introduces methods to identify, communicate and apply information found on typical residential construction drawings.

Reason for Description Change: Update

Current Learning Outcomes: ◆ Develop knowledge and skills in the methods used to read and understand residential construction drawings.

Proposed Learning Outcomes: Identify, communicate and apply information found on typical residential construction drawings.

Reason for Learning Outcomes Change: Update

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is   no
there an impact on another dept or
campus?:

How other Depts/Campuses will be
impacted:

Request Term: spring

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ARCH 162

Current Course Title: Blueprint Reading-Part 2

Current Description: Teaches advanced techniques in reading architectural
                                 blueprints. Recommended: ARCH 161 or equivalent.

Proposed Description: Introduces methods to identify, communicate and apply
                                 information found on typical commercial construction
                                 drawings. Recommended: Arch 161

Reason for Description Change: Update

Current Learning Outcomes: � Develop knowledge and skills in the methods used
                                 to read and understand commercial construction
                                 drawing.

Proposed Learning Outcomes: Identify, communicate and apply information found on
                                 typical commercial construction drawings.

Reason for Learning Outcomes   Update
Change:
Grade Modes: Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an no
impact on other SACs?:
How other SACs may be impacted:
Will this impact other   no
Depts/Campuses?,Is there an impact
on another dept or campus?:
Request Term: spring
Requested Year: 2010
Contact Name: Elizabeth Metcalf
Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Learning Outcomes

Current Course Number: Arch 200

Current Course Title: Intro to Architecture

Proposed Course Title: Principles of Architectural Design

Proposed Transcript Title: Principles of Arch. Design

Reason for Title Change: Originally named and numbered to align with course at
                                                 PSU. PSU course no longer in place. This name better
                                                 describes course.

Current Description: Introduces concepts, theories, and practices of the
                                                 discipline of architecture. Includes study of perceptual,
                                                 environmental, technical and organizational concepts
                                                 through lectures and individual projects in observing
                                                 architectural spaces and forms.
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: None listed
Proposed Learning Outcomes: ¬ Analyze and describe the built environment using
                                                 terminology of basic design principles.
                                                 ¬ Apply basic design principles to create spatial solutions
                                                 in future courses and projects.
Reason for Learning Outcomes   None listed on current CCOG
Change:
Current Prerequisites:
Proposed Prerequisites:
Current Prerequisites/Concurrent:
Proposed Prerequisites/Concurrent:
Current Corequisites:
Proposed Corequisites:
Grade Modes: Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there no
an impact on other SACs?:
How other SACs may be impacted:
Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or campus?:
How other Depts/Campuses will be

impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Learning Outcomes

Current Course Number: Arch 201

Current Course Title: Design Studio 1

Proposed Course Title: Residential Studio

Proposed Transcript Title: Residential Studio

Reason for Title Change: 1,2,3 designation of Studios confusing as they can be taken in any order.

Current Description: Covers design of single family buildings and preparing a complete set of residential working drawings.
Recommended: Completion of all first year courses.
Prerequisites: ARCH 100, 101, 111, 113, 121, 122, 124, 126, 132, 136, 137, 200 and ART 215.

Proposed Description: Covers design development and construction documents for a new single family residence. Prerequisites: ARCH 101, 111, 113, 122, 124, 132, 136, and ART 215.

Reason for Description Change: Change in requisites

Current Learning Outcomes: � Develop knowledge and skills in Residential Design Development.
� Develop knowledge and skills in the drawing of Residential Construction Documents.

Proposed Learning Outcomes: ¬ Apply design development strategies to a new single family residence.
¬ Create a set of construction documents including structural analysis and design of structural system for a new single family residence.

Reason for Learning Outcomes Change: update

Current Prerequisites: ARCH 100, 101, 111, 113, 121, 122, 124, 126, 132, 136, 137, 200 and ART 215.

Proposed Prerequisites: ARCH 101, 111, 113, 122, 124, 132, 136 and ART 215.

Current Prerequisites/Concurrent:

Proposed
Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be
impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses will
be impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Learning Outcomes

Current Course Number: Arch 202

Proposed Course Number:

Current Course Title: Design Studio 2

Proposed Course Title: Commercial Studio

Proposed Transcript Title: Commercial Studio

Reason for Title Change: 1,2,3 designation of Studios confusing as they can be taken in any order.

Current Description: Covers design of special and general use commercial buildings and preparing a set of commercial working drawings. Recommended: Completion of all first year courses. Prerequisites: ARCH 100, 102, 112, 121, 122, 124, 126, 133, 136, 137, 200.

Proposed Description: Covers design development and construction documents for a light frame commercial building. Prerequisites: ARCH 102, 112, 122, 124, 133, 136, 256

Reason for Description Change: Change in requisites

Current Learning Outcomes: Develop knowledge and skills in Commercial Design Development.
Develop knowledge and skills in the drawing of Commercial Construction Documents.

Proposed Learning Outcomes: ¬ Apply design development strategies to a new light frame commercial project.
¬ Contribute to a set of construction documents for a new light frame commercial project.

Reason for Learning Outcomes Change: update

Current Prerequisites: ARCH 100, 102, 112, 121, 122, 124, 126, 133, 136, 137, 200

Proposed Prerequisites: ARCH 102, 112, 122, 124, 133, 136, 256

Current Prerequisites/Concurrent:

Proposed Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be
impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses will
be impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Learning
                                     Outcomes

Current Course Number: ARCH 203
Proposed Course Number:
Current Course Title: Design Studio 3

Proposed Course Title: Residential Renovation Studio

Proposed Transcript Title: Res. Renovation Studio

Reason for Title Change: 1,2,3 designation of Studios confusing as they can be taken
                                     in any order.

Current Description: Covers design and preparing a set of remodel/addition
                                     working drawings. Recommended: Completion of all first
                                     year courses. Prerequisites: ARCH 100, 101, 111, 113, 121,
                                     122, 124, 126, 132, 136, 137, 200 and ART 215.

Proposed Description: Covers "as built" drawings, design and construction
                                     documents for a residential remodel/addition. Prerequisites:
                                     ARCH 101, 111, 113, 122, 124, 132, 136, and ART 215.

Reason for Description Change: Change in requisites

Current Learning Outcomes: � Develop knowledge and skills in As-built Drawings.

                                     � Develop knowledge and skills in working on a team.

                                     � Develop knowledge and skills in the drawing of
                                     Residential Remodel/Addition Construction Documents.

Proposed Learning Outcomes: ¬ Draw "as built" drawings of an existing residence based
                                     on measured and recorded conditions.
                                     ¬ Define a project program based on site analysis and client
                                     interview for an addition/remodel to an existing residence
                                     and draw schematic design drawings to communicate
                                     solution to client.
                                     ¬ Create a set of construction documents including
                                     structural analysis and design of structural system for a new
                                     addition/remodel.

Reason for Learning Outcomes   Update
Change:

Current Prerequisites:	ARCH 100, 101, 111, 113, 121, 122, 124, 126, 132, 136, 137, 200 and ART 215
Proposed Prerequisites:	101, 111, 113, 122, 124, 132, 136 and ART 215
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Learning Outcomes

Current Course Number: ARCH 204

Current Course Title: Sustainable Design Studio

Proposed Course Title: Green Residential Studio

Proposed Transcript Title: Green Residential Studio

Reason for Title Change: Aligns better with other studio names

Proposed Description:
Reason for Description Change:
Current Learning Outcomes: � Research and apply use of alternative structural systems to residential design (including but not limited to SIPS, strawbale, other).

� Apply energy efficient guidelines (per Office Sustainable Development, City of Portland, or Residential LEED's) to design of a residence.

� Integrate design of passive systems into residential project, including direct gain passive solar, passive solar water heating, daylighting, and water recovery.

� Perform calculations to determine energy efficiency of heating and lighting systems.

� Develop a materials list and partial specification for use of materials from renewable, high performance, or naturally occurring sources.

� Perform a cost analysis of use of traditional heating system compared to energy efficient/passive techniques.

Proposed Learning Outcomes: o Examine and apply green building (environmentally responsible) principles and guidelines, and rating systems to residential design.
o Compare and communicate the benefits and disadvantages of passive and active systems, materials, strategies, and construction practices.
o Establish performance targets for energy and resource efficient solutions that minimize greenhouse gas emissions and environmental degradation.

Reason for Learning Outcomes Change: update

Current Prerequisites:

Proposed Prerequisites:

Current Prerequisites/Concurrent:

Proposed Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be impacted:

Will this impact other no
Depts/Campuses?,Is there an impact on
another dept or campus?:

How other Depts/Campuses will be
impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Learning
                                     Outcomes

Current Course Number: ARCH 224

Current Course Title: Active & Passive Bldg Systems

Current Description: Advanced study of structural systems, mechanical systems,
                                     specifications, and building codes in residential and small
                                     commercial buildings. Prerequisite: ARCH 124.

Proposed Description: Advanced study of structural systems, mechanical systems,
                                     specifications, and building codes in residential and small
                                     commercial buildings. Prerequisite: ARCH 121, 124.

Reason for Description Change: requisite change

Current Learning Outcomes: � Identify sizes of slabs, footings and foundation walls;
                                     specify concrete requirements; per building code and
                                     construction standards for light frame construction.

                                     � Identify required stud size for typical frame construction,
                                     and post and beam sizes for typical wall systems; specify
                                     lumber standards per building code and construction
                                     standards for light frame construction.

                                     � Determine structural solution for removal of interior
                                     bearing walls, for light frame construction.

                                     � Understand and make appropriate application of
                                     residential zoning and building code requirements to
                                     residential design, and conduct code check of sample
                                     residential construction documents.

                                     � Understand and make appropriate application of zoning
                                     and Uniform Building Codes requirements to multi-family
                                     and commercial design, and conduct code check of sample
                                     commercial construction documents.

                                     � Make recommendations for basic heating system for
                                     given residential application, based upon site and design
                                     elements.

                                     � Conduct an analysis of a building's level of response to
                                     site and climate conditions, relative to heating, cooling, and
                                     daylight needs.

                                     � Apply principles of passive solar design, including
                                     location and size of appropriate openings for solar gain, and

thickness of storage mass.

◆ Make recommendations for conservation measures for sample multi-family project, and for a small commercial building.

◆ Write a partial set of specifications, using both prescriptive and performance types, using AWI standards for cabinets and woodworking; develop schedules for room finishes, windows, and doors.

◆ Identify and size the elements of a ducted heating system, and draw a diagram of duct and furnace locations for a residence.

◆ Identify and size the elements of a standard plumbing system, and draw a diagram of pipe and fixture locations for a residence.

◆ Select appropriate heating systems for remodel projects for residential and commercial applications, including space heating and fireplaces.

◆ Identify appropriate lighting fixtures and lamps appropriate for given tasks and users.

◆ Demonstrate understanding of schematic electrical and HVAC design for commercial building, as it interfaces with architectural aspects.

◆ Selection of appropriate exterior building systems, including roofing, siding, door and window systems.

◆ Produce heat loss calculations for a residence.

◆ Identify building materials and design factors which affect heat gain, and provide design and construction strategies to alleviate heat gain for sample residence.

◆ Ability to use appropriate concepts and terminology related to buildings and construction methods, while working with architects and engineers, and building trades.

Proposed Learning Outcomes:	¬ Select and specify residential building systems and their components while considering their interface. ¬ Analyze operational performance of residential buildings using a range of tools and calculators. ¬ Evaluate the impact of building systems and materials on the natural environment.
Reason for Learning Outcomes Change:	update
Current Prerequisites:	Arch 124
Proposed Prerequisites:	Arch 121,124

Current Prerequisites/Concurrent:

Proposed
Prerequisites/Concurrent:

Current Corequisites:

Proposed Corequisites:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses will be
impacted:

Request Term: winter

Requested Year: 2010

Contact Name: Elizabeth Metcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: ARCH 237

Current Course Title: Introduction to Autodesk Revit

Current Description: Introduces Autodesk Revit, a parametric 3D modeling
                                     software, and its applications to architecture and covers
                                     the creation, retrieval and modification of drawings using
                                     basic Revit commands.

Current Learning Outcomes: � The student shall develop knowledge and skills in the
                                     creation of Revit basic drawing entities such as walls,
                                     windows, doors, stairs, roofs, railings and floors.
                                     � The student shall develop knowledge and skills in
                                     placing Revit annotations and dimensions in a drawing.
                                     � The student shall develop knowledge and skills in
                                     creating and viewing Revit parametric elevations and
                                     sections.

Proposed Learning Outcomes: ¬ Use basic Revit commands and features to create
                                     parametric models and produce architectural drawings.
                                     ¬ Display basic Revit skills needed for an intermediate
                                     level course.

Reason for Learning Outcomes   Update
Change:

Grade Modes: Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is   no
there an impact on other SACs?:
How other SACs may be impacted:
Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or campus?:
How other Depts/Campuses will be
impacted:
Request Term: winter
Requested Year: 2010
Contact Name: emetcalf
Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Learning Outcomes

Current Course Number: ARCH 256

Current Course Title: Advanced AutoCAD

Proposed Course Title: Detail Drawing with AutoCAD

Proposed Transcript Title: Detail Drawing with AutoCAD

Reason for Title Change: Better describes course content

Current Description: Examines customization of AutoCAD menu files. Includes
                                 buttons, pop, icon, screen and tablet sections, creation and
                                 implementation of user defined AutoLISP functions and basic file
                                 management techniques. This course is 30 total contact hours
                                 and is also worth 60 LU credits to AIA members. Prerequisite:
                                 ARCH 136.

Proposed Description: Develops skills in creating construction detail and section
                                 drawings using appropriate scale, line weights, symbols and
                                 annotations. Prerequisite: ARCH 136

Reason for Description   Change in course content.
Change:

Current Learning Outcomes: ❖ The student shall develop knowledge and skills in the
                                 creation and edification of AutoCAD menu systems using basic
                                 to advanced customization principles.
                                 ❖ Demonstrate competency in understanding and implementing
                                 basic AutoLISP functions.
                                 ❖ Create AutoLISP programs that are task oriented and
                                 problem solving in nature.

Proposed Learning Outcomes: ¬ Use AutoCAD to draw construction details and sections using
                                 industry standard scales, line weights, symbols and annotations.

Reason for Learning   Change in course content
Outcomes Change:

Grade Modes: Allow Students to request audit,Grades A-F choice

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

How other SACs may be
impacted:

Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:

How other Depts/Campuses
will be impacted:

Request Term: winter

Requested Year: 2010

Contact Name: emetcalf

Contact E-Mail: emetcalf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Requisites,Learning Outcomes

Current Course Number: ID125

Current Course Title: Computer Drafting for Interior Designers

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 and drafting tool for
                                 architecture and interior design.

Reason for Description Change: Update

Current Learning Outcomes: ◆Use computer aided design software to create dimensionally
                                 accurate drawings including floor plans elevations, and
                                 sections to illustrate specifications used in residential interior
                                 design.
                                 ◆Utilize CAD software to effectively place objects on furniture
                                 plans, lighting/electrical plans, and in three-dimensional
                                 drawings such as perspectives and axonometrics.
                                 ◆Schematics and dimensions inputted will increase the level
                                 of accuracy in the interior designer's plans.
                                 ◆Know the tools for automating the tasks of dimensioning,
                                 electrical detailing, and all other tasks to produce a working
                                 drawing for a room or an entire house. Identify how these
                                 drawings are used to communicate effectively with clients.

Proposed Learning Outcomes: Create, annotate, edit and plot drawings using basic AutoCAD
                                 commands and features.
                                 Apply basic AutoCAD skills to intermediate AutoCAD course
                                 and other design and drafting courses.

Reason for Learning Outcomes   Update
Change:
Current Prerequisites: ID 131

Proposed Prerequisites:	none
Current Prerequisites/Concurrent:	ID 132
Proposed Prerequisites/Concurrent:	none
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Elizabeth Metcalf
Contact E-Mail:	emetcalf@pcc.edu

Curriculum Request Form
New Course

Course number: GRN 233

Course title: Supporting End of Life

Transcript title: Supporting End of Life

Course credits: 4

Lec contact hrs: 40

Special fee: No

Course description: Provides health care workers, caregivers, religious and spiritual
                         counselors, social workers, fiduciaries, and family members the
                         knowledge and skills to support the end of life process with dying
                         persons and their families. Explores the physical, emotional,
                         spiritual, legal, and financial aspects of dying, as well as grief and
                         bereavement.

Prerequisites coreq   Prerequisite: SOC232 Death & Dying: Culture & Issues
concurrent:

Addendum to course   Required for the Gerontology: End of Life Care Certificate.
description:

Intended outcomes: Students who successfully complete this course will be able to:

                         1. Guide dying persons and their families through end-of-life
                         planning and decision making, in coordination with other
                         professionals and support systems

                         2. Apply palliative care measures to persons approaching the end of
                         life

                         3. Support the emotional, spiritual and social needs of persons
                         approaching the end of life and their families.

                         4. Provide grief support to dying persons and their families pre- and
                         post-death.

Course activities and   • Lecture, discussion, and readings on key concepts, issues, and skills
design: • Written, oral, art, or collaborative assignments designed to address
                         knowledge of course content, explore personal beliefs, and prepare

students for supporting diverse end-of-life scenarios

Outcomes assessment strategies:	1) A variety of assignments will be used to facilitate skills and knowledge acquisition (discussion boards, case studies, interviews, etc.) 2) Assessments in the form of quizzes, essays and other types of objective tests may be used 3) A peer-reviewed and shared capstone project will demonstrate knowledge of course concepts and skills to address issues and concerns of dying persons and families in diverse cultures, locations, and circumstances
Course content and skills:	*All topics will address patient, family, and caregiver perspectives Learning Module 1: Dialogue about Death Knowledge: Explore personal beliefs, meanings, and comfort level related to end of life issues. Understand the social culture of death and dying in the U.S. and how to discuss death and dying with others Skills: Communicate effectively with persons who are dying and their family members about the end of life Learning Module 2: Pain Assessment and Palliative Care Knowledge: Understand signs and stages of dying (physical, emotional, spiritual), non-verbal signs of pain, and palliative care options Skills: Assess pain of dying persons with both communicative and non-communicative conditions and meet palliative care needs Learning Module 3: Religion, Spirituality and Culture Knowledge: Understand diverse religious, spiritual, and cultural beliefs about death, what happens after death, and how religious beliefs and culture impact the dying person, family, and caregivers Skills: Support the religious/spiritual needs of persons approaching the end of life and their family members. Learning Module 4: Location of Death Knowledge: Analyze the different physical locations of death, such as hospice, home, facilities, and understand how patients and families are emotionally affected by locations of death Skills: Guide dying person and family member through options for different locations of death and the hierarchies of care in each location, and address issues the dying person and family members

might face in each location. Communicate with caregivers, staff, and support systems within each location of death

Learning Module 5: Ethical issues and End-of-life Decision-Making
Knowledge: Understand ethical and legal issues surrounding end of life, such as DNR orders, health care proxies, terminal sedation, and aid-in-dying, and how these affect patients and families. Understand how hospital ethics boards work.

Skills: Guide dying person and family through end of life decision-making

Learning Module 6: Grief and Bereavement
Knowledge: Examine patient, family, and caregiver grief, cross-cultural and religious aspects of grief and bereavement, grief following different types of death (terminal illness, suicide, aid-in-dying, sudden death, violent death), and grief theories

Skills: Provide grief support for the dying person and family pre- and post-death

Learning Module 7: Funerals and Rituals
Knowledge: Differentiate options for body disposition, funerals/celebrations of life, and rituals
Skills: Guide dying person and family members through making funeral arrangements and planning rituals to honor their loved one

Learning Module 8: The Cost of Dying
Knowledge: Understand financial aspects of end-of-life care and the emotional impact on families
Skills: Guide family members through the financial aspects of end-of-life care, in coordination with their fiduciaries and financial advisors

Learning Module 9: Planning and Preparing for Death
Knowledge: Understand options for the dying person to achieve a "good death."

Skills: Guide the dying person and family through options to personalize their death, address final wishes, and improve the quality of life preceding and at the time of death.

Learning Module 10: Final Project/Group Critique
Knowledge: Demonstrate knowledge of course concepts and skills through a capstone project and group critique of peers' projects

	Skills: Provide support throughout the end of life process with the dying person and family. Anticipate and address issues and concerns of dying persons and families in diverse cultures, locations, and circumstances
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 course provides advanced knowledge and skills for supporting the end-of-life process and will be required in the new Gerontology: End of Life Care Certificate.
How course will be taught:	Campus,Online,Hybrid
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	This course will become an elective in the AAS Degree and Career Pathway (43 credit) Certificate, and required for the new Gerontology: End of Life Care Certificate.
Explanation if this course transfer to any other academic institution:	Course credits would transfer as elective, CTE, lower-division level at this point, but may later transfer as lower-division transfer course (through articulation with OSU Family and Human Development/Gerontology Program).
Explanation if there are similar courses existing in other programs or disciplines at pcc:	There is no similar course, but this course builds on existing SOC232, which is a prerequisite and is also required in the Gerontology: End of Life Care Certificate.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Have informed Sociology SAC and potential instructors of the new course also teach SOC232.
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2010
Submitter:	Jan Abushakrah

From: jabushak@pcc.edu
Sac chair: Jan Abushakrah
Sac chair email: jabushak@pcc.edu
Sac admin liason name: Brooke Gondara
Sac admin liason email: bgondara@pcc.edu

Curriculum Request Form
Contact/Credit

Current Course Number: ASL 101

Current Course Title: First Year American Sign Language I

	Current	Proposed
Lecture Hours:	30	I 0
Total Contact Hours:	3	I
Credits:	3	I

Reason for Change: Adapt to new edition of textbook series; match credit hours of other modern languages courses, e.g. Japanese.

Are outcomes affected?:   YES

Are degrees/certs affected?:   No

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

Impact on Dept/Campus:

Is there potential conflict with another SAC?:   NO

Impact on SACs:

Implem. Term: Winter

Implem. Year: 2010

Contact Name: Julie Moore

Contact Email: jsmoore@pcc.edu

Curriculum Request Form
Contact/Credit

Current Course Number: ASL 102

Current Course Title: First Year American Sign Language II

	Current	Proposed
Lecture Hours:	30	I 0
Total Contact Hours:	3	I
Credits:	3	I
Reason for Change:	Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Winter	
Implem. Year:	2010	
Contact Name:	Julie Moore	
Contact Email:	jsmoore@pcc.edu	

Curriculum Request Form
Contact/Credit

Current Course Number: ASL 103

Current Course Title: First Year American Sign Language III

	Current	Proposed
Lecture Hours:	30	I 0
Total Contact Hours:	3	I
Current Credits:	3	I

Reason for Change: Reflects changes in new edition of textbook series for this course; matches other modern language courses, e.g. Japanese.

Are outcomes affected?:   YES

Are degrees/certs affected?: No

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

Impact on Dept/Campus:

Is there potential conflict with another SAC?:   NO

Impact on SACs:

Implem. Term: Winter

Implem. Year: 2010

Contact Name: Julie Moore

Contact Email: jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: ASL 101

Current Course Title: First Year American Sign Language I

Current Description: Emphasizes active conversational competence in ASL. Includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs. For beginners. Proficiency target level: Novice high.

Proposed Description: Introduction to ASL stressing the development of expressive skill, receptive skill, and cultural awareness through a communication approach. Primary emphasis on the student's active use of the language. Emphasizes active conversational competence in ASL. Includes visual readiness skills, vocabulary, culture and grammar used for meeting communication needs. Proficiency target level: Novice high. For beginners.

Reason for Description Change: Reflects changes due to major revision in textbook series used in this course.

Current Learning Outcomes: Upon completion of this course students will be able to:
Manage common interactions using basic vocabulary and grammar.
Continue to apply language learning skills outside the language classroom.
Act with respect and better understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity.
To have a passing grade, students will exhibit mastery of target language at novice high (ACTFL guideline) at completion of course.

Proposed Learning Outcomes: Upon completion of ASL 101 course students:
Are able to satisfy common interactions using basic vocabulary and grammar.
Can ask questions and response involving learned materials.
Show signs of spontaneity in expressive skill and use of grammatical markers with non-manual signals.
Can participate in simple conversations from learned materials.
Continue to apply language-learning skills outside the language classroom.
Act with respect and better understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity.
To have a passing grade, students will exhibit mastery of target language at Novice High (ACTFL guideline) at completion of

course.

Reason for Learning Outcomes Change:	Reflects changes due to major revision in textbook series used in this course.
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	winter
Requested Year:	2010
Contact Name:	Julie Moore
Contact E-Mail:	jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ASL 102

Current Course Title: First Year American Sign Language II

Current Description: Continues work of ASL 101. Emphasizes active communication in
                             ASL. Proficiency target level: Intermediate low. Sign Language
                             Proficiency Interview may be required. Prerequisite: ASL 101.
                             Prerequisite course must have been completed within one year of
                             class enrollment; proficiency interview within one term.

Proposed Description: Continues work of ASL 101, further developing all skills. Primary

                             emphasis on the student's active communication in ASL. Includes

                             grammar and culture information. Proficiency target level:
                             Intermediate low. Prerequisite: ASL 101 or ASL 150 or Sign
                             Language Proficiency Interview through Sign Language
                             Interpretation Program (call SLIP office for an appointment).
                             Prerequisite course must have been completed within one year of
                             class enrollment; proficiency interview within one term.

Reason for Description   Reflects changes due to major revision in textbook series used for
Change: this course.

Current Learning Outcomes: Upon completion of the course, students will be able to:
                             Manage common interactions using expanded ASL vocabulary
                             and grammar
                             Continue to apply language learning skills outside the language
                             classroom
                             Act with respect and better understanding of Deaf people and ASL
                             with an appreciation for their linguistic and cultural diversity.
                             To receive a passing grade, students will exhibit mastery of target
                             language at the level of intermediate low (ACTFL guidelines) at
                             completion of course

Proposed Learning   Upon completion of ASL 102 course students:
Outcomes: Are able to handle successfully a limited number of interactive,
                             task-oriented and social situations.
                             Can ask and answer questions, initiate and respond to simple
                             statements and generally maintain face-to-face conversation.
                             Continue to apply language-learning skills outside the language
                             classroom.
                             Act with respect and better understanding of Deaf people and

ASL, with an appreciation for their linguistic and cultural diversity. To have a passing grade, students will exhibit mastery of target language at Intermediate Low (ACTFL guideline) at completion of course.

Reason for Learning Outcomes Change:	Reflects changes due to major revision in textbook series used for this course.
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	winter
Requested Year:	2010
Contact Name:	Julie Moore
Contact E-Mail:	jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description,Learning Outcomes

Current Course Number: ASL103

Current Course Title: First Year American Sign Language III

Current Description: Continues work of ASL 102. Emphasizes active communication in
                               ASL. Proficiency target level: Intermediate mid. Sign Language
                               Proficiency Interview may be required. Prerequisite: ASL 102.
                               Prerequisite course must have been completed within one year of
                               class enrollment; proficiency interview within one term.

Proposed Description: Continues work of ASL 102, further developing all skills. Primary
                               emphasis on the student's active communication in ASL. Includes
                               grammar and culture information. Proficiency target level:
                               Intermediate low. Prerequisite: ASL 102 or Sign Language
                               Proficiency Interview through Sign Language Interpretation
                               Program (call SLIP office for an appointment). Prerequisite course
                               must have been completed within one year of class enrollment;
                               proficiency interview within one term.

Reason for Description   Reflects changes due to major revision in textbook series used for
Change: this course.

Current Learning Outcomes: Upon completion of this course, students will be able to:
                               Manage more complex interactions using expanded ASL
                               vocabulary and grammar
                               Continue to apply language learning skills outside the language
                               classroom
                               Act with respect, knowledge and understanding of Deaf people
                               and ASL with an appreciation for their linguistic and cultural
                               diversity
                               To have a passing grade, students must exhibit mastery of the
                               target language at the level of (ACTFL Guidelines) at completion
                               of course .

Proposed Learning   Upon completion of ASL 103 course students:
Outcomes: Are able to handle successfully a variety of uncomplicated, basic
                               and communicative tasks and social situations in a culturally
                               acceptable manner.

                               Can ask and answer questions and participate in simple
                               conversations on topics beyond the most immediate needs; e.g.
                               giving directions, describing others, making requests, about family
                               and occupations in depth, attributing qualities to others, talking
                               about routines and maintaining and interrupting conversation at

appropriate times.
Continue to apply language-learning skills outside the language classroom.
Act with respect and better understanding of Deaf people and ASL, with an appreciation for their linguistic and cultural diversity.
To have a passing grade, students will exhibit mastery of target language at Intermediate Mid level (ACTFL guideline) at completion of course.

Reason for Learning Outcomes Change:	Reflects changes due to major revision in textbook series used for this course.
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	winter
Requested Year:	2010
Contact Name:	Julie Moore
Contact E-Mail:	jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Learning Outcomes

Current Course Number: ITP 261

Current Course Title: Interpreting Theory II

Proposed Course Title: Interpreting Theory II: K-12 Education

Reason for Title Change: Notes specifically that course concentrates on K-12
                           settings. Many graduates seek employment in K-12
                           settings, and this shows employers they have specific
                           training in that area.

Current Description: Interpreting Theory II Focuses on the role and function of
                           interpreters and interpreting theories, principals and
                           practices in educational settings: K-12 and post-
                           secondary. Prerequisite: ITP 260.

Proposed Description: Explores the role and functions of interpreters in K-12
                           classroom. Includes roles and responsibilities of
                           interpreters and other members of the educational team,
                           professionalism, expectations of K-12 interpreters,
                           characteristics of deaf learners, theories of language
                           acquisition, legislation, and technology. Prerequisites: ITP
                           260 and either PSY 215 or HEC 226.

Reason for Description   Focuses on interpreter as part of the educational team,
Change: and adds information on child language acquisition.

Current Learning Outcomes: Upon completion of the course, students will be able to:

                           Demonstrate the ability to synthesize and apply knowledge
                           and skills developed in this and prior coursework
                           Describe the administration of educational interpreting
                           services in K-12 settings, including administrative
                           responsibilities, position descriptions, contracts, policies,
                           and evaluations.
                           Demonstrate the ability to analyze difficult situations which
                           have to do with interpreters in the K-12 setting, and to
                           propose solutions
                           Describe what is expected of an interpreter working with

primary, middle-school and high school level students.
Describe the additional activities, e.g. field trips or assemblies, which an interpreter may be expected to take on
Describe the interpreter's role as part of an educational team.
Describe appropriate language use as related to story reading, textbook language, and use of fingerspelling and/or "invented" signs
Demonstrate an awareness of how the RID Code of Ethics is applied with children as compared to adults.
Demonstrate the ability to teach children and adults appropriate use of interpreting services.

Proposed Learning Outcomes:	Upon completion of the course, students will be able to: Describe the administration of educational services for deaf children in K-12 settings, including administrative responsibilities, position descriptions, contracts, policies, and evaluations Describe the interpreter's role as part of the educational team Discuss etiology of hearing loss in children, co-occurring disabilities, and current research regarding deaf children and cognition Describe what is expected of an interpreter working with primary, middle and high school level students Describe principles of behavior management List and describe laws that impact the education of deaf and hearing children and the provision of interpreting services Demonstrate the ability to use the RID Code of Professional Conduct, the EIPA Guidelines for Professional Conduct, and the Demand Control Schema to analyze difficult situations related to interpreting in K-12 settings, and to propose solutions Describe the typical phases of language acquisition in hearing children Describe factors that may limit deaf children's language acquisition including lack of exposure during the critical period, limited exposure, exposure to incomplete language models

Reason for Learning Outcomes Change:	Adds topics: language acquisition, child development, etiology of hearing loss, and deaf children with disabilities. Exposes students to current research on Deaf education.
Current Prerequisites:	ITP 260
Proposed Prerequisites:	ITP 260 and either PSY 215 or HEC 226.
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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:	winter
Requested Year:	2010
Contact Name:	Julie Moore
Contact E-Mail:	jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Learning Outcomes

Current Course Number: ITP 275

Current Course Title: Interpreting Process VI

Proposed Course Title: Interpreting Process VI: Interpreting for Children

Reason for Title Change: Provides a more specific description of course. Many of our graduates seek employment in public schools, and this allows employers to see that they have received specific training to work with children.

Current Description: Interpreting Process VI Develops interpretation skill development appropriate for educational settings K-12 and community college, and introduces transliteration, including the use of Signed English. Department permission may be required. Prerequisite: ITP 274.

Proposed Description: Develops interpreting skills specific to working with children in K-12 education. Explores content and activities in K-12 education and adaptation of communication to children's language and cognitive abilities. Includes informal assessment of children's language use and tutoring goals and strategies. Analyzes classrooms for interpretability and explores professional development for educational interpreters.
Prerequisites: ITP 274 and ITP 261

Reason for Description Change: Changes focus of course from interpreting alone to awareness of language use, goals and activities in K-12 education as they relate to interpreting.

Current Learning Outcomes: Given a source language text, produce a simultaneous interpretation of the complete text which meets the following criteria:
Each sentence must be complete and grammatically correct.
Each sentence must be equivalent to the signer's message.
All sentences must be congruent in light of the signer's intent and the message as a whole. Gish, S. (1993) Practice Guidelines, used by permission.

Proposed Learning Outcomes: Upon completion of the course, students will be able to:
� Interpret and transliterate both content and non-content material in the K-12 setting, using language appropriate to the

setting and the deaf child.

◆ List and describe methods and materials used in teaching core subjects of language arts, math, science and social studies, including state-mandated outcomes for these areas
Describe the additional activities, e.g. lunch/recess duty, extracurricular activities, sports teams, field trips or assemblies, and "transition planning" for high school deaf students that may need to be interpreted.

◆ Analyze curriculum to understand the linguistic demands on deaf children

◆ Understand the implications of incidental learning and the difference in background knowledge between deaf and hearing children

◆ Describe and demonstrate the ability to use English signing systems

◆ Demonstrate the ability to observe a deaf child's sign language skills in a systematic fashion, noting patterns in language use

◆ Demonstrate an understanding of tutoring process and procedures

◆ Analyze a variety of classroom settings for interpreting purposes including interpretability, visual access, environmental factors, key terminology and discourse structure

◆ Demonstrate an understanding of the EIPA testing process

◆ Describe the importance of continuing education in providing quality interpreting services to deaf children

Current Prerequisites:	ITP 274
Proposed Prerequisites:	ITP 274 & ITP 260
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
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: spring

Requested Year: 2010

Contact Name: Julie Moore

Contact E-Mail: jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Number
Current Course Number:	EMT XXX
Proposed Course Number:	EMS XXX
Current Course Title:	All Courses
Proposed Course Title:	No change
Proposed Transcript Title:	No change
Reason for Title Change:	
Current Description:	No Change
Proposed Description:	
Reason for Description Change:	
Current Learning Outcomes:	No Change
Proposed Learning Outcomes:	
Reason for Learning Outcomes Change:	
Current Prerequisites:	No change
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	No change
Proposed Prerequisites/Concurrent:	
Current Corequisites:	No change
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Mark Hornshuh
Contact E-Mail:	mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number,Course Description,Requisites

Current Course Number: EMT 106

Proposed Course Number: EMS 106

Current Course Title: EMT Basic Part II

Proposed Course Title: No change

Proposed Transcript Title: No change

Current Description: EMT Basic Part II Part 2 of the Oregon EMT Basic course is a
                                continuation of EMT 105, including preparation for state and
                                national certification exams. Department permission required.
                                Prerequisites: Successful completion of EMT 105 at PCC
                                within the last year.

Proposed Description: EMT Basic Part II Part 2 of the Oregon EMT Basic course is a
                                continuation of EMS 105, including preparation for state and
                                national certification exams. Department permission required.
                                Prerequisites: Successful completion of EMS 105 at PCC
                                within the last year.

Reason for Description Change: Changes in course numbers for the program

Current Learning Outcomes: No Change

Current Prerequisites: EMT 105

Proposed Prerequisites: EMS 105

Will this impact other SACs?,Is no
there an impact on other
SACs?:
How other SACs may be
impacted:
Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or
campus?:
How other Depts/Campuses will
be impacted:

Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

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Curriculum Request Form
Course Revision

</div>

CHANGE: Course Number,Course Title

Current Course Number: EMT 116

Proposed Course Number: EMS 116

Current Course Title: Emergency Medical Technology Rescue

Proposed Course Title: Emergency Medical Services Rescue

Proposed Transcript Title: No change

Reason for Title Change: To comply with course number changes
                                           and state/national verbiage changes

Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: No change
Proposed Prerequisites:
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
Proposed Corequisites:
Will this impact other SACs?,Is there an impact on   no
other SACs?:
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an   no
impact on another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

CHANGE: Course Number,Course Title

Current Course Number: EMT 118

Proposed Course Number: EMS 118

Current Course Title: EMT Medical Terminology

Proposed Course Title: EMS Medical Terminology

Proposed Transcript Title: EMS Medical Terminology

Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: No change
Proposed Prerequisites:
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number,Course Title

Current Course Number: EMT 120

Proposed Course Number: EMS 120

Current Course Title: Emergency Medical Services: First
                                                 Responder

Proposed Course Title: Emergency Medical Services: First
                                                 Responder

Proposed Transcript Title: EMS: First Responder

Reason for Title Change: To comply with course number changes
                                                 and state/national verbiage changes

Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: No change
Proposed Prerequisites:
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
Proposed Corequisites:
Will this impact other SACs?,Is there an impact on   no
other SACs?:
How other SACs may be impacted:
Will this impact other Depts/Campuses?,Is there an   no
impact on another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number,Requisites

Current Course Number: EMT 240

Proposed Course Number: EMS 240

Current Course Title: Paramedic I

Proposed Course Title: No change

Proposed Transcript Title:
Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: WR 121, MTH 60/65, BI 101, BI 231, BI 232, EMT 100, EMT 106, EMT 280B, EMT 115, EMT 116, EMT 117, EMT 118.

Proposed Prerequisites: WR 121, MTH 60.65, BI 101, BI 231, BI 232, EMS 100, EMS 106, EMS 113, EMS 114, EMS 115, EMS 116, EMS 118

Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
Proposed Corequisites:
Will this impact other SACs?,Is there an impact on other SACs?: no

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?: no

How other Depts/Campuses will be impacted:
Request Term: spring

Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course
                                                             Number,Requisites

Current Course Number: EMT 242

Proposed Course Number: EMS 242

Current Course Title: Paramedic II

Proposed Course Title: No change

Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: EMT 240
Proposed Prerequisites: EMS 240
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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 no
dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number,Requisites

Current Course Number: EMT 244

Proposed Course Number: EMS 244

Current Course Title: Paramedic Clinical
                                                                     Internship I

Proposed Course Title: No change
Proposed Transcript Title:
Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: EMT 240
Proposed Prerequisites: EMS 240
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Number,Requisites
Current Course Number:	EMT 246
Proposed Course Number:	EMS 246
Current Course Title:	Paramedic Clinical Internship II
Proposed Course Title:	No change
Proposed Transcript Title:	
Reason for Title Change:	
Current Description:	No Change
Proposed Description:	
Reason for Description Change:	
Current Learning Outcomes:	No Change
Proposed Learning Outcomes:	
Reason for Learning Outcomes Change:	
Current Prerequisites:	EMT 244
Proposed Prerequisites:	EMS 244
Current Prerequisites/Concurrent:	No change
Proposed Prerequisites/Concurrent:	
Current Corequisites:	No change
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Mark Hornshuh
Contact E-Mail:	mhornshu@pcc.edu

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Curriculum Request Form
Course Revision

</div>

CHANGE: Course
                                                           Number,Requisites

Current Course Number: EMT 248

Proposed Course Number: EMS 248

Current Course Title: Paramedic Field
                                                           Internship I

Proposed Course Title: No change
Proposed Transcript Title:
Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: EMT 244

Proposed Prerequisites: EMS 244
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course
                                                                 Number,Requisites

Current Course Number: EMT 250

Proposed Course Number: EMS 250

Current Course Title: Paramedic Field
                                                                 Internship II

Proposed Course Title: No change
Proposed Transcript Title:
Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: EMT 248

Proposed Prerequisites: EMS 248
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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   no
another dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number,Requisites

Current Course Number: EMT 252

Proposed Course Number: EMS 252

Current Course Title: Paramedic III

Proposed Course Title: No change
Proposed Transcript Title:
Reason for Title Change:
Current Description: No Change
Proposed Description:
Reason for Description Change:
Current Learning Outcomes: No Change
Proposed Learning Outcomes:
Reason for Learning Outcomes Change:
Current Prerequisites: EMT 250
Proposed Prerequisites: EMS 250
Current Prerequisites/Concurrent: No change
Proposed Prerequisites/Concurrent:
Current Corequisites: No change
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   no
dept or campus?:
How other Depts/Campuses will be impacted:
Request Term: spring
Requested Year: 2010
Contact Name: Mark Hornshuh
Contact E-Mail: mhornshu@pcc.edu

Curriculum Request Form
New Course

Course number: D 251

Course title: Introduction to Choreography

Transcript title: Introduction to Choreography

Course credits: 2

Lec contact hrs: 10

Lec lab contact hrs: 20

Special fee: 0

Course description: This class is designed to introduce students to the principles and practices of dance choreography. Emphasis will be placed on: generating movement through improvisation and source exploration; manipulation of movement; choreographic forms; the creation and performance of short movement studies; and dance observation and critique.

Prerequisites coreq concurrent:

Addendum to course description: N/A

Intended outcomes: • Understand dance as an art form and be able to discuss dances critically with cite basis for critical comment
• Solve problems creatively both individually as well as in groups through improvisation and peer observation and feedback.
• Work together as a community through peer sharing, class discussions, and group projects.
• Create health and well being via physical activity, self-expression, and group interaction.

Course activities and design:

Outcomes assessment strategies: • Written critique/review of dance
• Presentation of short studies
• Practical evaluation
• Final showing

Other Outcome Assessment Strategies may include:

• Participation
• Exams
• Quizzes
• Writing/Journal/Notebook

Course content and skills:	Course Content: • Solo and ensemble improvisation • Generating movement • Space • Time • Energy/Effort • Shape • Choreographic Forms • Choreography sources • Analysis and feedback using observation, interpretation, and evaluation • Rehearsal practices • Reading dance critique/reviews • Writing dance critique/reviews Skills and competencies: • Demonstrate understanding of improvisational scores • Demonstrate ability to generate movement via improvisation • Manipulate movement using aspects of space (level, direction, focus, and pathways/floor pattern) • Manipulate movement using aspects of time (duration, rhythm, tempo) • Manipulate movement using aspects of energy/effort (swinging, vibratory, sustained, collapsing, and percussive) • Differentiate between symmetrical and asymmetrical shapes/design • Differentiate between positive and negative space • Demonstrate understanding of different choreographic forms (AB, ABA, Suite, Rondo, Theme and Variation, Narrative, Tableau, Canon, Ground Bass, and Chance) • Identify and utilized different sources for choreography • Engage in appropriate rehearsal and performance practices • Observe and analyze dance using cite basis for critique
Reason for new course:	course expansion
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	This course should transfer as a dance elective within Oregon institutions. Composition classes are all 300 level courses and this will serve as a preparatory class for Composition I.
Proof of course transferable:	I am awaiting response from Judy Patton of PSU regarding transferability at PSU.
Gened status or cultural	no

diversity sought:

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

Explanation if they have consulted with sac chairs of other programs regarding potential impact:

Explain if there are any potential impact on another department or campus:

Implemented term or year requested:	Spring 2010
Submitter:	Heidi Diaz
From:	heidi.diaz@pcc.edu
Sac chair:	Heidi Diaz
Sac chair email:	heidi.diaz@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
New Course

Course number: D 292

Course title: Modern III

Transcript title: Modern III

Course credits: 1

Lab contact hrs: 30

Special fee: 0

Course description: This course is designed to continue the development of Modern dance technique at the intermediate level with a focus on: longer, more challenging dance phrases and performance aspects.

Prerequisites coreq concurrent: 3 terms of Modern II or instructor approval

Addendum to course description: N/A

Intended outcomes:
• Appreciate Modern dance as an art form
• Recognize dance as distinguished from other art forms
• Solve problems creatively both individually as well as in groups through improvisation and peer observation and feedback.
• Work together as a community through peer sharing, class discussions, and group projects.
• Create health and well being via physical activity, self expression, and group interaction.

Course activities and design:

Outcomes assessment strategies:
• Participation
• Practical evaluation
• Paper and/or project on Modern Dance

*Other Outcome Assessment Strategies may include:
• Group and/or individual choreography
• Exams
• Quizzes

Course content and skills:
Course Content:
• Articulation of the spine
• Distal vs core initiation

- Body part vs whole
- Axial vs locomotor movement
- Moving in and out of the floor
- Inversions
- Movement qualities (effort/energy)
- Precision in timing
- Considering accompaniment
- Working with improvisational scores
- Examine and articulate ideas about modern dance in performance

Skills and competencies:
- move in and out of the floor efficiently and safely
- execute different movements of the spine
- demonstrate the difference between core and distal initiation
- demonstrate the difference between body part vs whole
- differentiate between various movement qualities
- demonstrate correct alignment
- adapt to using different kinds of accompaniment
- observe and articulate ideas about modern dance in performance
- execute improvisational scores
- demonstrate clarity in phrasing, timing, rhythm, and accent
- perform inversions efficiently and safely
- direct own progress through active participation, questioning, peer observation and feedback
- adapt to outside feedback from instructor or peers when appropriate
- determine appropriate class practices

Reason for new course:	program expansion
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	U of O and WOU should accept this as a direct transfer.
Proof of course transferable:	Both U of O and WOU have this information in their course catalog and on their dance department websites. I am awaiting response from Judy Patton at PSU regarding direct transfer at PSU as well.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	
Explanation if they have consulted with sac chairs of other programs regarding	

potential impact:

Explain if there are any potential impact on another department or campus:

Implemented term or year requested:	Spring 2010
Submitter:	Heidi Diaz
From:	heidi.diaz@pcc.edu
Sac chair:	Heidi Diaz
Sac chair email:	heidi.diaz@pcc.edu
Sac admin liason name:	Steve Ward
Sac admin liason email:	sward@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: ASEP 101

Current Course Title: Electrical Systems and A/C

Proposed Lab Hours:	Current	Proposed
Lec/Lab Hours:	320	240
Contact Hours:	25	24
Current Credits:	16	12

Proposed Credit Hours:

Reason for Change: Contact hours better reflect credit hours.

Are outcomes affected?:   NO

Are degrees/certs affected?:   No

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

Impact on Dept/Campus:

Is there potential conflict with another SAC?: NO

Impact on SACs:

Implem. Term: Fall

Implementation Year,Implem. Year: 2010

Contact Name: Scott Morgan

Contact Email: samorgan@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	ASEP 102	
Current Course Title:	Engine Repair & Drive Train	
Current Lecture Hours:	Current	Proposed
Lec/Lab Hours:	320	240
Contact Hours:	25	24
Credits:	16	12

Reason for Change:	Better reflects contact hours to credit hours and realigns with other ASEP courses.
Are outcomes affected?:	NO
Are degrees/certs affected?:	No
Is there an impact on other Dept/Campus?:	NO
Impact on Dept/Campus:	
Is there potential conflict with another SAC?:	NO
Impact on SACs:	
Implem. Term:	Fall
Implementation Year,Implem. Year:	2010
Contact Name:	Scott Morgan
Contact Email:	samorgan@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: ASEP 103

Current Course Title: Engine Performance

                              Current   Proposed
Current Lec/Lab Hours: 320   240
Contact Hours: 25   24
Credits: 16   12
Reason for Change: Better reflects contact hours to credit hours and aligns with
                              the other ASEP courses.
Are outcomes affected?:   NO
Are degrees/certs affected?: No
Is there an impact on other   NO
Dept/Campus?:
Impact on Dept/Campus:
Is there potential conflict with   NO
another SAC?:
Impact on SACs:
Implem. Term: Fall
Implementation Year,Implem.   2010
Year:
Contact Name: Scott Morgan
Contact Email: samorgan@pcc.edu

CHANGE: Course Title

Current Course Number: ASEP 101

Current Course Title: Electrical Systems and A/C

Proposed Course Title: Electrical/Electronic and HVAC
                                                           Systems

Reason for Title Change: Better reflects course content.

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

How other SACs may be impacted:

Will this impact other Depts/Campuses?,Is there an impact on no
another dept or campus?:

How other Depts/Campuses will be impacted:

Request Term: fall

Requested Year: 2010

Contact Name: Scott Morgan

Contact E-Mail: samorgan@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Grade Modes

Current Course Number: ASEP 102

Proposed Course Number: ASEP 104

Current Course Title: Engine Repair & Drive Train

Proposed Course Title: Manual and Automatic Drivetrain

Reason for Title Change: Better reflects course content.

Current Description: Study and work with gasoline and diesel engines used on General Motors vehicles; components, engine blocks, cylinder heads, pistons, valves, cam, crankshaft, gaskets, oil, coolant, repair, diagnosis, and some areas of machining. Manual drive train and axles on and off the car; components, gears, bearings, clutches, CV joints, transfer cases, differentials, axle shafts, drive lines, seals, bushings, flywheel, leakage, gaskets, cables, cylinders and fluids. Work with automatic transmissions and transaxles used on General Motors vehicles, trace the power flow, diagnose problems, disassemble, inspect and evaluate, clean and layout components. Reassemble and adjust transmission and test the unit for proper operation. Work on approved customers vehicles diagnosing, servicing and repairing as needed. Provides specific diagnostic guidelines and covers procedures that take place in a dealership. Prerequisite: ASEP 100.

Proposed Description: Study and work with manual drive train and axles on and off the car; components, gears, bearings, clutches, CV joints, transfer cases, differentials, axle shafts, drive lines, seals, bushings, flywheel, leakage, gaskets, cables, cylinders and fluids. Work with automatic transmissions and transaxles used on General Motors vehicles, trace the power flow, diagnose problems, disassemble, inspect and evaluate, clean and layout components. Reassemble and adjust transmission and test the unit for proper operation. Work on approved customers vehicles diagnosing, servicing and repairing as needed. Provides specific diagnostic guidelines and covers procedures that take place in a dealership. Prerequisite: ASEP 103.

Reason for Description Change: Realigns course of study which allows skills to learned in a cumulative manner allowing better understanding and retention of material.

Current Prerequisites:	ASEP 100
Proposed Prerequisites:	ASEP 103
Grade Modes:	Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Scott Morgan
Contact E-Mail:	samorgan@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Title,Course Description,Requisites,Grade Modes

Current Course Number: ASEP 103

Current Course Title: Engine Performance

Proposed Course Title: Engine Repair and Performance

Reason for Title Change: Better reflects course content.

Current Description:

                                 Studies operation, diagnosis and testing of systems used to
                                 deliver spark ignition and air/fuel to the combustion chamber of
                                 the engine, reduce vehicle emission levels and diesel engine
                                 operation. Prerequisite: ASEP 100.

Proposed Description: Study and work with gasoline engines used on General Motors
                                 vehicles; components, engine blocks, cylinder heads, pistons,
                                 valves, cam, crankshaft, gaskets, oil, coolant, repair,
                                 diagnosis, and some areas of machining. Studies operation,
                                 diagnosis and testing of systems used to deliver spark ignition
                                 and air/fuel to the combustion chamber of the engine and
                                 reduce vehicle emission levels. Prerequisite: ASEP 102.

Reason for Description Change: Reflects course content.

Current Prerequisites: ASEP 100
Proposed Prerequisites: ASEP 102
Current
Prerequisites/Concurrent:
Proposed
Prerequisites/Concurrent:
Current Corequisites:
Proposed Corequisites:
Grade Modes: Grades A-F choice
Will this impact other SACs?,Is no
there an impact on other
SACs?:
How other SACs may be
impacted:
Will this impact other   no
Depts/Campuses?,Is there an
impact on another dept or

campus?:

How other Depts/Campuses will
be impacted:

Request Term: fall

Requested Year: 2010

Contact Name: Scott Morgan

Contact E-Mail: samorgan@pcc.edu

Curriculum Request For
Course Revision

CHANGE: Course Number,Course Description,Requisites,Grade Modes

Current Course Number: ASEP 104

Proposed Course Number: ASEP 102

Current Course Title: Steering,Suspension and Brakes

Current Description: Studies and works with suspension systems used on General
                                 Motors vehicles; components, steering gears, wheel bearings,
                                 alignment angles, rear wheel tracking, adjustments and
                                 correction, wheel balance and factors contributing to vehicle
                                 handling and tire wear. Studies principles of automotive brake
                                 systems on General Motors vehicles. Practices disassembly
                                 and assembly of system components using school owned
                                 equipment. Includes proper measuring and machinery
                                 techniques of brake drums and rotors. Prerequisite: ASEP
                                 100.

Proposed Description: Studies and works with suspension systems used on General
                                 Motors vehicles; components, steering gears, wheel bearings,
                                 alignment angles, rear wheel tracking, adjustments and
                                 correction, wheel balance and factors contributing to vehicle
                                 handling and tire wear. Studies principles of automotive brake
                                 systems on General Motors vehicles. Practices disassembly
                                 and assembly of system components using school owned
                                 equipment. Includes proper measuring and machinery
                                 techniques of brake drums and rotors. Prerequisite: ASEP
                                 101.

Reason for Description Change: Removed material now covered in new ASEP 104.
Current Prerequisites: ASEP 100
Proposed Prerequisites: ASEP 101
Current
Prerequisites/Concurrent:
Proposed
Prerequisites/Concurrent:
Current Corequisites:
Proposed Corequisites:
Grade Modes: Grades A-F choice
Will this impact other SACs?,Is no
there an impact on other
SACs?:
How other SACs may be

impacted:

Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Scott Morgan
Contact E-Mail:	samorgan@pcc.edu