

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

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

Experimental Courses:

INSP 199G – International Energy Conservation Code  
MUS 299A – Music Composition 1  
MUS 299B – Music Composition 2  
ETC 199 – Principles & Practices in Emergency Communications  
D 199L – Ballroom II  
D 199K – Hip Hop II  
TA 299B – Acting for the Camera  
SC 199 – Applied Communications  
ID 299 – Interior Studio: Aging in Place  
PE 199M – MMA Combative Conditioning  
PE 199W – Physical Activity for Weight Control  
PE 199I – Hip Hop II  
PE 199B – Ballroom Dance II

Inactivations

None to report

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

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

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

New Business:

78. HOR 266 – Interior Plants  
New Course

79. TA 116 – Stagecraft  
New Course

80. D 251 – Dance Appreciation  
New Course

81. D 251 – Introduction to Choreography  
Course Revision – Number change to D 270

82. HIM 270 – Classification Systems 1  
Course Revision – Requisites

83. BA 234 – International Marketing  
Course Revision – Outcomes

84. ASEP 280A – CE: Automotive Serv Educ Program  
Course Revision – Description, Outcomes, Grade Mode

85. ASEP 280A – CE: Automotive Serv Educ Program  
Contact/Credit Hour Change – Decrease in credits

86. MUS 125 – Guitar Clinic and Workshop  
New Course

87. FN 225 – Nutrition  
Course Revision – Req, Outcomes

88. MRI 101 – MR Physics I- Principles, Equipment & Safety  
Course Revision – Title

89. MRI 102 – MR Physics II – Advanced Principles  
Course Revision – Title

90. MRI 111 – MR Cross-Sectional Anatomy I  
Course Revision – Title

91. MRI 130 – MR Imaging Procedures and Diagnosis  
Course Revision – Title

92. MRI 140 – MR Registry Review  
Course Revision – Title

93. PE 186C – Ballet III  
New Course

94. PE 186H – Jazz Dance III  
New Course

95. FMT 100 – Introduction to Facilities Maintenance  
Course Revision – Requisites

96. FMT 101 – Refrigeration I  
Course Revision – Requisites

97. FMT 111 – Refrigeration Electrical I  
Course Revision – Requisites

98. FMT 202 – Direct Digital Control Advanced Technology  
Course Revision – Requisites

99. ELT 204 – Adjustable Speed Drive  
Course Revision – Title, Requisites

100. APR 200 – Trades Preparation  
Course Revision – Requisites

101. GRN 131 – Hospice Basics  
New Course

102. GRN 237 – End of Life Therapies  
New Course

103. GRN 238 – Guardian- Conservator Training  
New Course

104. GRN 240 – Care and Service Coordination  
New Course

105. BI 101H – General Biology: Honors  
New Course

106. WR 121H – English Composition – Honors  
New Course

107. WR 122H – English Composition – Honors  
New Course

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](mailto: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 aaot:	I was told that the sequence requirement was no longer part of the AAOT starting next year
Gened philosophy stmt:	Explanation of courses that applied to Gen Ed Philosophy Statement
Understanding of their culture and how it relates to other cultures:	<p>HST 271 will provide an understanding of their own culture for students with national or ethnic backgrounds from Central American or Caribbean countries.</p> <p>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.</p>
Appreciation of history both from a global perspective and from a personal perspective including an awareness of the role played by gender and by various cultures:	<p>HST 271 would provide students with a more global understanding of history by offering opportunities to study a part of the globe not generally covered by Western Civ or US history courses. Central America and the Caribbean are perfect locations for studying the interactions of various 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.</p>

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  
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 Change:	We want to identify that this class aligns with the computer 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:	<p>A. Use specialized vocabulary associated with computers and software</p> <p>B. Use MS Office applications to create basic business files</p> <p>C. Use basic file management to organize files</p> <p>D. Use and Understand Basic Internet and Communications Tools</p>
Proposed Learning Outcomes:	<p>A. Use specialized vocabulary associated with computers and software</p> <p>B. Use MS Office applications to create basic business files</p> <p>C. Use basic file management to organize files</p> <p>D. Use and Understand Basic Internet and Communications Tools</p> <p>E. Demonstrate the skills and concepts for basic use of computer hardware, software, networks, and the Internet in the</p>



IC3 curriculum.

Reason for Learning  
Outcomes Change:

To further clarify our alignment with IC3

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:                      Verna Reardon

Contact E-Mail:                      [vreardon@pcc.edu](mailto:vreardon@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:
	<p>A. Identify learning goals and develop a work experience plan to meet the goals.</p> <p>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.</p> <p>C. Define skills and competencies developed on-the-job.</p>
Proposed Learning Outcomes:	<p>A. Identify learning goals and develop a work experience plan to meet the goals.</p> <p>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.</p> <p>C. Define skills and competencies developed on-the-job.</p> <p>D. Communicate appropriately in the workplace.</p> <p>E. Continue to explore career opportunities utilizing workplace contacts and resources.</p>
Reason for Learning Outcomes Change:	Based on the recommendations from Co-Op Task Force.
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
Request Term:	winter
Requested Year:	2010
Contact Name:	Sonya Bedient
Contact E-Mail:	<a href="mailto:sonya.bedient@pcc.edu">sonya.bedient@pcc.edu</a>

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:	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect on the day-to-day experiences at work, and write weekly journal entries to focus attention on various aspects of employment.</li> <li>2. Conduct an informational interview to learn more about the requirements and realities of their chosen career field.</li> <li>3. Conduct an effective job search.</li> <li>4. Increase the likelihood of success in their chosen career.</li> <li>5. Use Internet resources as a tool for job search and to support career success.</li> </ol>
Proposed Learning Outcomes:	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Conduct an informational interview to learn more about the requirements and realities of their chosen career field.</li> <li>3. Conduct an effective job search.</li> <li>4. Increase the likelihood of success in their chosen career.</li> </ol>

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](mailto: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:	<p>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.</p> <p>Available Grading Options: A-F, Audit, Pass/No Pass</p>
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:	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
Course activities and design:	Lecture time will provide a review of the construction knowledge and skills necessary for a licensed landscape construction professional (LCP), and to manage a successful landscape construction business in the State of Oregon. Resources, demonstrations, and materials will be provided to help with the review for future completion of each section of the LCP exam.
Outcomes assessment strategies:	Participate in, and contribute to all class discussions and activities. Take scheduled weekly quizzes and final comprehensive examination.

Course content and skills:	<p>Review of topics to include:</p> <p>Oregon State laws and rules governing the LCP and LCB licensing</p> <p>Management of a licensed landscape contracting business: permits and licensing needed, business models, standard business practices, lien law and process</p> <p>Plant Material and Turf Grass: identification, cultural information and use in the landscape</p> <p>General Construction:</p> <p>Fencing, Decks and Arbors</p> <p>Retaining Walls - concrete, stone and masonry</p> <p>Paving – concrete and modular pavers</p> <p>Low Voltage Lighting</p> <p>General Safety, Soil Science, Estimation and Chemicals:</p> <p>Grading and Drainage: surface and subsurface, erosion control, differential leveling and slopes, topography map interpretation, cut and fill</p> <p>Irrigation: components and installation, schematic plan reading, hydraulics and design for standard and drip systems</p> <p>Backflow Devices: types and operation</p>
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 and/or certificates that are affected by the instruction of this course:	No. This is an elective course for the LAT program.
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	Winter, 2010

year requested:

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

Curriculum Request Form  
Course Revision

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:	<p># Explain how devices look and function in silicon planar technology, including: resistors, capacitors, diodes and MOSFET transistors</p> <p># Describe the manufacturing flows to create these devices</p> <p># Describe the layout and function of simple CMOS circuits</p> <p># Research and understand the following aspects of a semiconductor manufacturing process:</p> <ul style="list-style-type: none"> <li>* Describe the functional properties of the result of the process</li> <li>* Explain where the process is used in a CMOS flow</li> <li>* State the variations in the process as used throughout the flow</li> <li>* Discuss the resulting film properties, or affects on film properties the process has</li> <li>* Write a description of the basic mechanisms for the process</li> <li>* Describe how the following factors affect the process: raw materials, process settings, wafer state, other processes in the flow, defects</li> <li>* Explain how the process affects other processes and their outcomes</li> <li>* Explain how variation in the process can affect device performance</li> <li>* List the major parts and the function of each part in the equipment used for the process.</li> </ul>



- \* 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](mailto:ekirchne@pcc.edu)

Curriculum Request Form  
New Course

Course number:	HOR 266
Course title:	Interior Plants
Transcript title:	Interior Plants
Course credits:	3
Lec contact hrs:	2
Lec lab contact hrs:	2
Special fee:	
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Identification of interior plants commonly used in interior plantscaping. Cultural requirements, pests, diseases, propagation and interior use covered.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	Interior plant identification skills are basic to Horticulture/Landscape industry. The focus will be on interior plants used in residential and commercial applications. Knowledge of care and culture of plant material is necessary for workers in retail nursery centers, retail and wholesale greenhouses, interior plantscaping companies, and in therapeutic horticulture associated with care facilities.
Intended outcomes:	<ol style="list-style-type: none"> <li>1. Identify common interior plants used in residential and commercial buildings.</li> <li>2. Apply cultural knowledge learned toward the care of interior plants in an interior setting or commercial business.</li> <li>3. Manage common pests and diseases for interior plants in a safe and environmentally responsible way.</li> <li>4. Be familiar with common techniques used in propagation for the subsequent production of replacement plants.</li> </ol>
Course activities and design:	Lecture time will be focused on delivering the botanical information needed to make accurate identification decisions and general requirements for growing healthy, useful plants. Lab time will be spent in the greenhouse directly observing plant characteristics for identification, pests and diseases, and propagation methods used in the production of plants. The required plant notebook will require

additional time outside of the classroom for obtaining more plant information, graphically documenting plant characteristics, and assembly of the information in a useable format. Students can use electronic information as well as printed materials.

Outcomes assessment strategies:

1. Participate in, and contribute to, all class discussions and activities.
2. Take scheduled ID quizzes and exams.
3. Assembly of plant information in the plant notebook, and building plant lists according to useful categories.

Course content and skills: Identification of 90-110 interior plants  
 Plant Information  
 Botanical, Common and Family Names  
 Plant Type  
 Form  
 Growth Rate  
 Physical Characteristics  
 Light, Soil, and Water Requirements  
 Diseases and Pests  
 Propagation  
 Interior Use

Course used to supply ri for certificate: no

Ri computation hrs: 0

Ri computation activities: N/A

Ri communication hrs: 0

Ri communication activities: N/A

Ri human relations hrs: 0

Ri human relations activities: N/A

Reason for new course: This course has been offered in the past (Winter 2009) for the benefit of Therapeutic Horticulture option in the Gerontology Department. Our LAT and GRN program students will benefit from taking this class, as the skills for care of interior plants is needed in industry.

How course will be taught: Campus

Reason for other:

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: This is an elective course for any degree and certificate in the LAT program.

Explanation if this course transfer to any other academic institution: No

Explanation if there are: No

similar courses existing in  
other programs or  
disciplines at pcc:

Explanation if they have  
consulted with sac chairs  
of other programs  
regarding potential  
impact: GRN students may want to take this course to partially fulfill the 18  
credits of horticulture classes required for their Therapeutic  
Horticulture Certification.

Explain if there are any  
potential impact on  
another department or  
campus: No

Implemented term or year  
requested: Winter 2011

Submitter: Marilyn Alexander  
From: malexand@pcc.edu  
Sac chair: Elizabeth Brewster  
Sac chair email: elizabeth.brewster1@pcc.edu  
Sac admin liason name: Margie Fyfield  
Sac admin liason email: mfyfield@pcc.edu

Curriculum Request Form  
New Course

Course number:	TA 116
Course title:	Stagecraft
Transcript title:	Stagecraft
Course credits:	3
Lec lab contact hrs:	6
Course description:	Introduces the basic operation of the stage, scene shop and their related equipment in relation to actual production. Covers the use of power tools as well as, construction material and techniques used in the modern theater. Gives the student knowledge of the fundamental aspects of technical theater leading to an understanding of and appreciation for the art of stagecraft. Students are required to do three hours of lab a week and participation in departmental productions presented that term.
Prerequisites coreq concurrent:	math 20
Intended outcomes:	<ol style="list-style-type: none"> <li>1. Read blueprints in order to safely build scenery for theater using the appropriate construction techniques and tools.</li> <li>2. Communicate through construction drawings of the assembly process of a production.</li> <li>3. Apply learned construction techniques to build flats, platforms, stairs and other projects for the actual production.</li> </ol>
Course activities and design:	The students will be building scenery for the main stage show utilizing the tools in the scene shop. The students will then implement or "load in" the show to the theater space. They will also do a special project beyond the show.
Outcomes assessment strategies:	<p>Safe work practices will be assessed through practical lab time no less than 30 hours per term. There will be cumulative tests on safety and rules for the shop and theater.</p> <ol style="list-style-type: none"> <li>a. tool safety</li> <li>b. shop safety</li> <li>c. theater safety</li> <li>d. rigging safety</li> </ol> <p>Each student will be tested on reading and creating blueprints. The student then will take on a show project and create the working drawings and then build that piece, either as a group project or individual student project.</p> <p>The final project will be of their own creation of which they will have to</p>

design and budget and bring in to being.

Course content and skills:

Skills:

Safely use the tools in the shop

Read and draw blue prints

Learn how to build a flat, platform and stairs

Concepts/themes:

Assess and communicate the safety of a given situation and be able to act appropriately.

Use the combined skills of safe use of tools and blue print drafting to enhance one's personal environment.

Explore theatrical process in order to examine one's own path in life.

Reason for new course:

There is no course like this in our program. Stagecraft is a fundamental course for theater practitioners it is a basic that is required at all 4 year institutions, which have a theater program.

How course will be taught:

Campus

Reason for other:

Where and how the course transfer within or of highered:

PCC Stagecraft TA116 will transfer to Southern Oregon University as Stagecraft TA 144 and to PSU as TA 111

Proof of course transferable:

Email confirmation from Esra Severin, (SOU Associate Professor of Theater who teaches stagecraft) that our proposed course was the same as offered at SOU. I also have an email confirmation from Bruce Keller, (PSU Professor of Theater who teaches stagecraft) confirming that my course has the same content and structure as his Technical Theater TA 11.

Gened status or cultural diversity sought:

No

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

PCC offers Intro to Technical Theater, TA111. This course is a survey course that examines all of the technical aspects of theater from Stage Management, to props, to running shows. Stagecraft will focus only on stagecraft, which is construction and implementation of scenery. The TA SAC has examined the courses to look for overlap. We agree that Stagecraft is a needed course for students who want practical experience specifically in the area of stagecraft. It will also be the only Theater Tech course that is transferable to PSU as anything other than an elective.

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

Explain if there are any    no  
potential impact on  
another department or  
campus:

Implemented term or    Spring 2010  
year requested:

Submitter:                Frances Marsh

From:                      frances.marsh@pcc.edu

Sac chair:                Patrick Tangreti

Sac chair email:        Patrick.Tangreti@pcc.edu

Sac admin liason name: Steve Ward

Sac admin liason email: sward@pcc.edu



## Curriculum Request Form New Course

Course number: D 251

Course title: Dance Appreciation

Transcript title: Dance Appreciation

Course credits: 4

Lec contact hrs: 40

Grade modes: Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice

Course description: Develops an awareness and appreciation of dance in its artistic, social, historical, and cultural contexts. Considers aspects of dance as cultural, spiritual, and aesthetic expression, exploring origins and the related roles of the dancer, choreographer, and spectator. Offers a variety of experiences, including the viewing of dance in live and recorded formats, reading about dance, discussing dance, and hearing from guest experts.

Prerequisites coreq concurrent: WR 115, RD 115, and MTH 20 or equivalent placement test scores

Addendum to course description:

Intended outcomes: 1. Appreciate the artistic, social, historical, and cultural contexts of dance through observation and critique in order to create informed audience members  
2. Relate themes and ideas presented in dance to real life  
3. Generalize course content to other art not covered in the course so that one can understand and value art and dance in all-encompassing ways, both in this country and abroad  
4. View works of dance "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later work, and its relationship to a particular cultural moment

Outcomes assessment strategies: Quizzes  
Written Reviews/Critiques  
Final Exam

Other outcome assessment strategies may include:  
Participation  
Creative Project

Course content and skills: COURSE CONTENT:

Dance and society  
 Basic elements of choreography: Space, Time, Energy, Shape,  
 Choreographic Forms and Choreographic Sources  
 Observing and discussing dance using observation, interpretation, and  
 evaluation  
 Reading dance critique/reviews  
 Readings from dance history  
 Ballet: from court dances to Diaghilev's Ballet Russes  
 New Dance and Early Modern Dance  
 Modern Dance  
 Post-Modern Dance  
 Contemporary Trends in Choreography  
 Viewing live and recorded dance  
 Guest lectures

#### SKILLS AND COMPETENCIES:

Demonstrate understanding of different functions of dance in society  
 Analyze dance using basic elements of choreography  
 Critique dance performance with basis for criticism  
 Write about dance using a model of observation, interpretation, and  
 evaluation  
 Identify prominent choreographers, dancers, and other important figures  
 from dance history  
 Differentiate between different styles of dance as well as different periods  
 Discuss dance performances, assigned readings, and information covered  
 in lectures  
 Apply skills of observation, interpretation, and evaluation in looking at  
 other art forms  
 Gain a basic understanding of technical and theatrical elements used in  
 performance such as lighting, sets, props, costumes, technology, etc.  
 Recognize artistic movements in history as they relate to social and  
 political themes of the same time period

Reason for new course: program expansion

How course will be taught: Campus

Reason for other:

Where and how the course transfer within our of highered: Similar courses are listed in University of Oregon, Portland State University, and Western Oregon University catalogues. I am awaiting email responses from Walter Kennedy and/or Jenifer Craig at U of O and Judy Patton at PSU regarding transferability.

Proof of course transferable: Similar courses are listed in University of Oregon, Portland State University, and Western Oregon University catalogues. I am awaiting email responses from Walter Kennedy and/or Jenifer Craig at U of O and Judy Patton at PSU regarding transferability.

Gened status or  
cultural diversity  
sought: no

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  
Course Revision

CHANGE:	Course Number
Current Course Number:	D 251
Proposed Course Number:	D 270
Current Course Title:	Introduction to Choreography
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:	Heidi Diaz
Contact E-Mail:	<a href="mailto:heidi.diaz@pcc.edu">heidi.diaz@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	HIM 270
Current Course Title:	Classification Systems 1
Current Prerequisites:	HIM 105, HIM 107, HIM 110, HIM 120, HIM 131, HIM 182, MP111, BI22 or BI 233
Proposed Prerequisites:	HIM 105, HIM 107, HIM 110, HIM 120, HIM 131, HIM 182, MP111, BI22 or BI 233 or HIM 129
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:	Ann Wenning
Contact E-Mail:	<a href="mailto:awenning@pcc.edu">awenning@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	BA 234
Current Course Title:	International Marketing
Current Learning Outcomes:	1.1 Potential benefits from importing and exporting 1.2 International trade theories 1.3 Import/export behavior theories 1.4 Import/export development process
Proposed Learning Outcomes:	<p>Communicate effectively using basic international business vocabulary enabling them to successfully follow and engage in higher-level international business courses.</p> <p>Identify issues in marketing unique to the global business environment in order to facilitate employment in entry-level positions in international trade and commerce.</p> <p>Identify major governmental and non-governmental sources of information and import / export assistance and apply that knowledge through development of marketing plans tied to global business activity and country-specific business conditions.</p> <p>Develop basic workflow for international market planning and identify major components of a marketing plan such that they will be able to participate in entry-level support activities in a marketing department of a globally oriented business.</p> <p>Identify sources of information on cultural and business practice differences between countries enabling students to prepare themselves to do business with foreign nationals from those countries or brief other business managers on proper protocols for conducting business in those countries.</p> <p>Use concepts of global marketing as outlined in Domain 2 of the NASBITE Certified Global Business Professional Practice Delineation in order to successfully respond to questions specific to the global business management knowledge portion of the NASBITE Certified Global Business Professional exam.</p>
Reason for Learning Outcomes Change:	<p>Current outcomes are incomplete and, to the extent they exist, do not apply to the class in question, but rather to the Import/export course (BA 237). The proposed outcomes correct the problem and align the CCOG with the US Department of Education BIE Grant objectives by adding information regarding the NASBITE CGBP certification.</p>

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

Request Term: winter

Requested Year: 2010

Contact Name: Phil Seder

Contact E-Mail: [phillip.seder@pcc.edu](mailto:phillip.seder@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE: Course Description, Learning Outcomes, Grade Modes

Current Course Number: ASEP 280A

Current Course Title: CE: Automotive Serv Educ Prog

Current Description: None

Proposed Description: Cooperative Education: Automotive Service Work outside of the classroom at a job performing diagnostic and repair work under the supervision of a professional automotive technician.

Reason for Description Change: No Course Description listed.

Current Learning Outcomes:

1. Demonstrate and use safe workplace practices. Apply care and use of personal protective equipment and dress, tool and equipment safety, safety procedures when performing removal and installation of components. Apply understanding of facility safety, effects and handling of hazardous materials, lifting heavy objects, disabling supplemental restraint systems and report unsafe conditions.
2. Demonstrate understanding in proper dealership procedures for working on customer's vehicles. Use manuals, computers and proper equipment to diagnose, service and repair General Motor's vehicles. Follow mentor and supervisor instructions for quality control.
3. Utilize skills gained at school to diagnose, service and repair General Motors vehicles in the areas of study from the preceding term. Work directly with experienced dealer technicians to complete a task list assigned by the instructor. Maintain a daily work log and self-evaluation report to be submitted to the college on a regular basis.
4. Demonstrate professional and effective communication skills, listening, speaking, writing, and interpreting. Formulate and ask questions. Apply oral presentation and personal note-taking skills.
5. Use the common measurement units in English and Metric systems, decipher data, read tables and charts, collect, organize, interpret or use data to correct problems and apply mathematics for problem solving.
6. Apply constructive teamwork practices. Share equal responsibilities. Develop team and individual tactics in problem solving. Demonstrate self-motivation. Work



constructively with a mentor, exhibit cooperation and allow for full participation. Resolve conflicts that may arise with professionalism. Relay relative information back to instructor for further direction.

7. Demonstrate personal management by being prepared for work and responsible for attendance. Complete assigned tasks within a given amount of time. Allocate time to completing all assignments before the end of the term.

Keeping assigned station, general shop, classroom, lab area, tools and equipment clean and orderly. Complete projects in accordance to industry procedures and specifications. Use all tools correctly. Identify and apply quality standards of workmanship.

8. Demonstrate innovative techniques in communicating with a diverse group of coworkers. Demonstrate the ability to understand and act with empathy; respect; and support towards others and those of ethnic, social and gender differences.

Proposed Learning Outcomes:

1. Apply acquired skills, knowledge, and training to work productively in the automotive field.
2. Apply an understanding of the skills and demands of work in the automotive field in order to make appropriate career choices.
3. Communicate appropriately in a professional setting.
4. Continue to explore automotive career opportunities.

Reason for Learning Outcomes Change: Relates outcomes in a more global or "out there" focus.

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](mailto:samorgan@pcc.edu)

Curriculum Request Form  
Contact/Credit Hour Change

Current Course Number: ASEP 280A

Current Course Title: CE: ASEP

	Current	Proposed
Lab Hours:	360	240
Credits:	12	8

Reason for Change: Should more accurately reflect credits needed for work per week. Needed change for new degree option.

Are outcomes affected?: NO

Are degrees/certs affected?: YES

Is there an impact on other NO

Dept/Campus?:

Impact on Dept/Campus:

Is there potential conflict with another SAC?: NO

Impact on SACs:

Implem. Term: Fall

Implementation Year, Implem. 2010

Year:

Contact Name: Scott Morgan

Contact Email: [samorgan@pcc.edu](mailto:samorgan@pcc.edu)

Curriculum Request Form  
New Course

Course number:	MUS 125
Course title:	Guitar Clinic and Workshop
Transcript title:	Guitar Clinic
Course credits:	2
Lec contact hrs:	20
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Focus on guitar technique as applied to classical, acoustic and electric guitar playing. Topics include warm-ups, development of finger dexterity, fretting hand strength/endurance, efficiency and accuracy, and good tone production. Overview of important guitarists and teaching methods. Also includes fretboard theory and live performance.
Prerequisites coreq concurrent:	Prerequisite: MUS191 Class Guitar I
Addendum to course description:	Course will include performance by student soloists and ensembles.
Intended outcomes:	<p>Express able musicianship through guitar performance using proper technique</p> <p>Use understanding of the body and hand anatomy to properly warm-up preventing common injuries that occur from over strenuous guitar playing</p> <p>Effectively teach beginning and other styles of guitar using good guitar technique</p> <p>Produce good tone and clear musical phrasing through application of proper guitar technique</p>
Course activities and design:	The foundation of this workshop is based on traditional classical guitar technique, primarily on the Abel Carlevaro technique of classic guitar playing. However, the concepts and exercises covered can be applied to all styles of music and guitar types. Exercises should first

be demonstrated by the instructor and then performed by the entire class.

Outcomes assessment strategies:

Apply proper guitar technique through performance of solo and ensemble repertoire

Participate in, and contribute to, class discussions about important guitar players and pedagogues

Quantitative examination covering guitar nomenclature and basics of good guitar technique

Participate in group exercises intended to develop good guitar technique

Course content and skills: Themes

Sitting position  
Right hand (plucking) technique  
Plectrum (picking) technique  
Left hand technique  
The Carlevaro method  
Unlocking the mystery of the fretboard

Concepts

Guitar notation  
Tone production  
Voice balance  
Velocity and accuracy  
Harmonics  
Important guitarists

Skills

Sightreading  
Execution of major and minor scales  
Execution of slurs

Reason for new course: Previously offered as an experimental course during summer arts institute

How course will be taught: Campus

Reason for other:

Where and how the course transfer within our cr. of highered: Portland State University - MUS125 Guitar Workshop Techniques 2

Proof of course transferable: Course is currently offered at PSU. Email correspondence to be submitted

Gen ed status or cultural no

diversity sought:

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:

Yes, no negative impacts.

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

No

Implemented term or year requested:

Summer 2010

Submitter: John Mery  
 From: jmery@pcc.edu  
 Sac chair: John Mery  
 Sac chair email: jmery@pcc.edu  
 Sac admin liason name: Steve Ward  
 Sac admin liason email: sward@pcc.edu

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	FN 225
Current Course Title:	Nutrition
Current Learning Outcomes:	<ul style="list-style-type: none"> <li>A. Understand major functions, characteristics and food sources of nutrients.</li> <li>B. Apply basic nutritional guidelines; recognizing effects of lifestyle on nutritional status.</li> <li>C. Describe common health conditions associated with nutrient deficiency and over consumption.</li> <li>D. Recognize impact nutrition and lifestyle has on immune system and diseases with nutritional implications (e.g. cancer, heart disease, diabetes).</li> <li>E. Describe issues surrounding food safety, and consumer concerns.</li> <li>F. Discuss global and local food supplies and their effect on nutritional status of different populations.</li> </ul>
Proposed Learning Outcomes:	<p>Understand major functions, characteristics and food sources of nutrients.</p> <p>Connect pertinent factors between an individual's lifestyle and diet.</p> <p>Choose foods that will provide a varied, adequate diet.</p>
Current Prerequisites:	
Proposed Prerequisites:	WR 121, MATH 60 OR HIGHER; AND BI 112 OR B231 OR HIGHER OR FT 131.
Grade Modes:	Grades A-F choice
Will this impact other SACs?, Is there an impact on other SACs?:	yes
How other SACs may be impacted:	<p>Nursing, Dental Hygiene and Fitness Tech are effected and have been informed. None objected as their students are required to take math and science courses the same as or equal to the courses Nutrition now stipulates.</p> <p>Alcohol/Drug uses Nutrition as a recommended Gen Ed. The Director and I briefly discussed their needs. We</p>

agreed that Alcohol/Drug students did not have sufficient science background to survive this course. FN 110, Personal Nutrition, is more appropriate for them.

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

yes

How other Depts/Campuses  
will be impacted:

See above.

Request Term:

spring

Requested Year:

2010

Contact Name:

Jody Taylor

Contact E-Mail:

[jtaylor@pcc.edu](mailto:jtaylor@pcc.edu)

Curriculum Request Form  
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI101
Current Course Title:	MRI 101 MR Physics I - Principles, Equipment & Safety
Proposed Course Title:	MRI 101MRI Physics I - Principles, Equipment & Principles
Proposed Transcript Title:	MRI 101 MRI Physics I -
Reason for Title Change:	Consistency in all MRI course titles-- remove MR and replace with MRI
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:	Virginia Vanderford
Contact E-Mail:	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>



Curriculum Request Form  
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI102
Current Course Title:	MRI 102 MR Physics II - Advanced Principles
Proposed Course Title:	MRI 102 MRI Physics II - Advanced Principles
Proposed Transcript Title:	MRI 102 MRI Physics II – Advan
Reason for Title Change:	Consistency in all MRI course titles-- remove MR and replace with MRI
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:	Virginia Vanderford
Contact E-Mail:	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI 111
Current Course Title:	MR Cross-Sectional Anatomy 1
Proposed Course Title:	MRI Cross-Sectional Anatomy 1
Proposed Transcript Title:	MRI Cross-Sectional An
Reason for Title Change:	Consistency in all MRI course titles-- remove MR and replace with MRI
Current Description:	
Proposed Description:	
Reason for Description Change:	
Current Learning Outcomes:	
Proposed Learning Outcomes:	
Reason for Learning Outcomes Change:	
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Virginia Vanderford
Contact E-Mail:	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI 130
Current Course Title:	MR Imaging Procedures and Diagnosis
Proposed Course Title:	MRI Imaging Procedures and Diagnosis
Proposed Transcript Title:	MRI Imaging Procedures
Reason for Title Change:	Consistency in all MRI course titles-- remove MR and replace with MRI
Current Description:	
Proposed Description:	
Reason for Description Change:	
Current Learning Outcomes:	
Proposed Learning Outcomes:	
Reason for Learning Outcomes Change:	
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Virginia Vanderford
Contact E-Mail:	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI 140
Current Course Title:	MR Registry Review
Proposed Course Title:	MRI Registry Review
Proposed Transcript Title:	MRI Registry Review
Reason for Title Change:	Consistency in all MRI course titles-- remove MR and replace with MRI
Current Description:	
Proposed Description:	
Reason for Description Change:	
Current Learning Outcomes:	
Proposed Learning Outcomes:	
Reason for Learning Outcomes Change:	
Current Prerequisites:	
Proposed Prerequisites:	
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Virginia Vanderford
Contact E-Mail:	<a href="mailto:vvanderf@pcc.edu">vvanderf@pcc.edu</a>

Curriculum Request Form  
New Course

Course number:	PE 186 C
Course title:	Ballet III
Transcript title:	Ballet III
Course credits:	1
Lab contact hrs:	30
Special fee:	
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Continues development of classical ballet technique at the intermediate level. Emphasizes correct alignment, increased speed, strength, flexibility, balance, coordination, stamina, and ballet vocabulary in longer, more challenging combinations. Course may be taken 3 times for credit (any combination of D 292 or PE 286 for a total of 3 times). Recommended courses: PE 186B, or D 192B, or equivalent.
Intended outcomes:	<ul style="list-style-type: none"> <li>• Increase knowledge and skills in intermediate ballet technique.</li> <li>• Identify and apply the principles, technique, and vocabulary of classical ballet.</li> <li>• Explore and appreciate ballet as an art form.</li> </ul>
Outcomes assessment strategies:	Attendance, participation, and effort. Demonstrate knowledge and skills in intermediate ballet technique. Written and/or practical evaluation. Paper or project on dance.
Course content and skills:	Principles of Ballet Technique: Correct alignment/body position - safe & efficient technique Seven basic movements of ballet Ballet vocabulary (English & French)  Aesthetics and Awareness in Ballet: Flow and dynamics of movement Rhythmic awareness and musicality Aesthetics and line of classical ballet Elements of expression and communication in ballet  Demonstrate correct technique and intermediate skills in ballet movements and combinations:

Barre work  
 Center floor work  
 Stretches  
 Adagio  
 Petit Allegro  
 Connecting steps  
 Turns  
 Jumps  
 Grand Allegro  
 Extended ballet combinations

Demonstrate increased speed, control, strength, balance, and stamina in ballet.  
 Demonstrate improved quality of movement and musicality.  
 Demonstrate ability to learn, execute, and retain ballet steps and combinations from visual, aural, and kinesthetic cues with greater speed and accuracy.  
 Demonstrate ability to reverse combinations

Reason for new course:	Cross List for D292 Ballet III (course exists)
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within our of highered:	LDC as one credit of physical education - foundational requirement of AAOT
Proof of course transferable:	LDC as one credit of physical education - foundational requirement of AAOT
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	YES - This is a course for cross-list with Dance (course is Ballet III D 292).
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:	ASAP - D292 is currently available
Submitter:	Janeen Hull
From:	jan.hull@pcc.edu

Sac chair: Janeen Hull  
Sac chair email: jan.hull@pcc.edu  
Sac admin liason name: John Saito  
Sac admin liason email: john.saito15@pcc.edu

Curriculum Request Form  
New Course

Course number:	PE 186H
Course title:	Jazz Dance III
Transcript title:	PE 186 H - Jazz Dance III
Course credits:	1
Lab contact hrs:	30
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Continues development of jazz dance technique at the intermediate level. Emphasizes increased strength, control, flexibility, stamina, musicality, dynamics, and jazz dance vocabulary in more challenging combinations. Course may be taken 3 times for credit (D 252 or PE 186H separately or in combination). Recommended courses: PE 186 G, or D 151, or equivalent.
Intended outcomes:	<ul style="list-style-type: none"> <li>• Develop and increase intermediate skills and kinesthetic awareness in jazz dance technique.</li> <li>• Identify and apply the principles of jazz dance technique and vocabulary.</li> <li>• Explore and appreciate jazz dance as an art form.</li> </ul>
Outcomes assessment strategies:	<p>Attendance, participation, and effort.</p> <p>Demonstrate knowledge and skills in intermediate jazz dance technique.</p> <p>Written and/or practical evaluation.</p> <p>Paper or report on jazz dance.</p>
Course content and skills:	<p>Demonstrate intermediate jazz dance steps and combinations with variations in rhythm, dynamics, levels, and direction.</p> <p>Demonstrate improved control, strength, coordination, stamina, and flexibility in jazz dance.</p> <p>Demonstrate ability to learn, execute, and retain jazz dance steps and combinations from visual, aural, and kinesthetic cues with greater speed and accuracy.</p> <p>Demonstrate ability to combine technique with expression, presentation, and style.</p>



Demonstrate ability to reverse combinations.

Examine and articulate ideas about a dance performance.

Reason for new course: PE Cross List of Existing Dance Course - D 252

How course will be taught: Campus

Where and how the course transfer within our AAOT of highered: LDC as one credit of physical education - foundational requirement of

Proof of course transferable: LDC as one credit of physical education - foundational requirement of AAOT

Gened status or cultural diversity sought: no

Explanation if there are similar courses existing in other programs or disciplines at pcc: YES - This is a course for cross-list with Dance (course is Jazz Dance III D 252).

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: ASAP - D252 is currently available

Submitter: Janeen Hull

From: jan.hull@pcc.edu

Sac chair: Janeen Hull

Sac chair email: jan.hull@pcc.edu

Sac admin liason name: John Saito

Sac admin liason email: john.saito15@pcc.edu

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	FMT 100
Current Course Title:	Introduction to Facilities Maintenance
Current Prerequisites:	MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
Proposed Prerequisites:	Placement at or above MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
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:	
Contact E-Mail:	do_not_reply

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	FMT 101
Current Course Title:	Refrigeration I
Current Prerequisites:	MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
Proposed Prerequisites:	Placement at or above MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
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:	Richard Willebrand
Contact E-Mail:	<a href="mailto:rwillebr@pcc.edu">rwillebr@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	FMT 111
Current Course Title:	Refrigeration Electrical I
Current Prerequisites:	MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
Proposed Prerequisites:	Placement at or above MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
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:	Richard Willebrand
Contact E-Mail:	<a href="mailto:rwillebr@pcc.edu">rwillebr@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	FMT 202
Current Course Title:	Direct Direct Digital Control Advanced Technology
Current Prerequisites:	None
Proposed Prerequisites:	FMT 113
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:	Richard Willebrand
Contact E-Mail:	<a href="mailto:rwillebr@pcc.edu">rwillebr@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Course Title,Requisites
Current Course Number:	ELT 204
Current Course Title:	Adjustable Speed Drive
Proposed Course Title:	Adjustable Speed Drives
Current Prerequisites:	MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260)
Proposed Prerequisites:	Placement at or above MTH 20; (WR 90 or ESOL 262); (RD 90 or ESOL 260); FMT 113
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:	Richard Willebrand
Contact E-Mail:	<a href="mailto:rwillebr@pcc.edu">rwillebr@pcc.edu</a>

Curriculum Request Form  
Course Revision

CHANGE:	Requisites
Current Course Number:	APR 200
Current Course Title:	Trades Preparation
Current Prerequisites:	MTH 60 or Department Permission
Proposed Prerequisites:	Placement at or above MTH 60 or Department Permission
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:	spring
Requested Year:	2010
Contact Name:	Richard Willebrand
Contact E-Mail:	<a href="mailto:rwillebr@pcc.edu">rwillebr@pcc.edu</a>

Curriculum Request Form  
New Course

Course number:	GRN131
Course title:	Hospice Basics
Transcript title:	Hospice Basics
Course credits:	1
Lec contact hrs:	10
Grade modes:	Pass/No Pass Choice
Course description:	Provides an introduction to hospice and hospice care, including the hospice philosophy, palliative care, pain and symptom management, death and the dying process, grief and bereavement. Also addresses hospice eligibility, ethics and confidentiality, interdisciplinary team roles, communication, advanced directives, care-giving issues, self-care, and alternative therapies.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	Covers topics addressed in hospice volunteer training. Students providing a training certificate or confirmation letter from a qualified hospice trainer may apply for Non-Traditional Credit.
Intended outcomes:	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Meet the basic skills and knowledge requirements for a volunteer position with a hospice facility or service in care and bereavement support roles;</li> <li>2. Perform a supportive role in a hospice care team within a hospital, facility or home environment, in accordance with hospice and person-centered care standards.</li> </ol>
Course activities and design:	<ul style="list-style-type: none"> <li>• Lecture, discussion, and readings on key concepts, issues, and skills</li> <li>• Role-play, communication skill-building, and scenario practice</li> </ul>
Outcomes assessment strategies:	<ol style="list-style-type: none"> <li>1) Objective tests on basic concepts and issues</li> <li>2) Role-play, script practice, and situational problem-solving</li> </ol>
Course content and skills:	<p>The course content parallels the topical issues addressed in hospice volunteer training, including the following:</p> <ul style="list-style-type: none"> <li>• Hospice history and philosophy</li> </ul>



- Hospice eligibility
- Interdisciplinary hospice team roles
- Ethics and confidentiality
- Effective communication within the hospice team, and with hospice patient and family
- Caregiving and coordination among caregivers
- Self-care for hospice workers and caregivers
- Psychosocial aspects of life-threatening illness
- Pain and symptom management
- Infection control
- Advanced directives
- Death and the dying process
- Loss, grief, and bereavement
- Alternative therapies

Course used to supply ri No  
for certificate:

Reason for new course: The course provides an introduction to hospice as a key component of end of life care, and will be required in the new Gerontology: End of Life Care Certificate.

How course will be taught: Campus,Online,Hybrid,Other

Reason for other: Non-Traditional Credit for certified hospice volunteer training  
Explanation if there are degrees and/or certificates that are affected by the instruction of this course: Required for Gerontology: End of Life Care Certificate. This course will become an elective in the AAS Degree and Career Pathway (43 credit) Certificate.

Explanation if this course transfer to any other academic institution: Course credit would transfer as elective, CTE, lower-division level

Explanation if there are similar courses existing in other programs or disciplines at pcc: No similar courses. several years ago, a similar course was offered on an experimental basis through Sociology (when Gerontology was part of Sociology).

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

Explain if there are any N/A

potential impact on  
another department or  
campus:

Implemented term or      Spring 2010  
year requested:

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  
New Course

Course number:	GRN 237
Course title:	End of Life Therapies
Transcript title:	End of Life Therapies
Course credits:	1
Lec contact hrs:	10
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Focuses on a specific therapeutic approach appropriate for end of life care and explores a variety of therapeutic strategies and activities designed to augment end of life and palliative care goals and enhance the quality of life for the dying person and their caregivers.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	Each course offering will focus on one therapeutic approach, such as art, music, pet, horticulture, and massage therapies. One credit required for the Gerontology: End of Life Care Certificate.
Intended outcomes:	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Coordinate with therapists to introduce person-centered and culturally appropriate therapeutic strategies into a comprehensive end of life care plan for the dying person and their caregivers.</li> <li>2. Implement therapeutic practices and activities based on the particular therapy to augment end of life care goals and enhance life-quality for the dying person and their families.</li> </ol>
Course activities and design:	<ul style="list-style-type: none"> <li>• Lecture, presentations, discussion, and readings on the particular therapeutic approach and ways it can be adapted to diverse populations and settings</li> <li>• Case studies and practical techniques on the therapeutic approach and particular strategies and activities based on the therapy</li> </ul>
Outcomes assessment strategies:	A variety of assessments, including reflective journals, essays, skill-demonstration, case study analysis, will be used. Students will share capstone projects demonstrating ways in which the therapeutic approach could be used in a particular end of life care scenario.

Course content and skills:

1. Introduction to the particular therapy and overview of professional standards and practice
2. Distinction between a therapy and creative means to augment therapeutic goals
3. Techniques, strategies, and activities used in a therapeutic manner
4. Assessment of the dying persons needs, interests, and culture to develop appropriate and therapeutically effective strategies
5. Integration of the therapeutic approach and strategies into a comprehensive end of life care plan.
6. Ethical and professional standards
7. Evaluation

Reason for new course: The course provides a vehicle for introducing students to a range of therapies used by professionals in end of life care, enabling them to coordinate those therapies for clients or patients as well as apply therapeutic strategies or activities based on the approach presented. One credit will be required in the new Gerontology: End of Life Care Certificate; students could take multiple courses focused on different therapies.

How course will be taught: Campus, Online, Hybrid

Reason for other:

Explanation if there are degrees and/or certificates that are affected by the instruction of this course: One-credit required for Gerontology: End of Life Care Certificate. This course will become an elective in the AAS Degree and Career Pathway (43 credit) Certificate.

Explanation if this course transfer to any other academic institution: Course credit would transfer as elective, CTE, lower-division level

Explanation if there are similar courses existing in other programs or disciplines at pcc: No similar courses.

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

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

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  
New Course

Course number:	GRN238
Course title:	Guardian-Conservator Training
Transcript title:	Guardian-Conservator Training
Course credits:	3
Lec contact hrs:	30
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Provides an overview of professional standards, duties and responsibilities for Oregon court-appointed guardians and conservators. Includes overview of relevant Oregon laws; professional practice standards, values, and ethics; abuse and protection laws, the guardianship process and alternatives to guardianship; social service, business and fiduciary information and skills required for a professional guardianship practice; including how to coordinate and finances, and how to work with physicians, care providers, social service agencies, families and other parties in decision-making on life, property, and care for court-determined incapacitated adults in Oregon.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	Also suitable for family members serving as guardians, as well as gerontologists, social workers and other care coordinators to help clients and families make good decisions about guardianship. Prepares otherwise qualified candidates for the National and Oregon certification test administered by the National Center for Guardianship Certification. Required for the Gerontology: End of Life Care Certificate.
Intended outcomes:	<ol style="list-style-type: none"> <li>1. Know the responsibilities of Guardians and Conservators in Oregon at a level that will enable them to decide whether and how they choose to enter practice, and to assess the need for further knowledge or assistance to practice effectively;</li> <li>2. Be prepared to take the National and Oregon tests administered by the National Center for Guardianship Certification as one component of the qualifications for court-appointment and certification;</li> <li>3. Assist families and clients to make good decisions and to advocate confidently on matters related to guardianship and conservatorship;</li> </ol>

4. Participate in a professional guardianship or conservatorship business and work effectively with social service agencies, financial institutions, families, their attorney, courts and related entities; and
5. Conform to the standards and practices of the National Guardianship Association.

Course activities and design:

- Lecture, presentations, discussion, and readings on key concepts, issues, laws, and skills
- Preparation for Oregon and national certification tests
- Case studies involving care conferences and other decision-making practices with all concerned parties

Outcomes assessment strategies:

- A variety of assignments will be used to facilitate skills and knowledge acquisition.
- Assessments in the form of quizzes, essays and other types of objective tests will prepare students for national and Oregon certification tests.
- Case studies involving care conferences and other decision-making practices with concerned parties will prepare students for effective guardianship practice.

Course content and skills:

1. Overview of history and role of guardianship/conservatorship in US and in Oregon
2. Overview of Guardianship and Conservatorship duties and responsibilities
3. Overview of current Oregon law and related national services and programs
4. The guardianship process and determination of capacity, and how to decide which clients you can effectively serve.
5. Care conferences, substituted judgment and best interest decision-making on living arrangements, care, property, medical issues and end-of-life issues for persons no longer capable of making or communicating safe or sound decisions, including obtaining input from members, medical and social service professionals, courts, and other entities
6. Abuse prevention and protection, and alternatives to guardianship
7. Professional standards, practices, and ethics
8. How to work with your attorney to protect yourself and your clients
9. Business and fiduciary information and skills required for professional practice
10. Mental health, aging, disability and other social services relevant to guardianship
11. Basic information about business and malpractice insurance, and bonding
12. How to avoid adverse actions against yourself as fiduciary
13. National and Oregon certification requirements, continuing education requirements, benefits of National Guardianship Association and Guardian/Conservator Association of Oregon membership

Reason for new course: The course provides advanced knowledge and skills on end of life protection options and guardianship for professionals and family members. It 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 and/or certificates that are affected by the instruction of this course: Required for Gerontology: End of Life Care Certificate. This course will become an elective in the AAS Degree and Career Pathway (43 credit) Certificate, and recommended for the Gerontology: Advanced Behavioral and Cognitive Care Certificate

Explanation if this course transfer to any other academic institution: Course credit would transfer as elective, CTE, lower-division level

Explanation if there are similar courses existing in other programs or disciplines at pcc: There is no similar course, but the course is being coordinated with the Paralegal Studies Program, which is developing a related course on Elder Law. We determined that because of the social services orientation of this course, it should be located in Gerontology.

Explanation if they have consulted with sac chairs of other programs regarding potential impact: Paralegal Studies SAC Chair has been consulted and course was developed in coordination with him.

Explain if there are any potential impact on another department or campus: No, except that many Paralegal Studies students would be interested in the course and would have the additional professional training to qualify for national and Oregon certification.

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  
New Course

Course number:	GRN240
Course title:	Care and Service Coordination
Transcript title:	Care and Service Coordination
Course credits:	3
Lec contact hrs:	30
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Provides an overview of professional standards, responsibilities, and skills required for care managers, information and resource specialists, advocates, and service coordinators working with older adults, persons with disabilities, and their families. Includes the assessment process, care planning, resource management, service provider and financial coordination, documentation and accountability, ethics and confidentiality, advocacy, and evaluation. Introduces strength-based, person-centered, and empowerment models.
Prerequisites coreq concurrent:	N/A
Addendum to course description:	Provides a foundation for information and resource specialists and case managers working with diverse populations in health and human services fields. Required for the Gerontology: End of Life Care and Advanced Behavioral and Cognitive Care Certificates.
Intended outcomes:	<p>Students who successfully complete this course will be able to:</p> <ol style="list-style-type: none"> <li>1. Establish empowering and supportive relationships with older adults, persons with disabilities and their families</li> <li>2. Facilitate coordination with service providers and advocate for access to resources in a broad range of health and human services for older adults, persons with disabilities, and their families</li> <li>3. Perform the responsibilities of information and resource coordinators, geriatric case managers or related professions in accordance with professional and ethical standards.</li> <li>4. Be prepared for certifications with professional associations appropriate to the student's field of focus, experience, and education</li> </ol>

Course activities and design:	<ul style="list-style-type: none"> <li>• Lecture, presentations, discussion, and readings on key concepts, issues, laws, and skills in care and service coordination</li> <li>• Preparation for Alliance of Information and Resource Specialists (AIRS) certification, the National Association of Geriatric Case Managers (affiliate membership), and other tests and certifications required for work particular fields or agencies</li> <li>• Case studies, scenarios, role play and other active learning approaches to acquire care and service coordination skills</li> </ul>
Outcomes assessment strategies:	<ul style="list-style-type: none"> <li>• A variety of assignments will be used to facilitate skills and knowledge acquisition on professional standards and practice</li> <li>• Assessments in the form of quizzes, essays and other types of objective tests on regulations, relevant laws, documentation and certification requirements</li> <li>• Case studies, scenarios, role-play and other active learning approaches involving assessments, interventions, care plans and conferences, and other practices in care and service coordination.</li> </ul>
Course content and skills:	<ol style="list-style-type: none"> <li>1. The roles of information and referral specialists, case managers, care and service coordinator in a range of service agencies, in public and private sectors</li> <li>2. Overview of care and service coordination practice: assessment, care planning, resource management and accountability</li> <li>3. Building relationships: team communication and collaboration, person-centered, multi-cultural care principles and practice, and interviewing</li> <li>4. Care and service skills: empathy, active listening, authenticity</li> <li>5. Communicating with and assessing the needs and strengths of diverse populations</li> <li>6. Ethical standards: confidentiality, procedural and legal issues</li> <li>7. Professional boundaries</li> <li>8. Effective collaboration and coordination among public and private agencies and financial resources</li> <li>9. National, state, and county regulations and expectations</li> <li>10. Professional development and certification options</li> </ol>
Reason for new course:	The course provides basic knowledge and skills on care and service coordination required for career advancement in aging and disabilities services. It will be required in the existing Gerontology: Advanced Behavioral and Cognitive Care Certificate and the new Gerontology: End of Life Care Certificate.
How course will be taught:	Campus,Online,Hybrid
Reason for other:	
Explanation if there are degrees and/or 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 a required course in the Gerontology: Advanced Behavioral and Cognitive Care and End of Life Care Certificates.
Explanation if this course transfer to any other academic institution:	Course credit would transfer as elective, CTE, lower-division level
Explanation if there are similar courses existing in	There is no similar course at PCC.

other programs or  
disciplines at pcc:

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

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

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  
New Course

Course number:	BI 101H
Course title:	General Biology: Honors
Transcript title:	General Biology: Honors
Course credits:	4
Lec contact hrs:	30
Lab contact hrs:	30
Special fee:	
Course description:	<p>Honors General Biology. A laboratory science course designed for non-biology majors. Introduction to the properties of life, morphology and physiology of cells, cell chemistry, energy transformation, and the basic principles of ecology.</p> <p>Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. An honors-level laboratory science course designed for non-biology majors. Course content introduces the properties of life, morphology and physiology of cells, cell chemistry, energy transformations, and principles of ecology. Course explores the connection between biological principles and other disciplines, including architecture, economics, social sciences, history, and engineering.</p> <p>Prerequisites: WR 115, RD 115 and MTH 60 or equivalent placement test scores. A GPA of 3.25.</p>
Prerequisites coreq concurrent:	Prerequisites: WR 115, RD 115 and MTH 60 or equivalent placement test scores. A GPA of 3.25.
Addendum to course description:	<p>Addendum to Course Description</p> <p>To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.</p> <p>Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific</p>

investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.

The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (*Webster v. New Lenox School District* #122, 917 F. 2d 1004).

Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

Intended outcomes:

- analyze their individual thinking and learning styles & how their styles can be integrated with methods used in science;
- gather information, assess its validity, and differentiate factual information from opinion and pseudo-science by learning and practicing methods used by biological scientists;
- apply biological principles and generalizations to novel problems;
- practice application of biological information in their lives (personal, work and career);
- develop informed positions or opinions on contemporary issues;
- practice communication skills.

additional outcomes:

- Utilize leadership and collaborative working skills
- Apply knowledge of biological systems to solve problems in sustainable resource use, materials design, and building design.
- Use knowledge of sustainability, population biology and community ecology to influence public policy at local and regional levels.
- Develop connections between the life sciences and their future academic disciplines
- Conduct and synthesize research independently

Course activities and design:

The format of this course, the content and the outcomes are designed under the assumption that students will be able to learn the traditional course content more quickly. This frees up some class time from a traditional didactic format to one where the classroom community can take the content and rigorously apply it to solve new problems. It also allows for the opportunity

to explore the connection between that content (basic biological principles) and other disciplines of interest to the students, such as economics, literature, history and architecture.

A significant portion of class time will be devoted to student-led discussions and critical thinking exercises related to these topics. Course work will include writing, research and student presentations. Effective leadership will be explored as we examine historical figures who have successfully influenced public policy regarding natural resource use based on understanding of biological systems.

#### Outcomes assessment tests

strategies:

- oral presentations
- papers
- journals
- group projects
- practical exams
- case studies

#### Course content and skills:

**Skills**  
 Students who have successfully completed biology 101 will be able to: Use the scientific method to look for the answers to questions  
 Use scientific instruments safely and appropriately including microscopes  
 Study effectively  
 Communicate effectively (including using the metric system to communicate)  
 Read and interpret scientific information (including information in the metric system)  
 Synthesize to solve problems  
 Organize ideas to achieve a specific purpose  
 Apply theoretical and conceptual models and frameworks to real world situations.  
 Analyze problem solving/decision making situations.  
 Identify situations/concepts where science does and does not apply.  
 Recognize scientific information and its role in decision making  
**Themes, Issues, Concepts:**

#### Science as a way of knowing:

Students who have successfully completed this topic can: recognize science as an evolving model of how the world works and be able to differentiate between scientific and non-scientific models.

describe how scientific models are created, tested, and modified.

outline the steps of the scientific method.

develop a hypothesis.

design a simple experiment to test a hypothesis.

apply the scientific method to their everyday lives.

identify the role of science in potential careers/professions.

explain the criteria used to distinguish living organisms from nonliving matter.

### Biological Chemistry

Students who have successfully completed this topic can:

describe the basic structure of an atom.

explain how the structure of an atom leads to its chemical properties.

identify the main types of atoms found in biological systems.

describe the 3 basic types of chemical bonds and their role in biological systems.

describe the 4 basic classes of macromolecules and their role in cells.

explain the basic mechanisms of reactions and how enzymes catalyze them.

describe the methods that cells use to control enzymatic reactions including pH.

### Cells

Students who have successfully completed this topic can:

differentiate between prokaryotic and eukaryotic cells.

describe the generalized structure of prokaryotic and eukaryotic cells.

describe the function of the components of a generalized eukaryotic cell.

demonstrate an understanding of the concepts of osmosis and diffusion.

describe the role of the plasma membrane in cell transport.

explain the cell theory.

identify structures specific to cells of different kingdoms

### Biomes/Ecosystems:

Students who have successfully completed this topic can:

define a biome & relate this definition to ecosystems by giving examples of biomes in Oregon or elsewhere.

communicate their experience of a biome found in Oregon or elsewhere.

characterize an Oregon or other ecosystem and generalize this knowledge to world biomes.

compare and contrast biomes found in Oregon or elsewhere.

communicate an understanding of some of the tools scientists use to investigate biomes

identify the major roles organisms play in their ecosystem.  
 identify the common types of organisms, the role of each organism, and the kingdom to which each organism belongs.  
 explain how organisms relate to each other within a biome.  
 characterize the abiotic components associated with a particular biome.  
 characterize the biotic components associated with a biome.  
 explain how abiotic components structure biomes and the biotic components found there.  
 correlate biomes to the biosphere.  
 identify the role humans play in specific ecological issues  
 develop solutions for given ecological issues and understand the pros and cons of each solution

#### Nutrient Cycles / Interconnectedness/Energetics:

Students who have successfully completed this topic can:  
 identify and describe the nitrogen, carbon, water, and energy cycles.

describe these cycles within a specific Oregon ecosystem.

discuss the flow of energy in an ecosystem and in the biosphere.

describe a food web.

demonstrate an understanding of the relation of the laws of thermodynamics to energy cycling

define entropy.

communicate an understanding of the role of photosynthesis and cell respiration in energy cycling.

explain how all organisms in the biosphere are interconnected.

#### Population ecology:

Students who have successfully completed this topic can:

define species

describe how scientists characterize populations.

characterize a population in terms of size, density, distribution, age structure and sex ratio.

explain how populations change over time and what factors can lead to these changes.

explain how population size is limited.

demonstrate an understanding of the limits of scientific models of populations to describe real populations.

#### Community ecology:

Students who have successfully completed this topic can:

explain how scientists characterize communities.

explain how populations within communities can interact.

describe how population interactions can change population growth curves.

identify the ways that population interactions shape



communities over time.  
 explain how interactions within a community effect the distribution of populations in an ecosystem.  
 give examples of the use of community ecology as a tool to manage biomes/ecosystems.  
 Behavior (optional):  
 Students who have successfully completed this topic can:  
 understand the adaptive nature of behavior  
 hypothesize about the adaptive value of a novel behavior  
 define behavior.  
 recognize and give examples of behavior associated with, communication, navigation, feeding, mating, defense...  
 Sexually Transmitted Diseases (optional):  
 Students who have successfully completed this topic can:  
 identify regions with high disease rates  
 communicate an understanding of factors that affect disease rates  
 explain the mode of transmission for common STDs  
 identify symptoms of common STDs and describe treatments  
 recognize behaviors that will increase and decrease chances of catching an STD  
 Honors biology 101 will:  
 explore similarities between various biological systems and materials design  
 address the influence of certain historical figures on public policy with regard to natural resources  
 connect concepts in population biology and community ecology with sustainability issues

Reason for new course:	Part of newly approved honors program at PCC
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	Currently, we have determined that this course will transfer to University of Oregon and Portland State University as Biology 101.
Proof of course transferable:	Discussions with the registrar at both of the universities listed above.
Gened status or cultural diversity sought:	no
Explanation if there are No similar courses	

existing in other  
programs or disciplines  
at pcc:

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

We have discussed potential problems of attrition. However, we offer many sections of this course on each campus and attrition is not anticipated to be a problem. This is a lecture/lab course and honors students will be integrated with the regular lab sections (there will not be a separate lab for the honors lecture section). The course was approved by the Biology SAC in Spring 2007.

Explain if there are any No.  
potential impact on  
another department or  
campus:

Implemented term or  
year requested:

Fall 2010

Submitter:

Alexie McNerthney

From:

amcnerth@pcc.edu

Sac chair:

Nancy Briggs

Sac chair email:

nbriggs@pcc.edu

Sac admin liason  
name:

Larry Clausen

Sac admin liason  
email:

lclausen@pcc.edu

Curriculum Request Form  
New Course

Course number:	WR 121H
Course title:	English Composition—Honors
Transcript title:	Honors version of Writing 121
Course credits:	4
Lec contact hrs:	40
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	This is the Honors version of English Composition, which develops skills in analytical reading, critical thinking, and expository and persuasive writing. Students compose several essays using a variety of strategies to present evidence in support of a thesis. Prerequisites: 3.0 GPA and placement into WR 121, or completion of WR 115 and RD 115.
Prerequisites coreq concurrent:	Prerequisites: 3.0 GPA and placement into WR 121, or completion of WR 115 and RD 115.
Addendum to course description:	<p>Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts.</p> <p>Upon completion of Writing 121 with a C or better, students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts.</p>
Intended outcomes:	<p>Upon completion of Writing 121 Honors with a C or better, students will be able to:</p> <ul style="list-style-type: none"> <li>* Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors.</li> <li>* Read and interpret a variety of texts and incorporate into writing projects.</li> <li>* Construct and use a thesis/controlling idea to shape writing.</li> <li>* Write clear, focused, coherent essays.</li> <li>* Write for various academic and professional audiences.</li> </ul>

- \* Search out and assess outside source material and integrate into student work.
- \* Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook or other discipline-specific citation style.
- \* Demonstrate understanding of writing as a process.
- \* Produce polished drafts of several essays totaling a course minimum of 4,000 words. \* \* Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors.
- \* Read and interpret a variety of texts and incorporate into writing projects.
- \* Construct and use a thesis/controlling idea to shape writing.
- \* Write clear, focused, coherent essays.
- \* Write for various academic and professional audiences.
- \* Search out and assess outside source material and integrate into student work.
- \* Demonstrate knowledge of MLA formatting (works cited, parenthetical documentation, proper integration) and independent ability to use MLA Handbook or other discipline-specific citation style.
- \* Demonstrate understanding of writing as a process.
- \* Begin to use writing as a tool to gain self-awareness.
- \* Produce polished drafts of several essays totaling a course minimum of 4,000 words
- ☐ Recognize explicit and tacit assumptions in course texts.
- ☐ Articulate connections and relationships between course texts, and relate them to one another.
- ☐ Appreciate and reflect on new ideas in a spirit of open interaction via student groups.
- ☐ Apply personal and professional knowledge and experience to academic projects.
- ☐ Use writing as a tool for self-awareness.
- ☐ Employ leadership traits of organization and problem-solving in group settings.
- ☐ Develop and organize a text by using details, examples, data, and metaphor in course essays.
- ☐ Identify and apply communication strategies appropriate to interpersonal, group, and public speaking contexts via class journals, cohorts, and presentations.
- ☐ Analyze visual literacy elements of in-class and out-of-class materials to assess their influence on perception of purpose and assumptions.
- ☐ Apply principles of meta-cognition to visual, written, and/or oral sources.

Course activities and design:

Students read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts. Students compose several essays using a variety of strategies to present evidence in support of a thesis. The instructor guides students' writing development via written feedback and individual conferences. ☐ Class presentations on independent

projects provide the course with additional source material.

Outcomes assessment strategies:

Reading and writing assessment tasks will include the following—  
 \* At least one essay with sustained development (1,500-2,000 words) which explores multiple facets of a controlling idea and reaches a significant conclusion. One paper must include outside research with properly documented and integrated sources.  
 \* Two out-of-class conferences.

Reading and writing assessment tasks may include the following—

- \* Instructor and peer evaluation.
- \* Presentations by individuals and groups.
- \* Peer analysis.
- \* Self-analysis.
- \* Examinations and Quizzes.
- \* In-class essays.
- \* Evaluation of small- and full-group discussion.

□ Portfolio of course writings and essays.

Attendance policies vary with instructors: Students missing a week's worth of classes may not expect an A; those missing two weeks' worth may not pass the course.

Course content and skills:

- \* Implicit/explicit thesis
  - \* Audience
  - \* Paragraphing
  - \* Evidence/support
  - \* Concrete detail
  - \* Writing as a process
  - \* Peer review
  - \* Generating ideas/topic selection
  - \* Diction/tone/voice
  - \* Proper grammar usage
  - \* Writing modes
  - \* Writing as a method of inquiry
  - \* Personal/reflective essay
  - \* Thesis statement/topic sentences
  - \* Critical reading of a variety of texts
  - \* Proper documentation; use and methods of research; evaluating and incorporating sources; selection, editing, placement and analysis of quotations
  - \* Use of rhetorical strategies, persuasion, logic, and reasoning; awareness of audience
- Competencies and Skills
- \* Understanding distinct conventions of various writing situations and modes of writing
  - \* Awareness of writing as a process
  - \* Identifying a writer's stated or implied central and secondary ideas
  - \* Summarizing and paraphrasing ideas presented in a text other than one's own
  - \* Developing and organizing a text by using details, examples, data, metaphor

- \*Critically analyzing reading for assumptions, purposes, style, logic, and general use or misuse of rhetorical and argumentative forms
- \*Developing skills in observation, description, analysis, research, and/or the creative process for use in writing
- \*Editing texts for appropriate grammar
- \*Documenting using MLA; awareness of other citation styles
- \*Using writing as a method of inquiry
- \*Articulating an understanding of the works of other writers within a given historical, cultural, or social context
- \*Speaking and listening reflectively
- \*Applying appropriate techniques for exploring assumptions and expressing viewpoints
- \*Measuring a writer's viewpoint against personal experiences and the experiences of others
- \*Understanding self as part of a larger community
- \*Appreciating and reflecting on new ideas in a spirit of open interaction
- \*Appraising own writing skills and abilities, and those of others through revision process
- \*Revising written work from peer or instructor feedback to achieve clarity, coherence, and effectiveness
- \*Seeking knowledge and acquiring skills toward achieving academic, career, and personal goals
- \*Researching independently and incorporating of outside sources within student writing.
- ☐ Classroom leadership
- ☐ Meta-cognition
- ☐ Independent inquiry
- ☐ Interdisciplinary integration

Reason for new course:	This is class part of the new Honors Course program
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	The Honors Program has received verbal confirmation from Portland State University that this course will transfer as Writing 121.
Proof of course transferable:	Telephone conversation with Registrar at PSU.
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No, other than the fact other Honors classes are under development (biology, chemistry, etc.)

Explanation if they have consulted with sac chairs of other programs regarding potential impact: No, as we already teach many sections of Writing 121, this should have no impact on other programs.

Explain if there are any potential impact on another department or campus: The Honors Program is ensuring that Honors courses are offered on all campuses, and will coordinate classes to avoid conflicts.

Implemented term or year requested: Fall 2010

Submitter: Vandoren Wheeler

From: van.wheeler@pcc.edu

Sac chair: Andrew Cohen, Nancy Casciato

Sac chair email: andrew.cohen@pcc.edu

Sac admin liason name: Tami Allison

Sac admin liason email: tallison@pcc.edu

Curriculum Request Form  
New Course

Course number:	WR122H
Course title:	English Composition: Honors
Transcript title:	English Composition: Honors
Course credits:	4
Lec contact hrs:	4
Course description:	<p>Honors WR 122. Focuses on argument as a means of inquiry, clear and appropriate writing style, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical, argumentative, and/or expository essays with appropriate documentation. Students will explore principles of classical and neo-classical rhetoric theory while becoming confident members of the academic community. Prerequisite: WR 121.</p>
Prerequisites coreq concurrent:	WR 121 and 3.0 GPA
Intended outcomes:	<p>Outcomes for this course require working through multiple drafts of several pieces of writing with time to separate the acts of writing and revising; in addition, the reading outcomes require time to read, reread, reflect, respond, interpret, analyze, and evaluate.</p> <p>Students will write 4000-7000 words of formal writing, including at least some essays of at least 1,000 words. Some essays will involve outside sources (library, electronic and field research) and documentation of sources. Upon completion of WR 122 with a "C" or higher, students will be able to:</p> <ul style="list-style-type: none"> <li>* Demonstrate critical thinking by writing effective arguments which:</li> <li>* support and develop one's own argument</li> <li>* summarize concisely written arguments from other sources</li> <li>* use argument as a means of inquiry as well as persuasion</li> <li>* incorporate ideas of others drawn from a variety of sources, with appropriate documentation</li> <li>* articulate varying points of view, particularly those at odds with the writer's point of view, in a fair and empathetic way</li> </ul>



\*suit writing style to intended audience and purpose

\* Use critical thinking to distinguish between effective and ineffective argument

identify and define issues at the core of an argument analyze the main support of a written argument

recognize the stakeholders in an issue

determine relative authority of sources

\* Analyze, recognize, and understand elements of style

\* Demonstrate critical thinking and problem-solving in the context of research by showing observational skills, drawing reasonable inferences from a variety of sources, perceiving and establishing relationships among multiple sources, and analyzing the structure and organization of sources and own writing

\* Independently locate, examine, select, evaluate, and use various sources, including electronic, library and primary resources

\* Practice and demonstrate integration skills necessary to research writing, such as paraphrase and summary, and skills involving selection, editing, placement and analysis of direct quotation

\* Articulate own problem solving process and self-assessment

\* demonstrate the ethics of research by identifying and avoiding plagiarism

\* Consider and practice principles and strategies of internal coherence in discourse.

Additional Honors Outcomes:

Extend the experience of non-honors WR122 by enabling students to:

- o Put the principles of the non-honors WR122 course into the context of Western intellectual history.
- o Understand the historical context of current principles of discourse (both speaking and writing).
- o Utilize the rhetorical theories of selected classical and neo-classical rhetoricians both in student writing and in everyday communication.
- o Practice basic principles of psycho- and socio-linguistic self-defense as cued by the rhetoricians encountered.
- o Feel comfortable using the vocabulary of rhetoric theory.
- o Apply the terminology of rhetoric theory to current cultural phenomena and circumstances.

Course activities and design:	<ul style="list-style-type: none"> <li>o Understand not only the “how” of discourse, but also understand the “why” of discourse.</li> <li>o Enjoy an increased awareness of language.</li> </ul> <p>Students will create a community enhanced by vocabulary and practices of classical rhetoric theory. For example, students will extend principles of dialectics to current inquiry-based research writing. Students will become active in the academic community by presenting their works through class presentations, proposals submitted to conferences, and/or articles submitted to publications.</p>
Outcomes assessment strategies:	<p>The instructor will assess students using the following:</p> <ul style="list-style-type: none"> <li>• out-of-class writing</li> <li>• responses to assigned texts</li> <li>• class discussion</li> <li>• in-class writing</li> <li>• research tasks</li> <li>• multiple drafts of academic essays</li> </ul> <p>The instructor may assess students using the following:</p> <ul style="list-style-type: none"> <li>• study questions</li> <li>• reading journal</li> <li>• presentations</li> </ul>
Course content and skills:	<p>General composition concerns, such as:</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• process: <ul style="list-style-type: none"> <li>o invention</li> <li>o arrangement</li> <li>o style</li> <li>o memory</li> <li>o delivery</li> </ul> </li> </ul> <p>General rhetorical concerns, such as:</p> <ul style="list-style-type: none"> <li>• dialectics</li> <li>• topoi</li> <li>• situation of discourse or argument</li> <li>• forensic discourse</li> <li>• deliberative discourse</li> <li>• epideictic discourse</li> <li>• ethos, pathos, logos</li> <li>• imitatio</li> <li>• burden of proof, presumption of favor</li> <li>• belletrism</li> <li>• appeals to various psychological faculties</li> <li>• awareness of the academic community</li> </ul> <p>Elements of argument, such as:</p> <ul style="list-style-type: none"> <li>• inquiry</li> </ul>

- persuasion
- issues
- assumptions
- fallacies
- claims
- evidence
- thesis
- logic

Elements of research, such as:

- validity of sources
- library resources
- internet/electronic resources
- plagiarism
- paraphrase/summary/quotation
- inference/analysis/synthesis
- awareness of publications

Elements of style, such as:

- diction
- syntax
- tone
- figurative language
- sexist language
- usage levels

Reason for new course: Part of newly approved Honors Program at PCC

How course will be taught:

Campus

Where and how the course transfer within  
ous of highered:

Under examination at the moment. Both Portland State University and University of Oregon will transfer this course as WR122. We expect other universities to do the same.

Proof of course transferable:

Personal conversations with registrars at both Oregon universities.

Gened status or cultural diversity sought:

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

This Honors course extends the principles and activities and outcomes of the existing WR 122 course.

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

Yes. The SACC approved this course in Spring, 2007. It subsequently passed through both the Curriculum Committee and the EAC.

Explain if there are any

No.

potential impact on  
another department or  
campus:

Implemented term or      To be taught Winter, 2011.  
year requested:

Submitter:                      Martha L. Henning

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Sac chair:                        Andrew Cohen, Nancy Casciato, Scott Dionne

Sac chair email:                andrew.cohen@pcc.edu

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