

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee

Agenda
May 2, 2007 3 pm
Sylvania CC, Conference Rm B

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

Experimental Courses:

DH 199 – Oral History/ Independent Study
CAS 199 – Transitioning to Microsoft Office 2007
CAS 199V – Transitioning to Microsoft Office Vista

All course inactivations will be added to a consent agenda:

Course Inactivation:

DS 9100	Truck technology
DS 9101	Truck Technology (lab)
DS 9102	Truck Transmissions
DS 9103	Fuel Injection Systems
DS 9104	Fundamentals of Electricity
DS 9105	Fundamentals of Hydraulics
DS 9106	Heavy Duty Truck Engine T/U
DS 9107	Auto Diesel Engine Tune-up
DS 9108	Caterpillar Diesel Engine T/U
DS 9109	Diesel Electric Control Systems
DS 9110	Mixer Truck Hydraulics
DS 9113	Caterpillar Diesel engine T/U
DS 9114	Detroit Diesel Engine Tune Up
DS 9201	Diesel Engine Rebuild
DS 9202	Truck Power Train
DS 9205	Mobile Hydraulics
DS 9206	Truck Air Brakes

OLD BUSINESS:

235. DA 110 – Clinical Procedures I
Related Instruction

236. DA 111 – Clinical Procedures Lab I
Related Instruction

237. DA 113 – Clinical Procedures Lab II
Related Instruction

238. DA 115 – Clinical Procedures Lab III
Related Instruction

239. DA 118 – Expanded Duties I
Related Instruction

240. DA 119 – Expanded Duties II
Related Instruction

241. DA 120 – Dental Radiology I
Related Instruction

242. DA 121 – Dental Radiology Lab I
Related Instruction

243. DA 123 – Dental Radiology II
Related Instruction

244. DA 125 – Dental Radiology Lab III
Related Instruction

245. DA 131 – Dental Materials Lab I
Related Instruction

246. DA 132 – Dental Materials II
Related Instruction

247. DA 133 – Dental Materials Lab II
Related Instruction

248. DA 135 – Dental Materials Lab III
Related Instruction

249. DA 150 – Office Procedures I
Related Instruction

250. DA 152 – Office Procedures II
Related Instruction

251. DA 156 – Ethics and Jurisprudence
Related Instruction

282. EET 121 – Digital Systems I
Course Revision – Description, Requisites, Outcomes

283. EET 122 – Digital Systems II
Course Revision – Outcomes

284. EET 123 – Digital Systems III
Course Revision – Outcomes

285. EET 178 – PC Architecture for Technicians
Course Revision – Description, Requisites, Outcomes

286. EET 188 – Industrial Safety
Course Revision – Description, Requisites, Outcomes

287. EET 241 – Microcomputer Systems
Course Revision – Description, Requisites, Outcomes

288. EET 242 – Microcontroller Systems
Course Revision – Outcomes

289. EET 255 – Industrial Control Systems
Course Revision – Description, Requisites, Outcomes

331. BI 163 – Organic Gardening
Course Revision – Description

332. BA 206 – Management Fundamentals
Course Revision – Description

333. BA 250 – Small Business Management
Course Revision – Description, Outcomes

361. EC 201H – Principles of Economics: Microeconomics (Honors)
[New Course](#)

362. WR 122H – English Composition (Honors)
[New Course](#)

365. J 201 – Mass Media and Society
Course Revision – Outcomes

366. J 202 – Information Gathering
Course Revision – Outcomes

367. J 204 – Visual Communication for Media
Course Revision – Outcomes

392. CJA 100 – Intro. Professions in Criminal Justice
Course Revision – Outcomes
[Postponed at SAC request](#)

393. CJA 111 – Intro. Criminal Justice System – Police
Course Revision – Description, Outcomes
[Postponed at SAC request](#)

NEW BUSINESS

394. EM 110 – Theory of Emergency Management
[New Course](#)

395. EM 114 – History of U.S. Hazards, Disasters and Emergency Management
[New Course](#)

396. EM 202 – Principles & Practices of Hazard Mitigation
[New Course](#)

397. EM 203 – Principles & Practices of Disaster Response I
[New Course](#)

398. EM 204 – Principles & Practices of Disaster Response II
[New Course](#)

399. EM 205 – Disaster Recovery Operations
[New Course](#)

400. EM 210 – Emergency Management Planning for Hazards & Disasters
[New Course](#)

401. EM 211 – Public Policy & Law in Emergency Management
[New Course](#)

402. EM 221 – Business Continuity or Resumption of Operations Planning
[New Course](#)

403. EM 222 – Exercise Design and Evaluation
[New Course](#)

404. EM 223 – Terrorism
[New Course](#)

404a. BI 101 – General Biology
Course Revision – Description, Requisites, Outcomes

404b. BI 102 – General Biology
Course Revision – Description, Outcomes

405. BI 103 – General Biology
Course Revision – Description, Requisites, Outcomes

406. BI 231 – Human Anatomy and Physiology I
Course Revision – Requisite

407. BI 234 – Microbiology
Course Revision – Requisite

408. CJA 112 – Intro Criminal Justice System – Courts
Course Revision – Outcomes, Description
Postponed at SAC request

409. CJA 222 – Intro. to Juvenile Process

Course Revision – Course Number
Postponed at SAC request

410. CJA 279 – Criminal Justice Seminar
Course Revision – Description, Outcomes
Postponed at SAC request

411. ART 291 – Sculpture: Carving
[New Course](#)

412. ART 291 – Sculpture: Carving
General Education

413. ART 291 – Sculpture: Carving
List B

414. ART 291 – Sculpture: Plaster & Clay
Course Revision – Number, Description

415. ART 292 – Sculpture: Welding
Course Revision – Number, Description

416. ART 292 – Sculpture: Mixed Media (previous ART 293)
Designation: List B

417. ART 293 – Sculpture: Mixed Media
Course Revision – Number, Title, Description, Outcomes

418. ART 293 – Figure Sculpture
[New Course](#)

419. ART 293 – Figure Sculpture
Designation – General Education

420. ART 293 – Figure Sculpture
Designation – List B

421. ART 290 – Sculpture: Plaster/Clay
Designation – List B

422. ART 294 – Sculpture: Welding
Designation – List B

423. BCT 214 – Advanced Construction Estimating
Course Revision – Description, Requisite

424. PE 182A – Beg Aerobic Fitness – Coed
Course Revision – Title

425. PE 182B – Int Aerobic Fitness
Course Revision – Title

426. EET 280B – CE: Biomedical Equipment – Seminar
Contact/Credit Hour Change
427. EET 280B – CE: Biomedical Equipment – Seminar
Course Revision – Number, Title, Description, Requisite, Outcomes
428. EET 261 – Biomedical Equipment II
[New Course](#)
429. EMT 240 – Paramedic I
Contact/Credit Hour Change
430. EMT 242 – Paramedic II
Contact/Credit Hour Change
431. EMT 244 – Paramedic Clinical Internship I
Contact/Credit Hour Change
432. EMT 246 – Paramedic Clinical Internship II
Contact/Credit Hour Change
433. EMT 248 – Paramedic Field Internship I
Contact/Credit Hour Change
434. EMT 250 – Paramedic Field Internship II
Contact/Credit Hour Change
435. EMT 252 - Paramedic III
Contact/Credit Hour Change
436. PSY 201H – Introduction to Psychology, Part 1 (Honors)
[New Course](#)

Curriculum Request Form
Related Instruction

Current course number: DA 110

Current course title: Clinical Procedures I

Computation hours: 12

Content (activities, skills, concepts, etc.): Discuss, obtain and record normal vital sign readings for patients. Discuss and record perio charting readings. Discuss and record anesthetic ratio's

Communication hours: 0

Human relations hours: 3

Content (activities, skills, concepts, etc.): Team work during instrument identification and classroom presentation projects utilizing team building concepts as previously introduced in DA 111. Peer Evaluation utilizing concepts previously introduced in DA 111.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 111

Current course title: Clinical Procedures Lab I

Computation hours: 6

Content (activities, skills, concepts, etc.): Calculate correct pulse and respiration readings on patients. Measure and mix solutions for use in dental clinic.

Communication hours: 15

Content (activities, skills, concepts, etc.): Direct instruction on communicating with patients and health professionals through the use of inquiry and listening skills. Students provide instructions for patients in the area of oral health care; review patient health history and clinic policy with patient; write patient information in dental chart. Students also document dental conditions from the patient oral cavity 10 times during the term.

Human relations hours: 6

Content (activities, skills, concepts, etc.): Direct instruction in describing the dental team and the importance of working as a collaborative team member. Direct instruction on patient management in the clinical setting. Demonstrate the ability to work as a dental team member and provide patient management skills in the clinical setting.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 113

Current course title: Clinical Procedures Lab II

Computation hours: 3

Content (activities, skills, concepts, etc.): Measure and mix solutions for use in dental clinic.

Communication hours: 15

Content (activities, skills, concepts, etc.): Communicate dental procedure post treatment instructions to students and patients. Review patient information and document in dental charts. Take and record vital signs in patient charts Document dental conditions from patient oral cavities and radiographs.

Human relations hours: 6

Content (activities, skills, concepts, etc.): Students work in teams to complete activities assigned utilizing team building concepts as introduced in DA 111.

Contact name: Ginny Jorgensen

Contact email: gjorgens@pcc.edu

Curriculum Request Form
Related Instruction

Current course number: DA 115

Current course title: Clinical Procedures Lab III

Computation hours: 0

Communication hours: 20

Content (activities, skills, concepts, etc.): Clinical skills evaluations completed by extramural dental offices. Professionalism, communication and interaction with dental patients and staff are practiced and evaluated.

Human relations hours: 10

Content (activities, skills, concepts, etc.): Students work as members of the dental team to complete assigned activities during private practice externships and debriefing sessions utilizing team building concepts as introduced in DA 111.

Contact name: Ginny Jorgensen
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Curriculum Request Form
Related Instruction

Current course number: DA 118

Current course title: Expanded Duties I

Computation hours: 0

Communication hours: 6

Content (activities, skills, concepts, etc.): Communicate with the patient while providing coronal polishing and sealant placement on a co-student's teeth utilizing patient management and inquiry and listening communication skills introduced in DA 111.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Students work with /on each other and with/on dental patients to practice and complete coronal polishing and sealant placement procedures.

Contact name: Ginny Jorgensen

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Curriculum Request Form
Related Instruction

Current course number: DA 119

Current course title: Expanded Duties II

Computation hours: 3

Content (activities, skills, concepts, etc.): Trace landmarks on a cephalometric radiograph for preparation of mathematical measurements of the skull.

Communication hours: 6

Content (activities, skills, concepts, etc.): Students work together in pairs to explain and demonstrate wax bite registration procedures, extra oral photographs, and oral hygiene instructions for orthodontic patients.

Human relations hours: 0

Contact name: Ginny Jorgensen
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Curriculum Request Form
Related Instruction

Current course number: DA 120

Current course title: Dental Radiology I

Computation hours: 6

Content (activities, skills, concepts, etc.): Describe and demonstrate the Inverse Square Law. Describe and demonstrate the Maximum Permissible Dose. Describe and demonstrate the mA's formula for patient radiation exposure.

Communication hours: 0

Human relations hours: 0

Contact name: Ginny Jorgensen

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Curriculum Request Form
Related Instruction

Current course number: DA 121

Current course title: Dental Radiology Lab I

Computation hours: 6

Content (activities, skills, concepts, etc.): Perform developing, fixing, and exposure experiments related to time/exposure settings/developer time and temperature/effect.

Communication hours: 6

Content (activities, skills, concepts, etc.): Evaluate and verbalize exposing/developing technique that is done correctly and also when errors exist. Document findings and corrections necessary.

Human relations hours: 12

Content (activities, skills, concepts, etc.): Direct instruction on patient management techniques while performing radiograph exposures and peer evaluation techniques when critiquing dental films.
In addition, working as part of a team, students expose and develop radiographs on dental manikins utilizing team building concepts introduced in DA 111.

Contact name: Ginny Jorgensen

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Curriculum Request Form
Related Instruction

Current course number: DA 123

Current course title: Dental Radiology II

Computation hours: 3

Content (activities, skills, concepts, etc.): Demonstrate proper extra-oral film placement and technique for the exposure of the panoramic radiograph.

Communication hours: 3

Content (activities, skills, concepts, etc.): Verbalize procedures and record pertinent information for legal documentation in the patient chart.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Practice student –to- student film placement and actual radiograph exposure for patients utilizing patient management techniques for the radiographic patient introduced in DA 121. Utilize peer evaluation concepts introduced in DA 121.

Contact name: Ginny Jorgensen

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Curriculum Request Form
Related Instruction

Current course number: DA 125

Current course title: Dental Radiology Lab III

Computation hours: 3

Content (activities, skills, concepts, etc.): Expose films in order to determine the circumference of the xray beam. Expose films in order to determine the distance of the x-ray beam. Expose films in order to determine the kVp and mA's. Expose films to determine developing and exposing errors.

Communication hours: 3

Content (activities, skills, concepts, etc.): Record information in patient charts.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Practice student –to- student film placement and more advanced radiograph exposure for patients utilizing patient management techniques for the radiographic patient introduced in DA 121. Utilize peer evaluation concepts introduced in DA 121. Utilize team building concepts introduced in DA 111 while performing more advanced radiographic techniques. Utilize peer evaluation concepts introduced in DA 121.

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Curriculum Request Form
Related Instruction

Current course number:	DA 131
Current course title:	Dental Materials Lab I
Communication hours:	10
Content (activities, skills, concepts, etc.):	Classroom discussion on daily lab results of projects
Human relations hours:	5
Content (activities, skills, concepts, etc.):	Students work in teams on lab assignments, including peer evaluation.
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Curriculum Request Form
Related Instruction

Current course number: DA 132

Current course title: Dental Materials II

Communication hours: 3

Content (activities, skills, concepts, etc.): Students work in groups to research new technology and present information in both oral and written form.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Student team work during group project that encourages active learning, respect of diverse talents and enabling student exchange of information by utilizing previous team work information presented in DA 111.

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Curriculum Request Form
Related Instruction

Current course number: DA 133

Current course title: Dental Materials Lab II

Computation hours: 4

Content (activities, skills, concepts, etc.): Apply knowledge of angles and measurement during orthodontic model trimming.

Communication hours: 2

Content (activities, skills, concepts, etc.): Round Table discussion about experiences in rotations at OHSU. Self Evaluation of lab projects and presentation to instructor of results of results of evaluations.

Human relations hours: 9

Content (activities, skills, concepts, etc.): Interactions with patients, dental students and other dental professionals during weekly rotations at OHSU School of Dentistry.
Students work in teams on lab assignments to include peer evaluation by utilizing concepts and skills previously introduced in DA 131 and DA 111.

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Curriculum Request Form
Related Instruction

Current course number: DA 135

Current course title: Dental Materials Lab III

Communication hours: 2

Content (activities, skills, concepts, etc.): Dialogue with Industry Professionals during workshop presentations and practice sessions of bleach tray fabrication. Roundtable discussion of office practicum utilizing inquiry and listening skills previously presented in DA 111.

Human relations hours: 3

Content (activities, skills, concepts, etc.): Instructional guided industry experience during job shadow/tour of Dahlin Dental Lab to experience first hand the dental products fabricated in the dental laboratory and allow for discussion with industry personnel.

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Curriculum Request Form
Related Instruction

Current course number: DA 150

Current course title: Office Procedures I

Computation hours: 10

Content (activities, skills, concepts, etc.): Business and financial aspects of a dental office, including third party reimbursements.

Communication hours: 9

Content (activities, skills, concepts, etc.): Scheduling/treatment planning. Dental Office Video Series Information Employer Interview Assignment.

Human relations hours: 4

Content (activities, skills, concepts, etc.): Small group collaborative computer activities that encourage active listening and inquiry skills utilizing information previously presented in DA 111. Students view dental office video to analyze and compare industry and personnel practices in dental offices.

Contact name: Ginny Jorgensen

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Curriculum Request Form
Related Instruction

Current course number: DA 152

Current course title: Office Procedures II

Computation hours: 8

Content (activities, skills, concepts, etc.): Direct instruction in designing a dental office to include floor plan measurement and layout as well as researching equipment purchasing costs and installment.
Utilizing a variety of dental office software, complete dental office scheduling activities.

Communication hours: 12

Content (activities, skills, concepts, etc.): Cover letter/resume/thank you project. Guest speaker: Job interview skills/develop resume Complete interview questions using word processing Mock Job Interview.

Human relations hours: 9

Content (activities, skills, concepts, etc.): Small Group office design project.
Front desk rotation/office practicum utilizing skills already learning in patient management and team work presented in DA 111.

Contact name: Ginny Jorgensen
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Curriculum Request Form
Related Instruction

Current course number: DA 156

Current course title: Ethics and Jurisprudence

Communication hours: 3

Content (activities, skills, concepts, etc.): Discuss and identify laws for dentists. Discuss and identify laws for hygienists. Discuss and identify rules for dental assistants.

Human relations hours: 15

Content (activities, skills, concepts, etc.): Attend the Oregon Dental Conference. Write a paper regarding the duties, responsibilities and restriction for dentists, dental hygienists and dental assistants.

Contact name: Ginny Jorgensen

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Curriculum Request Form Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: EET 121

Current course title: Digital Systems I

Current description: A brief introduction to electrical fundamentals and circuit analysis. Digital fundamentals including: number systems, logic gates, combinational logic circuits, multiplexers and decoders. Laboratory skills include: component identification, construction and testing of logic circuits using prototype board, and use of an oscilloscope and digital multimeter. Prerequisite: MTH 65; placement into WR 115.

Proposed description: The first course in digital electronics covering basic electrical concepts, number systems, combinational gates (AND, OR, NOT, NAND, NOR, and XOR), electrical characteristics and internal structures of TTL gates, Boolean algebra, Karnaugh mapping, and use of MSI devices including adders, decoders, encoders, multiplexers and demultiplexers. Includes a 3 hour per week laboratory. Prerequisite/concurrent: MTH 95.

Reason for description change: update CCOGs

Current learning outcomes: None

Proposed learning outcomes:

1. To be able to describe the operation of combinational logic gates (AND, OR, NOT, NAND, NOR, and XOR) from both an electrical and a logical point-of-view and be able to combine logic gates into circuits that perform various functions.
2. To be able to use the binary number system as well as Boolean algebra, DeMorgan's Theorem, and Karnaugh mapping to manipulate Boolean expressions.
3. To be able to interpret the truth tables of MSI (medium-scale integration) devices including adders, decoders, encoders, multiplexers and demultiplexers.
4. To be able to describe the overall circuit operation when a MSI device is combined with combinational gates, or other MSI devices, to create an application circuit.
5. To construct digital circuits, able to use standard laboratory instrumentation to verify the operation of the circuits, and use PC-based electronic circuit simulation software.

Current prerequisites: Prerequisite: MTH 65; placement into WR 115

Proposed
prerequisites/concurrent:

Prerequisite/concurrent: MTH 95.

Is there an impact on other
sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

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Curriculum Request Form
Course Revision

Change: Learning Outcomes

Current course number: EET 122

Current course title: Digital Systems II

Current description: The second course in digital electronics presents sequential circuit elements (latches and D/JK flip-flops) with applications including counters, registers, and shift registers. Sequential network analysis and synthesis are covered including the use of state tables and state diagrams. An introduction to sampling and the Nyquist Sampling Theorem are included along with introductory coverage of analog-to-digital converters (ADC) and digital-to-analog converters (DAC). Includes a 3 hour per week laboratory. Prerequisite: EET 121.

Proposed learning outcomes:

1. To be able to predict the operation of sequential digital circuits that use latches, D flip-flops, and JK flip-flops in circuit configurations including up/down counters, registers, and shift registers.
2. To be able to design a counter having a specified count sequence using state diagrams and present state/next state truth tables..
3. To be able to apply the mathematical relationships in the Nyquist Sampling Theorem to determine the required sampling frequency, filter cutoff frequencies, and guardband for a sampling system.
4. To be able to analyze the operation of a flash-type analog-to-digital converter (ADC) and its application.
5. Construct digital circuits, use standard laboratory instrumentation to verify the operation of the circuits, and use PC-based electronic circuit simulation software.

Current prerequisites: Prerequisite: EET 121.

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

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Curriculum Request Form
Course Revision

Change: Learning Outcomes

Current course number: EET 123

Current course title: Digital Systems III

Current description: The third course in digital electronics continues prior coverage of digital-to-analog converters (DACs) and analog-to-digital converters (ADCs) with additional conversion topologies, a more detailed analysis of the Nyquist sampling theorem, additional coverage of programmable logic devices (PLDs), and the implementation of sequential state machines. Includes a 3 hour per week laboratory. Prerequisite: EET 122.

Proposed learning outcomes:

1. To be able to describe the sequence of steps performed by various topologies used for analog-to-digital conversion (ADC) and digital-to-analog conversion (DAC).
2. To be able to apply the mathematical relationships in the Nyquist Sampling Theorem to determine the required sampling frequency, filter cutoff frequencies, ADC/DAC resolutions, data bandwidth, and guardband for a sampling system.
3. To design and implement sequential state machines using state graphs.
4. To describe the overall architecture of common programmable logic devices (PLDs) and how they are programmed.
5. To construct digital circuits, use standard laboratory instrumentation to verify the operation of the circuits, and use PC-based electronic circuit simulation software

Current prerequisites: Prerequisite: EET 122

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

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Curriculum Request Form
Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: EET 178

Current course title: PC Architecture for Technicians

Current description: Covers the architecture, assembly, and disassembly of IBM PC compatible computers. Includes basic operational concepts and identification, removal/installation, and configuration of motherboards, microprocessors, memory, power supplies, disk drives, video adapter boards, I/O boards and modems. Servicing hardware, software, and documentation will be reviewed. Includes a 3-hour per week laboratory. Prerequisites or concurrent: EET 111 or CST 106 or CIS 120.

Proposed description: Covers the architecture, assembly and disassembly of IBM PC compatible computers. Includes basic operational concepts and identification, removal/installation, and boards, I/O boards and modems. Servicing hardware, software, and documentation will be reviewed. Includes a 3-hour per week laboratory. Prerequisite: EET 111.

Proposed learning outcomes:

1. To be able to describe the purpose of, and physically locate, all the major components within a PC
2. To be able to remove and replace all removable modules with in a PC
3. To be able to describe the functional characteristics of all the major components within a PC and describe how a PC functions internally
4. To be able to describe the basic operation of computer networks including commonly used transmission media, network topologies, media access control (MAC) protocols, and packet broadcasting in general
5. To be able to construct a simple computer network (e.g., LAN)

Proposed prerequisites: Prerequisite: EET 111

Current prerequisites/concurrent: Prerequisites or concurrent: EET 111 or CST 106 or CIS 120.

Is there an impact on other sacs?: No

Is there an impact on
another dept or campus?:

No

Request term:

winter

Requested year:

2007

Contact name:

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Curriculum Request Form
Course Revision

Change:	Course Description, Requisites, Learning Outcomes
Current course number:	EET 188
Current course title:	Industrial Safety
Current description:	Safety practices in the electronics industry. Emphasizes electrical and chemical hazards. Safe handling of electronic components in the manufacturing environment including ESD control. Prerequisite: EET 111 or 121.
Proposed description:	Safety practices in the electronics industry. Emphasizes electrical and chemical hazards. Safe handling of electronic components in the manufacturing environment including ESD control. Prerequisites: EET 111.
Reason for description change:	Update
Current learning outcomes:	None
Proposed learning outcomes:	After completing this course the student will: <ul style="list-style-type: none">◆ Be familiar with standard workplace hazard/warning signs and labels.◆ Be familiar with standard categories of hazardous materials.◆ Have a general understanding of the documentation used with hazardous materials, such as the MSDS.◆ Be able to describe the different levels of danger that exist with electrical shock.◆ Be able to describe several appropriate actions to take in the event of an electrical accident.◆ Be able to describe the situations under which static electricity may cause damage to electrical components (ESD - electrostatic discharge).◆ Be able to describe appropriate practices for handling and working with electrical components, or electrical equipment, that is sensitive to static electricity (ESD - electrostatic discharge).◆ Be able to describe, in a general manner, the functions of the UL (Underwriters Laboratories), CSA (Canadian Standards Association), and VDE (Verband Deutscher Elektrotechniker) product testing/certification agencies.

◆ Be able to describe at least two examples of product design characteristics for meeting product electrical safety requirements.

Current prerequisites: Prerequisite: EET 111 or 121.

Proposed prerequisites: Prerequisites: EET 111

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

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Curriculum Request Form
Course Revision

Change: Course Description, Requisites, Learning Outcomes

Current course number: EET 255

Current course title: Industrial Control Systems

Current description: Introduces electronic feedback control systems using analog and digital methods. Topics include temperature control, motor speed control, and servo systems. Lab exercises will include the interfacing and programming of a microcontroller IC. Prerequisite: EET 241. Prerequisite or concurrent: EET 238.

Proposed description: Introduces electronic feedback control systems using analog and digital methods. Topics include temperature control, motor speed control, servo systems. Lab exercises will include the interfacing and programming of a microcontroller IC. Prerequisite: EET 241 or EET 242. Prerequisite or concurrent: EET 222.

Proposed learning outcomes: Upon successful completion of this course, the student will have completed the goals and objectives listed in this course content guide.

1.0 INTRODUCTION TO INDUSTRIAL CONTROL/ROBOTICS Instructional Goal: The goal is to develop an understanding of the basics of industrial control systems and a historical perspective of industrial automation and its role in economic development. Objectives:

1.1.0 List the three basic components of a control system: input, logic, and output.

1.1.1 Give a general description of the function of each of the three basic system components.

1.1.2 Give several examples of the types of devices which may be used for each of the three basic system components.

1.1.3 Give several examples of how the types of devices used in control systems have changed since the year 1900, in particular, use of gears and pulleys to servomechanisms, and use of relay logic to microcomputers.

1.2.0 List several advantages gained by the use of industrial control systems, including the following:

1.2.1 Use of robots in environments hazardous to humans.

1.2.2 Improved product quality.

1.2.3 Economic competition.

2.0 BASICS OF SWITCHES, RELAYS, AND

SEMICONDUCTORS Instructional Goal: The goal is to develop an understanding of how switches, relays, transistors, and thyristors are used in control systems.

Objectives:

2.1.0 Describe several methods of debouncing switches including RC time constant and latch methods.

2.2.0 Interpret relay logic diagrams, specifically:

2.2.1 Normally open and closed contacts.

2.2.2 Actuating relays.

2.3.0 State several advantages and disadvantages of relay logic, including why relays may be used in modern day equipment.

2.4.0 State several applications of the transistor as an input and output device, and precautions to be taken when the transistor is connected to inductive devices such as relay coils or transformers.

2.5.0 Describe the operation of thyristors, including the following:

2.5.1 State how the SCR or TRIAC is triggered on and how the devices are turned off.

2.5.2 Describe how the SCR or TRIAC may be triggered by a unijunction transistor, DIAC, PUT, SBS, and four-layer diode.

2.5.3 Describe the use of a DIAC and how it is used in conjunction with an SCR or TRIAC.

2.5.4 Describe the application of thyristors to power control, such as motor speed control and light intensity control.

2.5.5 Explain why thyristors may need to be electrically isolated from the trigger circuit and state how optical and magnetic isolation methods may be used.

2.5.6 Given a typical "solid state relay", with data able to interface it with a microprocessor port.

2.6.0 Construct a thyristor controlled circuit which uses resistor firing and unijunction transistor firing methods, and perform the following:

2.6.1 Measure the thyristor firing angle and relate the measurement to theoretical expectations.

2.6.2 Measure the average load voltage and current.

2.6.3 Repair a malfunctioning circuit using a systematic and logical procedure.

2.7.0 Construct a thyristor controlled circuit using voltage feedback for regulation, and perform the following:

2.7.1 Measure the range of the "set" control and the corresponding range of the output duty cycle.

2.7.2 Measure the effect of a load impedance change on the output duty cycle.

2.7.3 Measure the circuits regulation with and without feedback.

3.0 PROGRAMMABLE CONTROLLERS Instructional Goal:

The goal is to develop an understanding of how the microprocessor is used to control industrial processes, in particular, the processor- control interface and the methods of programming process control. Objectives:

- 3.1.0 Name the three parts of a programmable controller and describe the function of each part: input/output section, processing section, and the programming section.
- 3.1.1 Given an input device, such as a switch or sensor, state how the microprocessor reads the input, and how the input information is processed to generate the desired result or output. Describe the operation of the interface circuit between the input device and the processor.
- 3.1.2 Given an output device, such as a relay or motor, state how the microprocessor controls that device. Describe the operation of the interface circuit between the processor and the controlled device.
- 3.1.3 Develop and interpret assembly programs used by a control type microprocessor. Understand the following terms and operations:
 - 3.1.3.1 The programmable controllers scan cycle (input scan, output scan, program execution, interrupts, timer).
 - 3.1.3.2 Input and output condition storage (input and output image tables).
 - 3.1.3.3 Central processing unit functions.
 - 3.1.3.4 User/program memory and data memory.
- 3.1.4 State how a typical programmable controller is programmed by the user, including the following:
 - 3.1.4.1 Dedicated ROM based systems.
 - 3.1.4.2 Using a programmer such as the Allen-Bradley PLC-2.
 - 3.1.4.3 Using higher level languages, such as Basic.
- 3.2.0 Describe how a closed loop control system is implemented with a microprocessor.
 - 3.2.1 Describe the use of A to D and D to A converters in the closed loop.
 - 3.2.2 Describe how feedback control modes are implemented in software and the relationship of the modes to response time and damping.
- 3.3.0 Interface a servo motor-generator system with a micro- computer. Perform the following operations:
 - 3.3.1 Use the microcomputer timer to measure motor speed. Use a D to A converter to drive the motor. Program the microcomputer to read the motor speed and write it to a port, and to input "set" speed from a port and output it to the D to A converter.
 - 3.3.2 Program the microcomputer to control the motor speed by means of proportional feedback. Measure the system response to a change of load on the generator: settling time, offset, and plot of system response to a load disturbance.
- 3.4.0 Interface a simple on-off control system with a

microcomputer. Measure and compare the system response with a small differential gap (2%), and a large differential gap (10%).

3.5.0 Interface a stepper motor with a microcomputer and perform the following operations:

3.5.1 Program the motor to rotate a given number of steps and verify program by measurements.

3.5.2 Program the motor to rotate at a given rate and verify by measurements.

4.0 BASICS OF ELECTRO-MECHANICAL DEVICES

Instructional Goal: The goal is to develop an understanding of the basic operating principles of relays, solenoids, and AC and DC motors used in industrial control systems. The emphasis will be on comparison and application rather than detailed theory of operation. Objectives:

4.1.0 Use the basic concepts of magnetism, such as attraction and repulsion of magnetic poles, that field strength is directly proportional to the ampere-turn product of an electromagnet, and magnetic permeability and conduction, to explain and contrast the operating characteristics of the following devices: solenoid, relay, DC motors, AC motors, and stepper motors.

4.2.0 State how speed control is accomplished with DC, AC, and stepper motors, and the effect of each method on motor efficiency and torque. Specifically, the effects caused by varying the following, as applicable: field current, armature current, frequency, and phase.

5.0 PROCESS CONTROL CIRCUITS Instructional Goal: The goal is to develop an understanding of process control systems as implemented by both open and closed loop electronic circuits, including interface circuits to a microprocessor type industrial controller. Objectives:

5.1.0 Compare the characteristics of open loop and closed loop control systems, their advantages and disadvantages. Give several applications for both systems.

5.2.0 Develop an understanding of the operation of a closed loop control system and the terms: set point, measured value, and error.

5.2.1 List the following closed loop feedback control modes: on-off, proportional, integral, and differential.

5.2.2 Describe the general effect of each of the control modes on the response of a closed loop control system, including the use of combinations of the basic modes.

5.2.3 Discuss the problem of offset in the proportional control mode and how it is overcome by proportional plus integral control.

5.2.4 Describe the effect of changing the time constant in the differential and integral control parts of the feedback, specifically on delay and damping (settling time).

5.3.0 Given a process control circuit example, such as a

temperature or pressure controller, describe the circuit operation and identify the mode of control.

5.4.0 Describe the general operating characteristics of the following input devices or transducers:

5.4.1 Photo voltaic device, photo conductor, and photo diode.

5.4.2 Thermistor, thermocouple, bi-metallic, and semi-conductor temperature sensors.

5.4.3 Strain gauges and accelerometers.

5.4.4 Hall effect sensor and magnetic tachometers.

5.5.0 Describe the operating characteristics of the following output devices or transducers in both open and closed loop control systems:

5.5.1 Relays and solenoids.

5.5.2 DC and AC servo motors.

5.5.3 Stepper motors.

5.6.0 Describe the basic operation of the following motor speed control devices and associated circuits:

5.6.1 Op amps, power BJT's and FET's.

5.6.2 SCR's and TRIAC's.

5.6.3 Variable frequency inverters (circuit).

5.7.0 Construct a PID control loop with op-amps and a motor-generator servo system. Perform the following operations:

5.7.1 Measure the system response to a load change on the generator with only the proportional feedback enabled.

Compare the responses obtained with a wide proportional band (50%) and a narrow proportional band (10%).

5.7.2 Measure the system response with the integral feedback loop added and adjust it for reduced off-set.

5.7.3 Measure the system response with the derivative feedback loop added and adjust it for reduced settling time.

6.0 INDUSTRIAL ROBOTS Instructional Goal: The goal is to develop a basic understanding of the concept of "industrial Robot", and of the applications of various robot mechanisms in industry. Objectives:

6.1.0 Define the term "degrees of freedom" as applied to robot mechanical motion.

6.2.0 Differentiate the meanings of the terms "articulated-arm", and spherical and cylindrical configurations.

6.3.0 State how the following hardware may be applied to the robot: pulleys, belts, sprockets, link chain, and gears.

6.4.0 Describe the following motions of a robot arm: waist, elevation, extension, pitch, yaw, and roll.

6.5.0 Describe the advantages and disadvantages of the three main methods of actuation: electric, hydraulic, and pneumatic.

6.6.0 Describe the categories of software for industrial robots, in terms of: positive-stop programs, point-to-point programs, and continuous path programs.

Current prerequisites: Prerequisite: EET 241

Proposed prerequisites: Prerequisite: EET 241 or EET 242

Current prerequisites/concurrent: Prerequisite or concurrent: EET 238.

Proposed prerequisites/concurrent: Prerequisite or concurrent: EET 222.

Is there an impact on other sacs?: No

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

Request term: winter

Requested year: 2007

Contact name: sanda nedelcu

Contact e-mail: sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: Bi 163

Current Course Title: Organic Gardening

Current Description: Develops knowledge in soils, plant anatomy, cultivars available in the Pacific Northwest, organic population control of pests, pruning and grafting. Introductory course not requiring prior science courses, but an interest in plants is helpful.

Proposed Description: Organic Gardening introduces the structure and function of soils including the soil food web, composting and compost tea, and the basics of biogeochemical cycling. The course also explores basic plant anatomy, and growing flowers, vegetables and fruits in the Pacific Northwest including organic pest control, beneficial insects, and pruning and grafting. The laboratory will elucidate these concepts. There is no prerequisite for this course, although an interest in plants and a basic high school biology course are recommended.

Reason for Description Change: Clarifies course content and prerequisite expectations.

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

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

Request Term: spring

Requested Year: 2007

Contact Name: Kevin Lien - Biology

Contact E-Mail: klien@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: BA 206

Current Course Title: Management Fundamentals

Current Description: Introduces basic business management concepts as well as current management experience and research regarding organizing and managing processes, resources and people to achieve the organization's purposes. Changes in management are included, recognizing that society and technology places new demands on business enterprises.

Proposed Description: Introduces business management theory, including the basic functions of planning, organizing, directing, leading, and controlling as well as factors contributing to change in current management approaches. Recommended: BA 101, Introduction to Business.

Reason for Description Change: Keep current with business practice.

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

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

Request Term: spring

Requested Year: 2007

Contact Name: Cheryl Scott

Contact E-Mail: cscott@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: BA 250

Current Course Title: Small Business Management

Current Description: Emphasizes general functions, procedures and specific subject areas related to starting, organizing and operating a successful small business, including franchising.

Proposed Description: Designed for students and prospective small business owners and managers. It emphasizes the general functions, procedures, and specific subject areas related to initiating, organizing, and operating a successful small business. It specifically prepares the student to develop a business plan for opening a business. Recommended: BA 101, Introduction to Business.

Reason for Description Change: Remain current with changes in the field.

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

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

Request Term: spring

Requested Year: 2007

Contact Name: Cheryl Scott

Contact E-Mail: cscott@pcc.edu

Curriculum Request Form
New Course

Course Number: EC201H

Course Title: Principles of Economics: Microeconomics (Honors)

Transcript Title: Prin of Econ: Micro (Honors)

Lecture Hours: 4

Load Total: .272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: To provide an honors introduction to microeconomics, with increased depth and breadth of coverage, to well-prepared students.

Course Description: An honors introduction to microeconomics. A study of the roles of the market and government in dealing with the problem of scarcity. Topics include market analysis and organization, labor markets and income distribution, poverty, the environment, tax policy, and international trade. Applications of economics in understanding how the world works. EC201H and EC202H together constitute the two term transfer sequence in honors economics. Prerequisite: Cumulative GPA of 3.5. Recommended prerequisite: MTH95, WR115.

Prerequisite(s): Cumulative GPA of 3.5.

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes:

1. To complete additional courses including upper-division microeconomics and above; to successfully transfer to a four-year institution of higher education.
2. To make rational decisions in the conduct of daily life as both consumers and producers by using marginal analysis and other analytical methodologies.
3. To effectively participate in the political process and the economy by utilizing an understanding of market structures, firms' behavior and public policies pertaining to market concentration.

4. To apply economic principles in understanding everyday behavior.
5. To participate in honors programs when transferring to other colleges and universities.

List A: YES, Transfer List A requested

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: NO

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall

Implementation Year: 2007

Contact Name: Arthur Tobin

Contact E-mail: atobin@pcc.edu

Course Content & Outcome Guide

Date: March 2007

Course Number: EC 201H

Course Title: *Principles of Economics: Microeconomics (Honors)*

Credit Hours: 4

Lecture Hours per Week: 4

Number of Weeks: 11-12

Special fees: None

Course Description for Publication:

An honors introduction to microeconomics. A study of the roles of the market and government in dealing with the problem of scarcity. Topics include market analysis and organization, labor markets and income distribution, poverty, the environment, tax policy, and international trade. Applications of economics in understanding how the world works. EC201H and EC202H together constitute the two term transfer sequence in honors economics. Prerequisite: Cumulative GPA of 3.5. Recommended prerequisites: MTH95; WR115.

Addendum to Description:

None.

Course Activities and Design:

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

Honors courses are designed to provide additional breadth and depth of coverage for well-prepared students. Honors students are expected to actively participate in classroom discussion.

Intended Outcomes for EC 201:

1. To complete additional courses including upper-division microeconomics and above; to successfully transfer to a four-year institution of higher education.
2. To make rational decisions in the conduct of daily life as both consumers and producers by using marginal analysis and other analytical methodologies.
3. To effectively participate in the political process and the economy by utilizing an understanding of market structures, firms' behavior and public policies pertaining to market concentration.
4. To apply economic principles in understanding everyday behavior.
5. To participate in honors programs when transferring to other colleges and universities.

Competencies and Skills:

1. Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
2. Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.

3. Develop the ability to acquire and analyze quantitative data and make mathematical computations.
4. Develop the ability to use and apply theoretical models.
5. Develop the ability to conduct cost/benefit analyses.
6. Develop the ability to think clearly about public policy issues.

Assessment Strategies:

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes:

Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

Processes: interviews, documented observations, web searches, journals, student self-evaluations.

Subject Matter, Concepts, Themes, and Issues:

1. Introductory terms and concepts: opportunity costs, marginal decision making, and the use of the production possibility curve.
2. Demand analysis: identify the factors that determine consumer demand. This will include topics such as elasticities and the utility theory of value.
3. Comparative advantage: how countries specialize in international trade and the use of tariffs and quotas.
4. Production costs: identify types of production costs and illustrate graphically various cost curves.
5. Profit maximization: how firms maximize profits under different types of markets such as perfect competition; monopoly; oligopoly; monopolistic competition; etc.
6. Labor markets: wage determination and hiring decisions
7. Factor prices: theories of rent, profit, interest and wages. Income distribution and poverty.
8. Market failures: public goods, externalities, and common resources
9. Government intervention: regulation of industry and antitrust policies. The roles and functions of government in regulating market activities and encouraging competition.
10. Applying economics to understanding everyday life.

Instructor's Qualifications:

A Masters degree in economics or a degree in a related discipline with at least 30 hours of graduate credits in economics.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Curriculum Request Form
New Course

Course Number: WR122H

Course Title: English Composition (Honors)

Transcript Title: English Composition (Honors)

Lec Hours: 4

Load Total: .272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Adds honors component to existing WR122 course. Gives self-selected (by GPA) students opportunity for transfer parity with students from other institutions offering such honors courses.

Course Description: Focuses on academic writing and researching as a means of inquiry, clear and appropriate writing style, persuasion and audience awareness, and critical reading. Explores ideas and issues through discussion and writing. Provides historical explanation of the evolution of composition. Presents (discourse) theory/advice of several classical and neo-classical rhetoricians. Utilizing classical rhetoric theory, students compose analytical, argumentative, and expository essays involving independent research with appropriate documentation and meet with the instructor for two out-of-class conferences. Prerequisite: WR 121 and 3.5 GPA

Prerequisite(s): WR 121 and 3.5 GPA

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: ♦ Demonstrate critical thinking by writing effective arguments which:
support and develop one's own argument; summarize concisely written arguments from other sources; use argument as a means of inquiry as well as persuasion; incorporate ideas of others drawn from a variety of sources, with appropriate documentation; articulate varying points of view, particularly

those at odds with the writer's point of view, in a fair and empathetic way; 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.

◆ 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.
- o Understand not only the “how” of discourse, but also understand the “why” of discourse.
- o Enjoy an increased awareness of language.

GenEd List: YES, Gen. Ed. Requested

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: NO

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall

Implementation Year: 2007

Contact Name: Martha L. Henning

Contact E-mail: mhenning@pcc.edu

Course Number: WR122H

Course Title: English Composition (Honors) Credit Hours: 4

Lecture Hours/Wk: 4

Number of Weeks: 10/11

Special Fees: None

Course Description for Catalogue

WR122H English Composition, 4 Cr.--Focuses on academic writing and researching as a means of inquiry, clear and appropriate writing style, persuasion and audience awareness, and critical reading. Explores ideas and issues through discussion and writing. Provides historical explanation of the evolution of composition. Presents (discourse) theory/advice of several classical and neo-classical rhetoricians. Utilizing classical rhetoric theory, students compose analytical, argumentative, and expository essays involving independent research with appropriate documentation and meet with the instructor for two out-of-class conferences.

Prerequisite: WR 121 and 3.5 GPA

Intended Outcomes for the Course

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.

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 successful completion of WR 122H, students will be able to:

- Demonstrate critical thinking by writing effective arguments which: support and develop one's own argument; summarize concisely written arguments from other sources; use argument as a means of inquiry as well as persuasion; incorporate ideas of others drawn from a variety of sources, with appropriate documentation; articulate varying points of view, particularly those at odds with the writer's point of view, in a fair and empathetic way; 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.
- Extend the experience of non-honors WR122 by enabling students to:
 - Put the principles of the non-honors WR122 course into the context of Western intellectual history.
 - Understand the historical context of current principles of discourse (both speaking and writing).
 - Utilize the rhetorical theories of selected classical and neo-classical rhetoricians both in student writing and in everyday communication.
 - Practice basic principles of psycho- and socio-linguistic self-defense as cued by the rhetoricians encountered.
 - Feel comfortable using the vocabulary of rhetoric theory.
 - Apply the terminology of rhetoric theory to current cultural phenomena and circumstances.
 - Understand not only the “how” of discourse, but also understand the “why” of discourse.
 - Enjoy an increased awareness of language.

Assessment Tools

The instructor will assess students using the following:

- out-of-class writing
- responses to assigned texts
- class discussion
- in-class writing
- research tasks
- multiple drafts of academic essays

The instructor may assess students using the following:

- study questions
- reading journal

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.

Themes, Concepts, Issues

General composition concerns, such as:

- audience
- purpose
- process:
 - invention
 - arrangement
 - style
 - memory
 - delivery

General rhetorical concerns, such as:

- dialectics
- topoi
- situation of discourse or argument
- forensic discourse
- deliberative discourse
- epideictic discourse
- ethos, pathos, logos
- imitatio
- burden of proof, presumption of favor
- belletrism
- appeals to various psychological faculties

Elements of argument, such as:

- inquiry
- 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

Elements of style, such as:

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

Competencies and Skills

- Awareness of one's own style as a writer.
- Confidence in one's own voice in concert with other voices
- Facility with ideas as ideas, not as dismissible opinions
- Engagement with a college level community of discourse
- Adeptness at recognizing illegitimate arguments
- An awareness and appreciation for etymology — meaning as derived through Greek and Latin word roots
- Skill at discovering, modifying, articulating, and supporting one's own views on pertinent issues.
- Awareness of audience
- Increased expertise in the process of research, documentation, and integration of sources
- A sense of responsibility for own ideas and progress

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: J201

Current Course Title: Mass Media and Society

Current Learning Outcomes: *Students will be able to identify characteristics of different media.

*Students will begin to be able to analyze the effect of Mass Media on culture and society.

*Students will be able to recognize connections between journalistic freedoms and democracy.

Proposed Learning Outcomes: *Understand the unique characteristics of different media for the effect each has on culture and society.

*Recognize connections between journalistic freedoms and democracy in order to make personal and professional choices.

*Critically and thoughtfully respond to both the explicit and implicit communication of media.

Reason for Learning Outcomes Change: Program Review helped us bring outcomes up to date, better reflecting what we are teaching.

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Doris Werkman

Contact E-Mail: dwerkman@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	J202
Current Course Title:	Information Gathering
Current Learning Outcomes:	<ul style="list-style-type: none">• Determine the amount and types of information needed.• Access needed information effectively and efficiently, employing appropriate technology.• Evaluate information and information sources.• Use information effectively to accomplish a specific journalistic purpose.• Understand the ethical, economic, legal, and social issues surrounding the use of public information.• Analyze and draw inferences from statistics and numerical models.• Work collaboratively in planning, executing, and evaluating journalistic projects.
Proposed Learning Outcomes:	<p>*Determine the amount and types of information needed in order to effectively accomplish specific journalistic purposes.</p> <p>*Access needed information effectively and efficiently, employing appropriate technology.</p> <p>*Evaluate information and multiple information sources in order to present balanced and accurate information.</p> <p>*Understand the ethical, economic, legal, and social issues surrounding the use of public information.</p>
Reason for Learning Outcomes Change:	Program Review helped us bring outcomes up to date, better reflection of what we are teaching.
Will this impact other SACs?,Is there an impact on other SACs?:	No

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

Request Term: fall
Requested Year: 2007

Contact Name: Doris Werkman
Contact E-Mail: dwerkman@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: J204

Current Course Title: Visual Communication for Media

Current Description: Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. May include a Service Learning component.

Current Learning Outcomes:

- ◆ Understand principles of editing, layout, and visual communication.
- ◆ Recognize and read visual images in different media.
- ◆ Apply visual approaches to communication.
- ◆ Understand how visual images affects communication.
- ◆ Evaluate current and emerging technologies of visual media for their idiosyncrasies, strengths, weaknesses and limitations.

Proposed Learning Outcomes:

- *Critically and thoughtfully respond to both the explicit and implicit communication of media.
- *Understand principles of editing, layout, and visual communication.
- *Recognize and read visual images in different media to evaluate the effect they have on individual choices.
- *Apply visual approaches to communication.
- *Evaluate current and emerging technologies of visual media for their idiosyncrasies, strengths, weaknesses and limitations in order to make the best choice for a specific project or audience.

Reason for Learning Outcomes Change: Program Review helped us bring outcomes up to date, better reflection of what we are teaching.

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

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

Request Term: fall
Requested Year: 2007
Contact Name: Doris Werkman
Contact E-Mail: dwerkman@pcc.edu

Curriculum Request Form
Course Revision

Change: Learning Outcomes

Current course number: CJA 100

Current course title: Intro. Professions in Criminal Justice

Current learning outcomes: At the completion of the course, students will be able to:
(01) identify the career areas,
(02) associated career requisites, and
(03) training requirements for all criminal justice professions. In addition, students will distinguish similarities and differences among
(04) state and agency certification requirements,
(05) probationary requirements,
(06) personal commitment,
(07) lifestyle considerations related to each career area, and
(08) other unique requirements associated with criminal justice careers. Students will demonstrate, through role play and discussion, the
(09) application processes,
(10) interview schemes,
(11) laws, and
(12) employee safeguards, involved in public safety employment.

Proposed learning outcomes: Upon successful completion of this course, students will be able to:

1. Seek employment in criminal justice related professions with an understanding of academic requisites, application processes, training requirements and lifestyle considerations.
2. Properly prepare employment applications and present to potential employers any needed documentation upon request from a previously organized portfolio containing copies of important personal papers and past history statements.
3. Interview for employment having practiced techniques and skills designed to insure success in job placement.
4. Enter criminal justice related occupations with a

basic understanding of employment laws and safeguards specific to the chosen career.

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

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

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

Request term: fall
Requested year: 2007

Contact name: Jim Parks
Contact e-mail: jparks@pcc.edu

Curriculum Request Form
Course Revision

Change: Course Description, Learning Outcomes

Current course number: CJA 111

Current course title: Intro. Criminal Justice System – Police

Current description: Examines American and foreign criminal justice agencies and analyzes the criminal justice process from detection and arrest through prosecution, adjudication, sentencing and imprisonment or probation, and parole. Includes major theories on the causes of crime and the role of police in society. This course is designed to provide a broad overview of the law enforcement component of criminal justice. Information will be provided on the role of police in society, and an analysis of the structure and organization of various local, state and federal law enforcement agencies.

Students will be provided with an insight into police work not normally provided to the general public. Examples include hiring processes, testing, background investigations and occupational opportunities. This course is designed primarily for those interested in criminal justice as a career and/or desire to learn more about the law enforcement profession.

Proposed description: Course designed to provide an overview of the role of police in society. Students will become familiar with general concepts related to law enforcement and be introduced to associated foundations and principles that comprise the criminal justice system. A range of issues and facts relevant to policing will be discussed. Included is historical development of police in America, crime data collection, police organization and structure, the police sub-culture, police and community relations, laws and constitutional limitations on authority.

Reason for Description Change: Only part of the current course description is true. With the creation of CJA 100, careers are minimally discussed in CJA 111. Additionally, foreign police agencies are no

longer discussed to the extent as they were in the 1990's. The rest of the current description is reformatted but includes essentially the same material.

Current learning outcomes: The student will be able to

- (1) Distinguish, by demonstrating differences, similarities and interplay, among the three major components of the criminal justice system, i.e., police, courts and corrections.
- (2) Describe the historical evolution of the law enforcement profession.
- (3) Recognize and explain the various levels of law enforcement in the United States.
- (4) Identify connections between police and society.

Demonstrate an understanding of some theories regarding causation of crime and criminality.

Proposed learning outcomes: Students who have successfully completed this course will be able to:

1. Use the understanding of law enforcement history, organization and structure as a foundation to expand knowledge of related criminal justice areas such as police roles, functions and responsibilities.
2. Analyze situational conflicts involving police ethics and discretion.
3. Locate and evaluate crime trends using official data.
4. Assess the need for police response with recognition of criminal conduct versus civil matters.
5. Consider and examine situations that may impose constitutional limitations on police authority.

Reason for Learning Outcomes Change:

Bring outcomes up to current PCC standards.

Will this impact other sacs?,Is there an impact on other sacs?:

No

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

No

Request term:	fall
Requested year:	2007
Contact name:	Jim Parks
Contact e-mail:	jparks@pcc.edu

Curriculum Request Form
New Course

Course Number: EM 110

Course Title: Theory of Emergency Management

Transcript Title: Theory of Emergency Mgmt

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Required core course for new AAS degree in Emergency Management

Course Description: Introduces emergency management theory, including basic definitions, identification of hazards, descriptions of the phases of emergency management, identification of resources, roles and responsibilities of emergency managers, and coordination of various systems.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Identify the appropriate resources available from local, state and federal government agencies and the private sector.
- ◆ Discuss the key components in a comprehensive emergency management program.
- ◆ Conduct a preliminary hazard analysis.
- ◆ Discuss the integration of emergency management components in various situations

Course Format: On Campus

Are there similar courses NO existing:

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: The course may be used as an elective or possibly a substitute course in Criminal Justice and/or Fire Science.

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed EM degree consists of: Jim Parks, Criminal Justice; Ed Lindsey, Fire Science; Carol Bruneau, Emergency Telecommunicator; and Mark Hornshuh, Emergency Medical Technician. SAC has reviewed all proposed courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall
Implementation Year: 2007

Contact Name: Carol Bruneau
Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 110

COURSE TITLE: Theory of Emergency Management

CREDIT HOURS: 3

LECTURE HOURS: 3

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

Introduces Emergency Management theory, including basic definitions, identification of hazards, descriptions of the phases of emergency management, identification of resources, roles and responsibilities of emergency managers, and coordination of various systems.

ADDENDUM TO COURSE DESCRIPTION:

This course is intended to provide an overview of emergency management, introduce students to preparedness, mitigation, response and recovery, discuss the integration of local, state and federal resources, and outline the roles and responsibilities of emergency managers and law enforcement, fire service, emergency medical service, public works, public health, the private sector and others.

INTENDED OUTCOMES:

Students will be able to:

- Identify the appropriate resources available from local, state and federal government agencies and the private sector.
- Discuss the key components in a comprehensive emergency management program.
- Conduct a preliminary hazard analysis.
- Discuss the integration of emergency management components in various situations

COURSE ACTIVITIES AND DESIGN:

- Lecture on the components of an emergency management program
- Case studies
- Application of theories and concepts in emergency management
- Application of appropriate systems and resources

OUTCOME ASSESSMENT:

- Written assignments
- Analysis of case studies
- Written exams
- Application of textbook materials to situational exercises

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Comprehensive emergency management
- Integrated emergency management
- Natural hazards
- Technological hazards
- Terrorism
- Homeland Security

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 114

Course Title: History of U.S. Hazards, Disasters and Emergency Management

Transcript Title: History of US Haz & Disasters

Lecture Hours: 4

Load Total: 0.272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Required core course for new AAS degree in Emergency Management

Course Description: Surveys the U.S. history of hazards and disasters and traces the evolution of emergency management. Emphasis will be on naturally occurring disasters with appropriate attention to the development of technological incidents and the evolution of terrorism.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Discuss the importance of hazards and risks in business and government plans and programs.
- ◆ Identify the risks and hazards that exist in various regions of the U.S.
- ◆ Discuss population growth and migration and how it impacts disaster situations.
- ◆ Understand the concept of a “triggering event” and explain its significance

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective:	Required
Is there impact on degrees or certificates:	YES
Description of impact on deg/cert:	Allows for creation of new degree program
Is there an impact on another dept or campus?:	YES
Description of impact on dept/campus:	The course may be used as an elective or possibly a substitute course in Criminal Justice and/or Fire Science.
Have other SACs been contacted?:	YES
Description of Contact:	Temporary SAC for proposed EM degree consists of: Jim Parks, Criminal Justice; Ed Lindsey, Fire Science; Carol Bruneau, Emergency Telecommunicator; and Mark Hornshuh, Emergency Medical Technician. SAC has reviewed all proposed courses.
Is there an increase in costs for Library or AV Dept?:	NO
Implementation Term:	Fall
Implementation Year:	2007
Contact Name:	Carol Bruneau
Contact E-mail:	cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 114

COURSE TITLE: History of U.S. Hazards, Disasters and Emergency Management

CREDIT HOURS: 4

LECTURE HOURS: 4

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

Surveys the U.S. history of hazards and disasters and traces the evolution of emergency management. Emphasis will be on naturally occurring disasters with appropriate attention to the development of technological incidents and the evolution of terrorism.

ADDENDUM TO COURSE DESCRIPTION:

The course is intended to provide a survey of the history of hazards, risks and actual disasters all across the U.S. from the first documented evidence to present day. The population growth and migration, with its effect on risk, will be traced as well as the urban development of this country. This course is a prerequisite for EM 210.

INTENDED OUTCOMES:

Students will be able to:

- Discuss the importance of hazards and risks in business and government plans and programs.
- Identify the risks and hazards that exist in various regions of the U.S.
- Discuss population growth and migration and how it impacts disaster situations.
- Understand the concept of a “triggering event” and explain its significance.

COURSE ACTIVITIES AND DESIGN:

- Lecture and classroom discussion
- Research of specific disaster categories with oral presentation
- Term Paper
- Written Exam

OUTCOME ASSESSMENT:

Grades and competency will be determined according to student ability to demonstrate knowledge of risks, hazards and disasters in U.S. history through written exams and a term paper.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Natural Hazards such as:
Earthquake
Tsunami
Hurricane
Flood
Tornado
- Technological Hazards such as:
Hazardous Materials Release
Radiological Accidents
Structure Fire
Explosion
- Terrorism Hazards such as:
Biological
Chemical
Explosive
Incendiary
Nuclear
- How Government, Business and the Community respond.
- Historical perspective of major events.
- The changing roles in response to events.

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 202

Course Title: Principles & Practices of Hazard Mitigation

Transcript Title: P & P of Hazard Mitigation

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Required core course for new AAS degree in Emergency Management

Course Description: The disaster mitigation goal of governments is to develop disaster resistant communities. This course identifies hazard risks and associated mitigation programs and strategies and how to identify local mitigation opportunities and cost effective solutions. Prerequisite: EM 114

Prerequisite(s): EM 114

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Relate current hazard mitigation practices from a historical perspective and through application of evolving theory.
- ◆ Identify best practices, common mistakes and discuss various mitigation strategies.
- ◆ Refine critical thinking and decision making as it applies to hazard mitigation
- ◆ Demonstrate the practical application of mitigation theory in specific situations.

Course Format: On Campus

Are there similar courses NO

existing:

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: The course may be used as an elective or possibly a substitute course in Criminal Justice and/or Fire Science.

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed EM degree consists of: Jim Parks, Criminal Justice; Ed Lindsey, Fire Science; Carol Bruneau, Emergency Telecommunicator; and Mark Hornshuh, Emergency Medical Technician. SAC has reviewed all proposed courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall
Implementation Year: 2007

Contact Name: Carol Bruneau
Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 202

COURSE TITLE: Principles and Practices of Hazard Mitigation

CREDIT HOURS: 3

LECTURE HOURS: 3

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

The disaster mitigation goal of governments is to develop disaster resistant communities. This course identifies hazard risks and associated mitigation programs and strategies and how to identify local mitigation opportunities and cost effective solutions. Prerequisite: EM 114

ADDENDUM TO COURSE DESCRIPTION:

The course differentiates pre-disaster from post-disaster programs and discusses resources and funding. There is also discussion of community planning, zoning and building codes.

INTENDED OUTCOMES:

Students will be able to:

- Relate current hazard mitigation practices from a historical perspective and through application of evolving theory.
- Identify best practices, common mistakes and discuss various mitigation strategies.
- Refine critical thinking and decision making as it applies to hazard mitigation
- Demonstrate the practical application of mitigation theory in specific situations.

COURSE ACTIVITIES AND DESIGN:

- Discussion of the strengths and weaknesses of pre-disaster vs post-disaster mitigation programs
- Identify locally specific mitigation opportunities
- Assess various mitigation solutions and make project recommendations
- Create a pre-disaster mitigation plan
- Create a post-disaster mitigation response

OUTCOME ASSESSMENT:

- Demonstrated knowledge of terminology, theory, practices and techniques in various assignments
- Case study analysis
- Term paper
- Written exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Pre-disaster mitigation programs
- Post-disaster mitigation programs
- Mitigation opportunities
- Cost effectiveness of various solutions
- Sources of funding and resources
- Community planning, zoning and building codes

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 203

Course Title: Principles & Practices of Disaster Response I

Transcript Title: P & P Disaster Response I

Lecture Hours: 4

Load Total: 0.272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Required for new AAS degree in Emergency Management

Course Description: This course uncovers the principles that promote effective disaster response practices in operations and management. It will examine the nature of disasters, the context of response operations, and the roles and responsibilities of various individuals and organizations.
This is the first of a two part sequence: EM 203 and EM 204.

Prerequisite(s): EM 110 & EM 114

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Discuss the response operations from a historical perspective.
- ◆ Discuss and apply theory of response operations
- ◆ Identify best practices, common mistakes and application of various response strategies.
- ◆ Develop critical thinking and analytical skills as they apply to response operations

Course Format: On Campus

Are there similar courses NO existing:

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Course may be used as an elective or possibly a substitute course in Fire Science.

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 203

COURSE TITLE: Principles and Practices of Disaster Response I

CREDIT HOURS: 4

LECTURE HOURS: 4

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

This course uncovers the principles that promote effective disaster response practices in operations and management. It will examine the nature of disasters, the context of response operations, and the roles and responsibilities of various individuals and organizations.

This is the first of a two part sequence: EM 203 and EM 204. Pre-requisites: EM 110 & EM 114

ADDENDUM TO COURSE DESCRIPTION:

The course will review the popular myths and realities of human behavior in catastrophic events as well as the divergent approaches to disaster response operations (e.g. command and control vs. networking/problem solving). The importance of providing an effective response for the affected population will be discussed, and will include a variety of important generic functions (e.g. implementing the emergency operations plan, warning, evacuation, search and rescue, emergency medical care/mass casualties, mass fatalities, sheltering and mass care, donations management, damage assessment, the disaster declaration process, media relations/public information, individual and public assistance, and critical incident stress debriefing.

INTENDED OUTCOMES:

Students will be able to:

- Discuss the response operations from a historical perspective.
- Discuss and apply theory of response operations
- Identify best practices, common mistakes and application of various response strategies.
- Develop critical thinking and analytical skills as they apply to response operations.

COURSE ACTIVITIES AND DESIGN:

- Lecture and discussion on effective disaster response practices.
- Exercises and evaluation measuring: Failed responses, adequate responses and best practices.
- Create documentation of roles and responsibilities for individuals and organizations.
- Practice critical thinking and decision making in various disaster scenarios.

OUTCOME ASSESSMENT:

- Written Assignments
- Case Studies
- Term Paper
- Written Exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Nature of response operations and management.
- Political context of response management
- Role and responsibilities of various individuals and various organizations.
- Failed response vs. adequate response vs. best practices.
- Analysis of events, circumstances, content and the making of decisions that positively influence outcomes.

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 204

Course Title: Principles & Practices of Disaster Response II

Transcript Title: P & P Disaster Response II

Lecture Hours: 4

Load Total: 0.272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Required for new AAS degree in Emergency Management

Course Description: This course continues the investigation of response operations and management by focusing on various management systems. The Incident Command System, area command, multi-agency coordination systems, joint information system and other systems will all be examined.

Prerequisite(s): EM 203

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Discuss the theory of various management systems.
- ◆ Describe the structure of a management system.
- ◆ Design a response organization.
- ◆ Identify the various response organization units.
- ◆ Demonstrate critical thinking and decision making in managing a response.

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Course may be used as an elective or possibly a substitute course in Fire Science.

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 204

COURSE TITLE: Principles and Practices of Disaster Response II

CREDIT HOURS: 4

LECTURE HOURS: 4

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE: \$25.00

COURSE DESCRIPTION and PREREQUISITES:

This course continues the investigation of response operations and management by focusing on various management systems. The Incident Command System, area command, multi-agency coordination systems, joint information system and other systems will all be examined.

Pre-requisite: EM 203

ADDENDUM TO COURSE DESCRIPTION:

The role of technology, mutual aid agreements and the Federal Response Plan will also be discussed. Common post-disaster problems and how first responders and emergency managers overcome these challenges is emphasized.

INTENDED OUTCOMES:

Students will be able to:

- Discuss the theory of various management systems.
- Describe the structure of a management system.
- Design a response organization.
- Identify the various response organization units.
- Demonstrate critical thinking and decision making in managing a response.

COURSE ACTIVITIES AND DESIGN:

- Work within a disaster scenario to design a response organization
- Explore through reading, lecture and group activities the functions of various response organization units.
- Define the roles and responsibilities of individuals within response organization units.
- Function in several different response organization roles in classroom activities.

OUTCOME ASSESSMENT:

- Lecture
- Case study analysis
- Written assignments
- Oral presentations
- Written exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Incident Command System
- Area Commands
- Multi-Agency Coordination Systems
- Joint Information System
- Technology in response operations
- System Theories vs. Facilities

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 205

Course Title: Disaster Recovery Operations

Transcript Title: Disaster Rec Ops

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Required for new AAS degree in Emergency Management

Course Description: This course covers the basic concepts and operational procedures and authorities involved in recovering from major disasters. It addresses Federal, State, and local government roles and responsibilities in major disaster recovery work, with an emphasis on government coordination and the solution of problems that frequently arise in recovery operations.

Prerequisite(s): EM 110 & EM 114

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Identify the components of both short-term and long-term disaster recovery operations.
- ◆ Describe the roles and responsibilities of local, State, and Federal governments.
- ◆ Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers.
- ◆ Describe the role of mitigation activities in recovery operations.
- ◆ Create a simple disaster recovery plan.

Course Format:	On Campus
Are there similar courses existing:	NO
Required or Elective:	Required
Is there impact on degrees or certificates:	YES
Description of impact on deg/cert:	Allows for creation of new degree program
Is there an impact on another dept or campus?:	YES
Description of impact on dept/campus:	Course may be used as an elective or possibly a substitute course in Fire Science.
Have other SACs been contacted?:	YES
Description of Contact:	Temporary SAC for proposed Emergency Management program has reviewed all courses.
Is there an increase in costs for Library or AV Dept?:	NO
Implementation Term:	Fall
Implementation Year:	2007
Contact Name:	Carol Bruneau
Contact E-mail:	cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 205

COURSE TITLE: Disaster Recovery Operations

CREDIT HOURS: 3

LECTURE HOURS 3

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

This course covers the basic concepts and operational procedures and authorities involved in recovering from major disasters. It addresses Federal, State, and local government roles and responsibilities in major disaster recovery work, with an emphasis on government coordination and the solution of problems that frequently arise in recovery operations.

Pre-requisites: EM 110 and EM 114

ADDENDUM TO COURSE DESCRIPTION:

An overview of preliminary damage assessment, disaster recovery centers, and special needs of victims and disaster workers is also included.

INTENDED OUTCOMES:

Students will be able to:

- Identify the components of both short-term and long-term disaster recovery operations.
- Describe the roles and responsibilities of local, State, and Federal governments.
- Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers.
- Describe the role of mitigation activities in recovery operations.
- Create a simple disaster recovery plan.

COURSE ACTIVITIES AND DESIGN:

- Apply the appropriate roles and authorities to local, state and federal responders in a recovery operation.
- Identify in written assignments the roles and responsibilities of private citizens and the insurance providers.
- Conduct various levels of damage assessment through oral or written assignments
- Provide documentation of activities and assignments in a recovery operation through record-keeping and damage assessments.

OUTCOME ASSESSMENT:

- Demonstration of knowledge in the areas of: theory, concepts, systems, roles and responsibilities through written assignments.
- Case studies
- Term paper
- Written exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Various roles of local, state and federal agencies in recovery operations.
- Role of private individuals and insurance providers.
- Various levels of damage assessment.
- Appropriate level of response for various agencies and levels of government.
- Methods of documenting plans and responses.

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 210

Course Title: Emergency Management Planning for Hazards & Disasters

Transcript Title: Planning for Haz & Disasters

Lecture Hours: 4

Load Total: 0.272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: Required for new AAS degree in Emergency Management

Course Description: Course will examine the concepts of writing in an emergency operating plan and the elements necessary for inclusion in the plan (all-risk hazards planning). Students will begin with the process for identifying local hazards and resources, vulnerability and impact analysis, and public policy considerations. Using groups they will analyze their hazard assessments and write a basic plan. The groups will present their plans to the whole for critique. Actual emergency operating plans will be used to illustrate the planning requirements and results.

Prerequisite(s): EM 110 & EM 114 & WR 121

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Utilize the FEMA planning theory
- ◆ Describe the structure and content of an agency
- ◆ Discuss a Jurisdiction Plan and compare and contrast the plan with shift to shift Incident Action Plans.
- ◆ Prepare a variety of plans and annexes for emergency response
- ◆ Develop a standard operating procedure

- ◆ Prepare a planning meeting agenda
- ◆ Conduct and facilitate a planning meeting

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Course may be used as an elective or possibly a substitute course in Fire Science.

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 210

COURSE TITLE: Emergency Management Planning for Hazards & Disasters

CREDIT HOURS: 4

LECTURE HOURS: 4

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

This course will examine the concepts of writing in an emergency operating plan and the elements necessary for inclusion in the plan (all-risk hazards planning). Students will begin with the process for identifying local hazards and resources, vulnerability and impact analysis, and public policy considerations. Using groups they will analyze their hazard assessments and write a basic plan. The groups will present their plans to the whole for critique. Actual emergency operating plans will be used to illustrate the planning requirements and results.

Pre-requisites: EM 110, EM 114 and WR 121

ADDENDUM TO COURSE DESCRIPTION:

The emphasis in this course will be with the initial response to and short-term recovery from a major emergency or disaster by local levels of government. There will be an examination of general plan concepts and content as well as hazard, discipline and task specific details. This course will also include the specifics of Incident Action Planning.

INTENDED OUTCOMES:

Students will be able to:

- Utilize the FEMA planning theory
- Describe the structure and content of an agency
- Discuss a Jurisdiction Plan and compare and contrast the plan with shift to shift Incident Action Plans.
- Prepare a variety of plans and annexes for emergency response
- Develop a standard operating procedure
- Prepare a planning meeting agenda
- Conduct and facilitate a planning meeting

COURSE ACTIVITIES AND DESIGN:

Through lecture and small group activities

- Develop an Agency general plan
- Develop a hazard specific plan
- Develop a discipline specific plan
- Develop and Incident Action Plan
- Conduct an Incident Action planning meeting
- Develop planning meeting agendas

Present various plans through individual and group projects

OUTCOME ASSESSMENT:

- Evaluate student competencies through written and oral presentation of various plans
- Application of planning theory in a term paper
- Design a functional emergency plan
- Role-playing exercises
- Mock planning meetings
- Written exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- General Disaster Planning
- Hazard Specific Planning
- Discipline Specific Planning
- Incident Action Planning
- Standard Operating Procedures or Task Planning
- Roles and Responsibilities of Local, State and Federal government in planning

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 211

Course Title: Public Policy & Law in Emergency Management

Transcript Title: Public Policy & Law in EM

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: New AAS degree in Emergency Management - Required Course

Course Description: Provides the student with specialized knowledge and skills necessary to develop public policy related to emergency management. The course emphasizes policy leadership in the area of emergency planning and response as part of the larger responsibility to protect the general welfare of the people and community, all within existing federal, state and local laws.

Prerequisite(s): EM 110

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: The course work will:

- ◆ Provide the student with the knowledge, skills and abilities to develop public policy in emergency management.
- ◆ Enhance the students skills in critical thinking and decision making in the context of public policy.
- ◆ Help students develop skills in writing policy statements and in making oral presentations of policy issues.

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: Course may be used as elective or substitute in CJA or FP

Have other SACs been contacted?: YES

Description of Contact: Reviewed and approved

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Winter

Implementation Year: 2008

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 211

COURSE TITLE: Public Policy & Law in Emergency Management

CREDIT HOURS: 3

LECTURE HOURS: 3

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

This course provides the student with specialized knowledge and skills necessary to develop public policy related to emergency management. The course emphasizes policy leadership in the area of emergency planning and response as part of the larger responsibility to protect the general welfare of the people and community, all within existing federal, state and local laws. Prerequisite: EM 110.

ADDENDUM TO COURSE DESCRIPTION:

INTENDED OUTCOMES:

The course work will:

- Provide the student with the knowledge, skills and abilities to develop public policy in emergency management.
- Enhance the students skills in critical thinking and decision making in the context of public policy.
- Help students develop skills in writing policy statements and in making oral presentations of policy issues.

COURSE ACTIVITIES AND DESIGN:

- Lecture and discussion on the evolution of federal law pertaining to public safety & security.
- Lecture and discussion on Oregon (both state and local) laws pertaining to individuals, businesses, government and society in emergency situations.
- Lecture and discussion on the various roles and responsibilities of individuals and organizations in maintaining public order and re-establishing day to day activities.
- Case Studies
- Drafting public policy statements.

OUTCOME ASSESSMENT:

- Written assignments
- Analysis of case studies
- Written exams
- Term paper

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Federal laws & regulations
- State statutes and regulations
- Local charters and codes
- Analysis of legal framework in the making of decisions that shape public policy
- Appropriate policies at various levels of government

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 221

Course Title: Business Continuity or Resumption of Operations Planning

Transcript Title: Business Continuity Plan

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Elective course for new AAS degree in Emergency Management

Course Description: This course will address the critical dependence of modern organizations on disaster vulnerable technology, such as management information, communications, and computerized process control systems. Students will have the opportunity to produce working plans that provide preventative measures to minimize disaster impact, provide an organized response, and ensure business continuity during recover.

Prerequisite(s): EM 114 & WR 121

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Explain hazards, risks (vulnerability and criticality), and the impact they have on business and industry
- ◆ Identify the facilities, equipment and systems that could be disrupted by various hazards
- ◆ Develop strategies to overcome the risks and either continue operations or rapidly resume business
- ◆ Define critical thinking and decision making and demonstrate through written and oral presentations

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

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

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Winter

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 221

COURSE TITLE: Business Continuity or Resumption of Operations Planning

CREDIT HOURS: 3

LECTURE HOURS: 3

LECTURE/LAB HOURS:

LAB HOURS:

SPECIAL FEE:

COURSE DESCRIPTION AND PREREQUISITES:

This course will address the critical dependence of modern organizations on disaster vulnerable technology, such as management information, communications, and computerized process control systems. Students will have the opportunity to produce working plans that provide preventative measures to minimize disaster impact, provide an organized response, and ensure business continuity during recover. Pre-requisites: EM 114 and WR 121

ADDENDUM TO COURSE DESCRIPTION:

Given that contingency planning is a rising priority on the agenda of senior management, and that outside auditing firms and internal auditors are becoming increasingly vocal about the lack of Disaster Recovery Plans, this course will familiarize students with contemporary plan development strategies and methodologies.

INTENDED OUTCOMES:

Students will be able to:

- Explain hazards, risks (vulnerability and criticality), and the impact they have on business and industry
- Identify the facilities, equipment and systems that could be disrupted by various hazards
- Develop strategies to overcome the risks and either continue operations or rapidly resume business
- Define critical thinking and decision making and demonstrate through written and oral presentations

COURSE ACTIVITIES AND DESIGN:

- Identify the major disaster risks for various types of businesses
- Design or identify strategies for minimizing disaster impact
- Describe appropriate mitigation and preparedness actions for a business
- Describe an appropriate business response to a specific disaster
- Develop a Business Continuity or Resumption of Business Plan

OUTCOME ASSESSMENT:

Grades and competency will be determined according to student ability to demonstrate and apply knowledge of terminology, theory, roles and responsibilities, and practices of business continuity planning through term papers, case study analysis, oral presentations, and written exams.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- “If economics is the dismal science the contingency planning is the abysmal science. No one likes to look into the abyss.” Unknown.
- Risk Management – vulnerability vs. criticality
- System (or facility or equipment) hardening vs. redundancy vs. back-up
- The economics of high risk and low probability

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 222

Course Title: Exercise Design and Evaluation

Transcript Title: Exercise Design

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Elective course for new AAS degree in Emergency Management

Course Description: This course will provide the student with an understanding of how different types of exercises are written and conducted. Exercises are a necessary training tool for all emergency response organizations to test new skills, technology and competency.

Prerequisite(s): EM 203, EM 204 & EM 205

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Identify the components of both short-term and long-term disaster recovery operations.
- ◆ Describe the roles and responsibilities of local, State, and Federal governments.
- ◆ Discuss the roles and responsibilities of private sector individuals and organizations, and Insurance providers.
- ◆ Describe the role of mitigation activities in recovery operations.
- ◆ Create a simple disaster recovery plan.

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

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

Description of impact on dept/campus:

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Winter

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 222

COURSE TITLE: Exercise Design and Evaluation

CREDIT HOURS: 3

LECTURE HOURS: 3

LECTURE/LAB HOURS:

LAB HOURS:

SPECIAL FEE: \$25.00

COURSE DESCRIPTION AND PREREQUISITES:

This course will provide the student with an understanding of how different types of exercises are written and conducted. Exercises are a necessary training tool for all emergency response organizations to test new skills, technology and competency. Prerequisites: EM 203, EM 204 & EM 205.

ADDENDUM TO COURSE DESCRIPTION:

This course will cover simulations, tabletop exercises, functional and full scale drills. The roles and responsibilities of players, controllers, simulators, and evaluators will be presented. Students will learn the steps in exercise planning, preparation, and execution, as well as post-exercise activities.

INTENDED OUTCOMES:

Students will be able to:

- Identify and define orientations, seminars, drills, tabletop exercises, functional and full scale exercises.
- Identify and implement the steps to develop, conduct and evaluate each type of exercise.
- Write a statement of purpose, objectives, narrative, major sequence of events, and messages for a functional exercise.
- Describe the roles of controllers, simulators, evaluators, and players in an exercise.
- Define and develop strategies for conducting exercise critiques and evaluations.

COURSE ACTIVITIES AND DESIGN:

- Lecture on terminology and components of exercises
- Develop an exercise plan
- Develop an exercise
- Conduct an exercise
- Conduct an exercise critique.

OUTCOME ASSESSMENT:

- Written Exams
- Written exercise components
 - Exercise Plan
 - Master exercise sequence of events
 - Exercise messages
- Actively participate in an exercise (role-playing)
- Participate in a critique of an exercise and the development of the After Action Plan.

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Types of Exercises:
 - Simulations
 - Tabletop Exercises
 - Functional Drills
 - Full Scale Drills
- Exercise Roles:
 - Players
 - Controllers
 - Simulators
 - Evaluators
- Exercise Activities:
 - Planning
 - Preparation
 - Execution
 - Post-exercise

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
New Course

Course Number: EM 223

Course Title: Terrorism

Transcript Title: Terrorism

Lecture Hours: 3

Load Total: 0.204

Weekly Contact Hours: 3

Total Credits: 3

Reason for New Course: Elective course for new AAS degree in Emergency Management

Course Description: Introduces the issues of terrorism, the organizations and key characters in both international and domestic terror. The course also introduces the various agents and delivery systems of weapons of mass destruction.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Students will be able to:

- ◆ Describe the breadth, depth and complexity of terrorism
- ◆ Identify acts of terrorism and distinguish between terrorism and simple criminal activity
- ◆ Distinguish between extreme advocacy groups and terrorists
- ◆ Identify the differences between industrial chemicals and weapons grade chemicals and how they are both used by terrorists
- ◆ Identify naturally occurring poisons and bio-weapons and

how they can be used

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Allows for creation of new degree program

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

Have other SACs been contacted?: YES

Description of Contact: Temporary SAC for proposed Emergency Management program has reviewed all courses.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Winter

Implementation Year: 2007

Contact Name: Carol Bruneau

Contact E-mail: cbruneau@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: EM 223
COURSE TITLE: Terrorism
CREDIT HOURS: 3
LECTURE HOURS: 3
LECTURE/LAB HOURS:
LAB HOURS:

SPECIAL FEE:

COURSE DESCRIPTION and PREREQUISITES:

Introduces the issue of terrorism, the organizations and key characters in both international and domestic terror. The course also introduces the various agents and delivery systems of weapons of mass destruction.

ADDENDUM TO COURSE DESCRIPTION:

This course is intended to provide the Emergency Management student with terms and definitions used in terrorism, as well as, descriptions of terrorists and organizations from within the U.S. and from around the world. The various chemical, biological, explosive and radiological agents and their many delivery systems are also described.

INTENDED OUTCOMES:

Students will be able to:

- Describe the breadth, depth and complexity of terrorism
- Identify acts of terrorism and distinguish between terrorism and simple criminal activity
- Distinguish between extreme advocacy groups and terrorists
- Identify the differences between industrial chemicals and weapons grade chemicals and how they are both used by terrorists
- Identify naturally occurring poisons and bio-weapons and how they can be used

COURSE ACTIVITIES AND DESIGN:

Through lecture, reading and discussion:

- Discuss the breadth and depth of the terrorist threat
- Distinguish between terrorism and criminal acts
- Discuss international terrorists and organizations
- Distinguish between extreme advocacy groups and terrorists
- Identify the agents of weapons of mass destruction
- Discuss WMD agent weaponization and delivery systems

OUTCOME ASSESSMENT:

Grades and competencies will be determined by the student's ability to:

- Demonstrate knowledge of terminology, theory, concepts, materials and systems through written assignments
- Analyze case studies
- Write a term paper profiling a terrorist and the support organization
- Written exams

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Terrorism defined
- International Terrorists and Organizations
- Domestic Terrorism
- Weapons of Mass Destruction
 - Biological
 - Chemical
 - Nuclear
 - Explosive
 - Incendiary
 - Radiological
- Weaponization of agents and delivery systems

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course Number: BI 101

Current Course Title: General Biology

Current Description: 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. Students should have a reading ASSET score of 45 or above.

Proposed Description: 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.

Reason for Description Change: Asset scores no longer used.

Current Learning Outcomes: Intended Outcomes for the course: 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.

Proposed Learning Outcomes:

1. Apply the scientific method to their everyday lives.
2. Identify, evaluate and make informed decisions on environmental issues.
3. Use cellular biology to understand current events and novel problems.

Reason for Learning Outcomes Change: Updating the CCOG

Current Prerequisites: Students should have a reading ASSET score of 45 or above.

Proposed Prerequisites: College standard prerequisites

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Lynn Larsen

Contact E-Mail: llarsen@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: BI 102

Current Course Title: General Biology

Current Description: A laboratory science course designed for non-biology majors. The second term of a three-term sequence. Presents protein synthesis, cell division, genetics, animal reproduction and development, and evolution.

Proposed Description: A laboratory science course designed for non-biology majors. The second term of a three-term sequence. Presents protein synthesis, cell division, genetics, reproduction and development, and evolution.

Reason for Description Change: Update of CCOG

Current Learning Outcomes: Intended Outcomes for the course: 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.

Proposed Learning Outcomes:

1. Apply scientific method to topics including genetics, evolution and reproduction.
2. Gather information on current issues in genetics, evolution and reproduction, assess its validity, and differentiate factual information from opinion and pseudoscience.
3. Apply concepts of genetics, evolution, and reproduction to novel problems and communicate their understanding to others.
4. Develop informed positions or opinions on contemporary issues in genetics, evolution, and reproduction.
5. Apply course concepts in genetics, evolution,

and reproduction to their lives (personal, work and career).

Reason for Learning Outcomes Change: Updating CCOG

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: fall
Requested Year: 2007

Contact Name: Lynn Larsen
Contact E-Mail: llarsen@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites, Learning Outcomes

Current Course Number: BI 103

Current Course Title: General Biology

Current Description: A laboratory science course designed for non-biology majors. The last term of a three-term sequence. Presents the evolutionary relationships among the kingdoms. The last half of this term covers human systems. Includes a comparison of biological systems across kingdoms.

Proposed Description: A laboratory science course designed for non-biology majors. Presents the evolutionary relationships among the kingdoms. Includes a comparison of biological systems across kingdoms.

Reason for Description Change: Update CCOG

Current Learning Outcomes: Intended Outcomes for the course: 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.

Proposed Learning Outcomes:

1. Use classification and evolutionary relationships among taxa to identify strategies that organisms employ to sustain life.
2. Communicate an understanding of biodiversity and its value to us all.
3. Apply knowledge of form and function to explain how organisms live.

Reason for Learning Outcomes Change: Update CCOG

Current Prerequisites: BI 101 and BI 102

Proposed Prerequisites: BI 101

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Lynn Larsen

Contact E-Mail: llarsen@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BI 231
Current Course Title:	Human Anatomy and Physiology I
Current Prerequisites:	BI 112
Proposed Prerequisites:	BI 112 or BI 211 and BI 212
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2007
Contact Name:	Sandy Neps
Contact E-Mail:	sandy.neps@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	Bi234
Proposed Course Number:	Bi234
Current Course Title:	Microbiology
Current Prerequisites:	Bi101 or Bi101b or Bi211 or Bi112
Proposed Prerequisites:	Bi112 or Bi211 or Bi212
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2007
Contact Name:	Kathleen Richardson
Contact E-Mail:	krichard@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes, Description

Current Course Number: CJA 112

Current Course Title: Intro. Criminal Justice System - Courts

Current Description: Course Description
Focuses on the United States criminal court systems including state, federal and miscellaneous other jurisdictions. Covers roles and functions of participants in the adjudication process including the prosecutor, defense attorney, defendant, victim, judge, jury, police and more. Examines various criminal court procedures from arrest and arraignment through trial and sentencing. Open to the general public.

Proposed Description: COURSE DESCRIPTION and PREREQUISITES: This course focuses on the United States criminal court systems including state, federal and miscellaneous other jurisdictions. It covers roles and functions of participants in the adjudication process including the prosecutor, defense attorney, defendant, victim, judge, jury, police and more. Also examined are various criminal court procedures from arrest and arraignment through trial and sentencing.

Prerequisites: None

Reason for Description Change: Use complete sentences

Current Learning Outcomes: (1) Distinguish - and draw parallels - between the dual (state and Federal) court systems in the United States.

(2) Describe the roles and functions of various participants in the criminal justice system, such as judge, prosecutor and defense attorney.

(3) Recognize the potential impacts of the media, politics, the economy and more on the decisions made in the criminal justice system.

(4) Identify the various stages in the criminal justice system in which the accused may be involved from arrest through sentencing.

(5) List the specific rights to which a defendant is entitled based on the United States Constitution.

Proposed Learning Outcomes:

1. Observe and participate in the legal system with an understanding of the courts and the roles of the different parties involved.
2. Analyze cases prior to and during trial with a basic knowledge of where the case stands and procedures to be followed.
3. Recognize the potential impacts of the media, politics, the economy and more on the decisions made in the criminal justice system.

Reason for Learning Outcomes Change:

Bring outcomes up to current PCC standards.

Current Prerequisites:

None

Will this impact other SACs?,Is there an impact on other SACs?:

No

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

No

Request Term:

fall

Requested Year:

2007

Contact Name:

Jim Parks

Contact E-Mail:

jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number

Current Course Number: CJA 222

Proposed Course Number: CJA 114

Current Course Title: Intro. to Juvenile Process

Reason for Title Change: For simplification - to begin all CJA introductory courses with no prerequisites into the 100 level classification. This is the only course out of place.

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Jim Parks

Contact E-Mail: jparks@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Learning Outcomes

Current Course Number: CJA 279

Current Course Title: Criminal Justice Seminar

Proposed Description: This course consists of special topic seminars designed to meet the particular information and training needs of criminal justice related agencies. Students will be able to observe and participate along with criminal justice system employees in training that focuses on keeping individuals updated on the latest trends, practices, knowledge and technology.

Prerequisites: None

Current Learning Outcomes: None

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

1. Perform their criminal justice related occupation with updated knowledge and latest in practices and trends.
2. Evaluate different aspects of criminal justice topics with greater comprehension of current problems and issues.

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

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

Request Term: fall
Requested Year: 2007

Contact Name: Jim Parks
Contact E-Mail: jparks@pcc.edu

Curriculum Request Form
New Course

Course Number: ART 291

Course Title: Sculpture:Carving

Transcript Title: Sculpture:Carving

Lec/Lab Hours: 6

Load Total: .324

Weekly Contact Hours: 6

Total Credits: 3

Reason for New Course: This Course is currently being taught under the number Art 293 Sculpture. We are giving the course a separate number as the content of the course is different from Art 293 and needs to be distinguished from it.

Course Description: A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving while using the reductive process of carving to create sculptures. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Develop creative ways to solve sculptural problems using carving.

Create personal works of sculpture which demonstrate understanding of introductory level processes, materials, and techniques associated with carving.

Develop basic vocabulary and critical skills for dialogue with others about sculpture.

Develop understanding of contemporary and historical examples of carved sculpture to initiate expanding knowledge of diversity of the human experience.

Develop heightened awareness of physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of carving sculpture.

Establish self critiquing skills to develop autonomous expression through sculpture while recognizing standards and definitions established by contemporary and historical works of art from different cultures.

GenEd List:	YES, Gen. Ed. Requested
List B:	YES, Transfer List B Requested
Course Format:	On Campus
Are there similar courses existing:	NO
Required or Elective:	Elective
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other SACs been contacted?:	NO
Is there an increase in costs for Library or AV Dept?:	NO
Implementation Term:	Fall
Implementation Year:	2007
Contact Name:	Marie Sivak
Contact E-mail:	msivak@pcc.edu

Course Content and Outcomes Guide

Prepared by: Sivak

Date: 3/07

Course Number: Art 291

Course Title: Sculpture:Carving

Lecture/Lab Hours per Week: 6

Lab Hours per Week: Students are expected to invest time outside of class on projects. Six hours per week is suggested.

Special Fee: \$12

Course Description for Publication

A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving with an emphasis on using the reductive process of carving to make sculptures. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit.

Addendum to Description

There are no course prerequisites although Basic Design 117 is helpful. Emphasis will be on using the reductive process of carving in a variety of ways to create sculpture. A sense of curiosity and a willingness to experiment are helpful.

Outcomes for the Course

Students will endeavor to do the following:

- ❖ Find and develop creative ways to solve problems using a variety of strategies for making sculpture with materials that may be carved (e.g. stone, wood, salt, soap, wax, bone, foam etc.)
- ❖ Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques associated with carving.
- ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about sculpture with others.
- ❖ Understand, interpret, and enjoy sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
- ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture.
- ❖ Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Outcome Assessment Strategies

Students will do the following in order to be assessed:

- ❖ Make creative, appropriately crafted, challenging sculptural solutions to given provocations using various carving techniques.
- ❖ Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions.
- ❖ Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).

Course Content

Themes, Concepts, Issues

- ❖ Concepts, Ideas, and Issues Pertaining to the Creative Process
 - ❖ Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing)
 - ❖ Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models)
 - ❖ Perception and Art
 - ❖ Form and Content
 - ❖ Interpreting art
- ❖ Historical and Cultural Contexts
 - ❖ Concepts, theories, and issues addressed by various cultures and historical periods
 - ❖ Concepts, theories, and issues addressed by contemporary sculptors from different cultures
 - ❖ Relationships between form and content in works of art from different cultures and historical periods
 - ❖ The roles of art and artists in different cultures
 - ❖ Intercultural and “interhistorical” influences (e.g. the influence of pre Columbian sculpture on modern sculpture or the influence of Bernini on contemporary wood carvers like Ricky Swallow)
- ❖ Sculptural Forms and Perceptual Impact
 - ❖ Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc.
 - ❖ Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.)
 - ❖ Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

- ❖ The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object or material is used for its olfactory impact, an object is chosen for its associative qualities etc.)
- ❖ Materials and Techniques
 - ❖ Gravity and the basic forces of tension and compression
 - ❖ Materials, their handling, meaning, and sources
 - ❖ Techniques for visualizing and roughing out sculptures using carving (e.g. splitting stone)
 - ❖ Physical activities used to carve by hand and with power tools (i. e. chiseling, shaving, rasping, sanding, grinding, sawing, drilling, cutting.
 - ❖ Finishing Techniques for different carving materials (i.e. sanding, polishing, texturing, cleaning, painting, adhesion etc.)
 - ❖ Working with Safety and Environmental concerns of materials and techniques associated with carving in particular as well as other associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects
- ❖ Critical Analysis
 - ❖ Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.
 - ❖ Vocabulary relevant to ideas, materials, and techniques pertaining to sculpture made by carving
 - ❖ Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom
 - ❖ Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.

Competencies and Skills

The successful student should be able to do the following:

- ❖ Find resources for materials and tools used in making sculpture with materials that may be carved
- ❖ Conduct research to develop ideas, perspectives, and influences from a variety of sources
- ❖ Employ a variety of strategies to solve problems encountered in the process of realizing an idea for a sculpture in physical form. Students will be able to make models, sketches, maquettes, material tests etc.
- ❖ Use a variety of conceptual strategies to create sculpture using the reductive process

- ❖ Understand and use a variety of materials, tools, and techniques associated with making carved sculptures
- ❖ Use the proper safety/health equipment and procedures in working with carving and its associated materials
- ❖ Make interesting, challenging, appropriately crafted sculptures that are personally meaningful
- ❖ Understand and apply basic vocabulary necessary to discuss the formal, conceptual, and technical aspects of sculpture
- ❖ Analyze and enjoy the formal and perceptual concerns of sculpture
- ❖ Communicate with others on a variety of levels (i.e. formal, conceptual etc.) on the subject of sculpture
- ❖ Assess the ways in which art objects are affected by personal perspectives and experiences
- ❖ Make historical and cultural connections in determining meaning and understanding of art
- ❖ Enables student to begin preparing a portfolio of sculptural work

Related Instruction

Not Applicable

Curriculum Request Form
General Education

Current Course Number: ART 291

Current Course Title: Sculpture Carving

Category: Course is in Arts and Humanities

Explain how this course fits in the above category: This course belongs to the category of Arts and Humanities in that the content of the course is the subject of sculpture with an emphasis on carved sculpture as an art form. Students learn about sculpture by making carved sculpture and by learning about historical and contemporary examples of sculpture from different cultures. Students not only learn about the practices used to create carved sculpture but they also learn about the issues that sculpture of different cultures and times address. These issues are largely linked to humanitarian thought and progress in that they encompass politics, social and cultural issues, religion, philosophy, language, literary works, mathematic and scientific theories and ideas which affect us in the broad, global spectrum.

How does course incorporate breadth and scope of Gen/Ed Philosophy Statement: Students gain an understanding of their culture and other cultures via exposure, examination, and discussion about sculpture while emphasizing carved sculpture with different cultural perspectives. Through the course of discussing artworks the students are able to draw connections and make distinctions between the modes of expression utilized by different cultures. Students will gain an appreciation of history from a global and personal perspective by looking at sculpture and the context in which it is made and by making carved sculpture that is inspired and influenced by their own sense of connection to the examples of sculpture to which they are exposed. Sculpture, because of its natural relationship to materials, technology, and the environment offers an excellent opportunity to discuss environmental issues, health issues, as well as the wonder and possibility of machines, tools, computers, and their creative possibilities and consequences. The students encounter these issues particularly in their creative process in choosing what materials they use and how they will use them to make sculpture. Students also through the creative process as well as through the critique develop their reasoning abilities as well as their abilities to judge effectiveness of a work of art using both qualitative and quantitative reasoning. Through making sculpture the students are challenged with processing their own life experience as well as their experiences with art through examining it, understanding it and therefore being able to imbue it with

meaning by creating from it. They most certainly develop aesthetic and artistic values by looking at and making sculpture. A key element of an art class is always to help raise awareness and understanding of the lives we inhabit and the earth that sustains us. This class specifically addresses ethical/social issues as well as other issues such as the state of the environment, and the state of the arts in relationship to these broader human issues.

Course is transferrable to: Portland State University, Oregon State University, University of Oregon

Is course available to all PCC students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Students spend a minimum of 6 hours per week working on their projects. This time involves research, planning and gathering materials, as well as actual work on their sculpture projects.

How does the course incorporate substantial student evaluation and demonstrate literacy: Students are evaluated by their projects, and by their participation in class discussions and critiques. The emphasized means of evaluation is the quality of the student's sculpture projects. Their projects demonstrate their understanding and ability to apply concepts and processes addressed in the course. In evaluating students' projects the following categories are considered:

- ◆ Effective use of sculptural language to convey their ideas.
- ◆ Depth of exploration of ideas which their sculptures address.
- ◆ Appropriate craft or their demonstrated competency with the reductive process of carving and associated techniques.
- ◆ How creatively they meet the projects objectives and requirements.
- ◆ Scope of the project and the effort involved in its materialization.

How does course include a wide spectrum of concepts and theoretical models: As is the case with any artistic form of expression whether it be literature, poetry, sculpture, painting, theater, dance, etc. there is never one way to do it. Throughout the course students examine various perceptual issues, historical and cultural modes of expression in order to examine the variety of modes in which one can use sculpture as a form of expression. They are also presented with a variety of creative processes associated with carving so as to expand their consciousness of what processes can be used to create sculpture and how the processes differ from one another. The

course also explores a variety of materials and techniques and the methods and tools associated. Finally the students learn to look at sculpture with a variety of critical models in mind; so that when they experience sculpture from different cultures or perspectives within their own culture they will be able to access the work of art openly because of awareness of the appropriate issues in making that particular work of art.

How does course examine relation to other disciplines and reflect historical perspective:

Sculpture is a medium of expression that is often used to address social, environmental, political, or philosophical issues. When we look at examples of sculpture via the form of slides, videos, or fieldtrips, we discuss the influence of other artistic genres, events happening in the world at the time the artist was working, and the influence the work of art had in turn on other art forms. We also discuss the social, political, religious, or philosophical, and environmental, issues that the works of art we are examining address.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts:

Students learn to examine, evaluate, and make critical comparisons mainly through the process of critiquing their own work and the work of their classmates. The critique is a discussion in which the students present their differing perspectives of each other's work. It is a dialogue in which they learn about each other's creative processes, and they help each other to expand their perspectives by sharing their own thoughts and responses to projects. The students evaluate the content of the work, the craft, the cultural and historical links of the work, as well as the scope of the endeavor and its effectiveness for solving the project assignment's objectives. Students also participate in self evaluation, where they do informal writing about the success of their projects. Students engage in discussion about the work to which they are exposed, and through discussion develop their ability to compare and contrast various works or art from different cultures and perspectives to locate the values and issues which these works address and how they may differ from one another.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
List B

Current Course Number: Art 291

Current Course Title: Sculpture: Carving

Request for: List B

Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?: Yes. This course examines what makes us human and investigates that concept by discussing the content, cultural context, sociopolitical ideas, and the human experience as expressed by different examples of sculpture from diverse cultures and historical periods. Students investigate these ideas through reading, looking at sculpture, making sculptures themselves, discussing and critiquing their original works of art.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Yes. The course investigates sculpture as a form of human expression. Human expression inherently involves questions of values, ethics, and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment. When looking at historical and contemporary examples of sculpture from different cultures the course introduces students to the cultural beliefs, social conditions and values of the culture in the time period it was made. Students also share with each other their values, ethics, and beliefs as expressed in their own works of sculpture in a multicultural environment of the classroom.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The course takes a multi-cultural approach and introduces students primarily to sculpture as an art form practiced with very different approaches by diverse cultures. Other subjects such as writing, photography, painting, music etc often enter into the content of the course as a way of understanding the relationship of sculpture to other art forms and subjects such as science, history, politics etc. The focus of the course content clearly presents a variety of approaches to sculpture and to being human.

Does the course attend to the role that language plays in the discipline and in Yes, both the language of the sculptural medium is discussed in terms of historical and

ways the subject is understood and has been understood?:

contemporary interpretations as well as the vocabulary that is used in discoursing on the sculpture in critical terms. Both the visual and verbal languages are related to the subject of the human experience in the course.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :

Yes! Students will be exposed well known as well as lesser known contributors to the medium of sculpture as well as other art forms from different cultures.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

Yes! The focus of the course is that students engage in materials and they engage with each other.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:

Yes. The question that you asked defines the nature of this course. Students examine the subjective experience of human beings via a study of this expression via the art form of sculpture. Sculpture as well as all of the visual arts all reflect a subjective response to human experience.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number, Course Description

Current Course Number: 291

Proposed Course Number: 290

Current Course Title: Art 291 Sculpture:Plaster&Clay

Proposed Course Title: Art 290 Sculpture:Plaster&Clay

Proposed Transcript Title: Sculpture:Plaster/Clay

Reason for Title Change: The addition of two new sculpture courses to our curriculum causes us to create a new sequencing of course numbers for sculpture that better reflects equivalent courses taught within schools in Oregon. The renumbering of courses also helps suggest an ideal order in which to take them for students who are planning to transfer into a sculpture program at a 4 year school.

Current Description: Studio experience introducing plaster and clay as primary materials. Continues the development of 3-dimensional knowledge while exploring traditional materials; plaster and clay. Concentration on plaster as a material for making multiples, and the use molds will be introduced. Both the 'figure' and 'abstraction' will be addressed as subject matter. The completion of Art 293 is strongly recommended before enrolling in this course. Focus: Human Form using professional models.

Proposed Description: A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving while using clay and plaster to create sculptures. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit.

Reason for Description Change: General catalog updates for all classes in the art department.

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

other SACs?:

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

Request Term: fall
Requested Year: 2007

Contact Name: Marie Sivak
Contact E-Mail: msivak@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Number, Course Description

Current Course Number: 292

Proposed Course Number: 294

Current Course Title: Art 292 Sculpture: Welding

Proposed Course Title: Art 294 Sculpture: Welding

Proposed Transcript Title: Sculpture:Welding

Reason for Title Change: The addition of two new sculpture courses to our curriculum causes us to create a new sequencing of course numbers for sculpture that better reflects equivalent courses taught within schools in Oregon. The renumbering of courses also helps suggest an ideal order in which to take them for students who are planning to transfer into a sculpture program at a 4 year school.

Current Description: Studio experience introducing the use of oxy-acetylene torches for basic welding and cutting skills. Explores sculptural issues and concepts using steel. The completion of Art 293 is strongly recommended before enrolling in this course.

Proposed Description: A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Students will develop creative problem solving skills through making sculpture with welded steel. The course will introduce oxy-acetylene welding and cutting and mig welding. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. May be taken three times for credit. Recommended: Art 291 or Art 293.

Reason for Description Change: General catalog updates for all classes in the art department.

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

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

Request Term: fall
Requested Year: 2007

Contact Name: Marie Sivak
Contact E-Mail: msivak@pcc.edu

Curriculum Request Form
List B

Current Course Number: Art 292
Current Course Title: Sculpture: Mixed Media
Request for: List B

Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?: Yes. This course examines what makes us human and investigates that concept by discussing the content, cultural context, sociopolitical ideas, and the human experience as expressed by different examples of sculpture from diverse cultures and historical periods. Students investigate these ideas through reading, looking at sculpture, making sculptures themselves, discussing and critiquing their original works of art.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Yes. The course investigates sculpture as a form of human expression. Human expression inherently involves questions of values, ethics, and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment. When looking at historical and contemporary examples of sculpture from different cultures the course introduces students to the cultural beliefs, social conditions and values of the culture in the time period it was made. Students also share with each other their values, ethics, and beliefs as expressed in their own works of sculpture in a multicultural environment of the classroom.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The course takes a multi-cultural approach and introduces students primarily to sculpture as an art form practiced with very different approaches by diverse cultures. Other subjects such as writing, photography, painting, music etc often enter into the content of the course as a way of understanding the relationship of sculpture to other art forms and subjects such as science, history, politics etc. The focus of the course content clearly presents a variety of approaches to sculpture and to being human.

Does the course attend to the role that language plays in the discipline and in Yes, both the language of the sculptural medium is discussed in terms of historical and

ways the subject is understood and has been understood?:

contemporary interpretations as well as the vocabulary that is used in discoursing on the sculpture in critical terms. Both the visual and verbal languages are related to the subject of the human experience in the course.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :

Yes! Students will be exposed well known as well as lesser known contributors to the medium of sculpture as well as other art forms from different cultures.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

Yes! The focus of the course is that students engage in materials and they engage with each other.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:

Yes. The question that you asked defines the nature of this course. Students examine the subjective experience of human beings via a study of this expression via the art form of sculpture. Sculpture as well as all of the visual arts all reflect a subjective response to human experience.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description

Current Course Number: Art 293

Current Course Title: Sculpture

Current Description: Studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Uses a variety of materials and techniques to develop and encourage creative problem solving. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Includes demonstrations, slides, lectures and occasional films. May include field trips.

Proposed Description: Studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues. Uses a variety of materials and techniques to develop and encourage creative problem solving. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate sculpture, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Includes demonstrations, slides, lectures and occasional films. May include field trips. Course emphasizes the use of mixed media in sculpture.

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

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

Request Term: spring

Requested Year: 2007

Contact Name: James Hicks

Contact E-Mail: jhicks@pcc.edu

Curriculum Request Form
New Course

Course Number: Art 293

Course Title: Art 293 Figure Sculpture

Transcript Title: Figure Sculpture

Lec/Lab Hours: 6

Load Total: .324

Weekly Contact Hours: 6

Total Credits: 3

Reason for New Course: This Course is currently being taught under the number Art 291Sculpture. We are giving the course a separate number as the content of the course is actually different from Art 291 and needs to be distinguished from it.

Course Description: A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Students study and sculpt the human form from professional models, nude and clothed. Applying various sculpting techniques and concepts, students study the structure, form and proportions of the human figure. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate figure sculpture and explore the expressive potential of the human form. May be taken up to three times for credit.

Prerequisite(s): None

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture.

Create personal works of sculpture which demonstrate an introductory level of understanding of sculptural ideas, materials and techniques involved in figure sculpture.

Ask meaningful questions, identify ideas and issues, and

develop a basic vocabulary so as to be able to actively participate in a critical dialogue about figure sculpture with others.

Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture.

Establish self-critiquing skills so as to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

GenEd List:	YES, Gen. Ed. Requested
List B:	YES, Transfer List B Requested
Course Format:	On Campus
Are there similar courses existing:	NO
Required or Elective:	Elective
Is there impact on degrees or certificates:	NO
Is there an impact on another dept or campus?:	NO
Have other SACs been contacted?:	NO
Is there an increase in costs for Library or AV Dept?:	NO
Implementation Term:	Fall
Implementation Year:	2007
Contact Name:	Marie Sivak

Contact E-mail: msivak@pcc.edu

Course Content and Outcomes Guide

Prepared by: Sivak

Date: 04/07

Course Number: Art 293

Course Title: Figure Sculpture

Lecture/Lab Hours per Week: 6

Lab Hours per Week: Students are expected to invest time outside of class on projects. Six hours per week is suggested.

Special Fee: \$12

Course Description for Publication

A studio experience exploring sculptural form, processes, techniques, and concepts while addressing historical and contemporary issues relating to figure sculpture. Students study and sculpt the human form from professional models, nude and clothed. Applying various sculpting techniques and concepts, students study the structure, form, and proportions of the human figure. Critiques, discussions, and sculpture presentations establish critical skills necessary to evaluate figure sculpture, and explore the expressive potential of the human form. May be taken three times for credit.

Addendum to Description

There are no course prerequisites although Basic Design 117 is helpful. Emphasis will be on working from life models in various ways to create figure sculpture. A sense of curiosity and a willingness to experiment are helpful.

Outcomes for the Course

Students will endeavor to do the following:

- ❖ Find and develop creative ways to solve problems using a variety of strategies for making figure sculpture
- ❖ Create personal works of sculpture, which demonstrate an introductory level of understanding of sculptural ideas, and the processes, materials, and techniques involved in figure sculpture
- ❖ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about figure sculpture with others
- ❖ Understand, interpret, and enjoy figure sculpture of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.
- ❖ Develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making sculpture.
- ❖ Establish self-critiquing skills to develop autonomous expression through sculpture while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Outcome Assessment Strategies

Students will do the following in order to be assessed:

- ❖ Make creative, appropriately crafted, challenging sculptural solutions to given provocations.
- ❖ Comprehend and apply analysis of sculptural ideas, techniques, terminology, and issues through participation in formal critiques and discussions.
- ❖ Develop conceptual ideas through the practice of creative research and preparatory studies (e.g. sketchbooks, journals, maquettes, models, writing assignments, presentations, technical practice tests, etc.).

Course Content

Themes, Concepts, Issues

- ❖ Concepts, Ideas, and Issues Pertaining to the Creative Process
 - ❖ Strategies for developing ideas (i.e. experiencing and playing with materials, imagining, dreaming, visualizing, symbolizing, writing, reading, researching, studying historical and cultural examples, sketching, collaborating, discussing)
 - ❖ Strategies for problem solving towards concretion of ideas in sculptural form (i.e. sketches, plans, maquettes, test pieces, models)
 - ❖ Perception and Art
 - ❖ Form and Content
 - ❖ Interpreting art
- ❖ Historical and Cultural Contexts
 - ❖ Concepts, theories, and issues addressed by various cultures and historical periods
 - ❖ Concepts, theories, and issues addressed by contemporary sculptors from different cultures
 - ❖ Relationships between form and content in works of art from different cultures and historical periods
 - ❖ The roles of art and artists in different cultures
 - ❖ Intercultural and “interhistorical” influences (e.g. the influence of Cycladic and African art on western, modern sculpture)
- ❖ Sculptural Forms and Perceptual Impact
 - ❖ Visual/physical elements used to create sculptural form: point, line, plane, shape, form, marks, texture, shadow, light, value, color, space, sound, smell, weight, volume, mass, text, etc.
 - ❖ Relationships of characteristics of visual/ physical elements to be considered (e.g. proportion, length, thickness, position, orientation, scale, weight, interrelationship of shapes, relative value and color, movement and stillness, quality of texture etc.)
 - ❖ Strategies for manipulating visual/physical elements that is ways of thinking of composing with visual/physical elements (e.g. arrange, juxtapose, relate, contrast, group, balance, unify, repeat, edit, elaborate, classify, divide, increase, decrease, maximize, minimize, dissect, separate, align, vary, diversify, alternate, reduce, connect, etc.)

- ❖ The relationship between materials and their visual/ physical impact (i.e. a stick or string acts as a line, an indentation in a form is simultaneously perceived as a mark, a material is chosen for its shape and color, an element is chosen for its weighty quality, an object is chosen for its associative qualities etc.)
- ❖ Materials and Techniques
 - ❖ Gravity and the basic forces of tension and compression.
 - ❖ Materials, their handling, and meaning
 - ❖ Physical activities used to alter and form materials that can be used to create figure sculpture (e.g. slice, bend, carve, compress, stretch, twist, etch, impress, etc) (Suggested materials are clay, wax, concrete, foam, plaster, etc)
 - ❖ Working with armatures
 - ❖ Understanding the issues and processes involved in working with models
 - ❖ Working with traditional and non traditional figure modeling tools
 - ❖ Strategies for making a figure sculpture permanent (e.g. casting, firing, or direct modeling in plaster, wax, concrete, foam etc)
 - ❖ Safety and Environmental concerns of materials and techniques associated with figure sculpture in a variety of media in particular as well as associated materials: proper disposal of waste, places where recycled material can be found, proper safety attire to be used when working with specific materials, health related concerns, sources of information on these subjects
- ❖ Critical Analysis
 - ❖ Purposes of criticism and analysis of artworks: deepen understanding, reflect on level of quality and possible improvements, heighten creative decision making by observing decisions made by others and oneself, establish and maintain high standards of achievement, ask questions, find new connections, create autonomy and creative confidence, create new problems to solve, discuss art with others to expose oneself to multiple perspectives etc.
 - ❖ Vocabulary relevant to ideas, materials, and techniques pertaining to figure sculpture
 - ❖ Application, interpretation, and redefinition of sculptural ideas, connection of historical and cultural contexts, personal expression and creative freedom
 - ❖ Aspects of criticism: formal, conceptual, historical, cultural, experiential etc.

Competencies and Skills

The successful student should be able to do the following:

- ❖ Find resources for materials and tools used in making figure sculpture
- ❖ Conduct research to develop ideas, perspectives, and influences from a variety of sources

- ❖ Employ a variety of strategies to solve problems encountered in the process of realizing an idea for a sculpture in physical form. Students will be able to make models, sketches, maquettes, material tests etc.
- ❖ Use a variety of conceptual strategies to create sculpture based on the human form.
- ❖ Understand and use a variety of materials, tools, and techniques associated with making figure sculpture.
- ❖ Use the proper safety/health equipment and procedures in working with associated materials
- ❖ Make interesting, challenging, appropriately crafted sculptures that are personally meaningful
- ❖ Understand and apply basic vocabulary necessary to discuss the formal, conceptual, and technical aspects of sculpture
- ❖ Analyze and enjoy the formal and perceptual concerns of sculpture
- ❖ Communicate with others on a variety of levels (i.e. formal, conceptual etc.) on the subject of sculpture
- ❖ Assess the ways in which art objects are affected by personal perspectives and experiences
- ❖ Make historical and cultural connections in determining meaning and understanding of art
- ❖ Enables student to begin preparing a portfolio of sculptural work.

Curriculum Request Form
General Education

Current Course Number: ART 293

Current Course Title: Figure Sculpture

Category: Course is in Arts and Humanities

Explain how this course fits in the above category: This course belongs to the category of Arts and Humanities in that the content of the course is the subject of sculpture with an emphasis on figure sculpture as an art form. Students learn about sculpture by making figurative sculpture and by learning about historical and contemporary examples of sculpture from different cultures. Students not only learn about the practices used to create sculptures involving the human form but they also learn about the issues that figurative sculpture of different cultures and times address. These issues are largely linked to humanitarian thought and progress in that they encompass politics, social and cultural issues, religion, philosophy, language, literary works, mathematic and scientific theories and ideas which affect us in the broad, global spectrum.

How does course incorporate breadth and scope of Gen/Ed Philosophy Statement: Students gain an understanding of their culture and other cultures via exposure, examination, and discussion about sculpture while emphasizing figurative sculpture with different cultural perspectives. Through the course of discussing artworks the students are able to draw connections and make distinctions between the modes of expression utilized by different cultures. Students will gain an appreciation of history from a global and personal perspective by looking at figurative sculpture and the context in which it is made and by making mixed media sculpture that is inspired and influenced by their own sense of connection to the examples of sculpture to which they are exposed. Sculpture, because of its natural relationship to materials, technology, and the environment offers an excellent opportunity to discuss environmental issues, health issues, as well as the wonder and possibility of machines, tools, computers, and their creative possibilities and consequences. The students encounter these issues particularly in their creative process in choosing what materials they use and how they will use them to make sculpture. Students also through the building process as well as through the critique develop their reasoning abilities as well as their abilities to judge effectiveness of a work of art using both qualitative and quantitative reasoning. Through making sculpture the students are challenged with processing their own life experience as well as their experiences with art through examining it, understanding it and therefore being

able to imbue it with meaning by creating from it. They most certainly develop aesthetic and artistic values by looking at and making figurative sculptures. A key element of an art class is always to help raise awareness and understanding of the lives we inhabit and the earth that sustains us. This class specifically addresses ethical/social issues as well as other issues such as the state of the environment, and the state of the arts in relationship to these broader human issues.

Course is transferrable to:

Portland State University, Oregon State University

Is course available to all PCC students:

Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation:

Students spend a minimum of 6 hours per week working on their projects. This time involves research, planning and gathering materials, as well as actual work on their sculpture projects.

How does the course incorporate substantial student evaluation and demonstrate literacy:

Students are evaluated by their projects, and by their participation in class discussions and critiques. The emphasized means of evaluation is the quality of the student's sculpture projects. Their projects demonstrate their understanding and ability to apply concepts and processes addressed in the course. In evaluating student's projects the following categories are considered:

- ◆ Effective use of sculptural language to convey their ideas.
- ◆ Depth of exploration of ideas which their sculptures address.
- ◆ Appropriate craft or their demonstrated competency with techniques involved in creating sculptures of the human form and associated processes and techniques.
- ◆ How creatively they meet the projects objectives and requirements.
- ◆ Scope of the project and the effort involved in its materialization.

How does course include a wide spectrum of concepts and theoretical models:

As is the case with any artistic form of expression whether it be literature, poetry, sculpture, painting, theater, dance, etc. there is never one way to do it. Throughout the course students examine various perceptual issues, historical and cultural modes of expression in order to examine the variety of modes in which one can use figurative sculpture as a form of expression. They are also presented with a variety of creative processes so as to expand their consciousness of what processes can be used to create figurative sculpture and how

the processes differ from one another. The course also explores a variety of materials and techniques and the methods and tools associated. Finally the students learn to look at figurative sculpture with a variety of critical models in mind; so that when they experience sculpture from different cultures or perspectives within their own culture they will be able to access the work of art openly because of awareness of the appropriate issues in making that particular work of art.

How does course examine relation to other disciplines and reflect historical perspective:

Sculpture is a medium of expression that is often used to address social, environmental, political, or philosophical issues. When we look at examples of figurative sculpture via the form of slides, videos, or fieldtrips, we discuss the influence of other artistic genres, events happening in the world at the time the artist was working, and the influence the work of art had in turn on other art forms. We also discuss the social, political, religious, or philosophical, and environmental, issues that the works of art we are examining address.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts:

Students learn to examine, evaluate, and make critical comparisons mainly through the process of critiquing their own work and the work of their classmates. The critique is a discussion in which the students present their differing perspectives of each other's work. It is a dialogue in which they learn about each other's creative processes, and they help each other to expand their perspectives by sharing their own thoughts and responses to projects. The students evaluate the content of the work, the craft, the cultural and historical links of the work, as well as the scope of the endeavor and its effectiveness for solving the project assignment's objectives. Students also participate in self evaluation, where they do informal writing about the success of their projects. Students engage in discussion about the work to which they are exposed, and through discussion develop their ability to compare and contrast various works or art from different cultures and perspectives to locate the values and issues which these works address and how they may differ from one another.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
List B

Current Course Number: Art 293

Current Course Title: Figure Sculpture

Request for: List B

Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?: Yes. This course examines what makes us human and investigates that concept by discussing the content, cultural context, sociopolitical ideas, and the human experience as expressed by different examples of sculpture from diverse cultures and historical periods. Students investigate these ideas through reading, looking at sculpture, making sculptures themselves, discussing and critiquing their original works of art.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Yes. The course investigates sculpture as a form of human expression. Human expression inherently involves questions of values, ethics, and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment. When looking at historical and contemporary examples of sculpture from different cultures the course introduces students to the cultural beliefs, social conditions and values of the culture in the time period it was made. Students also share with each other their values, ethics, and beliefs as expressed in their own works of sculpture in a multicultural environment of the classroom.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The course takes a multi-cultural approach and introduces students primarily to sculpture as an art form practiced with very different approaches by diverse cultures. Other subjects such as writing, photography, painting, music etc often enter into the content of the course as a way of understanding the relationship of sculpture to other art forms and subjects such as science, history, politics etc. The focus of the course content clearly presents a variety of approaches to sculpture and to being human.

Does the course attend to the role that language plays in the discipline and in Yes, both the language of the sculptural medium is discussed in terms of historical and

ways the subject is understood and has been understood?:

contemporary interpretations as well as the vocabulary that is used in discoursing on the sculpture in critical terms. Both the visual and verbal languages are related to the subject of the human experience in the course.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :

Yes! Students will be exposed well known as well as lesser known contributors to the medium of sculpture as well as other art forms from different cultures.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

Yes! The focus of the course is that students engage in materials and they engage with each other.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:

Yes. The question that you asked defines the nature of this course. Students examine the subjective experience of human beings via a study of this expression via the art form of sculpture. Sculpture as well as all of the visual arts all reflect a subjective response to human experience.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
List B

Current Course Number: Art 290
Current Course Title: Sculpture:Plaster/Clay
Request for: List B

Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?: Yes. This course examines what makes us human and investigates that concept by discussing the content, cultural context, sociopolitical ideas, and the human experience as expressed by different examples of sculpture from diverse cultures and historical periods. Students investigate these ideas through reading, looking at sculpture, making sculptures themselves, discussing and critiquing their original works of art.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Yes. The course investigates sculpture as a form of human expression. Human expression inherently involves questions of values, ethics, and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment. When looking at historical and contemporary examples of sculpture from different cultures the course introduces students to the cultural beliefs, social conditions and values of the culture in the time period it was made. Students also share with each other their values, ethics, and beliefs as expressed in their own works of sculpture in a multicultural environment of the classroom.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The course takes a multi-cultural approach and introduces students primarily to sculpture as an art form practiced with very different approaches by diverse cultures. Other subjects such as writing, photography, painting, music etc often enter into the content of the course as a way of understanding the relationship of sculpture to other art forms and subjects such as science, history, politics etc. The focus of the course content clearly presents a variety of approaches to sculpture and to being human.

Does the course attend to the role that language plays in the discipline and in ways the subject is Yes, both the language of the sculptural medium is discussed in terms of historical and contemporary interpretations as well as the vocabulary that is

understood and has been understood?:

used in discoursing on the sculpture in critical terms. Both the visual and verbal languages are related to the subject of the human experience in the course.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :

Yes! Students will be exposed well known as well as lesser known contributors to the medium of sculpture as well as other art forms from different cultures.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

Yes! The focus of the course is that students engage in materials and they engage with each other.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:

Yes. The question that you asked defines the nature of this course. Students examine the subjective experience of human beings via a study of this expression via the art form of sculpture. Sculpture as well as all of the visual arts all reflect a subjective response to human experience.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
List B

Current Course Number: Art 294

Current Course Title: Sculpture:Welding

Request for: List B

Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?: Yes. This course examines what makes us human and investigates that concept by discussing the content, cultural context, sociopolitical ideas, and the human experience as expressed by different examples of sculpture from diverse cultures and historical periods. Students investigate these ideas through reading, looking at sculpture, making sculptures themselves, discussing and critiquing their original works of art.

Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?: Yes. The course investigates sculpture as a form of human expression. Human expression inherently involves questions of values, ethics, and beliefs. It does this across time and cultures with an understanding of each culture from its perspective and historical environment. When looking at historical and contemporary examples of sculpture from different cultures the course introduces students to the cultural beliefs, social conditions and values of the culture in the time period it was made. Students also share with each other their values, ethics, and beliefs as expressed in their own works of sculpture in a multicultural environment of the classroom.

Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?: The course takes a multi-cultural approach and introduces students primarily to sculpture as an art form practiced with very different approaches by diverse cultures. Other subjects such as writing, photography, painting, music etc often enter into the content of the course as a way of understanding the relationship of sculpture to other art forms and subjects such as science, history, politics etc. The focus of the course content clearly presents a variety of approaches to sculpture and to being human.

Does the course attend to the role that language plays in the discipline and in Yes, both the language of the sculptural medium is discussed in terms of historical and

ways the subject is understood and has been understood?:

contemporary interpretations as well as the vocabulary that is used in discoursing on the sculpture in critical terms. Both the visual and verbal languages are related to the subject of the human experience in the course.

Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :

Yes! Students will be exposed well known as well as lesser known contributors to the medium of sculpture as well as other art forms from different cultures.

Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:

Yes! The focus of the course is that students engage in materials and they engage with each other.

Does the course and the discipline to which it belongs value and seriously examine the subjective response to human experiences?:

Yes. The question that you asked defines the nature of this course. Students examine the subjective experience of human beings via a study of this expression via the art form of sculpture. Sculpture as well as all of the visual arts all reflect a subjective response to human experience.

Contact Name:

Marie Sivak

Contact Email:

msivak@pcc.edu

Curriculum Request Form
Course Revision

CHANGE: Course Description, Requisites

Current Course Number: BCT 214

Current Course Title: Advanced Construction Estimating

Current Description: Advanced estimating for larger scale projects. Discussion of labor rates, specifications, budget estimating, assemble of bids bidding procedures, including use of computer estimating software. Prerequisite: BCT 204 or instructor permission

Proposed Description: Advanced estimating for larger scale projects. Discussion of labor rates, specifications, budget estimating, assemble of bids bidding procedures, including use of computer estimating software. Prerequisite: BCT 204C or instructor permission

Reason for Description Change: Prerequisite BCT 204 Construction Estimating is now 204B for BCT students or 204C for Management students. The prerequisite 204 must have the C added as 204 is no more.

Current Prerequisites: BCT 204

Proposed Prerequisites: BCT 204C

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

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

Request Term: fall

Requested Year: 2007

Contact Name: Robert Steele

Contact E-Mail: rsteele@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	PE182A
Current Course Title:	Beg Aerobic Fitness – Coed
Proposed Course Title:	Beg Group Fitness
Reason for Title Change:	More appropriate for our course offerings--with "aerobics" students think "aerobic dance" only.
Current Description:	No change
Current Learning Outcomes:	Same
Current Prerequisites:	None
Current Prerequisites/Concurrent:	None
Current Corequisites:	None
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2007
Contact Name:	Levi Query
Contact E-Mail:	lquery@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	PE 182 B
Current Course Title:	Int Aerobic Fitness
Proposed Course Title:	Int Group Fitness
Proposed Transcript Title: Reason for Title Change:	More appropriate for our course offerings--with "aerobics" students think "aerobic dance" only.
Current Description:	no change
Current Learning Outcomes:	no change
Current Prerequisites:	None
Current Prerequisites/Concurrent:	None
Current Corequisites:	None
Will this impact other SACs?,Is there an impact on other SACs?:	No
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	No
Request Term:	fall
Requested Year:	2007
Contact Name:	Levi Query, SAC chair
Contact E-Mail:	lquery@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EET 280B

Current Course Title: CE: Biomedical Equipment –Seminar

	Current	Proposed
Current Lecture Hours:	4	3
Current Lab Hours:	0	3
Total Contact Hours:	4	6
Current Credits:	4	4

Reason for Change: Align degree with CBET certification

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: YES

Impact on SACs: No adverse impact

Implem. Term: Summer

Implem. Year: 2007

Contact Name: Sanda Nedelcu

Contact Email: sanda.nedelcu@pcc.edu

Curriculum Request Form
Course Revision

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

Current Course Number: EET 280B

Proposed Course Number: EET 260

Current Course Title: CE:Biomedical Equipment – Seminar

Proposed Course Title: Biomedical Equipment I

Reason for Title Change: Align degree with CBET certifications

Current Description: Introduction to medical instrumentation and imaging.
Recommended: completion of EET 113, EET 123, EET 221.
Prerequisites: Department permission required.

Proposed Description: Introduction to the fundamentals of medical instrumentation, bioelectric signals and electrodes, recording systems, biomedical recorders, patient monitoring systems, arrhythmia and ambulatory monitoring instruments, fetal monitoring instruments, biomedical telemetry and telemedicine, oximeters, blood flowmeters, cardiac output measurement, pulmonary function analyzers, laboratory equipment, audiometers, and patient safety.

Reason for Description Change: Align degree with CBET certification

Current Learning Outcomes: Students who successfully complete the EET-Biomedical Engineering Option are expected to develop skills and knowledge appropriate for entry level biomedical electronics technicians.

Upon successful completion of this Biomedical Engineering Technology option, students should be able to:

- Adapt, operate and maintain the biomedical equipment covered by the course
- Perform safety inspections and make repairs when necessary
- Supervise, evaluate, calibrate and maintain biomedical equipment.

Proposed Learning Outcomes: - Safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course

- Perform safety inspections

- Make repairs when necessary

Reason for Learning Outcomes Change: use new PCC outcomes format

Current Prerequisites: Department Permission Required

Proposed Prerequisites: BI 122, EET 123; Instructor Approval

Proposed Prerequisites/Concurrent: EET 221

Is there an impact on other SACs?: No

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

Request Term: summer

Requested Year: 2007

Contact Name: sanda nedelcu

Contact E-Mail: sanda.nedelcu@pcc.edu

Curriculum Request Form
New Course

Course Number: EET 261

Course Title: Biomedical Equipment II

Transcript Title: EET 261 Biomedical Equipment II

Lecture Hours: 3

Lab Hours: 3

Weekly Contact Hours: 6

Total Credits: 4

Reason for New Course: Align Biomedical Engineering Technology with the CBET certification

Course Description: Introduction to modern imaging systems, pacemakers, defibrillators, surgical equipment, lasers, physiotherapy and electrotherapy equipment, hemodialysis machines, lithotriptors, anaesthesia machines, ventilators, radiotherapy equipment and automated drug delivery systems.

Prerequisite(s): Instructor Approval; BI 122, EET 123, EET 221

Prereq/Concurrent: EET 222

Corequisite(s): None

Learning Outcomes:

- Safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course
- Perform safety inspections
- Make repairs when necessary

Course Format: On Campus

Course Format: Online

Are there similar courses existing: NO

Required or Elective: Required

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: YES

Description of Contact: There is no content overlap, enrollment impact, or course duplication.

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall
Implementation Year: 2007

Contact Name: Sanda Nedelcu
Contact E-mail: sanda.nedelcu@pcc.edu

Course Content and Outcome Guide

DATE: April 16, 2007

PREPARED BY: Sanda Nedelcu

COURSE NUMBER:	EET 261
COURSE TITLE:	BIOMEDICAL EQUIPMENT II
CREDIT HOURS:	4
LECTURE HOURS PER WEEK:	3
LECTURE/LAB HOURS PER WEEK:	0
LAB HOURS PER WEEK:	3
NUMBER OF WEEKS:	10
SPECIAL FEE:	NONE

COURSE DESCRIPTION FOR PUBLICATION:

Introduction to modern medical imaging systems, pacemakers, defibrillators, surgical equipment, lasers, physiotherapy and electrotherapy equipment, hemodialysis machines, lithotriptors, anesthesia machines, ventilators, radiotherapy equipment and automated drug delivery systems.

Prerequisite: Instructor Approval; EET 221, EET 123, BI 122

Prerequisites/Concurrent: EET 222

INTENDED OUTCOME(S) FOR THE COURSE:

Upon successful completion of this Biomedical Engineering Technology option, students should be able to:

- safely evaluate, calibrate, operate and maintain the biomedical equipment included in this course.
- perform safety inspections
- make repairs when necessary.

OUTCOME ASSESSMENT STRATEGIES

- Students will have hands-on projects to study and troubleshoot medical equipment.
- Students will take quizzes over the lectured material.

COURSE CONTENT MAY INCLUDE:

- The Human Body: Overview
- Introduction to Biomedical Instrumentation and Measurement
- Operating and Service Literature from biomedical equipment manufacturers
- MS Powerpoint© presentation handouts
- Regulatory and compliance texts
- Resume preparation
- Job search skills
- Biomed customer service

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 240

Current Course Title: Paramedic I

	Current	Proposed
Lecture Hours:	14	11
Lab Hours:	0	6
Lec/Lab Hours:	6	0
Total Contact Hours:	20	17
Current Credits:	17	13

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Winter
Implementation Year, Implem. Year: 2008

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 242

Current Course Title: Paramedic II

	Current	Proposed
Lecture Hours:	1	7
Lab Hours:	0	6
Lec/Lab Hours:	30	0
Total Contact Hours:	31	13
Current Credits:	11	9

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Spring
Implementation Year, Implem. Year: 2008

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 244
Current Course Title: Paramedic Clinical Internship I

	Current	Proposed
Current Lab Hours:	9	9
Current Lec/Lab Hours:	4	0
Total Contact Hours:	13	9
Current Credits:	5	3

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Spring
Implementation Year, Implem. Year: 2008

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 246

Current Course Title: Paramedic Clinical Internship II

	Current	Proposed
Proposed Lab Hours:	0	12
Current Lec/Lab Hours:	16	
Total Contact Hours:	16	12
Current Credits:	8	4

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Summer
Implementation Year, Implem. Year: 2007

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour

Current Course Number: EMT 248

Current Course Title: Paramedic Field Internship I

	Current	Proposed
Lab Hours:	15	6
Total Contact Hours:	15	6
Credits:	5	2

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Implem. Term: Summer
Implementation Year, Implem. Year: 2007

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 250
Current Course Title: Paramedic Field Internship II

	Current	Proposed
Proposed Lab Hours:	0	18
Current Lec/Lab Hours:	24	0
Total Contact Hours:	24	18
Current Credits:	12	6

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Fall

Implementation Year, Implem. Year: 2007

Contact Name: Dennese Kelsay

Contact Email: dkelsay@pcc.edu

Curriculum Request Form
Contact/Credit Hour Change

Current Course Number: EMT 252
Current Course Title: Paramedic III

	Current	Proposed
Lab Hours:	0	6
Lec/Lab Hours:	9	0
Contact Hours:	9	6
Current Credits:	3	2

Reason for Change: Need to comply with Statewide degree requirements for Paramedic which limits maximum number of credits allowed for specific professional technical degree program.

Are outcomes affected?: NO

Are degrees/certs affected?: No

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

Is there potential conflict with another SAC?: NO

Impact on SACs: Does not affect other programs.

Implem. Term: Fall
Implementation Year, Implem. Year: 2007

Contact Name: Dennese Kelsay
Contact Email: dkelsay@pcc.edu

Curriculum Request Form
New Course

Course Number: Psy201H

Course Title: Introduction to Psychology, Part 1 (Honors)

Transcript Title: Intro to Psy. Part 1 (Honors)

Lecture Hours: 4

Load Total: .272

Weekly Contact Hours: 4

Total Credits: 4

Reason for New Course: This course, with an Honors designation, is designed to serve highly motivated, academically well-prepared, and/or creative students. As such, Honors students will be offered enhanced course materials with innovative methods of presentation, appropriate for accelerated learners. Honors students will be allowed more flexibility and creativity in addressing required content than the traditionally structured, fact-based, general psychology course.

Course Description: Introduction to Psychology, Part 1, covers the following topics: the evolution of psychology, the research enterprise in psychology, the biological basis of behavior, human development across the life span, sensation and perception, variations in consciousness, learning, memory, language, and cognition. In addition, the course is taught from a sociocultural perspective which assumes that the study of gender, culture, and ethnicity are essential for understanding human behavior. Honor students will explore the universality of particular concepts, theories, and facts presented in the core curriculum as they study the impact of culture on human behavior.

Prerequisite(s): 3.5 GPA and eligibility for WR 121

Prereq/Concurrent: None

Corequisite(s): None

Learning Outcomes: a. Acquisition of the basic principles of the psychological study of human development, sensation and perception, learning theory, memory, language, and cognition.

b. An understanding of the history of psychology to include the contributions of women and people of color.

c. Comprehension and application of the principles of the scientific method in studying psychology.

d. Development of critical thinking skills in order to assess the validity and applicability of scientific principles of behavior vs. unscientific or unsubstantiated assumptions.

e. A basic understanding of the structure and function of the brain, neurotransmitters, and the nervous systems.

f. An understanding of the role of genetics and the relative contribution of the environment in influencing psychological mechanisms of behavior and development.

g. In each of the above-mentioned topics, students will demonstrate an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, class, age, culture, ability, and disability.

h. Students will demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the Internet and multimedia resources for the course.

i. Honor students will develop an understanding of a number of approaches to studying the impact of culture on human behavior. These approaches include the perspectives of indigenous psychologies, cultural psychology, cross-cultural psychology, multicultural psychology, and psychological anthropology.

j. Honors students will further develop their writing skills, speaking skills, presentation skills, interview skills, research skills, and skills in self-assessment and peer review.

k. Honor students will demonstrate the ability to go beyond fact using analytical effort.

GenEd List: YES, Gen. Ed. Requested

Diversity List: YES, Diversity Designation Requested

List A: YES, Transfer List A requested

Course Format: On Campus

Are there similar courses existing: NO

Required or Elective: Elective

Is there impact on degrees or certificates: NO

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

Have other SACs been contacted?: NO

Is there an increase in costs for Library or AV Dept?: NO

Implementation Term: Fall
Implementation Year: 2007

Contact Name: Judy Zimmerman
Contact E-mail: jzimmerm@pcc.edu

Format for Course Content and Outcome Guide

Use this template to prepare the CCOG for a new course. Please do not delete any sections Help is available for each section -- access it via the section link

COURSE NUMBER: Psy 201a (H)

COURSE TITLE: Introduction to Psychology, Part 1 (Honors)

CREDIT HOURS: 4

LECTURE HOURS: 4/week

LECTURE/LAB HOURS:

LAB HOURS

SPECIAL FEE: None

COURSE DESCRIPTION and PREREQUISITES:

Introduction to Psychology, Part 1, covers the following topics: the evolution of psychology, the research enterprise in psychology, the biological basis of behavior, human development across the life span, sensation and perception, variations in consciousness, learning, memory, language, and cognition. In addition, the course is taught from a sociocultural perspective which assumes that the study of gender, culture, and ethnicity are essential for understanding human behavior. Honor students will explore the universality of particular concepts, theories, and facts presented in the core curriculum as they study the impact of culture on human behavior. Prerequisites: GPA of 3.5, and eligibility for WR 121.

ADDENDUM TO COURSE DESCRIPTION:

INTENDED OUTCOMES:

- a. Acquisition of the basic principles of the psychological study of human development, sensation and perception, learning theory, memory, language, and cognition.
- b. An understanding of the history of psychology to include the contributions of women and people of color.
- c. Comprehension and application of the principles of the scientific method in studying psychology.
- d. Development of critical thinking skills in order to assess the validity and applicability of scientific principles of behavior vs. unscientific or unsubstantiated assumptions.
- e. A basic understanding of the structure and function of the brain, neurotransmitters, and the nervous systems.
- f. An understanding of the role of genetics and the relative contribution of the environment in influencing psychological mechanisms of behavior and development.

- g. In each of the above-mentioned topics, students will demonstrate an appreciation for individual differences which may take into account sex, sexual orientation, gender, race, class, age, culture, ability, and disability.
- h. Students will demonstrate the ability to access, use, and critically evaluate library and electronic resources, including the Internet and multimedia resources for the course.
- i. Honor students will develop an understanding of a number of approaches to studying the impact of culture on human behavior, including the perspectives of indigenous psychologies, cultural psychology, cross-cultural psychology, multicultural psychology, and psychological anthropology.
- j. Honor students will further develop their writing skills, speaking skills, presentation skills, interview skills, research skills, and skills in self-assessment and peer review.
- k. Honor students will demonstrate the ability to go beyond fact with analytical effort.

COURSE ACTIVITIES AND DESIGN: The instructional format will be lecture/discussion, writing-intensive, and activity-oriented.

OUTCOME ASSESSMENT: Students will be evaluated on their demonstrated ability to complete a combination of special projects which may include individual essays, hierarchical collaborative writing, ethnographic description, field observation, poster demonstrations, classroom participation and debate, stellar attendance, interview skills, self-assessment of intercultural skills, course content familiarity which includes the diversity approach, and success in accessing and interpreting Internet and library resources..

COURSE CONTENT (Themes, Concepts, Issues) and SKILLS:

- Describe what psychology is currently and how it differs from common sense.
- Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists.
- Compare and contrast the major schools of psychology, their proponents and their ideas about what the field of psychology should study.
- Distinguish between applied and basic psychology.
- Compare and contrast the modern research areas in psychology as well as today's clinical/applied specialties.
- Recognize and describe the impact of cognitive psychology, evolutionary psychology and biopsychology on the field of psychology today.
- Describe the emergence of evolutionary psychology as theoretical perspective in psychology. Define the basic premise of evolutionary psychology. Describe the relationship between evolutionary psychology and functionalism. Identify the criticisms of evolutionary psychology.
- Identify the skills necessary to be a good critical thinker and apply these skills to specific examples.
- Distinguish among empiricism and common sense.

- Compare hypotheses and theories. Explain what makes a hypothesis testable and why that is important.
- Describe how the scientific method works, the steps involved, and why it is important in psychology.
- Compare and contrast the basic descriptive/correlational research methods in terms of their procedures and advantages/disadvantages.
- Explain what makes a sample representative, and discuss the problem of sampling bias
- Describe the basic elements of an experiment and problems that can invalidate experimental results, such as lack of control, experimenter bias, subject bias, and placebo effects.
- Compare the experimental method to /descriptive correlational methods of research.
- Design an original experiment that could be carried out in the real world with proper ethical standards.
- Understand and calculate the basic descriptive statistics, including measures of central tendency such as the mode, median and mean, and measures of variability, including the range and standard deviation. Discuss correlation in relation to prediction and causation. Explain the meaning of statistical significance.
- Recognize the limitations of generalizing the results of experimental and descriptive research.
- Describe how human participants in research experiments are safeguarded by ethics. Discuss the use of deception in psychological research and the conditions that must be met when deception is used.
- Explain why animals are used in research and how they are safeguarded by ethics.
- Describe what a neuron is, what it looks like, what parts all neurons have and what functions these parts have. Describe how an action potential works and its important properties.
- Identify common neurotransmitters and how they affect behaviors.
- Describe the organizational structure of the human nervous system and the functions of each component.
- Compare and contrast the hindbrain, midbrain, and forebrain. Describe the hindbrain structures and their functions. Describe the midbrain structures and their functions. Describe the forebrain structures and their functions including the cerebral cortex, limbic system, hypothalamus, and thalamus.
- Compare hormones and neurotransmitters. Describe the endocrine system and how it is linked to the central nervous system. Explain how the major glands in the endocrine system affect behavior.
- Describe basic genetic principles such as chromosomes, genes, DNA, dominant and recessive genes, and genetic relatedness. Differentiate genotype and phenotype.
- Compare the following research methods used to investigate hereditary influence: family studies, twin studies, and adoption studies. Define heritability.
- Describe Darwin's principles of natural selection and fitness. Explain the importance of genetic variations.
- Define learning and conditioning.
- Compare and contrast classical conditioning, operant conditioning and observational (social) learning in terms of their proponents, major concepts and limitations.
- Apply classical conditioning to personal experiences and identify the components of classical conditioning.
- Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary reinforcers, secondary reinforcers and punishment.
- Describe and give examples of the schedules of reinforcement.
- Recognize the strengths and limitations of punishment as an agent of behavior change.

- Describe and apply the principles of observational learning.
- Understand the role of different parts of the brain and different neurotransmitters in learning.
- Explain biological constraints on learning and describe the evolutionary perspective on learning.
- Identify and apply the perceptual and behavioral effects of basic principles of psychophysics, including thresholds, signal detection theory, sensory adaptation and overload, and selective attention.
- Explain the process by which sensory input travels from the physical world to the brain, including sense receptors, sensory neurons, and the basic structures of the eye and ear.
- Describe the most common principles of perceptual organization, including basic visual illusions, Gestalt principles, constancies, binocular and monocular cues, and apply these principles to real-life examples of perceptual errors.
- Describe the physiological and psychological processes involved in the perception of pain.
- Identify and discuss cultural and social influences on perception.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.
- Understand the challenges involved in defining consciousness.
- Discuss the impact of circadian rhythms on alertness and performance.
- Describe the stages of sleep, the physiological, cognitive, and emotional benefits of sleep, along with common problems associated with sleep deprivation, and apply this information to one's own sleep patterns and performance.
- Describe the four most popular theories of dreaming, including supporting evidence for the theories where applicable.
- Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.
- Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.
- Understand the complex interaction of nature and nurture in human development.
- Trace the progress of physical development through infancy into childhood and adolescence.
- Describe the major theories and milestones in cognitive development (including language) from birth through adolescence.
- Discuss attachment, gender identity, and moral reasoning as elements of social development.
- Discuss the physiology and the psychology (including cultural components) of adolescence and aging.
- Understand the role of life transitions in healthy development.
- Understand the reconstructive nature of memory and its applications to real-life issues such as eyewitness testimony and false memory.
- Identify and describe the various physiological processes and structures involved in memory.
- Apply concepts in encoding, memory consolidation, and forgetting to everyday memory tasks (such as studying).
- Discuss current evidence and arguments on both sides of the recovered memory controversy.
- Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making.
- Explain the major theories of language acquisition, the structure of language, and the

- major milestones in language development.
- Discuss research on animal language, and connect the evolutionary significance of animal language to that of human language.

RELATED INSTRUCTION:

Applies only to PTE courses used for Related Instruction in certificates of 45 credits or more.