CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
December 2, 2009
Sylvania CC, Conference Rm B

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

Experimental Courses:

J 299 – Introduction to on-line Journalism
MM 299R – 3D Character Rigging and Animation
ESR 199 – Topics In Environmental Sustainability
CAS 199D – Search Engine Optimization - SEO

Course Inactivation:

CS 200 – Computer Systems I

Old Business:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

New Business

108. BA XXX
Course Revision – Addition of Standard Prerequisites

109. BA 210 – Advanced Accounting Spreadsheet Application
Course Revision – Requisites

110. BA 211 – Principles of Accounting
Course Revision – Requisites

111. BA 212 – Principles of Accounting II
Course Revision – Requisites

112. BA 213 – Principles of Accounting III
Course Revision – Requisites

113. BA 215 – Basic Cost Accounting
Course Revision – Requisites

114. BA 222 – Financial Management
Course Revision – Requisites

115. BA 223 – Principles of Marketing
Course Revision – Requisites

116. BA 227 – Business Law II
Course Revision – Requisites

117. BA 228 – Computer Accounting Applications
Course Revision – Requisites

118. BA 240 – Governmental Accounting
Course Revision – Requisites

119. BA 242 – Introduction to Investments
Course Revision – Requisites

120. BA 250 – Small Business Management
Course Revision – Requisites

121. BA 251 – Office Management
Course Revision – Requisites

122. BA 255 – Project Management – Business Environments
Course Revision – Requisites

123. BA 270 – Global Business Management
Course Revision – Requisites

124. CJA 114 – Introduction to Juvenile Process
Course Revision – Requisites

125. CJA 246 – Fish and Wildlife Enforcement
New Course

126. CJA 247 – Introduction to Criminal Gangs
New Course

127. ALC 60 – Basic Math Skills Lab
Course Revision – Des, Outcomes

128. ALC 61 – Basic Math Skills Lab
Course Revision – Des, Outcomes

129. ALC 62 – Basic Math Skills Lab
Course Revision – Des, Outcomes

130. ALC 63 – Basic Math Skills Lab
Course Revision – Des, Outcomes

131. BI 287 – Introduction to Immunology
New Course

132. CS 250 – Discrete Structures I
Course Revision – Description

133. ASL 150 – Accelerated American Sign Language
Course Revision – Contact/Credit hour change

134. ASL 151 – Accelerated American Sign Language
Course Revision – Contact/Credit hour change

135. ASL 150 – Accelerated American Sign Language
Course Revision – Outcomes

136. ASL 151 – Accelerated American Sign Language
Course Revision – Outcomes

137. ENGR 221 – Electrical Circuits I
Course Revision – Des, Outcomes

138. ENGR 222 – Electrical Circuits II
Course Revision – Des, Req, Outcomes

139. ENGR 223 – Signals and Systems
Course Revision – Title, Des, Req, Outcomes

140. DH 130 – Oral Histology Independent Study
New Course

141. CIS 120 – Computer Concepts I
Course Revision – Des, Outcomes

142. CIS 277T – Business Intelligence App Dev
Course Revision – Title, Des, Outcomes

143. CHN 101 - First Year Chinese
New Course

144. CHN 102 – First Year Chinese
New Course

145. CHN 103 – First Year Chinese
New Course

146. CHN 260 – Chinese Culture
New Course

147. CHN 101 – First Year Chinese
Course Revision – Prerequisite Opt Out

148. CHN 102 – First Year Chinese
Course Revision – Prerequisite Opt Out

149. CHN 103 – First Year Chinese
Course Revision – Prerequisite Opt Out

150. MTH 61 – Introductory Algebra – Part I
Course Revision – Des, Outcomes

151. MTH 62 – Introductory Algebra – Part II
Course Revision – Des, Outcomes

152. MTH 63 – Introductory Algebra – Part III
Course Revision – Des, Outcomes

153. MTH 91 – Intermediate Algebra Part I
Course Revision – Des, Outcomes

154. MTH 92 – Intermediate Algebra Part 2
Course Revision – Des, Outcomes

155. SP 110 – Voice and Articulation
Course Revision - Description

156. SP 111H – Public Speaking Honors

New Course

Discussion Items:

Adult High School Diploma

Honors

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Learning Outcomes
Current Course Number:	CG 280A
Current Course Title:	Career Exploration
Proposed Course Title:	Career Development
Current Learning Outcomes:	Students who successfully complete this course will be able to: A. Identify learning goals and develop a work experience plan to meet the goals. B. Increase personal and professional competencies by practicing skills learned in courses, learning new job specific skills, and gaining a more in-depth understanding of a career area. C. Define skills and competencies developed on-the-job.
Proposed Learning Outcomes:	Students who successfully complete this course will be able to: A. Work productively in their chosen career field as they increase personal and professional competencies. B. Apply classroom skills to the demands of work in their chosen career field. C. Define skills and competencies developed on-the-job for use in job search and career planning within their chosen career field. D. Communicate appropriately in the workplace. E. Continue to explore career opportunities utilizing workplace contacts and resources.
Reason for Learning Outcomes Change:	Based on the recommendations from Co-Op Task Force.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no

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

Curriculum Request Form
Course Revision

CHANGE:	Course Title, Description, Outcomes
Current Course Number:	CG 280B
Proposed Course Number:	
Current Course Title:	CE: Career Explor - Sem
Proposed Course Title:	CE: Career Development – Sem
Current Description:	Cooperative Education: Career Exploration - Seminar Required seminar supplements the work experience by offering a flexible menu of assignments from which to select a variety of activities. Includes video tapes, selected readings, workshops, lectures and a variety of career related exercises to enhance career development. Department permission required.
Proposed Description:	The Co-op seminar supplements the Co-op work experience by offering a flexible menu of assignments from which to select a variety of activities. Includes video tapes, selected readings, workshops, lectures and a variety of career related exercises to enhance career development. Department permission required. Co-Requisite: CG 280A. Course may be repeated.
Reason for Description Change:	
Current Learning Outcomes:	Students who successfully complete this course will be able to: 1. Reflect on the day-to-day experiences at work, and write weekly journal entries to focus attention on various aspects of employment. 2. Conduct an informational interview to learn more about the requirements and realities of their chosen career field. 3. Conduct an effective job search. 4. Increase the likelihood of success in their chosen career. 5. Use Internet resources as a tool for job search and to support career success.
Proposed Learning Outcomes:	Students who successfully complete this course will be able to: 1. Use work experience knowledge to make informed career choices. 2. Develop an effective job search plan and materials. 3. Articulate skills, aptitudes and experience relevant to

	workplace demands in job interviews. 4. Understand the demands of the workplace in order to successfully manage work related issues such as time management, stress management, and conflict resolution.
Reason for Learning Outcomes Change:	To reflect recommendations made by the Co-Op Task force.
Current Corequisites:	none
Proposed Corequisites:	CG 280A
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Sonya Bedient
Contact E-Mail:	sonya.bedient@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	HIM 270
Current Course Title:	Classification Systems 1
Current Prerequisites:	HIM 105, HIM 107, HIM 110, HIM 120, HIM 131, HIM 182, MP111, BI22 or BI 233
Proposed Prerequisites:	HIM 105, HIM 107, HIM 110, HIM 120, HIM 131, HIM 182, MP111, BI22 or BI 233 or HIM 129
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Ann Wenning
Contact E-Mail:	awenning@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI101
Current Course Title:	MRI 101 MR Physics I - Principles, Equipment & Safety
Proposed Course Title:	MRI 101MRI Physics I - Principles, Equipment & Principles
Proposed Transcript Title:	MRI 101 MRI Physics I -
Reason for Title Change:	Consistency in all MRI course titles--remove MR and replace with MRI
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Virginia Vanderford
Contact E-Mail:	vvanderf@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title
Current Course Number:	MRI102
Current Course Title:	MRI 102 MR Physics II - Advanced Principles
Proposed Course Title:	MRI 102 MRI Physics II - Advanced Principles
Proposed Transcript Title:	MRI 102 MRI Physics II – Advan
Reason for Title Change:	Consistency in all MRI course titles--remove MR and replace with MRI
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2009
Contact Name:	Virginia Vanderford
Contact E-Mail:	vvanderf@pcc.edu

Curriculum Request Form
Course Revision

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

Curriculum Request Form
Course Revision

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

Curriculum Request Form
Course Revision

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

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: BI		Submitter: Ed	DeGrauw
Course Prefix and Number:	BI 101H	Phone Email	503-977-4680 edegrauw@pcc.edu
Course Title: (60 characters max)	General Biology: Honors	# Credits:	4
Transcript Title (30 characters max)	General Biology: Honors	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 30 Lec/lab (# of hours): Lab (# of hours): 30
Grading option. Check all that apply	X☐ A-F ☐ P-NP ☐ Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes X☐ No How many times?
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X☐ No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**			
Course Description: (field will expand as needed)	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. Course explores the connection between biological principles and other disciplines, including architecture, economics, social sciences, history, and engineering. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: WR 115	X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: RD 115	X☐	☐ Corequisite	☐ pre/co

	Prerequisite		
course prefix & number: Mth 60	X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences. • Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation. • The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation øscienceÓ is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula. **Lab B Notes**: The lab for this course has been approved as "Lab B". This means that Faculty effort in preparation and evaluation generally occurs outside of scheduled class hours. Class format is a combination of Faculty lectures and demonstrations, guided student interactions and supervised student application of lectures. Students produce written work such as lab notebooks, reports, and responses in writing to assigned questions, and the Instructor is expected to comment on and grade this written work outside of schedule class hours. This evaluation will take place on a regular basis throughout the term.
LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	• Differentiate between and appropriately use inductive and deductive reasoning in decision making • 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 the application of biological information in life (personal and professional) • Develop informed positions or opinions on contemporary issues and communicate effectively using appropriate biological vocabulary Additional Honors outcomes • Utilize leadership and collaborative working skills and knowledge of sustainability, population biology, and community ecology to influence public policy at local and

	regional levels. • Apply knowledge of biological systems to solve problems in sustainable resource use, materials design, and building design. • Develop connections between the life sciences and future academic disciplines. • Conduct and synthesize research independently.
Course activities and design: **(from CCOG)**	The format of this course, the content and the outcomes are designed under the assumption that students will be able to learn the traditional course content more quickly. This frees up some class time from a traditional didactic format to one where the classroom community can take the content and rigorously apply it to solve new problems. It also allows the opportunity to explore the connection between that content (basic biological principles) and other disciplines of interest to the students, such as economics, literature, history, and architecture. A significant portion of class time will be devoted to student-led discussions and critical thinking exercises related to these topics. Course work will include writing, research and student presentations. Effective leadership will be explored as we examine historical figures who have successfully influenced public policy regarding natural resource use based on understanding of biological systems.
Outcomes assessment strategies:	• tests • oral presentations • papers • journals • group projects • practical exams • case studies • "team based"
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Skills** Students who have successfully completed biology 101 will be able to: • Use the scientific method to look for the answers to questions • Use scientific instruments safely and appropriately including microscopes • Study effectively • Communicate effectively (including using the metric system to communicate) • Read and interpret scientific information (including information in the metric system) • Synthesize to solve problems • Organize ideas to achieve a specific purpose • Apply theoretical and conceptual models and frameworks to real world situations. • Analyze problem solving/decision making situations. • Identify situations/concepts where science does and does not apply. • Recognize scientific information and its role in decision making **Themes, Issues, Concepts:** <u>Science as a way of knowing:</u> Students who have successfully completed this topic can: • recognize science as an evolving model of how the world works and be able to differentiate between scientific and non-scientific models. • describe how scientific models are created, tested, and modified.

- outline the steps of the scientific method.
- develop a hypothesis.
- design a simple experiment to test a hypothesis.
- apply the scientific method to their everyday lives.
- identify the role of science in potential careers/professions.
- explain the criteria used to distinguish living organisms from nonliving matter.

Biological Chemistry
Students who have successfully completed this topic can:

- describe the basic structure of an atom.
- explain how the structure of an atom leads to its chemical properties.
- identify the main types of atoms found in biological systems.
- describe the 3 basic types of chemical bonds and their role in biological systems.
- describe the 4 basic classes of macromolecules and their role in cells.
- explain the basic mechanisms of reactions and how enzymes catalyze them.
- describe the methods that cells use to control enzymatic reactions including pH.

Cells
Students who have successfully completed this topic can:

- differentiate between prokaryotic and eukaryotic cells.
- describe the generalized structure of prokaryotic and eukaryotic cells.
- describe the function of the components of a generalized eukaryotic cell.
- demonstrate an understanding of the concepts of osmosis and diffusion.
- describe the role of the plasma membrane in cell transport.
- explain the cell theory.
- identify structures specific to cells of different kingdoms

Biomes/Ecosystems:
Students who have successfully completed this topic can:

- define a biome & relate this definition to ecosystems by giving examples of biomes in Oregon or elsewhere.
- communicate their experience of a biome found in Oregon or elsewhere.
- characterize an Oregon or other ecosystem and generalize this knowledge to world biomes.
- compare and contrast biomes found in Oregon or elsewhere.
- communicate an understanding of some of the tools scientists use to investigate biomes
- identify the major roles organisms play in their ecosystem.
- identify the common types of organisms, the role of each organism, and the kingdom to which each organism belongs.
- explain how organisms relate to each other within a biome.
- characterize the abiotic components associated with a particular biome.
- characterize the biotic components associated with a biome.
- explain how abiotic components structure biomes and the biotic components found there.
- correlate biomes to the biosphere.

- identify the role humans play in specific ecological issues
- develop solutions for given ecological issues and understand the pros and cons of each solution
-

Nutrient Cycles / Interconnectedness/Energetics:
Students who have successfully completed this topic can:

- identify and describe the nitrogen, carbon, water, and energy cycles.
- describe these cycles within a specific Oregon ecosystem.
- discuss the flow of energy in an ecosystem and in the biosphere.
- describe a food web.
- demonstrate an understanding of the relation of the laws of thermodynamics to energy cycling
- define entropy.
- communicate an understanding of the role of photosynthesis and cell respiration in energy cycling.
- explain how all organisms in the biosphere are interconnected.

Population ecology:
Students who have successfully completed this topic can:

- define species
- describe how scientists characterize populations.
- characterize a population in terms of size, density, distribution, age structure and sex ratio.
- explain how populations change over time and what factors can lead to these changes.
- explain how population size is limited.
- demonstrate an understanding of the limits of scientific models of populations to describe real populations.

Community ecology:
Students who have successfully completed this topic can:

- explain how scientists characterize communities.
- explain how populations within communities can interact.
- describe how population interactions can change population growth curves.
- identify the ways that population interactions shape communities over time.
- explain how interactions within a community effect the distribution of populations in an ecosystem.
- give examples of the use of community ecology as a tool to manage biomes/ecosystems.

Behavior (optional):
Students who have successfully completed this topic can:

- understand the adaptive nature of behavior
- hypothesize about the adaptive value of a novel behavior

	• define behavior. • recognize and give examples of behavior associated with, communication, navigation, feeding, mating, defense... <u>Sexually Transmitted Diseases (optional):</u> Students who have successfully completed this topic can: • identify regions with high disease rates • communicate an understanding of factors that affect disease rates • explain the mode of transmission for common STD□s • identify symptoms of common STD□s and describe treatments • recognize behaviors that will increase and decrease chances of catching an STD
Reason for the new course	

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	All OUS Schools
How does it transfer Check all that apply	X☐ required or support for major X☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☐ Next available term after approval X☐ Specify term fall 2010
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Briggs	nbriggs@pcc.edu	

SAC Admin Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	

Curriculum Request Form
New Course

Course number:	WR 121H
Course title:	English Composition—Honors
Transcript title:	Honors version of Writing 121
Course credits:	4
Lec contact hrs:	40
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	This is the Honors version of English Composition, which develops skills in analytical reading, critical thinking, and expository and persuasive writing. Students compose several essays using a variety of strategies to present evidence in support of a thesis. Prerequisites: 3.0 GPA and placement into WR 121, or completion of WR 115 and RD 115.
Prerequisites coreq concurrent:	Prerequisites: 3.0 GPA and placement into WR 121, or completion of WR 115 and RD 115.
Addendum to course description:	Students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts. Upon completion of Writing 121 with a C or better, students will be able to work through multiple drafts of several pieces of writing with time to separate the acts of writing and revising. In addition, students will be able to read, reread, reflect, respond to, interpret, analyze, and evaluate a variety of texts.
Intended outcomes:	Upon completion of Writing 121 Honors with a C or better, students will be able to: * Write effective essays using Standard English conventions of grammar and style awareness of rudimentary grammatical terms and errors. * Read and interpret a variety of texts and incorporate into writing projects. * Construct and use a thesis/controlling idea to shape writing. * Write clear, focused, coherent essays. * Write for various academic and professional audiences.

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

	projects provide the course with additional source material.
Outcomes assessment strategies:	Reading and writing assessment tasks will include the following— * At least one essay with sustained development (1,500-2,000 words) which explores multiple facets of a controlling idea and reaches a significant conclusion. One paper must include outside research with properly documented and integrated sources. * Two out-of-class conferences. Reading and writing assessment tasks may include the following— * Instructor and peer evaluation. * Presentations by individuals and groups. * Peer analysis. * Self-analysis. * Examinations and Quizzes. * In-class essays. * Evaluation of small- and full-group discussion. □ Portfolio of course writings and essays. Attendance policies vary with instructors: Students missing a week's worth of classes may not expect an A; those missing two weeks' worth may not pass the course.
Course content and skills:	* Implicit/explicit thesis * Audience * Paragraphing * Evidence/support * Concrete detail * Writing as a process * Peer review * Generating ideas/topic selection * Diction/tone/voice * Proper grammar usage * Writing modes * Writing as a method of inquiry * Personal/reflective essay * Thesis statement/topic sentences * Critical reading of a variety of texts * Proper documentation; use and methods of research; evaluating and incorporating sources; selection, editing, placement and analysis of quotations * Use of rhetorical strategies, persuasion, logic, and reasoning; awareness of audience Competencies and Skills * Understanding distinct conventions of various writing situations and modes of writing *Awareness of writing as a process *Identifying a writer’s stated or implied central and secondary ideas *Summarizing and paraphrasing ideas presented in a text other than one’s own *Developing and organizing a text by using details, examples, data, metaphor

	*Critically analyzing reading for assumptions, purposes, style, logic, and general use or misuse of rhetorical and argumentative forms *Developing skills in observation, description, analysis, research, and/or the creative process for use in writing *Editing texts for appropriate grammar *Documenting using MLA; awareness of other citation styles *Using writing as a method of inquiry *Articulating an understanding of the works of other writers within a given historical, cultural, or social context *Speaking and listening reflectively *Applying appropriate techniques for exploring assumptions and expressing viewpoints *Measuring a writer's viewpoint against personal experiences and the experiences of others *Understanding self as part of a larger community *Appreciating and reflecting on new ideas in a spirit of open interaction *Appraising own writing skills and abilities, and those of others through revision process *Revising written work from peer or instructor feedback to achieve clarity, coherence, and effectiveness *Seeking knowledge and acquiring skills toward achieving academic, career, and personal goals *Researching independently and incorporating of outside sources within student writing. □ Classroom leadership □ Meta-cognition □ Independent inquiry □ Interdisciplinary integration
Reason for new course:	This is class part of the new Honors Course program
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	The Honors Program has received verbal confirmation from Portland State University that this course will transfer as Writing 121.
Proof of course transferable:	Telephone conversation with Registar at PSU.
Gened status or cultural diversity sought:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No, other than the fact other Honors classes are under development (biology, chemistry, etc.)

Explanation if they have consulted with sac chairs of other programs egarding potential impact:	No, as we already teach many sections of Writing 121, this should have no impact on other programs.
Explain if there are any potential impact on another department or campus:	The Honors Program is ensuring that Honors courses are offered on all campuses, and will coordinate classes to avoid conflicts.
Implemented term or year requested:	Fall 2010
Submitter:	Vandoren Wheeler
From:	van.wheeler@pcc.edu
Sac chair:	Andrew Cohen, Nancy Casciato
Sac chair email:	andrew.cohen@pcc.edu
Sac admin liason name:	Tami Allison
Sac admin liason email:	tallison@pcc.edu

Curriculum Request Form
New Course

Course number:	WR122H
Course title:	English Composition: Honors
Transcript title:	English Composition: Honors
Course credits:	4
Lec contact hrs:	4
Course description:	Honors WR 122. Focuses on argument as a means of inquiry, clear and appropriate writing style, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical, argumentative, and/or expository essays with appropriate documentation. Students will explore principles of classical and neo-classical rhetoric theory while becoming confident members of the academic community. Prerequisite: WR 121.
Prerequisites coreq concurrent:	WR 121 and 3.0 GPA
Intended outcomes:	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 completion of WR 122 with a "C" or higher, 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.

Additional Honors Outcomes:

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

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

	o Understand not only the “how” of discourse, but also understand the “why” of discourse. o Enjoy an increased awareness of language.
Course activities and design:	Students will create a community enhanced by vocabulary and practices of classical rhetoric theory. For example, students will extend principles of dialectics to current inquiry-based research writing. Students will become active in the academic community by presenting their works through class presentations, proposals submitted to conferences, and/or articles submitted to publications.
Outcomes assessment strategies:	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 • presentations
Course content and skills:	General composition concerns, such as: • audience • purpose • process: o invention o arrangement o style o memory o 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 • awareness of the academic community 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 • awareness of publications Elements of style, such as: • diction • syntax • tone • figurative language • sexist language • usage levels
Reason for new course:	Part of newly approved Honors Program at PCC
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	Under examination at the moment. Both Portland State University and University of Oregon will transfer this course as WR122. We expect other universities to do the same.
Proof of course transferable:	Personal conversations with registrars at both Oregon universities.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	This Honors course extends the principles and activities and outcomes of the existing WR 122 course.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes. The SACC approved this course in Spring, 2007. It subsequently passed through both the Curriculum Committee and the EAC.
Explain if there are any	No.

potential impact on another department or campus:	
Implemented term or year requested:	To be taught Winter, 2011.
Submitter:	Martha L. Henning
From:	mhenning@pcc.edu
Sac chair:	Andrew Cohen, Nancy Casciato, Scott Dionne
Sac chair email:	andrew.cohen@pcc.edu
Sac admin liason name:	Dave Stout
Sac admin liason email:	dstout@pcc.edu

Curriculum Request Form
Course Revision

The BA SAC requests that the following courses have prerequisites: MTH 20, RD 115, WR 115 added to them:

BA 101
BA 131
BA 111
BA 177
BA 141
BA 203
BA 205
BA 206
BA 207
BA 218
BA 224
BA 226
BA 234
BA 237
BA 238
BA 239
BA 244
BA 249
BA 285

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 210
Current Course Title:	Advanced Accounting Spreadsheet Application
Current Prerequisites:	Recom: CAS 170 or 174 or CIS 125S, and BA 95, BA 96 or BA 111 or BA 211
Proposed Prerequisites:	Recommend: CAS 170 or BA 111 or BA 211. Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 211
Current Course Title:	Principles of Accounting
Current Prerequisites:	Recom: MTH 60 and BA 111
Proposed Prerequisites:	Recommend: MTH 60 and BA 111 Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 212
Current Course Title:	Principles of Accounting II
Current Prerequisites:	BA 96 or BA 211
Proposed Prerequisites:	MTH 20, RD 115, WR 115, BA 211
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 213
Current Course Title:	Principles of Accounting III
Current Prerequisites:	BA 211, Principles of Accounting I
Proposed Prerequisites:	MTH 20, RD 115, WR 115, BA 211 with C or better
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 215
Current Course Title:	Basic Cost Accounting
Current Prerequisites:	Recom: BA 96 or BA 211
Proposed Prerequisites:	MTH 20, RD 115, WR 115, BA 211
Current Prerequisites/Concurrent:	
Proposed Prerequisites/Concurrent:	
Current Corequisites:	
Proposed Corequisites:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 222
Current Course Title:	Financial Management
Current Prerequisites:	Recom: BA 212, MTH 60
Proposed Prerequisites:	Recommend: BA 212, MTH 60 Prereq; MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 223
Current Course Title:	Principles of Marketing
Current Prerequisites:	Recom: BA 101
Proposed Prerequisites:	Recommend: BA 101 Prereq: MTH 20, RD 115, WR115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 227
Current Course Title:	Business Law II
Current Prerequisites:	Recom: BA 226
Proposed Prerequisites:	Recommend: BA 226 Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 228
Current Course Title:	Computer Accounting Applications
Current Prerequisites:	Recom: BA 111 or BA 211; CAS 133
Proposed Prerequisites:	Recommend: BA 111 or BA 211 and CAS 133 Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 240
Current Course Title:	Governmental Accounting
Current Prerequisites:	Recom: BA 95 or BA 96 or BA 111
Proposed Prerequisites:	Prereq: MTH 20, RD 115, WR 115 Recom: BA 111
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 242
Current Course Title:	Introduction to Investments
Current Prerequisites:	Recom: MTH 20
Proposed Prerequisites:	Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 250
Current Course Title:	Small Business Management
Current Prerequisites:	Recom: BA 101 Introduction to Business
Proposed Prerequisites:	Recommend: BA 101 Prereq: MTH 20, RD 115, WR115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 251
Current Course Title:	Office Management
Current Prerequisites:	Recom: BA 206. Prereq: BA 101 or instructor permission
Proposed Prerequisites:	Recom: BA 206. Prereq: MTH 20, RD 115, WR 115, BA 101 or instructor permission
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 255
Current Course Title:	Project Management - Business Environments
Current Prerequisites:	Recom: BA 101, MSD 279, BA 250 and CAS 220
Proposed Prerequisites:	Recommend: BA 101, MSD 279, BA 250, and CAS 220 Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	BA 270
Current Course Title:	Global Business Management
Current Prerequisites:	Recom: BA 101, BA 203 and BA 234
Proposed Prerequisites:	Recommend: BA 101, BA 203 and BA 234 Prereq: MTH 20, RD 115, WR 115
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Jeff Edwards
Contact E-Mail:	jedwards@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Requisites
Current Course Number:	CJA 114
Current Course Title:	Introduction to Juvenile Process
Current Description:	Introduction to Juvenile Process Introduces history and philosophies of juvenile adjudication and corrections. Covers current programs in Oregon available to juveniles who are or have been involved in the justice system. Provides a focus on integrating theories of causation, juvenile law, and procedural requirements.
Current Prerequisites:	Placement into WR 115
Proposed Prerequisites:	Placement into WR 121
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Jim Parks
Contact E-Mail:	jparks@pcc.edu

Curriculum Request Form
New Course

Course number:	CJA 246
Course title:	Fish and Wildlife Enforcement
Transcript title:	Fish and Wildlife Enforcement
Course credits:	3
Lec contact hrs:	30
Special fee:	N/A
Grade modes:	Grades A-F choice
Course description:	Covers fish and game laws and their relation to wildlife management. Focuses on enforcement processes and techniques including investigation, fish and wildlife forensics, evidence handling, proper citation and report completion in preparation for courtroom presentation.
Prerequisites coreq concurrent:	Prerequisites: CJA 111 and WR 121
Addendum to course description:	This course presents philosophies and concepts behind fish and wildlife management through enforcement of federal and state laws. Students will learn variety of investigative techniques that will help lead to successful prosecutions.
Intended outcomes:	1. Properly investigate and enforce wildlife laws. 2. Prepare cases for courtroom presentation in a manner that will help insure successful prosecution and withstand courtroom scrutiny.
Course activities and design:	The materials in this class will be presented in lecture, writing and discussion formats. The instructor may use power point presentations, in and out-of-class writing assignments and role-playing scenarios. The instructor may use videos, legal updates, or guest speakers as well as field trips.
Outcomes assessment strategies:	Assessment may include in-class and out-of-class writing assignments, along with student participation in, and contribution to, all class and group discussions.
Course content and skills:	This course will address topics including, but not limited to: • Fish and game laws • Wildlife management

	• Investigation • Forensics • Evidence preservation and chain of custody • Case documentation • Fish, hunting and trapping licenses • Interviewing and Interrogation
Reason for new course:	Add new subject matter to curriculum
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	This course can be used as an elective for the AAS in Criminal Justice.
Explanation if this course transfer to any other academic institution:	Not at this time.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring Term 2010
Submitter:	Jim Parks
From:	jparks@pcc.edu
Sac chair:	Jim Parks
Sac chair email:	jparks@pcc.edu
Sac admin liason name:	Kate Dins
Sac admin liason email:	kdins@pcc.edu

Curriculum Request Form
New Course

Course number:	CJA 247
Course title:	Introduction to Criminal Gangs
Transcript title:	Intro. to Criminal Gangs
Course credits:	3
Lec contact hrs:	30
Grade modes:	Grades A-F choice
Course description:	Provides information on criminal street gangs and their impact on American society. Students will become familiar with general concepts related to law enforcement interaction with gangs including suppression, intervention, and educational tactics.
Prerequisites coreq concurrent:	Prerequisite: CJA 111 and WR 121
Addendum to course description:	This course will provide student s the opportunity to obtain an accurate understanding of gang members through an academic, sociological, and practitioner view. Students will learn the history and origin of certain gangs; how gangs regenerate and recruit; and other topics related to the gang subculture. Students will be provided an insight into police tactics not normally provided to the general public. Examples include how law enforcement defines a gang; enforcement tactics; and special prosecution. The material for this course will be presented in lecture and discussion format. Additional educational methods will include guest speakers, pictures and videos and research paper. Readings from books, journals, and periodicals pertaining to the study of gangs may also be used.
Intended outcomes:	1. Use the latest methods in law enforcement and the criminal justice system to detect and investigate criminal gang activity in preparation for prosecution. 2. Analyze strategies, methods of suppression, intervention and education in combating gang activity.
Course activities and design:	The materials in this court will be presented in lecture, writing and discussion format. The instructor will use power point

	presentations, in and out-of-class writing assignments and role-playing scenarios. The instructor may use videos, legal updates, or guest speakers.
Outcomes assessment strategies:	Assessment may include in-class and out-of-class writing assignments, along with student participation in, and contribution to, all class and group discussions.
Course content and skills:	This course will address topics including, but not limited to: A brief history of gangs Gang structure and organization (types) Gang subculture (family, recruitment, departure) Graffiti Criminal activity of gangs Girls in gangs Why are there gangs? Law enforcement strategies Community-based intervention
Reason for new course:	Expand curriculum to areas presenting current and critical issues in the criminal justice field
How course will be taught:	Campus
Reason for other:	
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No
Explanation if this course transfer to any other academic institution:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring 2010
Submitter:	Jim Parks
From:	jparks@pcc.edu
Sac chair:	Jim Parks
Sac chair email:	jparks@pcc.edu

Sac admin liason name: Kate Dins
Sac admin liason email: kdins@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description, Learning Outcomes
Current Course Number:	ALC 60
Current Course Title:	Basic Math Skills Lab
Current Description:	In conjunction with the instructor, students choose a limited number of topics in Arithmetic (MTH 20) and/or Introductory Algebra (MTH 60 and 65) to review over the course of one term. Instruction and evaluation are computer-based and self-guided. Completion of this course does not meet prerequisite requirements for other math courses.
Proposed Description:	In conjunction with the instructor, students choose a limited number of topics in Basic Math (Math 20) and/or Introductory Algebra (Math 60 and 65) to review over the course of one term. Instruction and evaluation are self-guided. Completion of this course does not meet prerequisite requirements for other math courses.
Reason for Description Change:	Computer-based instruction is only one option at this point and no longer the main mode of instruction.
Current Learning Outcomes:	Basic Math * Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple; approaches, and to interpret results; * Meet the prerequisites for further course work; * Choose and perform accurate arithmetic operations in a variety of situations with and without a calculator; * Present results numerically, graphically, symbolically and in written and oral form. Introductory Algebra: * Recognize, formulate, interpret, describe, apply, and appreciate linear and quadratic relationships in real world contexts. * Prepare for further course work.

Proposed Learning Outcomes:	Upon successful completion of this course students will be able to: • Creatively and confidently apply mathematical problem solving strategies. • Be prepared for future course work.
Reason for Learning Outcomes Change:	The CCOGs for MTH 20, 60, and 65 have changed. Since my ALC courses are based on those, I'm updating my CCOGs.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Heiko Spoddeck
Contact E-Mail:	heike.spoddeck@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	ALC 61
Current Course Title:	Basic Math Skills Lab
Current Description:	In conjunction with the instructor, students choose a limited number of topics in Arithmetic (MTH 20) and/or Introductory Algebra (MTH 60 and 65) to review over the course of one term. Instruction and evaluation are computer-based and self-guided. Students must spend a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Proposed Description:	In conjunction with the instructor, students choose a limited number of topics in Basic Math (Math 20) and/or Introductory Algebra (Math 60 and 65) to review over the course of one term. Instruction and evaluation are self-guided. Students must spend a minimum of 30 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Reason for Description Change:	Computer-based instruction is only one option at this point and no longer the main mode of instruction.
Current Learning Outcomes:	Basic Math * Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple; approaches, and to interpret results; * Meet the prerequisites for further course work; * Choose and perform accurate arithmetic operations in a variety of situations with and without a calculator; * Present results numerically, graphically, symbolically and in written and oral form. Introductory Algebra: * Recognize, formulate, interpret, describe, apply, and appreciate linear and quadratic relationships in real world contexts. * Prepare for further course work.
Proposed Learning Outcomes:	Upon successful completion of this course students will be able to: • Choose and perform accurate computations in a variety of situations with and without a calculator. • Creatively and confidently apply mathematical problem solving strategies.

- Be prepared for future course work.

Reason for Learning Outcomes Change:	The CCOGs for MTH 20, 60, and 65 have changed. Since my ALC courses are based on those, I'm updating my CCOGs.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Heiko Spoddeck
Contact E-Mail:	heike.spoddeck@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	ALC 62
Current Course Title:	Basic Math Skills Lab
Current Description:	In conjunction with the instructor, students choose a limited number of topics in Arithmetic (MTH 20) and/or Introductory Algebra (MTH 60 and 65) to review over the course of one term. Instruction and evaluation are computer-based and self-guided. Students must spend a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Proposed Description:	In conjunction with the instructor, students choose a limited number of topics in Arithmetic (MTH 20) and/or Introductory Algebra (MTH 60 and 65) to review over the course of one term. Instruction and evaluation are computer-based and self-guided. Students must spend a minimum of 60 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Reason for Description Change:	Computer-based instruction is only one option at this point and no longer the main mode of instruction.
Current Learning Outcomes:	Basic Math * Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple; approaches, and to interpret results; * Meet the prerequisites for further course work; * Choose and perform accurate arithmetic operations in a variety of situations with and without a calculator; * Present results numerically, graphically, symbolically and in written and oral form. Introductory Algebra: * Recognize, formulate, interpret, describe, apply, and appreciate linear and quadratic relationships in real world contexts. * Prepare for further course work.
Proposed Learning Outcomes:	Upon successful completion of this course students will be able to: • Choose and perform accurate computations in a variety of

situations with and without a calculator.
- Solve a problem at home or in an academic or work environment by creating a mathematical expression or equation that represents the situation and find the solution to the problem using correct mathematical steps.
- Creatively and confidently apply mathematical problem solving strategies.
- Be prepared for future course work.

Reason for Learning Outcomes Change:	The CCOGs for MTH 20, 60, and 65 have changed. Since my ALC courses are based on those, I'm updating my CCOGs.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Heiko Spoddeck
Contact E-Mail:	heike.spoddeck@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	ALC 63
Current Course Title:	Basic Math Skills Lab
Current Description:	In conjunction with the instructor, students choose a limited number of topics in Arithmetic (MTH 20) and/or Introductory Algebra (MTH 60 and 65) to review over the course of one term. Instruction and evaluation are computer-based and self-guided. Students must spend a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Proposed Description:	In conjunction with the instructor, students choose a limited number of topics in Basic Math (Math 20) and/or Introductory Algebra (Math 60 and 65) to review over the course of one term. Instruction and evaluation are self-guided. Students must spend a minimum of 90 hours in the lab. Completion of this course does not meet prerequisite requirements for other math courses.
Reason for Description Change:	Computer-based instruction is only one option at this point and no longer the main mode of instruction.
Current Learning Outcomes:	Basic Math * Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple; approaches, and to interpret results; * Meet the prerequisites for further course work; * Choose and perform accurate arithmetic operations in a variety of situations with and without a calculator; * Present results numerically, graphically, symbolically and in written and oral form. Introductory Algebra: * Recognize, formulate, interpret, describe, apply, and appreciate linear and quadratic relationships in real world

	contexts. * Prepare for further course work.
Proposed Learning Outcomes:	Upon successful completion of this course students will be able to: • Choose and perform accurate computations in a variety of situations with and without a calculator. • Solve a problem at home or in an academic or work environment by creating a mathematical expression or equation that represents the situation and find the solution to the problem using correct mathematical steps. • Recognize patterns in data collected or observed at home or in an academic or work environment and use the observed patterns to make predictions. • Creatively and confidently apply mathematical problem solving strategies. • Be prepared for future course work.
Reason for Learning Outcomes Change:	The CCOGs for MTH 20, 60, and 65 have changed. Since my ALC courses are based on those, I'm updating my CCOGs.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Heiko Spoddeck
Contact E-Mail:	heike.spoddeck@pcc.edu

Curriculum Request Form
New Course

Course number:	Bi 287
Course title:	Introduction to Immunology
Transcript title:	Introduction to Immunology
Course credits:	4
Lec contact hrs:	40
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	Introduces the principles of immunology including: development of the immune system, innate immunity, immunoglobulin structure and genetics, antigen-antibody reactions, the major histocompatibility complex reactions and antigen presentation, T cell receptors (genetics, structure, selection), T cell activation and effector functions, anergy and apoptosis, cytokines, phagocytic cell function, immune responses to infectious organisms and tumors, autoimmune diseases, autoimmunity, allergies, and immune deficiencies. Recommended for students who seek admission to the allied health programs or clinical technology programs.
Prerequisites coreq concurrent:	Prerequisites: WR 115. RD 115 and MTH 20 or equivalent placement test scores, and BI 112 or (BI 211 and BI212)
Addendum to course description:	To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences. Science is a fundamentally non-dogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, or myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation. The theory of evolution meets the criteria of a scientific theory. In contrast, creation “science” is neither self-examining nor investigatory. Creation “science” is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004). Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely

accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

Intended outcomes:

Successful biology students will:
• Communicate effectively in oral and written formats using appropriate vocabulary regarding the immunological response, mechanisms of this response, its regulation and the genetic basis.
• Apply scientific principles in the interpretation of immunological responses and data.
• Apply an understanding of the roles of immunology in protection against disease and autoimmune disorders to choices in their daily lives.

Outcomes assessment strategies:

Assessment tasks may include:
• Independent projects.
• Case studies
• Open-ended essay questions and multiple-choice exams.
• Classroom assessments such as quizzes, one minute summaries, etc.
• Scientific papers that follow standard scientific format presenting independent investigations and may include peer-review(s).
• Oral presentations of immunological information or contemporary issues that involve immunology
• Scientific article critiques.

Course content and skills:

COURSE CONTENT: THEMES, CONCEPTS, ISSUES AND SKILLS
General properties of immune response both innate and adaptive
Cells and tissues of the immune response
Antibodies and antigens
MHC molecules
Antigen processing and presentation
Maturation, activation and regulation of lymphocytes
Tolerance and autoimmunity
Cytokines and Immune Function
Immunity in defense and disease with respect to microbes, transplantation and tumors.

ISSUES:
Biology 287 is intended to help students master concepts of immunology at a level that will prepare the students for success in allied health programs or clinical technology programs.

COMPETENCIES AND SKILLS:
• Locate and access immunological information relevant to area of study.
• Think critically about issues that involve immunology.

	• Collaborate with peers and work effectively in a group. • Articulate scientific processes related to immunology in written and/or oral format. • Present immunologic data using scientific format. • Present conclusions and explain logic to immunological issues. • Read scientific literature about immunology.
Reason for new course:	Requested by students who need this course for admission to OHSU's medical technology program. There is no course available in Oregon at the 200-level. During the time the course has been available as an experimental course students have successfully used this course for admission to OHSU's program. These students have also successfully completed their program at OHSU.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	Currently not transferable. I am seeking transferability, but in the meantime, students need this course for the Medical/Clinical technology program at OHSU. We can no longer offer this course as an experimental course.
Proof of course transferable:	I have emailed the chair person of the biology department at Portland State University. I have gotten no reply.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No, in fact the course does not exist anywhere in the state at any University or College.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes, I have had a dialogue with the biotechnology program, that offers an immunology course. Their course is focused on techniques.
Explain if there are any potential impact on another department or campus:	None that I am aware of.
Implemented term or year requested:	Spring 2010
Submitter:	Kathleen Richardson
From:	krichard@pcc.edu
Sac chair:	Nancy Briggs
Sac chair email:	nbriggs@pcc.edu

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

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☐ title
☒ description
☐ prerequisites and co-requisites
☐ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Computer Science	Submitter name Phone Email	Gayathridevi Iyer 503-614-7607 gd.iyer@pcc.edu
Current prefix and number	CS250	Proposed prefix and number	
Current course title:	Discrete Structures I	Proposed title: (60 characters max)	
Reason for title change		Proposed transcript title: (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Discrete Structures I Introduces discrete structures and techniques for computing sets, graphs and trees. Construct simple functions, and recursive definitions. Other topics include relational properties, equivalent, partial order, proof techniques, inductive proof, counting techniques and	Introduces discrete structures and techniques for computing sets, graphs and trees. Construct simple functions, and recursive definitions. Other topics include relational properties, equivalence, partial order, proof techniques, inductive proof, counting techniques and discrete probability. Students will not get credit for both (CS 250 and CS

discrete probability. Recommend: MTH 251	251) and (MTH 231 and MTH 232). Recommended**:** MTH 111B or 111C.
Reason for description change:	Recommended course was not correct.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	☒ Next available term after approval ☐ Specify term
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Admin Liaison	Email	Date

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	ASL 150	
Current Course Title:	Accelerated American Sign Language	
Lecture Hours:	4	6
Total Contact Hours:	4	6
Credits:	4	6
Reason for Change:	Reflects previously approved increase of credits for ASL 101, 102 & 103 from 3 to 4 credits.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Spring	
Implementation Year,Implem. Year:	2010	
Contact Name:	Julie Moore	
Contact Email:	jsmoore@pcc.edu	

Curriculum Request Form
Contact/Credit Hour

Current Course Number:	ASL 151	
Current Course Title:	Accelerated American Sign Language	
Lecture Hours:	5	6
Total Contact Hours:	5	6
Credits:	5	6
Reason for Change:	Reflects previously approved change of ASL 101, 102 and 103 from 3 to 4 credits.	
Are outcomes affected?:	YES	
Are degrees/certs affected?:	No	
Is there an impact on other Dept/Campus?:	NO	
Impact on Dept/Campus:		
Is there potential conflict with another SAC?:	NO	
Impact on SACs:		
Implem. Term:	Spring	
Implementation Year,Implem. Year:	2010	
Contact Name:	Julie Moore	
Contact Email:	jsmoore@pcc.edu	

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	ASL 150
Current Course Title:	Accelerated American Sign Language
Current Learning Outcomes:	Upon completion of this course, students will be able to: Manage more complex interactions using expanded ASL grammar and vocabulary Continue to apply language learning skills outside the language classroom Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity. To receive a passing grade, students must exhibit mastery of the target language at the level of intermediate mid (ACTFL Guidelines) at completion of course.
Proposed Learning Outcomes:	generally maintain conversations using expressive ASL skills, basic vocabulary, grammar, facial markers, and non-manual signals to engage in a limited number of interactive, task-oriented and social interactions with Deaf people. • apply language-learning skills to interactions in the Deaf community • appreciate the linguistic and cultural diversity of Deaf people and behave with respect and understanding • Meet the skills required for Intermediate Low (ACTFL guidelines)
Reason for Learning Outcomes Change:	Outcomes for ASL 101 and 102 have been changed to incorporate updated curriculum. Because ASL 150 is a combination of those two courses, it must be changed to match them.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other	no

Depts/Campuses?,Is there an impact on another dept or campus?:	
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Julie Moore
Contact E-Mail:	jsmoore@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Learning Outcomes
Current Course Number:	ASL 151
Current Course Title:	Accelerated American Sign Language
Current Learning Outcomes:	* Manage more complex interactions using expanded ASL grammar and vocabulary * Continue to apply language learning skills outside the language classroom * Act with respect, knowledge and understanding of Deaf people and ASL with an appreciation for their linguistic and cultural diversity. * To receive a passing grade, students must exhibit mastery of the target language at the level of intermediate mid (ACTFL Guidelines) at completion of course.
Proposed Learning Outcomes:	 • Maintain and interrupt conversations at appropriate times in a manner appropriate in the Deaf cultural group • participate in simple conversations on topics beyond the most immediate needs, e.g. giving directions, describing others, making requests, talking about family and occupations in depth, attributing qualities to others, talking about routines • apply language-learning skills to interactions in the Deaf community • appreciate the linguistic and cultural diversity of Deaf people and behave with respect and understanding • Meet the skills required for Intermediate Mid (ACTFL guideline)
Reason for Learning Outcomes Change:	ASL 151 is a combination of ASL 102 and ASL 103, which have been changed to incorporate an updated curriculum. This change will make ASL 151 consistent with those changes.
Will this impact other SACs?,Is there an impact on other SACs?:	no

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

Curriculum Request Form
Course Revision

CHANGE:	Description,Learning Outcomes
Current Course Number:	ENGR 221
Current Course Title:	Electrical Circuits I
Current Description:	DC and AC circuit analysis. Ohm's and Kirchhoff's Laws, network theorems, node voltage and mesh current methods. Includes computer circuit simulation, math analysis using Maple, and laboratory experiments. Recommended: MTH 253; PHY 213. Prerequisites: ENGR 101; MTH 252.
Proposed Description:	Introduces students to basic circuit elements and circuit analysis techniques. Covers Ohm's and Kirchhoff's Laws, network theorems, node voltage analysis and mesh current analysis. Operational amplifiers, inductors, capacitors, RC and RL transient response are also covered. Circuit simulation, math analysis software, and laboratory experiments are incorporated to solidify classroom theory and practice. Recommended: MTH 253 and PHY 213. Prerequisites: ENGR 101; MTH 252.
Reason for Description Change:	Realigning course with PSU and OSU transfer courses.
Current Learning Outcomes:	1. The student will understand basic circuit concepts and variables and be able to: 1. Define the following prefixes: pico, nano, micro, milli, kilo, and mega. 2. Express voltage and current as derivatives involving energy, charge, and time. 3. Define the passive sign convention for an arbitrary circuit element. 4. Express power as a derivative of energy with respect to time and relate it to the circuit variables voltage and current. 2. The student will learn the characteristics of the circuit elements that make up resistive circuits and understand these characteristics in terms of the circuit variables voltage and current. The student will be able to: 1. Draw the circuit symbol for both an independent and dependent voltage source and describe the characteristics of an ideal voltage source. 2. Draw the circuit symbol for both an independent and

dependent current source and describe
the characteristics of an ideal current source.
3. Draw the circuit symbol for a resistor.
4. Define Ohm's law in terms of voltage, current, resistance, and the passive sign convention.

3. The student will become familiar with Kirchhoff's laws and their application to circuit
analysis. The student will be able to:

1. Define Kirchhoff's voltage law.
2. Determine the equivalent resistance of resistors connected in series.
3. Derive and state the voltage divider theorem.
4. Define Kirchhoff's current law.
5. Determine the equivalent resistance of resistors connected in parallel.
6. Determine the current in parallel circuit branches.
7. Use Kirchhoff's Voltage Law and Kirchhoff's Current Law and Ohm's law to solve for all of
the currents and voltages in a circuit containing both dependent and independent sources.
8. Convert a delta arranged resistive circuit to its equivalent wye connected circuit and convert
a wye arranged resistive circuit to its equivalent delta connected circuit.
9. Determine the effect of "meter loading" on measurements of voltage and current

4. The student will learn advanced circuit analysis techniques. The student will be able to:

1. Define the following network terms: node, branch, loop, and mesh.
2. Solve for voltages in a resistive circuit containing both dependent and independent sources
using node voltage analysis.
3. Solve for voltages in a resistive circuit containing both dependent and independent sources
using mesh current analysis.
4. Describe the characteristics of practical (nonideal) voltage and current sources.
5. Perform source transformations on both voltage and current sources.
6. State the maximum power transfer theorem and apply it to a practical source and load.
7. State Thevenin's theorem and reduce a resistive circuit containing both dependent and
independent sources its Thevenin equivalent circuit.

8. State Norton's theorem and reduce a resistive circuit containing both dependent and
independent sources to its Norton equivalent circuit.
9. Describe the superposition principle and use it to solve a multiple source circuit.

5. The student will become acquainted with the operational amplifier as a basic linear device.
The student will be able to:

1. Draw the circuit symbol for an operational amplifier.
2. Describe the characteristics of an ideal op amp in terms of terminal voltages and currents.
3. Draw an inverting amplifier circuit and write the equation for its ideal voltage gain.
4. Draw a non-inverting amplifier circuit and write the equation for its ideal voltage gain.
5. Draw the summing amplifier and difference amplifier circuits and write the equations for
relating input and output voltages and resistor currents

6. The student will become acquainted with the ideal inductor and capacitor, and be able to:

1. Draw the circuit symbol for an ideal inductor.
2. Define the differential and integral voltage-current relationship for an inductor.
3. Write the energy equation for an inductor and capacitor.
4. Calculate the inductance of series and parallel connected inductors.
5. Draw the circuit symbol for an ideal capacitor.
6. Define the differential and integral voltage-current relationship for a capacitor.
7. Calculate the capacitance of series and parallel connected capacitors.
8. Analyze ideal operational amplifier integrator and differentiator circuits.
9. Draw an op-amp integrator and write an equation relating its input and output voltages.
10. Draw a op-amp differentiator and write an equation relating its input and output voltages.
11. Differentiate between self inductance and mutual inductance, and to calculate mutual
inductance in terms of the individual inductances and the coupling coefficient.

7. The student will be able to analyze the natural and step response of RL and RC circuits.
The student will be able to:

1. Determine the decay rate and time constant of an RL or RC circuit.
2. Determine the initial values of voltage and current in an RC or RL circuit at the instant both
before and after a switching operation.
3. Calculate the voltage and current response in an RL or RC circuit

8. The student will learn to use the phasor transform as a method for determining the steady-
state responses of linear circuits that are driven by a sinusoidal source. The student will be
able to:

1. Define the following terms: amplitude, period, frequency, and phase angle.
2. Describe the difference between the natural response and the steady-rate response of a linear
circuit to a sinusoidal forcing function.
3. Use phasor (complex) algebra to solve for the steady-state response of RLC circuits to a
sinusoidal source.
4. Write the impedance equations for the three passive circuit elements, R, L, and C.
5. Use Kirchhoff's laws in the phasor domain.
6. Calculate the equivalent impedance of series connected circuit elements.
7. Calculate the equivalent impedance of parallel connected circuit elements.
8. Perform transformations on sinusoidal voltage and current sources in the phasor domain.
9. Calculate the Thevenin or Norton equivalents of circuits in the phasor domain.
10. Calculate voltages and currents in three phase circuits.

9. The student will learn to calculate power in steady-state sinusoidal circuits. The student will
be able to:

1. Calculate the apparent, reactive, and average power in a steady-state sinusoidal circuit..
2. Calculate effective (rms) values of both sinusoidal and non sinusoidal periodic functions.
3. Define leading and lagging power factor.
4. Graph the relationship between power factor, apparent, average, and reactive power.
5. Calculate the value of inductance or capacitance which will

	compensate a load with a leading or lagging power factor to produce a unity power factor. 6. Given an RLC circuit determine the complex powers in each of the circuit elements. 7. State the maximum power transfer theorems for both reactive and resistive loads, and apply them to a circuit driven from an arbitrary source impedance. 8. Calculate the apparent, reactive, and average power in a three phase circuit.
Proposed Learning Outcomes:	• Apply basic electrical concepts in circuit analysis. • Analyze the functionality of basic circuit elements • Use a variety of analysis techniques to solve and design basic electrical systems
Reason for Learning Outcomes Change:	Realign course with PSU and OSU transfer courses
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Mike Farrell
Contact E-Mail:	mike.farrell@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Requisites,Learning Outcomes
Current Course Number:	ENGR222
Proposed Course Number:	ENGR222
Current Course Title:	Electrical Circuits II
Proposed Course Title:	Electrical Circuits II
Current Description:	Circuit analysis using Laplace and Fourier transforms. Fourier series, convolution integral, transfer functions, and frequency response. Includes computer analysis using Maple, lab experiments using LabView, GPIB and DAQ, and computer circuit simulation. Prerequisites: ENGR 221; MTH 256
Proposed Description:	RLC circuits, transformers, AC power, and three phase power are covered. Steady state sinusoidal analysis and phasor techniques are explored. The Laplace Transform is introduced. Circuit simulation, math analysis software, and laboratory experiments are incorporated to solidify classroom theory and practice. Prerequisites: ENGR 221
Reason for Description Change:	Align with PSU and OSU transfer courses
Current Learning Outcomes:	The student will become familiar with the natural and forced response of an RLC circuit. The student will be able to: 1. Write the differential equation defining the current or voltage of a series or parallel RLC circuit and determine the type of damping of the natural response. 2. Identify the three solution forms for the natural response of an RLC circuit. 3. Define the characteristic equation for the differential equation of an RLC circuit and solve for the roots in terms of the values of R,L, and C. 4. Based on initial conditions, solve for the coefficients of

the time function representing the
differential equation solution.
5. Define the damping coefficient, damped and undamped frequencies of an under-damped
RLC circuit.
6. Write the second-order differential equation describing the behavior of a general RLC circuit.

2. The student will understand the various properties of parallel and series resonant circuits.
The student will be able to:

1. Write an equation for determining the resonant frequency of a parallel or series RLC circuit.
2. Write the defining equations for the bandwidth and quality factor of a resonant circuit.
3. Draw a parallel resonant circuit.
4. Draw a series resonant circuit.
5. Write an equation for the quality factor coil in terms of the resistance and inductance of the
coil and the frequency.

3. The student will become familiar with the Laplace transform and use it as a tool for solving
various circuit analysis problems. The student will be able to:

1. Express a piecewise linear waveform in terms of step, impulse or ramp functions.
2. Apply the sifting property of the impulse function to evaluate a function at a given time.
3. Use the Laplace transform defining integral to evaluate commonly used transforms.
4. Expand a function containing real, complex, single, and multiple poles into partial fractions.
5. Use Laplace transform tables to evaluate the transforms and inverse transforms of common
functions including use of differentiation, integration, time, and frequency operations.
6. Draw the "s" domain equivalent circuit for an inductor or a capacitor with a non-zero initial
conditions.
7. Use "s" domain equivalent circuits and any of the circuit analysis techniques of GE 221 to
solve for currents and voltages in circuits containing various forcing functions.

4. The student will be able to evaluate the response of a circuit using the convolution integral.
The student will be able to:

1. Define the transfer function of a circuit and state the conditions under which the transfer
function is defined.
2. Using the Laplace transform, define the transfer function of a system in terms of the impulse
response and vice-versa.
3. Write the defining relationship for a circuit's time domain response in terms of the input time
domain function and the circuit's impulse response.

5. The student will be able to use transfer functions and Bode diagrams to approximate a
circuit's amplitude and phase response to sinusoidal inputs.
The student will be able to:

1. Solve for the transfer function of various R, L and C networks including networks with
dependent sources and ideal operational amplifiers.
2. Use computer analysis techniques to solve and plot the amplitude and phase response.
3. Define the terms break frequency, decibel, octave, and decade.
4. Plot the idealized Bode amplitude and phase diagrams for a transfer function with multiple or
non-multiple poles.

6. The student will be able to represent periodic functions of time in terms of the Fourier series
of sinusoidal functions. The student will be able to

1. Write the general expression for the trigonometric Fourier series.
2. Determine whether a given waveform has even, odd, half-wave, or quarter-wave symmetry.
3. Solve for the coefficients of the trigonometric Fourier series given the time function.
4. Write the trigonometric Fourier series in the alternate form consisting of only cosine terms
and define the amplitudes and phases in terms of the original coefficients.
5. Plot the amplitude and phase spectrum of a waveform

given.
6. Solve for the output Fourier series given the input series and the transfer function of a circuit.
7. Express the Fourier series of a function in the exponential form.

7. The student will be introduced to the Fourier transform. The student will be able to

1. Differentiate between the characteristics of the Fourier series and the Fourier transform.
2. Differentiate between the characteristics of the Discrete time (FFT) and continuous time Fourier Transform
3. Use the Fourier transform and Parseval's Theorem in circuit application

8. The student will be able to characterize two-port circuits by their parameters and use the parameters to find voltages, current or power transmission. The student will be able to

1. State the limitations on a circuit for which two-port parameters are defined and compare these limitations tothose used to define transfer functions.
2. Define the six sets of two-port parameters in terms of the voltages and currents at each port.
3. Given any set of two-port parameters, convert to any other set.
4. Solve for the voltage, current or power at one port given the voltage, current or power at the other port and one set of two-port parameters.
5. Define the properties of reciprocity and symmetry for a two-port network and the effect either property has on each set of two-port parameters.
6. Given a cascaded set of two-port networks and any set of two-port parameters for each network, solve for the two-port parameters of the cascaded network.

Proposed Learning Outcomes:

- Use appropriate circuit analysis techniques to analyze for AC and sinusoidal systems
- Recognize and analyze 2nd order systems

	• Apply basic magnetic concepts to analyze magnetic circuit systems • Analyze power development and distribution systems
Reason for Learning Outcomes Change:	Align with PSU and OSU transfer courses.
Current Prerequisites:	ENGR221, MTH 256
Proposed Prerequisites:	ENGR221
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	winter
Requested Year:	2010
Contact Name:	Mike Farrell
Contact E-Mail:	mike.farrell@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Title,Course Description,Requisites,Learning Outcomes
Current Course Number:	ENGR223
Proposed Course Number:	ENGR223
Current Course Title:	Signals and Systems
Proposed Course Title:	Electrical Circuits III
Proposed Transcript Title:	
Reason for Title Change:	To more accurately indicate the subject matter being taught. This aligns it as the last course in a series of three.
Current Description:	Emphasizes discrete time analysis of electrical circuits, including sampling and the discrete time Fourier Transform. Discrete time and linear time invariant systems. Characterization and Fourier Series representation of signals and systems, communications systems, and the z-transform. Includes a 3-hour per week laboratory. Prerequisite: ENGR 222.
Proposed Description:	Laplace Transform analysis is covered. The transfer function, convolution, bode plots, and Fourier series are used to analyze circuits. Passive and active filters are designed and analyzed using these new circuit analysis techniques. Circuit simulation, math analysis software, and laboratory experiments are incorporated to solidify classroom theory and practice. Prerequisites: ENGR 222 Prerequisite or concurrent enrollment: MTH 256
Reason for Description Change:	Realign the course with PSU and OSU transfer credits.
Current Learning Outcomes:	1. The student will be able to identify and be able to differentiate between discrete time and continuous time signals. 2. The student will be able to calculate the response of systems to step, impulse, sinusoidal, and exponential signals using a variety of methods, such as convolution sum, Fourier Series, Fourier transform, and z-transform. 3. The student will be able to identify and be able to differentiate between under-damped, critically damped, and under-damped responses. 4. The student will be able to identify and be able to

	differentiate between a natural response, forced response, and steady state response. 5. The student will understand and be able to apply the sampling theorem. 6. The student will be able to apply the Discrete Time Fourier Transform to solve for system response, and will also understand the relationship this transform to the Fast Fourier Transform and Continuous Time Fourier Transform. 7. The student will understand the basic principles of communication system design, including heterodyning, multiplexing, and modulation. 8. The student will be able to use a math program, such as MAT-LAB, to solve communication system problems. 9. The student will learn to use a computer data acquisition system in the laboratory and will compare measured and calculated results.
Proposed Learning Outcomes:	• Analyze systems in the frequency domain • Convert electrical systems between frequency and time domain • Design and analyze various filter topologies
Reason for Learning Outcomes Change:	Realign the course with PSU and OSU transfer credits.
Current Prerequisites:	ENGR222
Proposed Prerequisites:	ENGR222
Current Prerequisites/Concurrent:	-
Proposed Prerequisites/Concurrent:	MTH256
Current Corequisites:	
Proposed Corequisites:	
Grade Modes:	Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will	

be impacted:

Request Term:	spring
Requested Year:	2010
Contact Name:	Mike Farrell
Contact E-Mail:	mike.farrell@pcc.edu

Curriculum Request Form
New Course

Course number:	DH 130
Course title:	Oral Histology Independent Study
Transcript title:	Oral Histology/Indepen study
Course credits:	1
Lec lab contact hrs:	20
Grade modes:	Grades A-F choice
Course description:	The continued study of microscopic anatomy, histology and embryology of the oral tissues. This course serves as an introduction to the study of oral pathology
Prerequisites coreq concurrent:	Prerequisite- BI 121 and BI 122 or BI 231 and BI 232 Human Anatomy and Physiology sequence Concurrent enrollment in DH 128
Intended outcomes:	1. Recognize the relationship between the embryology of the face, oral cavity and oral/dental tissues 2. Differentiate between the tissues and structures of the oral cavity and facial area
Outcomes assessment strategies:	independent designed project
Course used to supply ri for certificate:	yes
Reason for new course:	This one credit course is designed to offer continued study of histology and embryology for students who are interested in becoming Denturists. A two credit oral embryology course is required for denturist licensure. This additional credit course will allow students to sit for licensure exams.
How course will be taught:	Other
Reason for other:	This students will be required to attend DH 128 on campus each week. At this time additional work will be assigned to students taking DH 130
Explanation if there are degrees andor certificates that are affected by the instruction of this course:	No

Explanation if this course transfer to any other academic institution:	No
Explanation if there are similar courses existing in other programs or disciplines at pcc:	No
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	No
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Winter 2010
Submitter:	Nancy Pilgrim
From:	npilgrim@pcc.edu
Sac chair:	Nancy Pilgrim
Sac chair email:	npilgrim@pcc.edu
Sac admin liason name:	Cara Kao-Young
Sac admin liason email:	ckaoyoung@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	CIS120
Current Course Title:	Computer Concepts I
Current Description:	Demystify computing and discover how computers work. Solve practical problems using computer technology. Explore the Internet and the creation of basic web pages. Discuss controversial ethical issues and their impact on society. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommend: basic computer skills equivalent to CAS 133 or BA 131.
Proposed Description:	Introduces computing fundamentals from the past into the future, utilizes key applications to solve practical problems, and explores the benefits and risks of living online. Designed for the student who is already computer literate with the MS Office applications, e-mail, and the Internet and focuses on applying this literacy to practical IT applications. Provides a foundation to pursue an IT pathway and helps prepare students for the IC3 certification. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommend: basic computer skills equivalent to CAS 133 or BA 131.
Reason for Description Change:	Periodic review. To incorporate OCCC recommendations for IC3.
Current Learning Outcomes:	On completion of this course the student should be able to: + Identify, explain and demonstrate the operation of computer systems and networks. + Describe and explain the significance of various theoretical system development models. + Analyze computer technology problems and select appropriate computer hardward and software. +Apply appropriate processes to solve basic information systems problems. +Explore solutions to personal and business issues using

	computer technology. +Describe milestones in computer history and discuss their effect on global culture and society. + Communicate and document computer technology concepts using a variety of electronic media taking into account technological and aesthetic considerations. + Weigh ethical issues related to technology including copyright laws, privacy, security, free speech, and censorship. + Work and communicate effectively with persons of diverse backgrounds.
Proposed Learning Outcomes:	On completion of this course, the student should be able to: + Use knowledge of the milestones in computer history in order to evaluate their effects on global culture and society. + Use theoretical systems development models to solve basic information systems problems. +Weigh ethical issues related to technology including copyright laws, privacy, security, free speech, and censorship. + Design business web pages using current xhtml coding standards. + Manage and change operating system settings, install and remove software. + Identify and analyze computer hardware, software and network components to make intelligent purchase decisions. + Apply word-processing, spreadsheet and presentation software techniques to solve personal and business issues. + Use relational database systems to organize data for efficient access and maintenance. + Analyze compression techniques and file formats to determine effective ways of securing, managing and transferring data.
Reason for Learning Outcomes Change:	Periodic review To incorporate OCCC recommendations for IC3 and better reflect what is currently being taught in the class.

Grade Modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	yes
How other SACs may be impacted:	Both CIS120 and CAS133 address computer literacy/IC3 components as defined by the OCCC, but CAS133 is from a point of teaching the MS Office programs and CIS120 applies the MS Office programs to IT related problems/tasks. CIS and CAS have met and are in agreement on this division.
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Susan Norris
Contact E-Mail:	snorris@pcc.edu

Portland Community College

Course Revision

What do you want to change? Check all that apply- double click on the box to open the task window
☐ course number
☒ title
☒ description
☐ prerequisites and co-requisites
☒ outcomes
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	CIS	Submitter name Phone Email	Scott Quinn 503 977 4454 squinn@pcc.edu
Current prefix and number	CIS 277T	Proposed prefix and number	No change
Current course title:	Business Intelligence App Dev	Proposed title: (60 characters max)	Web Business Intelligence Application Development
Reason for title change	More descriptive	Proposed transcript title: (30 characters max)	Web Business Intel App Dev

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Develop skills required to use the latest Oracle Internet Development Suite to design, develop, maintain, and build complex database interfaces and forms. Recommended: CIS 276.	Focus on the fundamentals of the Oracle Application Express 3.0, Web Application Development and Business Intelligence reporting using the newest ANSI 99 standard's new features for SQL and DML. Learn fundamentals of Web Business Intelligence Reporting and Web User Interface development.

Reason for description change:	To better market the class

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
On completion of this course the student should be able to design, develop, maintain, and build interfaces using Oracle Forms and Reports and Developer tools.	After completing this course the student will be able to do the following: ❑ Develop a database-centric Web application using Oracle Application Express 3.0 ❑ After building the application, utilize and manage shared components in an application to fast track future development of additional applications ❑ Create Application user, manage users and groups to enforce application security that will include: o Manage access control by authorizing access to Application items and pages o Implementation of a security by developing an authentication model for the Application users o Load and unload data into/out of the Oracle Database or export application components

Reason for change	More accurately describes the outcomes of the class

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

IMPACT ON THE OTHER SACS – are there changes being requested that may impact other SACs or the contracting colleges, CGCC and TBCC, such as content overlap, duplication of content or impact on enrollment?	
Please provide details, who was contacted and the resolution.	
Yes No	No

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
Yes No	No
Implementation term	☐ Next available term after approval ☒ Specify term - Spring 2010
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Mike Mostafavi	mmostafa@pcc.edu	Nov 6, 2009
SAC Admin Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	November 13, 2009

Curriculum Request Form
New Course

Course number:	CHN 101
Course title:	First Year Chinese
Transcript title:	First Year Chinese
Course credits:	5
Lec contact hrs:	50
Grade modes:	Pass/No Pass Choice, Allow Students to request audit, Grades A-F choice
Course description:	The first sequence of a year-long introductory Chinese language and culture class, with a well-balanced emphasis on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will help the early beginning learners to acquire language proficiency as well as cultural awareness and understanding.
Prerequisites coreq concurrent:	NA
Intended outcomes:	1.Pronounce Chinese phonetic symbols accurately 2.Exchange basic greetings and communicate in predicable settings with appropriate vocabulary 3.Apply basic cultural understandings and recognize cultural values to interact with native Chinese people and authentic texts 4.Use the understanding of basic Chinese syntactic system to read and compose simple colloquial Chinese texts in Chinese characters
Course activities and design:	1.Group, pair and individual activities – communicative based activities 2.Classroom and individual projects – project-based activities 3.Individual and group presentations – project-based activities 4.Class drills – TPR and TPRS teaching methods; immersion approach
Outcomes assessment strategies:	1.Active participation in interactive class activities, including individual, pair or group activities 2.Individual presentations 3.Contextual written tasks to assess reading, writing, cultural and aural competencies 4.Oral interviews with partners or instructor 5.Multimedia aids to improve listening skills, including short audio clips or films

	6.Class discussions to enhance cultural awareness and knowledge
Course content and skills:	COURSE CONTENT: Themes: 1.Basic greetings and self-introductions 2.Nationality 3.family 4.Gratitude and apology 5.Numbers 6.Occupations 7.Time and dates 8.Invitations: acceptance and rejection 9.Descriptive adjectives Concepts: 1.Statements 2.Affirmative and negative responses 3.Interrogatives: confirmative and informative questions 4.Personal and demonstrative pronouns 5.Word orders 6.Conjunctions Skills and competencies: 1.Initiate basic greetings, and self-introductions in culturally appropriate manner according to gender and age 2.Exchange personal information, including last name, first name, phone number, nationality and occupations 3.Express gratitude and apology 4.Express time and dates 5.Express likes and dislikes 6.Formulate basic requests and appropriate responses 7.Employ proper sentence conjunctions 8.Read edited level-appropriated Chinese texts 9.Compose level-appropriated sentences and short paragraphs in Chinese characters 10.Understand basic Chinese syntactic system and phonetic symbols 11.Understand basic Chinese value and cultural knowledge
Reason for new course:	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.
How course will be taught:	Campus
Where and how the course transfer within ous of highered:	Portland State University and Lewis and Clark College will accept the course as transfer. MHCC, UO, and OSU have been contacted, waiting for response.
Proof of course transferable:	E-mail correspondence with receiving institution

Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes.
Explain if there are any potential impact on another department or campus:	
Implemented term or year requested:	Fall 2010
Submitter:	Craig Kolins, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu
Sac chair:	Jan Underwood
Sac chair email:	junderwo@pcc.edu
Sac admin liason name:	David Stout
Sac admin liason email:	dstout@pcc.edu

Curriculum Request Form
New Course

Course number:	CHN 102
Course title:	First Year Chinese
Transcript title:	First Year Chinese
Course credits:	5
Lec contact hrs:	50
Grade modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Course description:	The second course of a year-long introductory Chinese language and culture class, with the expansion on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will expand lower beginning learners' language proficiency as well as cultural awareness and understanding. Recommended: Prerequisite CHN 101 or instructor permission
Prerequisites coreq concurrent:	Recommended: Prerequisite CHN 101 or instructor permission
Addendum to course description:	
Intended outcomes:	1.Pronounce Chinese phonetic symbols accurately 2.Exchange daily greetings and communicate in semi-predicable settings with appropriate vocabulary depending on age and gender 3.Apply common cultural understandings and recognize cultural values when interacting with native Chinese people 4.Use the understanding of basic Chinese syntactic system to read and compose colloquial Chinese texts in Chinese characters 5.Apply their understanding of Chinese to interact with native Chinese speakers
Course activities and design:	1.Group, pair and individual activities – communicative based activities 2.Classroom and individual projects – project-based activities

	3.Individual and group presentations – project-based activities 4.Class drills – TPR and TPRS teaching methods; immersion approach
Outcomes assessment strategies:	1.Active participation in interactive class activities, including individual, pair or group activities 2.Individual presentations 3.Contextual written tasks to assess reading, writing, cultural and aural competencies 4.Oral interviews with partners or instructor 5.Multimedia aids to improve listening skills, including short audio clips or films 6.Class discussions to enhance cultural awareness and knowledge
Course content and skills:	COURSE CONTENT: Themes: 1.Telephone conversation 2.Requests and responses 3.Academic subjects 4.School days 5.Shopping 6.Clothing 7.Colors 8.Locations and directions Concepts: 1.Statements 2.Affirmative and negative responses 3.Interrogatives: confirmative and informative questions 4.Personal and demonstrative pronouns 5.Complex word orders 6.Conjunctions 7.Modals 8.Prepositions 9.Descriptive complements 10.Directional complements 11.Adverbs 12.Particles 13.Topic-Comment sentences Skills and competencies: 1.Initiate and exchange basic greetings and self-introductions in culturally appropriate manner according to gender and age 2.Formulate requests and appropriate responses for different settings 3.Describe existence and locations 4.Give directions

	5.Employ proper sentence conjunctions in complex sentences 6.Read edited level-appropriated Chinese texts 7.Compose level-appropriated sentences and short paragraphs in Chinese characters 8.Understand more complex Chinese syntactic system and phonetic symbols 9.Understand common Chinese value and cultural knowledge
Reason for new course:	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	Portland State University and Lewis and Clark College will accept the course as transfer. MHCC, UO, and OSU have been contacted, waiting for response.
Proof of course transferable:	E-mail correspondence with receiving institution.
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and have given support and approval for the Chinese curriculum.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	Yes. World language SAC chair has been contacted and have given support and approval for the Chinese curriculum.
Explain if there are any potential impact on another department or campus:	
Implemented term or year requested:	Winter 2011
Submitter:	Craig Kolins, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu

Sac chair:	Jan Underwood
Sac chair email:	junderwo@pcc.edu
Sac admin liason name:	David Stout
Sac admin liason email:	dstout@pcc.edu

Curriculum Request Form
New Course

Course number:	CHN 103
Course title:	First Year Chinese
Transcript title:	First Year Chinese
Course credits:	5
Lec contact hrs:	50
Grade modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Course description:	The third course of a year-long introductory Chinese language and culture class, with the expansion on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will expand beginning learners' language proficiency as well as cultural awareness and understanding. Recommended: Prerequisite CHN 102 or instructor permission
Prerequisites coreq concurrent:	Recommended: Prerequisite CHN 102 or instructor permission
Intended outcomes:	1.Exchange daily greetings and communicate with gender and age appropriate vocabulary when interact with native Chinese speakers 2.Apply common cultural understandings and recognize cultural values when interacting with native Chinese speakers 3.Use the understanding of more complex Chinese syntactic system to read and compose simple Chinese texts in Chinese characters to interact with their Chinese friends
Course activities and design:	1.Group, pair and individual activities – communicative based activities 2.Classroom and individual projects – project-based activities 3.Individual and group presentations – project-based activities 4.Class drills – TPR and TPRS teaching methods; immersion approach
Outcomes assessment strategies:	1.Active participation in interactive class activities, including individual, pair or group activities 2.Individual presentations 3.Contextual written tasks to assess reading, writing, cultural and aural competencies 4.Oral interviews with partners or instructor

	5.Multimedia aids to improve listening skills, including short audio clips or films 6.Class discussions to enhance cultural awareness and knowledge
Course content and skills:	COURSE CONTENT: Themes: 1.Weather descriptions 2.Dinning out/ordering food 3.Asking directions 4.Seeing a doctor 5.Illness 6.Attending social events Concepts: 1.Statements 2.Affirmative and negative responses 3.Interrogatives: confirmative and informative questions 4.Personal and demonstrative pronouns 5.Complex word orders 6.Conjunctions 7.Modals 8.Prepositions 9.Descriptive complements 10.Directional complements 11.Adverbs 12.Particles 13.Topic-Comment sentences 14.Comparative sentences 15.Resultative complements 16.Time duration 17.Reduplication of adjectives Skills and competencies: 1.Initiate and exchange basic greetings and self-introductions in culturally appropriate manner according to gender and age 2.Formulate requests and appropriate responses for different settings 3.Describe weather conditions 4.Describe existence and locations 5.Give directions 6.Attend social events in a culturally appropriate manner 7.Describe illness and seek for medical assistance 8.Employ proper sentence conjunctions in complex sentences 9.Read edited level-appropriated Chinese texts 10.Compose level-appropriated sentences and short paragraphs in Chinese characters 11.Understand more complex Chinese syntactic system and phonetic symbols 12.Understand common Chinese value and cultural knowledge
Reason for new course:	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.
How course will be	Campus

taught:	
Reason for other:	
Where and how the course transfer within ous of highered:	Portland State University and Lewis and Clark College will accept the course as transfer. MHCC, UO, and OSU have been contacted, waiting for response.
Proof of course transferable:	E-mail correspondence with receiving institution
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.
Explanation if they have consulted with sac chairs of other programs regarding potential impact:	World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.
Explain if there are any potential impact on another department or campus:	
Implemented term or year requested:	Spring 2011
Submitter:	Craig Kolins, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu
Sac chair:	Jan Underwood
Sac chair email:	junderwo@pcc.edu
Sac admin liason name:	David Stout
Sac admin liason email:	dstout@pcc.edu

Curriculum Request Form
New Course

Course number:	CHN 260
Course title:	Chinese Culture
Transcript title:	Chinese Culture
Course credits:	3
Lec contact hrs:	30
Grade modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Course description:	Chinese culture through films and music. Increase understanding of Chinese traditional and modern culture and society through analysis of cultural, historical and social issues by mass media and products. Explore concepts such as families, social roles, friendship, social values, morality, philosophies, economics, and more. Course conducted in English. Chinese materials presented in class will be subtitled in English.
Prerequisites coreq concurrent:	Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Intended outcomes:	1.Recognizes and approaches cultural differences with respect and open-mindedness 2.Think critically with understanding one's own cultural filter, using concepts learned when involving in multi-cultural environment 3.Be prepared if visiting China to view the culture with a deepened understanding of its history, ecology, society, politics, and culture. 4.Apply a basic understanding of Chinese culture, social and political issues, perspectives, and forms of expression, as well as own culture's complexities to resolve cultural conflicts 5.Practice self-appraising examination and evaluation of personal beliefs in comparison to the beliefs of others 6.Apply cultural understandings learned in class effectively in authentic interactions with native Chinese people
Course activities and design:	1.Group and class discussions – critical thinking skills 2.Group and individual presentations –critical thinking skills and project-based activities 3.Written and oral reports – critical thinking skills 4.Class projects – critical thinking skills and project-based activities
Outcomes assessment	1.Active participation in interactive class activities, including individual,

strategies:	pair or group activities 2.Individual presentations 3.Contextual written tasks to assess understanding of cultural and social themes in readings and films 4.Multimedia aids to improve listening skills, including short audio clips or films 5.Class discussions to enhance cultural awareness and knowledge
Course content and skills:	COURSE CONTENT: Themes: 1.Chinese families 2.Societal roles 3.Friendship 4.Influence of historical events 5.Chinese morality, ethics and philosophies 6.Poverty and wealth 7.Modern pop music culture Skills and competencies: 1.Recognize cultural and humanistic issues through comparisons, contrast, reading and discussions 2.Apply understanding of relevant cultural and social issues in contemporary Chinese society 3.Use basic cultural understandings and recognize cultural values 4.Critical analysis of cultural issues in films 5.Develop empathy, compassion and respect to different cultural groups
Reason for new course:	PCC has recently become a regional center for the ASDP with the support of the East West Center. In an effort to expand the programs related to Asia, we are applying for the title VI grant. Under the grant application, we must develop a Chinese program this year.
How course will be taught:	Campus
Reason for other:	
Where and how the course transfer within ous of highered:	PSU, MHCC, UO, OSU and Lewis and Clark have been contacted, waiting for response.
Proof of course transferable:	E-mail correspondence with receiving institution
Gened status or cultural diversity sought:	no
Explanation if there are similar courses existing in other programs or disciplines at pcc:	Yes PCC offers transferrable courses of similar course design in five other world languages. World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.
Explanation if they have consulted with sac	World language SAC chair has been contacted and has given support and approval for the Chinese curriculum.

chairs of other programs regarding potential impact:	
Explain if there are any potential impact on another department or campus:	
Implemented term or year requested:	Spring 2010
Submitter:	Craig Kolins, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu
Sac chair:	Jan Underwood
Sac chair email:	junderwo@pcc.edu
Sac admin liason name:	David Stout
Sac admin liason email:	dstout@pcc.edu

Curriculum Request Form
Prerequisite Opt Out

Course number:	CHN101
Course title:	First Year Chinese
Course description:	The first sequence of a year-long introductory Chinese language and culture class, with a well-balanced emphasis on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will help the early beginning learners to acquire language proficiency as well as cultural awareness and understanding.
Steps the sac has taken:	All of the existing courses in the other five World Languages are offered without the prerequisites and are taught in the immersion approach. Only the minimum amount of reading and writing skills in English and math are required to succeed in this course. In fact, students who have not passed WR115, RD115 and MTH20 have successfully completed these courses according to the data collected by the World Language SAC.
Wr prerequisite:	WRITING
Wr prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:	This course is taught mainly in Chinese. The most difficult statement the students will learned in this course is in simple present tense. For example: I drink tea but I don't drink coffee. There is no concern for different audiences and styles.
Instructional materials and other teaching methods used in this course wr:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking WR115 can still succeed in this course.
Assessments used to measure outcomes wr:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with writing deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.

Rd prerequisite:	READING
Rd prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:	This course is an early beginning Chinese course and it is taught mainly in Chinese. The level of reading students will do in this course is equivalent to pre-school to 1st grade in elementery school reading. Students
Instructional materials and other teaching methods used in this course rd:	Most the materials presented in this course are in simple Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking RD115 can still succeed in this course.
Assessments used to measure outcomes rd:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with reading deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Mth prerequisite:	MATH
Mth prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	There are no maps, charts, graphs, statistic or other data used in this course. Students might need some basic addition and subtraction when learning to express value in Chinese. Therefore, students without passing MTH20 can still be successful in this course.
Instructional materials and other teaching methods used in this course mth:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking MTH20 can still succeed in this course because only limited math skill is required.
Assessments used to measure outcomes mth:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with math deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Other info to consider:	
Contact person:	Craig Kolin, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu

Curriculum Request Form
Prerequisite Opt Out

Course number:	CHN102
Course title:	First Year Chinese
Course description:	The second course of a year-long introductory Chinese language and culture class, with the expansion on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will expand lower beginning learners' language proficiency as well as cultural awareness and understanding. Recommended: Prerequisite CHN 101 or instructor permission.
Steps the sac has taken:	All of the existing courses in the other five World Languages are offered without the prerequisites and are taught in the immersion approach. Only the minimum amount of reading and writing skills in English and math are required to succeed in this course. In fact, students who have not passed WR115, RD115 and MTH20 have successfully completed these courses according to the data collected by the World Language SAC.
Wr prerequisite:	WRITING
Wr prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:	This course is taught mainly in Chinese. The most difficult statement the students will learned in this course is in simple present tense. For example: I need to get up early or I will be late. There is no concern for different audiences and styles.
Instructional materials and other teaching methods used in this course wr:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking WR115 can still succeed in this course.
Assessments used to measure outcomes wr:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with writing deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Rd prerequisite:	READING
Rd prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:	This course is an early beginning Chinese course and it is taught completely in Chinese. The level of reading students will do in this course is equivalent to 2nd grade elementary school reading. Students without taking or passing RD 115 can still be successful in this course.

Instructional materials and other teaching methods used in this course rd:	Most the materials presented in this course are in simple Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking RD115 can still succeed in this course.
Assessments used to measure outcomes rd:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with reading deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Mth prerequisite:	MATH
Mth prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	There are no maps, charts, graphs, statistic or other data used in this course. Students might need some basic addition and subtraction when learning to express value in Chinese. Therefore, students without passing MTH20 can still be successful in this course.
Instructional materials and other teaching methods used in this course mth:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking MTH20 can still succeed in this course because only limited math skill is required.
Assessments used to measure outcomes mth:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with math deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Other info to consider:	
Contact person:	Craig Kolin, Nancy Wessel, Hsiao-Yun Shotwell
From:	hsiaoyun.shotwell@pcc.edu

Curriculum Request Form
Prerequisite Opt Out

Course number:	CHN103
Course title:	First Year Chinese
Course description:	The third course of a year-long introductory Chinese language and culture class, with the expansion on effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. The class will expand beginning learners' language proficiency as well as cultural awareness and understanding. Recommended: Prerequisite CHN 102 or instructor permission.
Steps the sac has taken:	All of the existing courses in the other five World Languages are offered without the prerequisites and are taught in the immersion approach. Only the minimum amount of reading and writing skills in English and math are required to succeed in this course. In fact, students who have not passed WR115, RD115 and MTH20 have successfully completed these courses according to the data collected by the World Language SAC.
Wr prerequisite:	WRITING
Wr prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without wr115:	This course is taught mainly in Chinese. The most difficult statement the students will learned in this course is in simple present tense. For example: I went to see a doctor yesterday because I had a headache. There is no concern for different audiences and styles.
Instructional materials and other teaching methods used in this course wr:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking WR115 can still succeed in this course.
Assessments used to measure outcomes wr:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assignments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to	The students will be supported by systematic communicative

support students with writing deficient:	teaching approach, abundant visuals in class and teacher-student conferences after class.
Rd prerequisite:	READING
Rd prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without rd115:	This course is an early beginning Chinese course and it is taught completely in Chinese. The level of reading students will do in this course is equivalent to 4th grade elementary school reading. Students without taking or passing RD 115 can still be successful in this course.
Instructional materials and other teaching methods used in this course rd:	Most the materials presented in this course are in simple Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking RD115 can still succeed in this course.
Assessments used to measure outcomes rd:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with reading deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Mth prerequisite:	MATH
Mth prerequisite requested:	NA
Explain how learning outcomes competencies and skills listed in ccog for this course can be achieved without mth20:	There are no maps, charts, graphs, statistic or other data used in this course. Students might need some basic addition and subtraction when learning to express value in Chinese. Therefore, students without passing MTH20 can still be successful in this course.
Instructional materials and other teaching methods used in this course mth:	Most the materials presented in this course are in Chinese characters and supported by several visuals. Teaching methods used in this course, such as TPR (Total Physical Response), project-based method, and communicative-based method, involve limited writing skill. Therefore, students without taking MTH20 can still succeed in this course because only limited math skill is required.
Assessments used to measure outcomes mth:	1. Oral interviews 2. Pair or group presentations in Chinese 3. Weekly assginments in Chinese characters 4. Weekly quizzes in Chinese characters 5. Final exam in Chinese characters
Strategies employed to support students with math deficient:	The students will be supported by systematic communicative teaching approach, abundant visuals in class and teacher-student conferences after class.
Other info to consider:	

Contact person: Craig Kolin, Nancy Wessel, Hsiao-Yun Shotwell
From: hsiaoyun.shotwell@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	MTH 61
Current Course Title:	Introductory Algebra - Part I
Current Description:	Use applications, formulas and reasoning skills to write, manipulate and interpret expressions and equations. Concepts introduced numerically, graphically, and symbolically. Results communicated in oral and written form. See instructor for calculator recommendation. Prerequisites: MTH 20; (RD 80 or ESOL 250).
Proposed Description:	Introduces algebraic concepts and processes with a focus on linear equations and inequalities in one variable. Applications, formulas, and proper mathematical notation are emphasized throughout the course. A scientific calculator is required. The TI-30X II is recommended. Must take both MTH 61 and MTH 62 to satisfy MTH 60 requirements. Prerequisite: MTH 20 AND (Reading 80 or ESOL 250).
Reason for Description Change:	Math 60 and 65 changed last year and we are just trying to update 61, 62, and 63 to reflect that change.
Current Learning Outcomes:	* To recognize, formulate, interpret, describe, apply, and appreciate relationships, especially linear, in real-world contexts * To prepare for further coursework
Proposed Learning Outcomes:	INTENDED OUTCOMES FOR THE COURSE: • Use a variable to represent an unknown in a simple linear problem at home or in an academic or work environment, create a linear equation that represents the situation, and find the solution to the problem using algebra. • Be successful in future coursework that requires an understanding of the basic algebraic concepts covered in the course.
Reason for Learning Outcomes Change:	See Above

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

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	MTH 62
Current Course Title:	Introductory Algebra ◆ Part II
Current Description:	Manipulate, interpret, solve, and graph linear equations. Concepts introduced numerically, graphically and symbolically. Results communicated in oral and written form. See instructor for calculator recommendation. Prerequisites: MTH 61; (RD 80 or ESOL 250).
Proposed Description:	Introduces algebraic concepts and processes with a focus on linear equations in two variables, functions, linear systems, and polynomials. Applications, graphs, functions, formulas, and proper mathematical notation are emphasized throughout the course. A scientific calculator is required. The TI-30X II is recommended. Must take both MTH 61 and MTH 62 to satisfy MTH 60 requirements. Must take both MTH 62 and MTH 63 to satisfy MTH 65 requirements. Prerequisite: (MTH 60 or MTH 61) AND (Reading 80 or ESOL 250).
Reason for Description Change:	Math 60 and 65 changed last year, and now we are just trying to update 61, 62, and 63.
Current Learning Outcomes:	* To recognize, formulate, interpret, describe, apply, and appreciate relationships, especially linear, in real-world contexts * To prepare for further coursework
Proposed Learning Outcomes:	◆ Use a variable to represent an unknown in a simple linear problem at home or in an academic or work environment, create a linear equation that represents the situation, and find the solution to the problem using algebra. ◆ Recognize a linear pattern in ordered paired data collected or observed at home or in an academic or work environment, calculate and interpret the rate of change (slope) in the data, create a linear model using two data points, and use the observed pattern to make predictions. ◆ Be successful in future coursework that requires an understanding of the basic algebraic concepts covered in the course.
Reason for Learning	See Above

Outcomes Change:	
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Shane Horner
Contact E-Mail:	shorner@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes]
Current Course Number:	MTH 63
Current Course Title:	Introductory Algebra - Part III
Current Description:	Use applications, formulas, and reasoning skills to write, manipulate, interpret, solve, and graph quadratic equations. Concepts will be introduced numerically, graphically and symbolically. Results communicated in oral and written form. See instructor for calculator recommendation. Prerequisites: MTH 62; (RD 80 or ESOL 250).
Proposed Description:	Introduces algebraic concepts and processes with a focus on functions, polynomials, and quadratic equations. Applications, graphs, functions, formulas, and proper mathematical notation are emphasized throughout the course. A scientific calculator is required. The TI-30X II is recommended. Must take both MTH 62 and MTH 63 to satisfy MTH 65 requirements. Prerequisite: (MTH 60 or MTH 62) AND (Reading 80 or ESOL 250).
Reason for Description Change:	Math 60 and 65 changed last year, this request is to update 61, 62, and 63 to reflect that change.
Current Learning Outcomes:	* An instructor may integrate the use of a graphing calculator. * Application problems must be answered in complete sentences.
Proposed Learning Outcomes:	 &#65533; Recognize and differentiate between linear and quadratic patterns in ordered paired data, graphs, and equations. &#65533; Use variables to represent unknowns in quadratic problems, create a quadratic equation that represents the situation, and find the solution to the problem using algebra. &#65533; Be successful in future coursework that requires the use of basic algebraic concepts and an understanding of functions.
Reason for Learning Outcomes Change:	See Above
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	

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

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	MTH91
Current Course Title:	Intermediate Algebra Part 1
Current Description:	Functions are investigated graphically, numerically, symbolically and verbally in real world settings. The concept of a function is introduced, with emphasis on linear and rational functions. Technology is integrated into all aspects of the course, as appropriate. Students communicate results in oral and written form. Graphing calculator required TI-89 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisite: Successful completion of MTH 65 and placement into WR 115.
Proposed Description:	Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations and graphs involving linear rational, and absolute value expressions are investigated. Technology is integrated throughout. A graphing calculator is required: TI 89/92 plus or Voyage 200 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisites: MTH 63, MTH 65 or MTH 70 and placement into WR 115.
Reason for Description Change:	Last year we changed math 95, this is just a change to have 91 and 92 match the new changes.
Current Learning Outcomes:	Intended Outcomes for the course * Creatively use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and to interpret results. * Make mathematical connections by recognizing and creating linear and rational models of nontrivial real world situations. * Demonstrate mastery of linear and rational functions. * Meet the prerequisites for the study of college-level mathematics.
Proposed Learning Outcomes:	Intended Outcomes For the Course: 1. Use linear and rational models in academic and non-academic environments. 2. Recognize connections between graphical and algebraic

	representations in academic and non-academic settings. 3. Interpret graphs in academic and non-academic contexts. 4. Be successful in future coursework that requires the use of algebraic concepts and an understanding of functions.
Reason for Learning Outcomes Change:	Again we changed the math 95 last year, and this change is just to update 91 and 92.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Shane Horner
Contact E-Mail:	shorner@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description,Learning Outcomes
Current Course Number:	MTH92
Current Course Title:	Intermediate Algebra Part 2
Current Description:	Functions are investigated graphically, numerically, symbolically and verbally in real world settings. Radical, quadratic, and exponential functions are explored. Technology is integrated into the course, as appropriate. Students communicate results in oral and written form. Graphing calculator required TI-89 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisite: Successful completion of MTH 91 and placement into WR 115.
Proposed Description:	Functions are explored graphically and symbolically with an emphasis on function notation. Functions, equations and graphs involving quadratic, rational, and radical expressions are investigated. Technology is integrated throughout. A graphing calculator is required: TI 89/92 plus or Voyage 200 recommended. Must take both MTH 91 and MTH 92 to satisfy MTH 95 requirements. Prerequisites: MTH 91 and placement into WR 115.
Reason for Description Change:	Math 95 was changed last year, this change is to update math 91 and 92.
Current Learning Outcomes:	* Creatively use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and to interpret results. * Make mathematical connections by recognizing and creating radical, quadratic, and exponential models of nontrivial real world situations. * Demonstrate mastery of radical and quadratic functions. * Demonstrate familiarity with exponential functions. * Meet the prerequisites for the study of college-level mathematics.
Proposed Learning Outcomes:	Intended Outcomes For the Course: 1. Use quadratic, rational and radical models in academic and non-academic environments. 2. Recognize connections between graphical and algebraic representations in academic and non-academic settings. 3. Interpret graphs in academic and non-academic contexts. 4. Be successful in future coursework that requires the use of algebraic concepts and an understanding of functions.

Reason for Learning Outcomes Change:	Math 95 was changed last year, this change is to update math 91 and 92.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	fall
Requested Year:	2010
Contact Name:	Shane Horner
Contact E-Mail:	shorner@pcc.edu

Curriculum Request Form
Course Revision

CHANGE:	Course Description
Current Course Number:	SP 110
Current Course Title:	Voice and Articulation
Current Description:	Present prepared and impromptu assignments with emphasis on understanding the vocal mechanism for production of Standard American speech while learning the International Phonetic Alphabet. In class group and individual work designed to improve articulation, breathing, projection, expressiveness, and pronunciation.
Proposed Description:	Present prepared and impromptu assignments with emphasis on understanding the vocal mechanism for production of Standard American speech while learning the International Phonetic Alphabet. Group or individual work designed to improve articulation, breathing, projection, expressiveness, and pronunciation.
Reason for Description Change:	Omitting the words "in class" and changing "and" to "or" would allow for this course to be taught as a Distance Learning class as well as in the regular classroom.
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	no
How other Depts/Campuses will be impacted:	
Request Term:	spring
Requested Year:	2010
Contact Name:	Patricia Semura
Contact E-Mail:	psemura@pcc.edu

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Communication Studies	Submitter:	Chris Edwards
Course Prefix and Number:	SP111 H	Phone Email	503-614-7088
Course Title: (60 characters max)	Public Speaking Honors	# Credits:	4
Transcript Title (30 characters max)	Public Speaking Honors	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 4 Lec/lab (# of hours): Lab (# of hours):
Grading option. Check all that apply	☒ A-F ☒ P-NP ☒ Audit with faculty consult	Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**	n/a		
Course Description: (field will expand as needed)	This is the Honors version of SP111. Introduction to speechmaking based primarily on a traditional rhetorical approach. Aids students in developing theoretical understanding and practical application of oral communication skills. Also includes how to structure and organize information to present to a variety of audiences, and physical and vocal delivery skills, as well as techniques in controlling speech anxiety. Enhancement of research skills, analysis and construction of information will be examined and analyzed.		
Begin the course description with an active verb. Include recommendations in the description.			

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	☐ Placement into:

course prefix & number: Successful completion of WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: RD 115	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: MTH 20	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Use learned public speaking skills in order to present an effective and efficient message. 2. Provide community leadership through increased organizational and presentational skills. 3. Make responsible decisions though the increased ability to critically examine ideas and information. 4. Continue to use strategies and skills that manage communication anxiety. 5. Use learned rhetorical theory in order to critically interpret ideas, make ethical decisions, and examine current political and social issues. 6. Analyze subjects with increased depth and breadth in order to support presentations more substantially.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	**Outcome Assessment Strategies** • Students will deliver at least three (3) formal oral instructor-graded presentations before an audience in the classroom. "Formal" means prepared, researched, structured. This excludes such "speeches" as self-introductions, "my favorite things" speeches, "my least favorite things" type of speeches. • At a minimum, students must deliver one informative speech, one persuasive speech, and a group presentation or debate. • Students will critically analyze oral presentations and express understanding via written and/or oral formats. • Other forms of assessment may include: o Examinations o Essays o Journals o Research o Portfolios o In-class participation o Group projects o Peer evaluations o Service learning o Observations o Analysis of published speeches

Course Content: Themes, Concepts, Issues and Skills:

(**from CCOG they should be connected to the outcomes)**

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues:

- Rhetorical theory & analysis
- Creating the Public Speech (thesis, content, organization, outlining)
- Different types of speeches (informative, persuasive, impromptu speaking, etc.
- Audience Analysis
- Language Usage
- Delivery
- Active Listening
- Critical thinking
- Communication Anxiety

Competencies and Skills:

I. Speakers

A. Determine the purpose of the speech as appropriate to the speaking context.
B. Choose a topic and restrict/narrow it according to the purpose, audience, and time constraints.
C. Formulate and use a proper thesis statement.
D. Provide adequate and credible supporting material that is appropriate based on the topic, audience setting and purpose. Demonstrate awareness of available types of support.
E. Select a suitable organizational pattern that is appropriate to the topic, audience, context, and purpose. Demonstrate awareness of alternative organizational patterns and their functions.
F. Demonstrate careful choice of words. Select words appropriate to the topic, audience, purpose, context, and speaker, while avoiding words that express prejudice. Demonstrate appropriate grammar and intelligible pronunciation. Demonstrate the effective use of appropriate technical vocabularies, slang, idiomatic language, and regionalisms. Present speeches using an extemporaneous style.
G. Provide effective transitions that, establish connectedness, signal movement from one idea to another, and clarify relationships among ideas.
H. Employ vocal variety in rate, pitch, and intensity. Demonstrate vocal variety as suitable to the message, occasion, and audience.
I. Demonstrate appropriate nonverbal behavior that supports the verbal message.

II. Listeners-

A. Attend with open minds.
B. Recognize and recall main ideas.
C. Identify supporting details.
D. Distinguish between emotional and logical arguments.
E. Examine whether asserted relationships exist between ideas.
F. Detect bias and prejudice- recognize and appreciate the effects of personal, ideological, and emotional biases on the message.
G. Synthesize and evaluate information by drawing logical inferences and conclusions.
H. Recognize discrepancies between the speaker's verbal and nonverbal messages.
I. Be an active participant during other student's speeches through being attentive and providing appropriate nonverbal feedback to the speaker.

III Leaders

A. Take an active role in contributing to discussion including sharing ideas, appropriately guiding discussion, and encouraging others to participate.
B. Help guide groups in fulfilling the group's goals.
C. Empower other group members.

Reason for the new course	This course is being created as part of PCC's new honors program.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Any college or university within the OUS
How does it transfer Check all that apply	☒ required or support for major ☒ general education distribution requirement ☒ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☒ Other - provide evidence Angela Garbarino, Assistant Director for Degree Requirements & Veterans Certification at PSU has stated that appended honors courses will transfer as the original course.
Identify comparables at Oregon schools	COMM 220
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:

Name of degree(s):	AAOT & ASOT	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	The Standard Version of this course, SP111, is required for the ASOT, and fulfills a "foundational requirement" for the AAOT.	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	No – No impact on other programs is expected.

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No – Multiple sections of SP111 are already offered across the district. While honors sections may replace a small portion of the regular sections offered there is not expected to be a net detrimental effect.
Implementation term:	☐ Next available term after approval ☒ Specify term: Fall 2010
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Pat Semura	psemura@pcc.edu	
SAC Admin Liaison	Email	Date
MaryLou Davis	marylou.davis@pcc.edu	