CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
January 6, 2010
Sylvania CC, Conference Rm B

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

Experimental Courses:

HST 199B – Western Civilization Skills and Issues
HST 199K – History of Japan and Korea in Cooperation and Conflict

Course Inactivation:

CS 200 – Computer Systems I

Available Grading Option:
CG 209 - Job Finding Skills
CG 280A- Cooperative Education: Career Exploration

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

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

New Business:

159. AD 103 – Women and Addiction
Course Revision – Outcomes

160. AD 150 – Basic Counseling and Addiction
Course Revision – Outcomes

161. AD 151 – Basic Counseling Mastery
Course Revision – Outcomes

162. AD 155 – Motivational Interviewing
Course Revision – Outcomes

163. AD 157 – Motivational Interviewing Lab
Course Revision – Outcomes

164. AD 270B – Practicum Seminar
Course Revision – Outcomes

165. HE 278 – Human Health and the Environment
New Course

166. BA 114 – Financial Survival
New Course

167. MUC 166 – The Music Business: Career Opportunities and Self Defense
New Course

168. D 292 – Modern Dance 3
Course Revision – Number Change to D 292D

169. PE 182T -
Course Revision – Number Change to PE 182G

170. ART 215 –An Introduction to the History of Photography
New Course

171. CAS 180 – Search Engine Optimization – SEO
New Course

172. GD 120 – Graphic Design 1
Course Revision – Outcomes

173. GD 122 – Graphic Design 2
Course Revision – Outcomes

174. GD 124 – Graphic Design 3
Course Revision – Outcomes

175. RAD 254 – CT Physics, Equipment and Instrumentation
New Course

176. RAD 255 – CT Protocols, Procedures and Pathology
New Course

177. PL 140 – Immigration Law for Paralegals
New Course

178. MTH 20 – Basic Math
Course Revision – Des, Outcomes

179. WR 91 – Basic Grammar
Course Revision – Des, Outcomes

180. WR 91A – Basic Grammar
Course Revision – Des, Outcomes

181. WR 92 – Basic Grammar
Course Revision – Des, Outcomes

182. WR 92A – Basic Grammar
Course Revision – Des, Outcomes

183. RD 95 – Reading for Enjoyment
Course Revision – Des, Req, Outcomes

184. HON 101 – Introduction to Honors: Scholarly Inquiry
New Course

Curriculum Request Form
Course Revision

CHANGE: Learning Outcomes

Current Course Number: AD 101

Current Course Title: Alcohol Use and Addiction

Current Learning Outcomes: At the conclusion of this course the student will be able to
                                identify and articulate the basic processes of addiction including
                                psychological and medical consequences. The student will also
                                be able to outline a basic understanding of evidence-based
                                practices, treatment, recovery, relapse and prevention. The
                                student will have a basic understanding of addiction science.

Proposed Learning Outcomes: Upon completion of this course, the student will be able to:
                                1. Describe the history and pattern of alcohol use in the United
                                States, including the cost and consequences to society.
                                2. Comprehend the biological basis and medical consequences
                                of addiction, with alcoholism as the primary focus.
                                3. Identify the common psychological sequella of addiction,
                                including analysis of family system response.
                                4. Explain the basic definition and commonly used approaches
                                to recovery, relapse, prevention and treatment.

Reason for Learning   More closely reflects the course objectives.
Outcomes Change:

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

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

How other Depts/Campuses
will be impacted:

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

Curriculum Request Form
Diversity Request

Current Course Number:	HST 271
Current Course Title:	History of Central America and the Caribbean
Explain how this course meets the diversity statement:	The predominant focus of this course is the peoples of Central America and the Caribbean, which have historically been omitted and marginalized by the study of both US History and Western Civilization courses.
Contact Name:	Andrea Lowgren
Contact Email:	andrea.lowgren@pcc.edu

Curriculum Request Form
GenEd Request

Course number: HST 271

Course name: History of Central America and the Caribbean

Course credits: 4

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

Course category: Social Sciences

Course eligible status: Yes

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

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

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

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

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

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

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

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

Curriculum Request Form
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   Periodic review. To incorporate OCCC recommendations for
Change: 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 hardware 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:

1. Identify and analyze computer hardware, software and network components to manage and change operating system settings, install and remove software and hardware and to make intelligent purchase decision.

2. Apply systems development, word-processing, spreadsheet and presentation software techniques to solve basic information systems problems.

3. Design business web pages using current xhtml coding standards.

4. Use relational database systems to organize data for efficient access and maintenance.

5. Analyze compression techniques and file formats to determine effective ways of securing, managing and transferring data.

6. Use technology ethically, safely, securely and legally.

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 yes

other SACs?:

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:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 103	Proposed prefix and number	
Current course title:	Women and Addiction	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

Reason for description change:	

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
Develop knowledge, skills and attitudes conducive to providing effective treatment, case management and referral services for addicted women.	AD 103 Outcomes. Intended Outcomes for the course At the conclusion of this course the student will be able to: 1. Recognize and understand the female experience in society and how substance use, abuse and addiction impacts their lives in order to provide appropriate responses. 2. Understand the need for and the delivery of gender-specific interventions in order to effectively serve the needs of females. 3. Begin a lifelong process of Identifying and exploring personal barriers and challenges which may block/hinder his or her ability to work effectively with girls and women. 4. Recognize and apply effective treatment, case management and referral services for addicted women.

Reason for change	To evolve outcomes along PCC desired lines.

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
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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
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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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	May 2009

Portland Community College

Course Revision

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- ☐ course number
- ☐ title
- ☐ description
- ☐ prerequisites and co-requisites
- ☒ outcomes

Grade option change

Save this document as the course prefix and number

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Section #1 General Information			
Department:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 150	Proposed prefix and number	
Current course title:	Basic Counseling and Addiction	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	

Reason for descriptio n change:	

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
Upon completion of this course, the student will be able to: · Respond to client behavior, content, feelings, and meaning in a helpful manner · Build a trusting relationship with a client · Utilize his/her own feelings in a way that facilitates helpee growth.	1) Respond to client behavior, content, feelings, and meaning using accurate empathy in order to facilitate interpersonal communication 2) Build a trusting relationship with a client in order to assist them in making positive changes. 3) Utilize his/her own feelings in a way that decreases defensiveness and facilitates change in others.

Reason for change	To evolve outcomes along PCC desired lines.

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
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Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
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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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date

| Larry Clausen | lclausen@pcc.edu | May 2009 |

Portland Community College

Course Revision

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☐ prerequisites and co-requisites	
☒ outcomes	
Grade option change	

Section #1 General Information			
Department:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 151	Proposed prefix and number	
Current course title:	Basic Counseling Mastery	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	
Reason for description change:			

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
AD 151 Demonstrate a minimally facilitative skill level in responding to client behavior, content, feelings and meaning on the Robert Carkuff rating scale or Non-Violent Communication Model in order to evaluate and to practice their level of accurate empathy with others.		1) Respond to client behavior, content, feelings, and meaning using accurate empathy in order to facilitate interpersonal communication 2) Build a trusting relationship with a client in order to assist them in making positive changes. 3) Utilize his/her own feelings in a way that decreases defensiveness and facilitates change in others.
Reason for change	To evolve outcomes along PCC desired lines.	

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
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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			
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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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	May 2009

Portland Community College

Course Revision

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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

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Section #1 General Information			
Department:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 155	Proposed prefix and number	
Current course title:	Motivational Interviewing	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

Reason for descriptio n change:	

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
At the conclusion of this course the student will be able to demonstrate initial mastery of the "Anchor Point System" applied to an intake interview.	AD 155 Motivational Interviewing Intended Outcomes for the course At the conclusion of this course the student will be able to:

Apply the principles of Motivational Interviewing to a counseling session in order to facilitate client movement toward self-motivating statements and beliefs.

Apply the principles and micro-counseling skills of the Anchor Point System to a counseling session with someone who has concerns about their use of mood altering chemicals or behaviors in order to facilitate the client movement toward self-motivating statements and beliefs.

Evaluate a counseling session to determine its compliance with the principles of Motivational Interviewing and the Anchor Point System in order to facilitate ongoing professional development and quality assurance. |

Reason for change	To evolve outcomes along PCC desired lines.

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
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Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
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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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	May 2009

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	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu

☐ course number

☐ title

☐ description

☐ prerequisites and co-requisites

☒ outcomes

Grade option change

Section #1 General Information			
Department:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 157	Proposed prefix and number	
Current course title:	Motivational Interviewing Lab	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

Reason for description change:	

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
Upon completion of the course, the student will be able to: 1. Apply the micro-counseling skills of the MI/APS in a clinical setting. 2. Analyze video/audio recordings and identify, in writing, the micro-counseling skills of the MI/APS in a clinical setting for professional setting.	AD 157 Motivational Interviewing Intended Outcomes for the course At the conclusion of this course the student will be able to: Demonstrate via a recording and through the creation of a transcript their ability to apply the principles of Motivational Interviewing and the Anchor Point System to a client that presents with a substance use concern in order to evaluate their ability to provide addiction specific counseling.

Reason for change	To evolve outcomes along PCC desired lines.

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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date

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	Save this document as the course prefix and number Send completed form electronically to curriculum@pcc.edu

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:	Alcohol and Drug Counseling	Submitter name Phone Email	Jon Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 270 B	Proposed prefix and number	
Current course title:	Practicum Seminar	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	

Reason for description change:	

Current learning outcomes	New learning outcomes
1) The student will identify issues related to their professional development. 2) The student will create a professional development plan. 3) The student will use peer support as a means of professional development. 4) The student will identify and maintain healthy professional boundaries. 5) The student will articulate the use of personal self-care strategies as a means of burn out prevention. 6) The student will identify the relationship between professional development and self care and ethical decision-making.	AD 270B Intended Outcomes for the course At the conclusion of this course the student will be able to: Identify and utilize sources of information that will allow them to keep current with the rapidly changing addiction counseling field. Understand the need for and have the ability to create an evolving professional development plan in order to remain current and relevant as a addiction professional. Understand and differentiate between the following types of relationships needed to maintain a healthy professional addiction counselor: peers, supervisors and personal therapist. Identify and articulate essential professional boundaries and ethical conduct in order to maintain appropriate relationships with colleagues and clients. Create and implement a personal self-care plan that contributes to his or her longevity and health while serving as an addiction counselor.

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Reason for change	To evolve outcomes along PCC desired lines.

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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jon Gieber	jgieber@pcc.edu	May 2009
SAC Admin Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	May 2009

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: Health Education		Submitter:	Susanne M. Christopher
Course Prefix and Number:	HE 278	Phone Email	503.614.7082 schristo@pcc.edu
Course Title: (60 characters max)	Human Health and the Environment	# Credits:	3
Transcript Title (30 characters max)		Contact hours (refer to help guide if necessary)	Lecture (# of hours): 30 Lec/lab (# of hours): Lab (# of hours):
Grading option. Check all that apply	x A-F x P-NP x 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)	Examines the relationship between the environment and human health. The course focuses on issues such as persistent environmental contaminants, environmental toxins, chemical exposures, climate change and accompanying disease outbreaks. It includes a strong emphasis on personal decision making.		
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:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	This course may be used to fulfill elective requirements for the AAOT, AS, and AGS degrees.
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)**	Determine and demonstrate an understanding of current and emerging human health and environmental issues Apply knowledge about current and emerging human environmental health issues to determine potential future behaviors and attitudes that lessen the harm to the immediate and future health of individuals and their communities. Assess the relationship between personal lifestyle choices, the environment, and human health to inform future personal health decisions. Develop a personal strategic plan to lessen harm to one's immediate and future health from environmental contaminants, environmental toxins, and chemical exposures.
Course activities and design: **(from CCOG)**	Course activities will include lecture, class discussions, individual or group projects, research, presentations, reading, internet activities, and personal assessment and reflection. Course design will include an on campus and online design. SAC approved course shell will be used for online course.
Outcomes assessment strategies:	1. Written examinations 2. Written assignments 3. Critical analysis of material 4. Course activities and discussion 5. Presentations and/or projects
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Discuss emerging evidence relating environmental issues to their impact on personal and community health. • Identify examples of how toxic agents and environmental contaminants compromise the functionality of the human body • Explore emerging research on pollution in people, biomonitoring, and its impact on personal and community health. • Understand how environmental characteristics and climate change influences disease transmission, communicable and non-communicable disease outbreaks. • Identify and relate global environmental health changes and their potential consequences for human health. • Examine content of professional journals, other media sources, and publications of environmental and public health surveillance agencies. • Explore the relationship and interaction between government agencies and private industry • Assess personal lifestyle choices, how those choices impact the environment, personal health, and community health

	• Apply the Ecological Model to environmental health issues to assess personal, community, and global influences and determine potential future intervention strategies • Apply personal health behavior change models
Reason for the new course	Human Health and the environment has been an emerging issue for several years. The body of evidence and research has strengthened to the point where lower division courses are being developed and offered. Supports local and global efforts to educate citizens in the areas of environmental health and sustainability Supports students transferring to PSU School of Community Health Student interest

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	Portland State University
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X 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
	X 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, AS, and AGS	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	LDC elective option for all three degrees	

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.	Discussion was held with the Environmental Science SAC Chair to determine if there was potential content overlap. It was determined that HE 278's focus is significantly different from the biological framework of environmental science courses.

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.	
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
Marshall Meyer	mmeyer@pcc.edu	
SAC Admin Liaison	Email	Date
John Saito	John.saito15@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: Business		Submitter: Cynthia Killingsworth	
Course Prefix and Number:	BA 114	Phone Email	503-977-807 cynthia.killingsworth@pcc.edu
Course Title: (60 characters max)	Financial Survival	# Credits:	1
Transcript Title (30 characters max)	Financial Survival	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 1 Lec/lab (# of hours): 0 Lab (# of hours): 0
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
		CG 114

Course fee: **Identify only fees that are above and beyond the usual PCC fees**	

Course Description: (field will expand as needed)	Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence and reduced life stress. Topics include student financial aid and funding college, budgeting, wise use of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls. Prerequisite: WR 90, RD 90, 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:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:			☐ 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. Understand the student financial aid process, and effectively utilize it 2. Learn a variety of ways to achieve their college goals while minimizing borrowing 3. Develop a personal financial plan, short-term, medium-term and long-term 4. Appreciate the importance of maintaining a strong credit portfolio (incl. FICO scores) 5. Understand the importance of making informed financial choices 6. Learn a variety of ways to avoid financial pitfalls (unnecessary risks), while building for future financial stability
Course activities and design: **(from CCOG)**	The course will mix a variety of teaching modalities, including: lectures; PowerPoint presentations; Internet sites; personal student assignments exploring multiple aspects of college-related finances, and post-college finances; student interviews; discussions; case study analyses; and student group projects/assignments/presentations.
Outcomes assessment strategies:	• Weekly student feedback (written) responding to focused questions/topics, • Weekly quizzes, • Written reports on key course topics, • A final personal presentation demonstrating an understanding of the course content, and a personal financial plan
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	Content themes include: • Understanding financial information • Financial planning for college and career • Written and verbal communication • Ethical personal conduct • Problem-solving and positive decision-making Skills include: • Ability to locate financial information utilizing the Internet • Ability to calculate interest rates and re-payment amounts • Ability to evaluate various types of credit, credit costs, and ways to utilize credit advantageously • Ability to manage personal credit information and credit rating/scores
Reason for the new course	This course was developed and is offered by Career Guidance and College Success and the Business Department was asked to also offer the course to expand the potential sections offered and student access.

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	This course should transfer to PSU as a general business elective.
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
Identify comparables at Oregon schools	
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):	All businesses certificates	# credits: 1
Name of degree(s):	All business degrees	# credits: 1
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be added to all business certificates and degrees as 1 elective credit.	

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	This course was developed and is offered by Career Guidance and College Success and the Business Department was asked to also offer the course to expand the potential sections offered and student access. Both departments will work together to coordinate optimal scheduling and any future changes to the course.

reached.	

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.	Please see above.

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.	Please see above.
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
Jeff Edwards	jedwards@pcc.edu	11/17/09
SAC Admin Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu 11/17/09	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number
Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department: Professional Music		Submitter: Allen Jones	
Prefix and Course Number:	MUC 166	Submitter Phone and Email:	Ext. 5226 ajones@pcc.edu
Course Title: (60 characters max)	The Music Business: Career Opportunities and Self Defense	Credits: 2	
Transcript Title (30 characters max)	Business of Music	Contact hours:	Lecture: 20 Lec/lab: Lab:
Grading option. Check all that apply	X☐ A-F X☐ P-NP X☐ Audit with faculty consultation	Can this class be repeated?	X☐ Yes ☐ No	How many times? Once.
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes X☐ No	Prefix, number and title:
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: (the field expands as needed)	Covers what you need to know to pursue a career in music and the music business.		
Begin the course description with an active verb. Include course recommendations in the description.			

Identify prerequiste, corequisite and concurrent course(s)			
(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ 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.	
Outcomes: **(Use observable and measurable verbs)**	**Students will:** • **Comprehend and apply basics of copyrighting to be able to copyright their own songs.** • **Gather and present information about song structures, royalties, band agreements, and songwriting and collaboration agreements.** • **Use an understanding of the role of music publishers, agents, managers, and other business professionals to navigate a musical submission.** • **Use reason, decision-making, and complex problem-solving in business settings in the music field.**
Course activities and design: **(from CCOG)**	COURSE ACTIVITIES AND DESIGN • Students will secure and fill out copyright forms for their own songs. • Present their song structures and survey royalty, band, and songwriting collaboration agreements. • Select a music publisher(s), agent, and manager to navigate a musical submission. • Use reason and complex problem solving in music business settings. • Use appropriate communication skills in situations related to music business.
Outcomes assessment strategies: **(from CCOG)**	OUTCOME ASSESSMENT STRATEGIES • Copyright forms are complete. • Agreements are drafted and submitted. • Correspondence with music publisher is examined. • Any problems in the business setting are identified and solved. • Communication is reviewed for content and clarity.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes**)	COURSE CONTENT THEMES, CONCEPTS, ISSUES, AND SKILLS • Copyright submission. • Agreements of collaboration for bands and song writing. • Musical submission to publisher(s). • Sound decision making in the music business setting. • Effective communication in music business setting.

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	Addresses need in Professional Music Program
Will this new course be part of an existing, currently approved PCC	YES

certificate and/or degree?		
Name of certificate(s):	Professional Music	# credit: 43
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	X
If **no** is selected continue to part three. If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE 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 to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	NO.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	NO.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	NO.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have	N/A

been reached	
Is there any potential impact on another department of 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☐ Specific term: SPRING 2010
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Allen Jones	ajones@pcc.edu	11/17/2009
SAC Admin Liaison	Email	Date
Kate Dins	kdins@pcc.edu	11/17/2009

Portland Community College

Course Revision

What do you want to change?	Save this document as the course prefix and number
Check all that apply- double click on the box to open the task window	Send completed form electronically to curriculum@pcc.edu

What do you want to change?
Check all that apply- double click on the box to open the task window

x☐   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:	Performing Arts-Dance	Submitter name	Heidi Diaz
		Phone	4321
		Email	heidi.diaz@pcc.edu
Current prefix and number	D 292 (pending)	Proposed prefix and number	D 292 D
Current course title:	Modern Dance 3	Proposed title: (60 characters max)	Modern Dance 3
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	

Reason for description change:	

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	

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	
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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Heidi Diaz	Heidi.diaz@pcc.edu 11/16/09	
SAC Admin Liaison	Email	Date
Steve Ward	sward@pcc.edu 11/16/09	

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
X   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:	PE	Submitter name Phone Email	Marc Spaziani 503-614-7287 Marc.spaziani@pcc.edu
Current prefix and number	PE182T	Proposed prefix and number	PE182G
Current course title:		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

Reason for description change:	When the current Tai Chi II course number was created it was presumed that Triathlon Training (which is the same number) would be deactivated. The PE SAC decided to keep the Triathlon Training, at this time, thus the course number for Tai Chi II needs to be changed.

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	

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 X	

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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Janeen Hull	jan.hull@pcc.edu 12/2/09	
SAC Admin Liaison	Email	Date

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: Art		Submitter: Prudence Roberts	
Course Prefix and Number:	Art 215	Phone Email	(503) 614-7118 prudence.roberts@pcc.edu
Course Title: (60 characters max)	An Introduction to the History of Photography	# Credits:	4
Transcript Title (30 characters max)	Intro History of Photography	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 40 Lec/lab (# of hours): 0 Lab (# of hours): 0
Grading option. Check all that apply	☒ A-F ☒ P-NP x☒ 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**			
Course Description: (field will expand as needed)	Traces the history of photography since its processes were first announced in 1839. Examines photographs as aesthetic objects, and as documents of history, scientific exploration and social change. Locates the medium and practice of photography within a broader social and artistic context. Explores photography within the fields of art, science and journalism viewing, analyzing and discussing ways in which the presence of the photograph has shaped our relationship to the world around us.		
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:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:	☐ 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)**	Upon completion of the course students will be able to: • Make connections between the past and present through an understanding of photographic history and contemporary visual culture • View photographs "dynamically," that is, appreciate simultaneously the unique qualities and uses of a particular image, place an image within its cultural context and recognize its relationship to other forms of art. • Apply an awareness of photography's history as a lens through which to evaluate and contextualize graphic design and contemporary media • Recognize the ways in which photographic media and techniques have been incorporated into modern and contemporary art practices in order to be an informed and critical viewer
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	The student will: • Comprehend, apply, analyze and evaluate reading assignments • Identify photographs and photographic processes, and relate facts and ideas about photographs and photographic techniques in exam format • Prepare visual analyses, both oral and written • Participate in class visits to galleries and museums • Research, plan, compose, edit and revise short papers
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	Course Content: Themes, Concepts, and Issues: <u>Theoretical</u> • Critical interpretations of the role(s) of photography • Photography and issues of race and gender • Photography as truth and fiction • Photography and other media • Photography and technology <u>Stylistic and Interpretive</u>

- Visual literacy
- Photographic techniques and media
- "Seeing and knowing"
- Formal elements of photographic composition

Social and Cultural

- Other peoples and their histories, values, and culture
- Photography and economics
- Photography and the social fabric
- Photography and gender
- Photography as document
- Photography as aesthetic object
- Historical impact of photography
  - The influence of photography on art and one's own culture
  - The influence of photography on how we view other cultures
  - How cultures have adopted/adapted photographic strategies
- The photographer
  - The various impulses behind photography
  - The role of the artist in society
  - Biography

Competencies and Skills:
The successful student should be able to:

- Work creatively with art-historical data, using it to develop principles of art history
- Recognize and appraise patterns in historical phenomena
- Assess the ways in which a photograph is affected by our own vantage point
- Assess the ways in which a photograph is affected by its contextual surroundings
- Recognize and discriminate among various styles of photography from the mid-19th century to the present
- Conduct a formal analysis of a photographic work of art and appreciate the interrelationship of its elements
- Express the relationship of photographs to society and culture to style
- Analyze the "meaning" of art objects through understanding of historical, social, and political context
- Use specific terminology to describe works of art
- Transfer to a four-year college and continue a course of study in the field of art history, fine art, graphic design, history, journalism and social sciences

Reason for the new course	Relevance to fields of art history, modern art history and graphic design. Complements existing studio classes in photography. Emphasis on journalism relevant to future study of media communication.

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	Portland State University, University of Oregon, Oregon State University
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
Identify comparables at Oregon schools	Mount Hood Community College
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):		# 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.	

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.	

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.	
Implementation term:	☐ Next available term after approval ☒ Specify term Spring Term 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
SAC Admin Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number
Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department: Computer Application Systems		Submitter: Susan Watson	
Prefix and Course Number:	CAS 180	Submitter Phone and Email:	503-317-8226 stwatson@pcc.edu
Course Title: (60 characters max)	Search Engine Optimization-SEO	Credits: 3	
Transcript Title (30 characters max)	Search Engine Optimization-SEO	Contact hours:	Lecture: 10 Lec/lab: 40 Lab: 0
Grading option. Check all that apply	☒ A-F ☐ P-NP ☒ Audit with faculty consultation	Can this class be repeated?	☒ Yes ☐ No · How many times? 1
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:
Course or program fee: (Identify only fees which are independent of the standard lab fee)			
Course Description: (the field expands as needed)	Elevate your website to the number one position in a search by implementing the most effective and up-to-date techniques for optimizing the searchabililty of web pages on the Internet. Students will create a tailored Search Engine Optimization (SEO) strategy: on-page and off-page search engine optimization, META data research and analysis, traffic generation, online tools and SEO software. This course covers client-side SEO. Recommended: CAS 111D, CAS 111E, CAS 111F or CAS 206 or equivalent.		
Begin the course description with an active verb. Include course recommendations in the description.			

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ 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.	
Outcomes: **(Use observable and measurable verbs)**	• Create a tailored SEO plan. • Implement effective techniques for increasing and maintaining high search engine rankings. • Employ research techniques to keep up-to-date with changing industry standards.
Course activities and design: **(from CCOG)**	• Assignments • Lectures • Projects
Outcomes assessment strategies: **(from CCOG)**	• Scored assignments • Projects • Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	• Search engine terminology • Search engine methodology • Research techniques

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Expand program to include important area of search engine optimization. The topic is covered throughout a variety of courses but needs to be centralized into one class.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	☒ Yes ☐ No	
Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science, Web Site Development and Design Associate of Applied Science,	# credit: 3

Administrative Assistant		
Will this new course be part of a new, proposed PCC certificate or degree?	☐ Yes ☒ No	
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE 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 to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	The Computer Information Systems department covers Search Engine Optimization (SEO) on the server side in one of its courses. A representative of the CAS SAC met with the CIS SAC and discussed whether there would be any overlap. It was decided that the CIS department would cover server-side SEO and the CAS department would cover client-side SEO. Each SAC agreed to this.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	Mike Mustafavi, CIS was at the meeting and gave his agreement.
Is there any potential impact on another department of campus?	

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	☐ Next available term after approval ☒ Specific term: Fall 2010

Allow 3-4 months to complete the new course approval process before the course can be scheduled.

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Greg Kerr	greg.kerr@pcc.edu	11/13/09
SAC Admin Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	11/13/09

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:	VAPAD Graphic Design	Submitter name Phone Email	Cece Cutsforth 503.977.4790 ccutsfor@pcc.edu
Current prefix and number	GD 120	Proposed prefix and number	
Current course title:	Graphic Design 1	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	

Reason for descriptio n change:	

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
• Create a successful layout using design elements and principles • Take a design through the process of thumbnails, roughs and comprehensives • Professionally mount and present their work	• Create professional-level graphic design projects using foundation principles and elements • Apply the professional-level design development process of thumbnails, tight roughs and final comprehensive designs • Apply industry-level standards and practices in presentations.

Reason for change	To write more clear and concise outcomes

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

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 impact

| 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu	11.10.09
SAC Admin Liaison	Email	Date

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:	VAPAD Graphic Design	Submitter name Phone Email	Cece Cutsforth 503.977.4790 ccutsfor@pcc.edu
Current prefix and number	GD 122	Proposed prefix and number	
Current course title:	Graphic Design 2	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	

Reason for description change:	

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
Create successful layout incorporating color Identify the characteristics that create an artist's style Incorporate a pre-defined style into design Professionally build two- and three-dimensional comprehensives	Create professional-level graphic design layouts which utilize industry-accepted color models and demonstrate an understanding of color theory

Reason for change	To write a more clear and precise outcome

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

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 impact

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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu 11.10.09	
SAC Admin Liaison	Email	Date

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	Save this document as the course prefix and number

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:	VAPAD Graphic Design	Submitter name Phone Email	Cece Cutsforth 503.977.4790 ccutsfor@pcc.edu
Current prefix and number	GD 124	Proposed prefix and number	
Current course title:	Graphic Design 3	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

Reason for description change:	

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
Students should be able to: Research the graphic design needs of a business Design a successful graphic symbol Create a two-color logo using symbol and typography Apply logo and typography to a variety of projects, including two- and three-dimensional pieces Maintain continuity for an entire product line	Create a professional-level brand identity for a client or product Conduct research to define direction, create parameters and facilitate the design process Design systematic identity elements for a wide variety of application

Reason for change	To write more clear and precise outcomes

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

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 impact	
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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Cece Cutsforth	ccutsfor@pcc.edu	11.10.09
SAC Admin Liaison	Email	Date

Curriculum Request Form
New Course

Course number: RAD 254

Course title: CT Physics, Equipment and Instrumentation

Transcript title: CT Physics, Equipment and Inst

Course credits: 2

Lec contact hrs: 20

Course description: Introduces Computed Tomography theory and
                                        application, patient care, CT safety, imaging
                                        procedures, data acquisition and processing and the
                                        physical principles of image formation.
                                        Prerequisite: Department permission required.

Prerequisites coreq concurrent: Prerequisite: Department permission required.

Addendum to course
description:

Intended outcomes: Upon completion of this course, the student will be
                                        able to demonstrate knowledge or an understanding
                                        of:
                                        A. CT theory and physical principles
                                        B. Radiation safety issues in CT
                                        C. CT imaging protocol differences and advantages.
                                        D. CT contrast agent types, dosages and safety issues
                                        E. CT equipment and instrumentation
                                        F. Principles of CT specialty imaging

Course activities and design: The student will learn CT safety, patient care, theory
                                        and applications to prepare them to function as a CT
                                        Technologist.

Outcomes assessment   A. Successful completion of on-line study units.
strategies: B. Successful completion of classroom exercises and
                                        homework.

Course content and skills: The student will demonstrate understanding of the
                                        following themes, issues, concepts, and develop the
                                        following skills:

- Characteristics of X-radiation
- Historical Development of Computed Tomography
- CT Scanner Generations
- CT Scanner Components and Operation
- Image Display, Manipulation, Recording and Archiving
- Image Quality in Computed Tomography
- Radiation Protection Practices
- Helical / Spiral Computed Tomography
- Virtual CT
- Computed Tomography Angiography (CTA)
- Positron Emission Tomography / Computed Tomography (PET/CT)
- CT Radiation Therapy Planning
- CT Image Artifacts

Course used to supply ri for certificate:	No
Reason for new course:	Changing from experimental to permanent course offering due to Industry demand.
How course will be taught:	Hybrid
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:	N/A
Explain if there are any potential impact on another department or campus:	No
Implemented term or year requested:	Spring, 2010
Submitter:	Virginia Vanderford

From: vvanderf@pcc.edu
Sac chair: Gayle Wright
Sac chair email: gwright@pcc.edu
Sac admin liason name: Virginia Vanderford
Sac admin liason email: vvanderf@pcc.edu

Curriculum Request Form
New Course

Course number: RAD 255

Course title: CT Procedures, Protocols and Pathology Correlation

Transcript title: CT Procedures, Protocols and

Course credits: 2

Lec contact hrs: 20

Course description: Emphasizes CT Protocol development, comparison of CT
                             parameters, parameter tradeoffs, normal vs abnormal
                             anatomy visualization and contrast media utilization.
                             Prerequisite: Department permission required.

Prerequisites coreq   Prerequisite: Department permission required.
concurrent:

Addendum to course
description:

Intended outcomes: Upon completion of this course, the student will be able to
                             demonstrate knowledge or an understanding of:
                             A. Patient Care, Radiation Safety and Medical Ethics in
                             CT.
                             B. Understand parameter advantages / disadvantages and
                             tradeoffs.
                             C. IV, oral and cavity contrast media use.
                             D. Emergency Procedures, Pharmacology and Drug
                             Administration
                             E. Anatomy and Imaging of all body systems
                             F. Special imaging techniques in CT
                             G. CT Angiography, PET/CT, Radiation Therapy
                             Treatment Planning

Course activities and design: The student will learn CT parameter advantages /
                             disadvantages, imaging techniques for various body
                             systems and contrast agent use to prepare them to
                             function as a CT Technologist.

Outcomes assessment   A. Successful completion of on-line study units
strategies: B. Successful completion of classroom exercises and
                             homework.

Course content and skills:	The student will demonstrate understanding of the following themes, issues, concepts, and develop the following skills: • Elements of CT Procedures and Equipment Overview • Patient Care, Radiation Safety and Medical Ethics • Emergency Procedures, Pharmacology and Drug Administration • Pathological Conditions • IV, Oral and Cavity Contrast Media Use • Anatomy and Imaging of the Head and Neck • Anatomy and Imaging of the Thorax • Anatomy and Imaging of the Abdomen and Pelvis • Anatomy and Imaging of the Spine and Spinal Cord • Anatomy and Imaging of the Musculoskeletal System • Special Imaging Techniques • Computed Tomography Angiography (CTA) • Positron Emission Tomography / Computed Tomography (PET/CT) • Radiation Therapy Planning with CT
Course used to supply ri for certificate:	no
Reason for new course:	Changing from experimental to permanent course due to Industry demand
How course will be taught:	Hybrid
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:	N/A
Explain if there are any potential impact on another department or campus:	No

Implemented term or year requested:	Spring, 2010
Submitter:	Virginia Vanderford
From:	vvanderf@pcc.edu
Sac chair:	Gayle Wright
Sac chair email:	gwright@pcc.edu
Sac admin liason name:	Virginia Vanderford
Sac admin liason email:	vvanderf@pcc.edu

Curriculum Request Form
New Course

Course number: PL 140

Course title: Immigration Law for Paralegals

Transcript title: Immigration Law for Paralegals

Course credits: 3

Lec contact hrs: 3

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

Course description:

This course provides students with an overview of United States immigration laws. It includes review and study of many critical immigration law doctrines, including nationality and citizenship, inadmissibility and deportability grounds, the worldwide immigrant selection system, basic administrative law concepts, asylum and refugee law, and defenses to deportation. Students will have an opportunity to analyze fact situations, review caselaw, draft documents and apply remedies, principles and doctrines discussed in the class.

Prerequisites coreq   Recommended: PL 101
concurrent:

Intended outcomes: Prepare and draft immigration applications and forms
                           Understand and interpret the immigration code, regulations and case law
                           Provide clients information, under lawyer supervision, regarding immigration laws and regulations
                           Draft persuasive documents and correspondence to government adjudicators
                           Prepare case briefs and draft legal memoranda re: relevant law as applied to facts of the case

Course activities and   Use of Class discussion, Class lecture, Briefing cases and
design: discussion of case law, Discussion of problems assigned, Special projects, Small group projects in class, oral presentation and drafting documents.

Outcomes assessment   Project Review evaluation
strategies: Class presentation evaluation
                           Classroom participation evaluation
                           special project evaluation
                           Final Examination evaluation

Course content and skills:	Overview of immigration laws including concepts which are critical for familiarity in order to provide high quality representation of clients. Concept include: including nationality and citizenship, inadmissibility and deportability grounds, the worldwide immigrant selection system, basic administrative law concepts, asylum and refugee law, and defenses to deportation.
	Communication skills: PCC graduates should be able to communicate effectively by determining the purpose of the communication; analyzing the audience and context to use appropriate language and modality; and by responding to feedback to achieve clarity, coherence and effectiveness.
	Critical Thinking and Problem Solving: PCC graduates should be able to think critically and creatively to solve problems, understanding and using various methods of reasoning and evaluating information and its sources.
	Cultural Awareness: PCC graduates should be able to demonstrate an understanding of the varieties of human cultures, perspectives and forms of expression as well as their own cultures complexities.
	Professional Competence: PCC graduates should demonstrate master of their discipline at a level appropriate to the program and transfer requirements through application of skills, concepts, processes and technology in performance of authentic tasks that enhance their employability.
	Self-Reflection: PCC graduates should be self-appraising in applying knowledge and skills they have learned, examining and developing personal beliefs and professional skills.
Reason for new course:	Provides training and education in a needed PL area after two successful offerings of an experimental course.
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:	Elective class for Paralegal Degree and Certificate. No other impact.
Explanation if this course transfer to any other academic institution:	Determined by other academic institutions.
Explanation if there are similar courses existing in other programs or disciplines at pcc:	None.
Explanation if they have	No overlap or impact.

consulted with sac chairs
of other programs
regarding potential impact:

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

Implemented term or year   Fall, 2010
requested:

Submitter: Jerry Brask

From: gbrask@pcc.edu

Sac chair: Jerry Brask

Sac chair email: gbrask@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:	MTH 20
Current Course Title:	Basic Math
Current Description:	Basic Math (Arithmetic) Use fractions, decimals, percents, integer arithmetic, measurements, and geometric properties to write, manipulate, interpret and solve application and formula problems. Introduce concepts of basic statistics, charts and graphs. Concepts will be introduced numerically, graphically, and symbolically, and in oral and written form. Scientific calculator with fraction capabilities required. Prerequisites: (ABE 0750 or placement into MTH 20) and (RD 80 or ESOL 250) Addendum to Course Description Prerequisites - The students in this course come from mathematically diverse backgrounds, from those who need a refresher and decide to start at the beginning, to those who have never been successful at mathematics. One item an instructor can assume is that students know their multiplication tables.
Proposed Description:	Use fractions, decimals, percents, integer arithmetic, measurements, and geometric properties to write, manipulate, interpret, and solve application and formula problems. Introduce concepts of basic statistics, charts and graphs. Concepts will be introduced numerically, graphically, and symbolically, and in oral and written form. A scientific calculator is required. The TI-30X II is recommended. Prerequisite: (ABE 0750 or placement into Mth 20) and (placement into RD 80 or ESOL 250). ADDENDUM TO COURSE DESCRIPTION: � Students will be evaluated not only on their ability to get correct answers and perform correct steps, but also on the accuracy of the presentation itself. � Application problems must be answered in complete sentences.
Reason for Description Change:	Start with a verb and take out fraction-capability calculator.

Current Learning Outcomes: MTH 20 is a review of arithmetic skills and provides a good foundation for students to take MTH 60, beginning algebra. Beginning algebra students often encounter difficulty conducting operations with fractions and negative numbers, leading to need to take Mth 20. Thus, it would be beneficial to incorporate these topics throughout the course, whenever possible, so that students have ample exposure. This will lead to greater success in beginning algebra.

When performing addition and subtraction operations with fractions traditionally students perform the operations in a vertical format. This format however does not serve them at all in algebra, in which many cases the work is shown horizontally. Thus, to train students in what they will be faced with in algebra, it is suggested that we have students perform the operation in a horizontal format also.

The Mathematics SAC recognizes that how one presents the steps to a problem that lead to the desired goal is as important as the answer itself. We want all of our students to recognize this fact; thus an instructor will need to emphasize the importance of how to write mathematics properly. All students in a Math 20 course should consistently write proper mathematical steps;
Intended Outcomes for the course

� Creatively and confidently use mathematical and other problem solving strategies to formulate problems, to solve problems using multiple approaches, and 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, symbolically, and graphically, and in written and oral form.

Proposed Learning Outcomes:

� Choose and perform accurate arithmetic computations in a variety of situations with and without a calculator.

� Present and interpret results in numeric, symbolic, graphic, and written form.

� Creatively and confidently apply mathematical problem solving strategies.

� Meet the prerequisite for future course work.

Reason for Learning Outcomes Change:	To shorten the Learning Outcomes and write the correctly.
Grade Modes:	Pass/No Pass Choice,Allow Students to request audit,Grades A-F choice
Will this impact other SACs?,Is there an impact on other SACs?:	no
How other SACs may be impacted:	
Will this impact other Depts/Campuses?,Is there an impact on another dept or campus?:	yes
How other Depts/Campuses will be impacted:	Because Mth 20 is part of the prerequisite and their programs.
Request Term:	winter
Requested Year:	2010
Contact Name:	Kathy Bernunzio
Contact E-Mail:	kbernunz@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	Save this document as the course prefix and number
☐ course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
☒ description	
☐ prerequisites and co-requisites	
☒ outcomes	
[Grade option change]	

Section #1 General Information			
Department:	Developmental English	Submitter name Phone Email	Lynn McBeth 7069 lmcbeth@pcc.edu
Current prefix and number	WR 91	Proposed prefix and number	
Current course title:	Basic Grammar	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
Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, and brief overview of punctuation.	Includes instruction in grammar, including parts of speech, sentence types, subject-verb agreement, pronoun usage, and avoidance of fragments, run-ons, and other sentence errors.

Reason for description change:	To update language and learning outcomes in existing RD 91 CCOG in response to the request our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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
There are none.	Write correct sentences using grammatical conventions Identify major sentence types Differentiate between fragments, run-ons and sentences Utilize vocabulary of English grammar Perform successfully in WR 92 or WR 92A

Reason for change	To update language and learning outcomes in existing RD 91 CCOG in response to the request our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: RD 90	☒ 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Lily O'Rielly; Heiko Spoddeck	lorielly@pcc.edu heike.spoddeck@pcc.edu	11/10/2009
SAC Admin Liaison	Email	Date
Kurt Simmonds	kurt.simmonds@pcc.edu 11/10/2009	

Portland Community College

Course Revision

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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

</td><td>

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

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Section #1 General Information			
Department:	Developmental English	Submitter name Phone Email	Lynn McBeth 7069 lmcbeth@pcc.edu
Current prefix and number	WR 91A	Proposed prefix and number	
Current course title:	Basic Grammar	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
Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, subject-verb agreement, pronoun usage, avoidance of fragments, run-ons, and other errors.	Includes instruction in grammar, including parts of speech, sentence types, subject-verb agreement, pronoun usage, and avoidance of fragments, run-ons, and other sentence errors. This class is offered in a flexible schedule, lecture/lab format.

Reason for description change:	To update language and learning outcomes in existing RD 91A CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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
Differentiate between fragments and sentences Re-write fragments as complete sentences	Fluently write correct sentences using grammatical conventions Identify major sentence types Differentiate between fragments, run-ons and sentences Utilize vocabulary of English grammar Perform successfully in WR 92 or WR 92A

Reason for change	To update language and learning outcomes in existing RD 91A CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: RD 90	☒ 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Lily O'Rielly; Heiko Spoddeck	lorielly@pcc.edu heike.spoddeck@pcc.edu	11/10/2009
SAC Admin Liaison	Email	Date
Kurt Simmonds	kurt.simmonds@pcc.edu 11/10/2009	

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:	Developmental English	Submitter name Phone Email	Lynn McBeth 7069 lmcbeth@pcc.edu
Current prefix and number	WR 92	Proposed prefix and number	
Current course title:	Basic Grammar	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
Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, a brief overview of punctuation, subject-verb agreement, pronoun usage, and selected homonyms.	Includes instruction in grammar, punctuation, sentence structure, and the writing process.

Reason for description change:	To update language and learning outcomes in existing RD 92 CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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
Differentiate between fragments and sentences Re-write fragments as complete sentences Use conventions of punctuation and capitalization correctly	Write correct sentences using grammatical conventions Communicate in writing using a variety of sentence structures, paragraphs, summaries and short essays Employ a writing process that includes a clear regard for the stages of invention, support/organization, drafting and revision Utilize beginning skills in summarizing, paraphrasing and attribution Perform successfully in future coursework

Reason for change	To update language and learning outcomes in existing RD 92 CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: RD 90	☒ 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Lily O'Rielly; Heiko Spoddeck	lorielly@pcc.edu heike.spoddeck@pcc.edu	11/10/2009
SAC Admin Liaison	Email	Date
Kurt Simmonds	kurt.simmonds@pcc.edu	11/10/2009

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:	Developmental English	Submitter name Phone Email	Lynn McBeth 7069 lmcbeth@pcc.edu
Current prefix and number	WR 92A	Proposed prefix and number	
Current course title:	Basic Grammar	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
Overview of some fundamental principles of American English grammar, including parts of speech, sentence types, sentence analysis, simple/compound/complex sentences, subject-verb agreement, pronoun usage, selected homonyms, punctuation, capitalization, and the	Includes instruction in grammar, punctuation, sentence structure, and the writing process. This course is offered in a flexible schedule, lecture/lab format.

avoidance of fragments, run-ons, and other errors.	
Reason for description change:	To update language and learning outcomes in existing RD 92A CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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
Differentiate between fragments and sentences Re-write fragments as complete sentences Use conventions of punctuation and capitalization correctly	Fluently write correct sentences using grammatical conventions Communicate in writing using a variety of sentence structures, paragraphs, summaries and short essays Employ a writing process that includes a clear regard for the stages of invention, support/organization, drafting and revision Utilize beginning skills in summarizing, paraphrasing and attribution Perform successfully in future coursework

Reason for change	To update language and learning outcomes in existing RD 92A CCOG in response to the request of our dean, Karen Sanders, to offer accelerated classes for students who may not need more credits of instruction.

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: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: RD 90	☒ 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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Lily O'Rielly; Heiko Spoddeck	lorielly@pcc.edu heike.spoddeck@pcc.edu	11/10/2009
SAC Admin Liaison	Email	Date
Kurt Simmonds	kurt.simmonds@pcc.edu 11/10/2009	

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
x☐ description
x☐ prerequisites and co-requisites
x☐ 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:	Developmental English	Submitter name Phone Email	Judy Selander 978-5240 or ext. 3382 jselande@pcc.edu
Current prefix and number	RD 95	Proposed prefix and number	
Current course title:	Reading for Enjoyment	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
Reading 95 is designed to help students develop their abilities to read, understand, and enjoy literature.	Designed to help students develop their abilities to read, understand, and enjoy literature.

Reason for description change:	Standardization

Current learning outcomes	New learning outcomes
Intended Outcome(s) for the Course: At the end of the term, the successful student will be able to- • use reading as a pleasurable and positive way to spend time • articulate/communicate personal growth in reading skills • participate effectively in literary conversation and response writing **Outcome Assessment Strategies:** Assessment may include, but is not limited to- • Completion of daily reading assignments • Participation in class discussion • Short in-class quizzes and tests • Completion of one or more short papers • Reasonable attendance **Course Content**: **Themes, Concepts, and Issues:** • Vocabulary • Story line • Character development • Human relations • Cultural themes • Universal literary themes • Greater self-awareness **Skills:** • Mark and write main ideas/themes in their books • Mark passages that raise questions for class discussion • Participate in class discussion • Relate book to its historical or cultural context • Mark words they are unsure of in their	**Intended Outcomes for the Course:** At the end of the term, the successful student will • use reading as a pleasurable and positive way to spend time • articulate/communicate personal growth in reading skills • participate effectively in literary conversation and response writing **Outcome Assessment Strategies:** Assessment may include, but is not limited to: • Completion of daily reading assignments, such as a journal or log • Participation in class discussion • Short in-class quizzes and tests • Completion of one or more short response papers • Attendance at a literary reading or event • Bookstore visit **Course Content**: **Themes, Concepts, and Issues:** • Vocabulary • Story line • Character development • Human relations • Cultural themes • Universal literary themes • Greater self-awareness **Competencies and Skills:** • Mark and write main ideas/themes in their books • Mark passages that raise questions for class discussion • Participate in class discussion • Relate book to its historical or cultural context • Make connections to self, other texts and current events • Participate in read aloud activities

books • Use context, guess word meaning • Use dictionary efficiently	• Mark words they are unsure of in their books • Using context, guess word meaning • Use dictionary efficiently

Reason for change	Remove unnecessary words; amend assessment strategies and competencies and skills

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

x☐ Placement into: . Reading Compass score 44-65 or instructor permission required

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

Prerequisite: completion of Reading 80 or

x☐ Placement into: . placement into RD 90 or instructor permission

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 been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Admin Liaison	Email	Date

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:	Honors* *Course will be under the new Honors Council as supported by VPASA.	Submitter:	Martha Bailey, Rosa Bettencourt, Melody Wilson	
Course Prefix and Number:	HON 101* *DOIs applying to state for this prefix.	Phone Email	503-244-6111 x3096 mbailey@pcc.edu	
Course Title: (60 characters max)	Intro to Honors: Scholarly Inquiry	# Credits:	2	
Transcript Title (30 characters max)	Intro to Honors: Scholarly Inquiry	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 2 Lec/lab (# of hours): Lab (# of hours):	
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)	Guides Honors students into the theory and practice of scholarly reading, researching, writing and presenting academic work. Students will learn to explore the serious questions of our world. The students will begin to build their Honors program portfolio of work. This course should be taken early in the student's experience and will define a cohort of Honors students. Prepares students to succeed in multiple academic environments. Develops skills required for transfer.			
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			
x☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	Each section of the course will be built around one of the following themes: What is a leader? What is a citizen? What is a scholar? What is a human? The themes will be studied through the use of one substantial primary text. Secondary texts might include works on scholarship or becoming a member of the academic community.
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. Analyze and critique complex concepts encountered in primary and secondary sources. 2. Establish and propose powerful research questions. 3. Formulate and execute a plan of action involving sophisticated research strategies. 4. Attain proficiency in navigating the academic environment as demonstrated by drafting a transfer portfolio and plan.
Course activities and design: **(from CCOG)**	1. Explore a single theme using at least one primary text. 2. Read and discuss theories of knowledge. 3. Conceptualize themselves as viable members of the intellectual community, posing rigorous questions about the course theme, leading to development of potential research projects through the proposal stage. 4. Begin to develop a transfer portfolio, including self-reflection, academic goals, and an academic plan. 5. Orientation to Honors program requirements.
Outcomes assessment strategies:	Participation in class by leading and participating in class discussion and activities Written assignments Development and presentation of a sophisticated research proposal Portfolio plan and initiation
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Orientation to the Honors program Introduction to scholarship Navigation of the academic world Reading and assessing primary and secondary texts Self-conscious discussion of learning and thinking Principles of critical inquiry Active participation in class and seminar style discussion Building an Honors community/cohort Leadership in class and beyond
Reason for the new course	One of two required courses for the Honors program; this course introduces students to the program and scholarship, and toward completing the 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	OSU
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement x☐ 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 ☐ 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.	None.

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 Winter 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
SAC Admin Liaison	Email	Date
Scott Huff * *DOI acting in role of Administrative Liaison	shuff@pcc.edu	