

CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 2, 2013
Downtown Center, Rose Room

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

Experimental Courses:

AVS 199 – Airplane: Private Pilot Flight

Course Inactivation:

NA

Available Grading Option:

NA

Old Business:

639. ART 277A – Life Painting
Course Revision – Title, Des, Out, Req

642. PS 200 – Introduction to Political Science
New Course

644. BIT 201 – Immunochemical Methods
Course Revision – Des, Out

New Business:

1. MP 135 – Pharmacology for Allied Health
New Course

2. OMT 122 – Practicum II
Contact/Credit Hour

3. OMT 231 – Seminar
Contact/Credit Hour

4. AD 270 – Practicum: Addiction
Course Revision – Req

5. GD 101 – Macintosh for Graphic Designer
Course Revision – Title, Des, Out

6. GD 150 – Digital Illustration 1
Course Revision – Des, Out, Req
7. GD 151 – Digital Illustration 2
Course Revision – Des, Out
8. GD 228 – Prof. Graphic Design Practices
Course Revision – Des, Out, Req
9. GD 229 – Portfolio Preparation
Course Revision – Des, Out, Req
10. GD 242 – Combined Graphic Programs
Course Revision – Des, Out, Req
11. GD 244 – Preparing Files for Print
Course Revision – Title, Des, Out, Req
12. GD 249 – Graphic Design Studio
Course Revision – Des, Out, Req
13. GD 260 – Digital Imaging 2
Course Revision – Des, Out, Req
14. GD 280A – Cooperative Education: Graphic Design
Course Revision – Des, Out, Req
15. PSY 216 – Social Psychology
Course Revision – Des
16. GEO 240 – Cartographic Principles and Applications
New Course
17. ABE 0759 – ABE Career Pathways Support Course
New Course
18. EMS 100 – Introduction to Emergency Medical Services
Course Revision - Des, Out
19. EMS 113 – Emergency Response Communication and Documentation
Course Revision - Des, Req
20. EMS 114 – Emergency Response Patient Transportation
Course Revision – Des, Out, Req
21. EMS 115 – Crisis Intervention
Course Revision – Des, Out, Req

22. EMS 116 – Emergency Medical Service Rescue
Course Revision – Des, Out, Req

Discussion Items

CourseLeaf presentation- Anne Haberkern

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- x ☐ title
- x ☐ description (include requisites)
- x ☐ outcomes
- x ☐ prerequisites and co-requisites

[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	Art	Submitter name	Mark Smith
		Phone	971 722 8085
		Email	msmith@pcc.edu
Current prefix and number	Art 277A	Proposed prefix and number	
Current course title	Life Painting	Proposed title (60 characters max)	Life Painting A
# Credits	3	Proposed transcript title (30 characters max)	Life Painting A
Reason for title change	This course will be the first of a sequence of three		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
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Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. May be taken three times for credit. Prerequisite: Art 181 and Art 281. Audit available.

Addendum to Course Description

The course includes demonstrations, slides, lectures, videos/films and field trips. Students are required to complete six credit hours of painting with a grade of C or better and/or instructor's permission to [enroll](#). A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. College level reading comprehension is necessary. Art 277 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

Examines the human form through the study and painting of live professional models. Applies various painting techniques and concepts as students learn the structure, form and proportions of the human figure. Emphasizes personal artistic development with attention to compositional organization. It is recommended that students complete three credit hours of Drawing or Painting before enrolling in this course.

Addendum to Course Description

The course includes demonstrations, slides, lectures, videos/films and field trips. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required. This is the first of a sequence of three courses. College level reading comprehension is necessary. Art 277A fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation.

Reason for change

Allows for further study under new number

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Solve problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an expanded art vocabulary in critical dialogue about the figure painting discipline.	Upon successful completion students should be able to: 1. Solve basic problems creatively using a variety of acquired strategies for expressing visual ideas through the figure painting medium. 2. Create personal works of art, which demonstrate a basic understanding of the figure painting discipline, and the processes, materials, and techniques associated it. 3. Ask meaningful questions, identify topical issues, and employ an basic art vocabulary in critical dialogue about the figure painting discipline.

4. Understand, interpret, and appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Implement expanded self-critiquing skills en route to autonomous expression through painting with respect to the standards established in contemporary and historical works of art.	4. Appreciate figure painting from different cultures, facilitating a life-long engagement with the diversity of perspectives of the human experience. 5. Enjoy a basic awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of figure painting. 6. Acquire self-critiquing skills en route to autonomous expression through figure painting with respect to the standards established in contemporary and historical works of art.
Reason for change	Clarification of course sequencing and updating terminology

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
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
Art SAC previously opted out of these prerequisites for all Studio courses.

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent
 If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ 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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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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:	Political Science	Submitter name Phone Email	Nicholas Paine 971-722-7852 (O) 503-261-3936 (cell) nicholas.paine@pcc.edu Nicholas.paine@pcc.edu
Course Prefix and Number:	PS 200	# Credits:	4
Course Title: (60 characters max)	Introduction to Political Science	Transcript Title (30 characters max)	Introduction to Political Science
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		☒	☒
Pass/No pass		☒	☐
Audit in consultation with faculty		☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			

Course Description: (field will expand as needed)	Introduces the central themes and fundamental issues of political life. Examines the nature and meaning of politics and political behavior in both domestic and international settings. Explores fundamental concepts and ideas associated with government and politics. Includes political culture, philosophy, ideology, government, democracy, public policy and international relations.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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: Reading 90	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: Writing 90	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: Math 20	☒ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Learning Outcomes: (Use observable and measurable verbs)	1) Apply basic concepts of politics and government to world events. 2) Analyze the behavior of individuals and political institutions as they differentiate between nations. 3) Apply analytical skills in written and oral communication in regards to current political issues. 4) Develop and articulate personal political viewpoints while maintaining respect for others' views.
Course activities and design: (from CCOG)	1) Critical reflection papers 2) Written short answer exams 3) Presentations 4) Group discussions 5) Group debates 6) Current events research
Outcomes assessment strategies:	1) Students accurately use general political concepts. 2) Students are able to verbalize and describe their philosophical and ideological preferences. 3) Written assignments show content knowledge as well as strong organization. 4) Research assignments indicate professional academic studies and/or readings, beyond just general websites.
Course	1) political culture

Content: Themes, Concepts, Issues and Skills: (from CCOG)	2) political philosophy 3) political ideologies 4) government: parliaments vs. presidential systems 5) democracy vs. authoritarianism 6) public policy 7) international relations and foreign policy
Reason for the new course	A large percentage of Oregon students graduate high school with no political or civic knowledge. This occurs, in part, because government is not a state requirement for high school graduation. This course serves as an introduction to politics and government to help students with their basic content knowledge and writing skills before taking the more content specific Political Science courses that required college level writing skills. Also, this course is a required course for Political Science majors at Portland State University (2012-13 Catalog p. 353-354).

Section #2 Transferability

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 ☒ 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	Portland State University – PS 200 Mount Hood Community College – PS 200
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):	Bachelor of Arts	# credits:4
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required as part of the major in Political Science at Portland State University.	
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.	There is no content overlap with other programs.
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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.	There is no potential impact on another department or campus.
Implementation term:	☒ Next available term after approval ☐ Specify term AFTER the next available

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 been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Rosa Bettencourt	rbettenc@pcc.edu
SAC Administrative Liaison (type name)	Email
Tonya Booker	tonya.booker@pcc.edu
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Biotechnology	Submitter name	Jayme Gallegos
		Phone	971-722-7254
		Email	jayme.gallegos@pcc.edu
Current prefix and number	BIT 201	Proposed prefix and number	same
Current course title	Immunochemical Methods	Proposed title (60 characters max)	same
# Credits	4	Proposed transcript title (30 characters max)	Immunochemical Methods
Reason for title change	No change.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces the general properties and uses of antibody molecules. Includes an overview of immune response, biosynthesis of immunoglobulin, obtain, purifying and labeling antibodies, and using antibodies in a variety of common applications (ELISA,	Introduces the general properties of antibodies. Includes an overview of the immune response, antibody structure and function, biosynthesis of immunoglobulin, methods to obtain, purify and label antibodies, and the use of antibodies in common techniques in biotechnology, such as western blot,

Western blot, immunoprecipitation and immunocytochemistry, antibody-based affinity chromatography).	immunoprecipitation, immunocytochemistry, FACS, ELISA and lymphocyte purification.
Reason for change	Updated from 2008 to current topics and text of course.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
-plan, carry out and interpret the results of several different immunochemical procedures using standard laboratory protocols. These should include, but not be limited to, Ab purification, ELISA and western blot. -Communicate the methods and results of laboratory work in the form of standard scientific reports, oral presentation and the laboratory notebook	- Plan, carry out and interpret the results of several different immunochemical procedures including, but not limited to, antibody purification, western blot and ELISA assay. - Communicate the methods and results of laboratory work in the form of laboratory notebooks and other assignments as chosen by the instructor (such as problem sets, formal laboratory reports, oral presentations, etc). - Learn to design and interpret appropriate experimental controls and solve common problems associated with several common immunochemical techniques. - Practice working in teams, good laboratory practice and professionalism as it relates to working with immunochemical processes.
Reason for change	Update from 2008 to reflect updated course organization and methods used in class as well as department core requirements.

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

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☒ Placement into: BIT 109, BI 112 and CH 104 or instructor approval.

prefix & number: BIT 109

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: BI 112

☒ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: BIT 109, BI 112 and CH 104 or instructor approval.			
prefix & number: CH 104	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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:	Medical Professions	Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	MP 135	Credits:	3
Course Title: (60 characters max)	Pharmacology for Allied Health	Transcript Title (30 characters max)	Pharmacology – Allied Health
Can this course be repeated? PCC default is 0 repeats	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER Lecture: 30 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? They must have the same description, outcomes and credit.		☐ Yes ☒ No	Prefix, number and title:
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☒	☒	
Pass/No pass	☒	☐	
Audit in consultation with faculty	☒	☐	
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A		
Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents, continues improves . . . Don't use the words: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Introduces basic pharmacology principles and medicine classifications. Covers pharmacologic terminology and concepts such as drug categories, mechanism of drug action, drug forms, and routes of administration. Introduces generic and proprietary names of drugs prescribed for common diseases and disorders. Pharmacology is an integral part of every aspect of health careers and this course is recommended for any individual with a health career objective.			

Addendum to course description:

Identify prerequisite, 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: MP 111

☒ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number: BI 121 (or higher)

☒ Prerequisite

☐ Corequisite

☐ pre/co

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). 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)**

Use an understanding of pharmacologic principles in subsequent allied health studies.
Identify classifications of medications including desired effects, side effects and adverse reactions in a clinical setting.
Apply the relationship between terminology, anatomy and physiology of all body systems and medication used for treatment of each.
Utilize both abbreviations and symbols using in calculating medications dosages in a clinical setting.

Course activities and design: **(from CCOG)**

Readings
Assignments
Lecture
Publisher website activities
Case studies
Discussion groups
Class presentations

Outcomes assessment strategies: **(from CCOG)**

Quizzes, mid-term & final examination
Class presentation/projects
Special projects

Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**

1: Intro/History of Pharmaceuticals
2: Drug Design, Testing, Manufacturing, Marketing
3: Drug Forms
4: Routes of Administration/Drug Cycle
5: Using Drugs Therapeutically
6: The Prescription
7: Urinary Drugs
8: Gastrointestinal Drugs
9: Musculoskeletal Drugs
10: Pulmonary Drugs
11: Cardiovascular Drugs
12: Gynecologic and Obstetric Drugs
13: Endocrine Drugs
14: Neurologic Drugs

	15: Psychiatric Drugs 16: Dermatologic Drugs 17: Ophthalmic Drugs 18: Ear, Nose, and Throat Drugs 19: Anti-infective Drugs Read Chapters 19&20 20: Chemotherapy Drugs 21: Analgesic Drugs 22: Anesthetic Drugs 23: Emergency Drugs, intravenous fluids, and Blood products
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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.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	N/A	# credit:
Name of degree(s):	Ophthalmic Medical Technology	# credit: 3
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):	N/A	# credit:
Name of new degree(s):	N/A	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement for program	

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 in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

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 other 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.	NUR 230, 231 Clinical Pharmacology Only available to students accepted into the Nursing program.
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	Designed as a broad based, entry level course applicable to students entering any allied health career.
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 ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Joanne Harris	jmharris@pcc.edu	4/23/13
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	4/23/13
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Contact and/or Credit Hour Change

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name, phone, and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Course prefix and number	OMT 122	Course title	Practicum II

Contact and Credit Hours

- 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
- 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
- 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	
Lab	80 (practicum)	Lab	160 (practicum)
Total contact hours/term	80	Total contact hours/term	160
Total credits	2	Total credits	4
Reason for change:	National standards/guidelines revision increased the number of clinical experience hours required to allow program accreditation.		

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☐ Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
☒ No	

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
☐ No	

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☐ Next available term after approval ☒ Specific term Summer 2014	

This request will be pending until the hard copy with appropriate signatures is received by the curriculum office. Missing information may cause this request to be returned and deleted.

After submitting this form a confirmation, cost impact form, and signature page will be sent to the submitter's email address.

Then a hard copy of the request and the signature page must be signed and forwarded to the curriculum office to complete the process

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name, phone, and email	Joanne Harris 9971-722-5666 jmharris@pcc.edu
Course prefix and number	OMT 231	Course title	Seminar

Contact and Credit Hours

- 1 credit of lecture meets 1 hr /wk (10 hr/term), plus 2 hrs/wk of study for 10 weeks = 30 hr/week
- 1 credit of lec-lab meets 2 hr/wk (20 hr/term), plus 1 hr of study, for 10 weeks = 30 hr/week
- 1 credit of lab or cooperative ed meets 3 hr/wk (30 hr/term), with minimal outside study, for 10 wks = 30 hr/week

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	1	Lecture	2
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	10	Total contact hours/term	20
Total credits	1	Total credits	2
Reason for change:			

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits then it is expected there will be a change in the outcomes.

☐ Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
☒ No	

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
☐ No	

IMPACT ON OTHER DEPARTMENTS AND SACS: Are there changes that will impact other departments, campuses or contracting colleges? Are there courses that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☐ Next available term after approval ☒ Specific term Spring 2014	

This request will be pending until the hard copy with appropriate signatures is received by the curriculum office. Missing information may cause this request to be returned and deleted.

After submitting this form a confirmation, cost impact form, and signature page will be sent to the submitter's email address.

Then a hard copy of the request and the signature page must be signed and forwarded to the curriculum office to complete the process

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
☐ title
☐ description (include requisites)
☐ outcomes
x☒ prerequisites and co-requisites

[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 Counselor	Submitter name Phone Email	Jonny Gieber 503 740 9478 jgieber@pcc.edu
Current prefix and number	AD 270 A	Proposed prefix and number	
Current course title	Practicum: Addiction	Proposed title (60 characters max)	
# Credits	Variable 3 - 6	Proposed transcript title (30 characters max)	
Reason for title change	The previous prerequisite course of MP 201 Electronic Medical Records was renumbered and is now MP 150 Electronic Medical Records		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
AD 270A Practicum: Addiction Provides clinical educational experience in an addiction treatment or DUII educational facility under the supervision of personnel who meet ACCBO requirements. Provides the opportunity to meet the ACCBO work experience requirements. Prerequisites: AD 102, AD152, AD153,	AD 270A Practicum: Addiction Provides clinical educational experience in an addiction treatment or DUII educational facility under the supervision of personnel who meet ACCBO requirements. Provides the opportunity to meet the ACCBO work experience requirements. Prerequisites: AD 102, AD 152, AD153, AD154, AD155, AD156, AD157,AD 278, MP 150. Corequisite: AD 70B

AD154, AD155, AD156, AD157, AD 278, MP 201. Corequisite: AD 270B	
Reason for change	The previous prerequisite course of MP 201 Electronic Medical Records was renumbered and is now MP 150 Electronic Medical Records

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Intended Outcomes for the course Upon successful completion students should be able to: 1. Follow established professional addiction counseling standards and clinical procedures to conduct intake assessments and evaluations and cofacilitate addiction treatment groups in a clinical setting. 2. Follow established professional addiction counseling standards to perform case management functions and record keeping obligations in an addiction specific clinical setting. 3. Develop and deliver educational presentations for clients and their families in an addiction specific clinical setting. 4. Participate as a contributory team member in staff meetings in an addiction specific clinical setting. 5. Effectively utilize clinical supervision to hone and further develop their addiction specific counseling skills.	
Reason for change	No changes.

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

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ 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
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: AD 102, AD 152, AD 153, AD 154, AD 155, AD 157, AD 278, MP 150	x ☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: AD 270 B	☐ Prerequisite	x ☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes x ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 x ☐ No	
Implementation term	x ☐ Next available term after approval ☐ Specify term (if AFTER the next available 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 (type name)	Email	Date
Jonny Gieber	jgieber@pcc.edu	4/23/2013
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	sarah.tillery@pcc.edu	4/23/2013
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page with the pdf file to Curriculum – DC – 4th floor.

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Graphic Design	Submitter name	Linnea Gruber
		Phone	4834
		Email	lgruber@pcc.edu
Current prefix and number	GD101	Proposed prefix and number	No change
Current course title	Macintosh for Graphic Designers	Proposed title (60 characters max)	Technology and Procedures
# Credits	1	Proposed transcript title (30 characters max)	Technology and Procedures
Reason for title change	To remove a product name from title. Course is about the processes, not the product.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Course covers current Macintosh operating system computer fundamentals and techniques used to increase efficiency and productivity for professional Graphic Designers. Topics include an in-depth study of system desktop features, search and	Introduces current computer operating system, industry technical requirements, classroom procedures and overview of the program servers and printers. Required for entry into the Graphic Design program. Prerequisite: Placement into WR 121.

navigation, advanced file management, font organization and essential shortcuts specific to the Graphic Design industry. Required course for Graphic Design majors. Prerequisite: Placement into WR 121.	
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Reason for change	SAC recommended update to more accurately describe the course.
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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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
For some reason there are none listed online, but they should be listed as: • Efficiently utilize the current version of the Macintosh Operating System • Demonstrate computer standards and methods of professional graphic designers	• Increase workflow production through efficient use of the computer operating system • Streamline project organization through integration of a file naming system • Interface with networked servers and printers

Reason for change	SAC recommended update to reflect more accurate learning outcomes.
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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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	Gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Graphic Design	Submitter name	Linnea Gruber
		Phone	971-722-4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 150	Proposed prefix and number	No change
Current course title	Digital Illustration 1	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	none		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores the basic tools and techniques of Adobe Illustrator and its use in creating appropriate solutions to graphic design problems. To be taken sequentially. Placement permission slip required. Prerequisite: GD 101, GD 114,	Introduces professional techniques for creating vector images. Includes templates, layers, tools and efficient construction techniques used by graphic designers. Placement permission slip required. Prerequisite: GD 101, GD 114, and GD

and GD 120. Prerequisite/concurrent: GD 122.	120. Prerequisite/concurrent: GD 122, GD 140
Reason for change	New course description more accurately describes how digital illustration software is used in the industry.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students should be able to: • Successfully use Adobe Illustrator to draw graphic elements which may include logos, illustrations, graphs and charts. • Utilize Adobe Illustrator software in single page document layout and design. • Prepare Adobe Illustrator files for use in other software programs.	• Precisely draw vector elements for use in professional communication materials • Utilize the software to create vector-based layouts demonstrating professional graphic design principles • Prepare vector files to align with industry standards
Reason for change	Update outcomes to clarify what students will do when working in the industry.

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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 101, GD 114, GD 120	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: GD 122	☐ Prerequisite	☐ Corequisite	☒ pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 101, GD 114, and GD 120	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: GD 122, GD140	☐ Prerequisite	☐ Corequisite	☒ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5-8-13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Graphic Design	Submitter name	Linnea Gruber
		Phone	971-722-4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 151	Proposed prefix and number	No change
Current course title	Digital Illustration 2	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	none		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explores advanced tools and techniques of Adobe Illustrator, and its use in creating solutions to complex graphic design problems. Placement permission slip required. Prerequisite: GD 150. Prerequisite/concurrent: GD	Explores advanced techniques of creating vector illustrations for 2- and 3-dimensional applications. Placement permission slip required. Prerequisite: GD 150. Prerequisite/concurrent GD 160.

160.	
Reason for change	New course description clarifies how students will use digital illustration software in the industry.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
At the completion of this course students should be able to: ☐ ☐ • Successfully use Adobe Illustrator to draw complex 2 and 3 dimensional graphic objects. • Utilize Adobe Illustrator software in single page document layout and design. • Prepare Adobe Illustrator files for use in other software programs.	• Determine appropriate illustration techniques for use in professional communication materials • Create scalable, non-degrading vector images for multiple client applications • Render 3-dimensional vector art for commercial applications
Reason for change	Update outcomes to integrate “out there” component.

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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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
Proposed prerequisites, corequisites and concurrent			

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5-8-13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Graphic Design	Submitter name	Linnea Gruber
		Phone	971.722.4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 228	Proposed prefix and number	No Change
Current course title	Prof. Graphic Design Practices	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change	SAC recommended update for accuracy.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Prepare self-promotion resume packages, visit graphics businesses and receive industry insights from guest speakers. Offered to second-year, graduating Graphic Design students intending to seek employment in the industry. Prerequisites:	Explores graphic design business strategies including methods used by design professionals to seek, acquire, and maintain employment. Required: second year standing in the Graphic Design program. Prerequisite: GD 124

GD 221. Prerequisite/concurrent: GD 222, GD 242, GD 260, GD 244.	
Reason for change	SAC recommended update to more accurately describe the course.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students should be able to: • Produce a professional level resume package for self promotion • Discuss the different types of employment in the industry • Demonstrate professional practices currently used in the industry	• Present skills and experience in professionally designed self-promotion materials • Analyze design businesses for employment opportunities • Assess work environments to align with employment goals • Apply industry standard financial practices • Make business decisions based upon ethical guidelines
Reason for change	SAC recommended update to more accurately reflect learning 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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 221	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: GD 222, GD 242, GD 260, GD244	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 124	☒ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
--	--

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	

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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	Graphic Design	Submitter name	Linnea Gruber
		Phone	4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 229	Proposed prefix and number	No change
Current course title	Portfolio Preparation	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	Portfolio Preparation
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Develop a professional portfolio comprised of design work that may be revised, redone or created. Define employment goals and participate in practice interviews and critiques. Offered to second-year, graduating Graphic Design students	Covers the process of developing a professional-level graphic design portfolio. To enroll, student must be eligible to graduate in the current calendar year. Prerequisites: GD 228.

intending to seek employment in the industry. Prerequisite: GD 228.	
Reason for change	New course description summarizes the overall scope of the course better. The employment language has been eliminated because students also transfer to 4-year schools.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Produce a professional level portfolio of graphic design work for self promotion B. Prepare for all facets of seeking employment C. Define employment goals	• Present a body of work demonstrating the design and technical skills required to qualify for employment or transfer to a 4-year school
Reason for change	Outcome was rewritten to better reflect what students would be required to do “out there,” after they graduated.

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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 228	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 228	☒ Prerequisite	☐ Corequisite	☐ pre/con
	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Graphic Design	Submitter name	Linnea Gruber
		Phone	971-722-4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 242	Proposed prefix and number	No change
Current course title	Combined Graphic Programs	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	none		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Create graphic elements in multiple programs and explore importing, exporting and assembling in other programs. Advanced techniques are used to study cross-application issues. Required: second year standing in the	Covers advanced integration of professional graphic design software. Includes projects which embody conceptual development and production of visual communications. Required: second year standing in the Graphic Design program. Prerequisite: GD 260

Graphic Design program. Prerequisites: GD 141, GD 151, GD 221. Prerequisite/concurrent: GD 260.	
Reason for change	New course description more accurately describes the integration focus of the course.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Students should be able to: - Choose appropriate programs to create various graphic elements - Successfully prepare files for use and output in other programs - Design using multiple programs	Intended Outcomes: - Create professional design solutions requiring the use of multiple programs - Analyze project specifications to determine optimal software selection aligning with current industry standards - Successfully prepare digital elements to seamlessly integrate with multiple programs used in the field
Reason for change	Update outcomes to meet new college outcome requirements.

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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD141, GD151, GD224	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: GD 260	☐ Prerequisite	☐ Corequisite	☒ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

prefix & number: GD 260	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5-8-13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Graphic Design	Submitter name	Linnea Gruber
		Phone	971.722.4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 244	Proposed prefix and number	No Change
Current course title	Preparing Files for Print	Proposed title (60 characters max)	Print Strategies
# Credits	3	Proposed transcript title (30 characters max)	Print Strategies
Reason for title change	SAC recommended update for accuracy.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Presents the production processes which follow the design phase. From correctly preparing design in the digital environment for successful printing on commercial presses. The business roles of the designer, the printer and the service bureau	Presents the professionally accepted production processes, procedures, and materials used to reproduce graphic communications for distribution. Required: second year standing in the Graphic Design program. Prerequisite: GD 124.

will be covered. Prerequisite/concurrent: GD 221.	
Reason for change	SAC recommended update to more accurately describe the course.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Students should be able to: • Prepare graphic work in the digital environment for successful printing on commercial presses • Know the business roles and responsibilities of the designer, the printer and the service bureau	• Use professional terminology to effectively communicate with printing representatives • Make informed decisions based on industry required methods and procedures
Reason for change	SAC recommended update to more accurately reflect learning 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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 221	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 124	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Graphic Design	Submitter name	Linnea Gruber
		Phone	4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 249	Proposed prefix and number	No change
Current course title	Graphic Design Studio	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Explore graphic design theory in actual client-directed projects. Course is set up to simulate a working design studio providing the opportunity to experience the requirements and roles of a designer in the field, as well as the administrative tasks.	Covers development of projects for non-profit and community clients. Explores the roles and requirements of a designer in a working studio. Emphasizes client communication strategies and professional practices. Required: Second year standing in the Graphic Design program. Prerequisites: GD 141, 151, 160

Emphasizes client communication and professional practices. Acceptable substitution: GD 280A Cooperative Work Experience: Graphic Design. Required: Second year standing in the Graphic Design program. Prerequisite/concurrent: GD 221, GD 244.	
Reason for change	SAC recommended update to reflect more accurate learning objectives.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A.Design with the needs of the client as the foremost concern B.Complete documentation and administrative tasks that accompany design work C.Finish design and production work within real-world deadlines D. Produce design work within the designated three hours of each class	• Design effectively within client parameters • Optimize design and production workflow through systematic project organization • Determine actual project costs through documentation of billable hours and expenses • Communicate effectively with clients to achieve intended project goals • Adopt flexible strategies to manage multiple client projects and deadlines
Reason for change	Outcomes were rewritten to include a stronger “out there” focus

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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 221, GD 244	☐ Prerequisite	☐ Corequisite	☒ pre/con

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 141, GD 151, GD 160,	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	Gene.flores@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Graphic Design	Submitter name	Linnea Gruber
		Phone	971.722.4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 260	Proposed prefix and number	No Change
Current course title	Digital Imaging 2	Proposed title (60 characters max)	No Change
# Credits	3	Proposed transcript title (30 characters max)	No Change
Reason for title change	SAC recommended update for accuracy.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces advanced techniques in color correction and image manipulation for print and web-based graphics. The study of masks, channels and advanced selection methods will be incorporated in professional-level design projects. Export	Focuses on advanced techniques of raster image editing software. Introduces color systems, file formats, and file management used while designing for digital environments. Required: second year standing in the Graphic Design program. Prerequisite GD 124

formats and cross-application issues are covered. Required: Second year standing in the Graphic Design program. Prerequisite: GD 160.	
Reason for change	SAC recommended update to more accurately describe the course.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
	•Apply advanced methods of image editing and layer management used by the industry •Setup documents to professional standards used for digital environments
Reason for change	SAC recommended update to more accurately reflect learning 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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 160	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 124	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
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If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	gene.flores@pcc.edu	

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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Graphic Design	Submitter name	Linnea Gruber
		Phone	4834
		Email	lgruber@pcc.edu
Current prefix and number	GD 280A	Proposed prefix and number	No change
Current course title	Cooperative Education: Graphic Design	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Cooperative on-the-job experience allowing for the application and development of knowledge and skills acquired in the on-campus program. Variable credits: Receive one credit for every 40 hours of successful work experience. Department permission	Provides an opportunity to gain experience at a graphic design worksite or at a business employing graphic designers. Provides opportunities for new learning, skill development and practicing skills learned in the required courses. Requires coordination and approval by the instructor, the on-site supervisor and

required.	PCC Cooperative Education Specialist. Prerequisite: GD 141, GD 151, GD 160.
Reason for change	Description was rewritten to align more closely with other Cooperative Education course descriptions at the college.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
(Outcome listed online is abruptly cut off) Develop a written work experience plan designed to meet student	Apply acquired classroom skills, knowledge, and training in a work place setting
Reason for change	The currently listed outcome makes no sense.

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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: GD 141, GD 151, GD 160.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☒ pre/con

Is this course used for related instruction? Please confirm this by reviewing	☐ yes
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the inventory of related instruction templates .	☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Linnea Gruber	lgruber@pcc.edu	5/8/13
SAC Administrative Liaison (type name)	Email	Date
Gene Flores	Gene.flores@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

- ☐ course number
- ☐ title
- X description (include requisites)
- ☐ outcomes
- prerequisites and co-requisites

[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	Psychology	Submitter name	Cynthia Golledge
		Phone	X4075
		Email	cgolledg@pcc.edu
Current prefix and number	PSY 216	Proposed prefix and number	
Current course title	Social Psychology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test	Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Recommended: PSY 201A. Audit available.

scores. Audit available.	
Reason for change	The Psychology SAC would like to recommend that students take PSY 201A prior to PSY 216 so that students have background knowledge to enhance their understanding of course topics. However, the SAC as a group does not believe that PSY 201A should be required.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors. 2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior. 3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences. 4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.	
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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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
Proposed prerequisites, corequisites and concurrent			

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes
	☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 X No	
Implementation term	X Next available term after approval ☐ Specify term (if AFTER the next available 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 (type name)	Email	Date
Cynthia P Golledge	cgolledg@pcc.edu	April 1, 2013
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy, Social Sciences Dean Sylvania	lgoldy@pcc.edu	April 1, 2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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:	Geography	Submitter name Phone Email	Christina Friedle 971-722-4072 Christina.friedle@pcc.edu
Course Prefix and Number:	Geo 240	# Credits:	4
Course Title: (60 characters max)	Cartographic Principles and Applications	Transcript Title (30 characters max)	Cartography
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab: 30
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes ☒ No	Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
		Check all that apply	Default (Choose one)
	A-F (letter grade)	☒	☒
	Pass/No pass	☒	☐
	Audit in consultation with faculty	☒	☐
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Explores basic cartographic design principles and how to apply them to produce high quality maps using GIS software. Introduces cartographic terminology, principles, and map-making tools. Covers visual representation and communication; how to turn geographic data into effective maps for print and the web; how to critique maps; map design and elements; and color, fonts, labels, and symbols for maps. Prerequisite: GEO 265, WR 115, RD 115, and MTH 20 or equivalent placement test		

	scores.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-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: Geo 265	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Learning Outcomes: (Use observable and measurable verbs)	Upon successful completion of the Cartography course, students will be able to: • Apply cartographic principles, theory and styles to create effective maps using GIS software • Critique maps based on cartographic and design principles • Use an understanding of cartography to examine cultural and environmental issues
Course activities and design: (from CCOG)	The materials in this course will be presented in a computer lab setting through classroom lecture, discussion, software demonstration, peer critique, and computer-based labs. Other methods may be implemented such as small group work and in-class activities.
Outcomes assessment strategies:	Students will be expected to demonstrate mastery of themes, concepts, issues, competencies and skills by any combination of the following: • Written results of class labs and exercises • Participation in map critiques • Completion of a final project
Course Content: Themes, Concepts, Issues and Skills:	Themes, Concepts, Issues: • Map design & Layout • Types of Maps • Map colors

(from CCOG)	• Map symbols • Map labels & fonts • Map generalization • Quantitative & Qualitative data Competencies and Skills: • Design & execute various styles and types of maps • Use appropriate symbols, colors, and labels for geographic data • Use GIS to implement Cartographic principles, theory, and styles • Create and display maps in various mediums (print, web, electronic)
Reason for the new course	The Geo 240 course is being developed to expand our course offerings for the GIS Certificate Program. The course provides an opportunity for students to build and expand GIS skills with an emphasis on using maps for effective communication.

Section #2 Transferability	
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 ☒ 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	Geography 484 (PSU)
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):	Geographic Information Systems (GIS) Certificate	# credits: 44
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	It will be included as one of the Program electives.	
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.	There are no equivalent or similar courses being offered in other programs.	

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.	There is no program that this course will impact.
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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.	There is no potential impact on any other department or campus.
Implementation term:	☐ Next available term after approval ☒ Specify term AFTER the next available WINTER 2014
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 been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Christina Friedle	Christina.friedle@pcc.edu
SAC Administrative Liaison (type name)	Email
Tonya Booker	Tonya.booker@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

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:	ABE	Submitter name Phone Email	Scott Lowrey 971-722-7761 scott.lowrey@pcc.edu
Course Prefix and Number:	0759	# Credits:	0
Course Title: (60 characters max)	ABE Career Pathways Support Course	Transcript Title (30 characters max)	ABE Career Pathways Support
Can this course be repeated?	Yes	Contact hours: PER QUARTER	Lecture: 80 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			Students are enrolled in this support class as part of a Career Pathway certificate program targeted at ABS (ABE and ESOL) students. These cohort programs range from three-four terms in length. Students need support in all of the terms.
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No		Course Number and Title
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	☐	☐	
Pass/No pass	☐	☐	
Audit in consultation with faculty	☐	☐	
	Noncredit	Default: noncredit marks of CM, PR, L, UP	
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Provides academic support for ABE students while they are concurrently enrolled in Career Pathway's designated CTE courses for ABS (Adult Basic Skills) students. Runs 80 hours per term concurrently with the CTE courses. Prerequisite: Department permission required.		

Addendum to Course Description:	
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General Education/Discipline Studies Standard Prerequisite Approval

If this course is requesting approval for the Gen Ed/Discipline Studies 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 wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X Placement into: ABE 0744 or CASAS Reading score 230 or successfully completed 2 out of 4 GED tests. Department Permission Required (Career Pathways and ABE).		☐ Placement into:	
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more [guidance on writing good outcomes](#).

Learning Outcomes: (Use observable and measurable verbs)	Read modified and some authentic materials related to employment area Write a variety of correspondence related to employment Orally communicate effectively in a variety of employment settings Set long term personal and professional goals Able to identify next steps <u>in their</u> educational and/or professional <u>goals</u> .
Course activities and design: (from CCOG)	The ABE Career Pathways Support Course teaches a variety of job skills while simultaneously providing academic support (reading, writing, and presentation skills) for the CTE courses in a specified Career Pathways certificate program for ABS students. This support may include instruction in skills and activities that can be adjusted to the requirements of the technical content area. In addition, academic skills will always be taught with the idea of improving reading, writing and professional communication skills.
Outcomes assessment strategies:	Active participation in job readiness development Successful completion of all assignments related to the course Successful completion of an internship
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes and Concepts Academic proficiency in reading, writing, and oral communication Success in college level courses Problem solving Goal setting Job readiness Transition to work Cultural awareness Personal expression/reflection Skills - Reading Read, understand, and follow directions Use skimming and scanning to find specific information

	Develop questions based on readings Work in groups to define, analyze, and solve problems Use a dictionary and other references Read for comprehension under time constraints Develop vocabulary Read authentic materials related to the field of study, including manuals, directions, and texts Skills- Writing Grammar Review and Instruction: Phrases and clauses, Verbs and related structures, Other parts of speech, Mechanics Written Communication: Writing and editing basic paragraphs and short essays, Improvement in ability to communicate through emails and letters, Strengthen confidence in written communications, Resume and cover letter writing Skills –Oral Communication Learn conventions of the job interview via mock interviews Develop strategies for informational interviews Practice effective telephone communication Recognize idioms and jargon, especially related to the field of study Use academic and professional vocabulary Choose appropriate words and word forms Recognize and use correct word order most of the time Communicate effectively in all tenses Participate by contributing and connecting ideas Listen, understand, take notes and follow directions appropriate to the field of study Develop discussion skills (asking clarification questions to negotiate meaning, rejoinders, confirmation) to participate in job interviews, workplace meetings and small group discussions
Reason for the new course	The ABE program is partnering with Career Pathways to provide a variety of CTE certificate programs that target ABS (ABE and ESOL) students. This course is targeted at the ABE population and provides an opportunity for those students who are finishing their GED to also earn an additional credential. This course provides the academic support necessary for student success in the CTE courses associated with a particular Career Pathway certificate program.

Section #2 Transferability

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

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)

- ☐ Completed [Transferability Status](#) form

Required for Gen Ed only	☐ 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):		# 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.	
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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 (spring 2014) ☐ Specify term AFTER the next available
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 been reviewed at the SAC level and approved for submission.

SAC Chair (type name)	Email
Scott Lowrey	Scott.lowrey@pcc.edu
SAC Administrative Liaison (type name)	Email
Julie Kopet	jkopet@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.	

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	EMS	Submitter name Phone Email	Mark Hornshuh: 5570; mhornshu@pcc.edu Dennese Kelsay: 5534; dkelsay@pcc.edu
Current prefix and number	EMS 100	Proposed prefix and number	No change
Current course title	Introduction to Emergency Medical Services	Proposed title (60 characters max)	Introduction to Emergency Medical Services
# Credits	3	Proposed transcript title (30 characters max)	Intro Emergency Medical Serv
Reason for title change	NA		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the roles and responsibilities of the EMT, emergency medical services system, medical-legal considerations, major incident response, hazardous materials awareness, and stress management.	Covers the roles and responsibilities of the EMT, emergency medical services system, medical-legal considerations, major incident response, hazardous materials awareness, stress management, and blood-borne pathogens.

Reason for change	Previous description erroneously omitted a significant outcome-based concept of this course.
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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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Define the roles and responsibilities of the EMT Describe the EMS system and its components Describe medical-legal considerations of EMS Describe major incident response Define stress management in EMS Demonstrate the knowledge of blood-borne pathogens/communicable disease Describe and identify safety precautions Define and describe Scope of Practice, Protocols, and Standing Orders	Utilize safe and appropriate precautionary measures to avoid contamination and/or contraction/spread of communicable diseases within the Emergency Medical Services response arena. Function and communicate effectively, and fulfill appropriate role(s) within major and minor emergency response system incidents using the National Incident Management System guidelines. Effectively use an Emergency Response Guidebook to mitigate hazards during a hazardous materials incident response.
Reason for change	Previous “outcomes” were not developed in accordance with currently acceptable standards.

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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ 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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	7/17/13
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	7/17/13
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	EMS	Submitter name Phone Email	Dennese Kelsay & Mark Hornshuh 5534 / 5570 dkelsay@pcc.edu , mhornshu@pcc.edu
Current prefix and number	EMS 113	Proposed prefix and number	EMS 113
Current course title	Emergency Response Communication and Documentation	Proposed title (60 characters max)	Emergency Response Communication and Documentation
# Credits	2	Proposed transcript title (30 characters max)	Emerg Resp Comm/Documentation
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers principles of therapeutic communication, verbal, written, and electronic communications in the provision of EMS; documentation of elements of patient assessment, care, and transport;	Covers principles of therapeutic communication, oral, written, and electronic communications in the provision of EMS. Includes: documentation of elements of patient assessment, care, transport, communication systems, radio types, reports, codes, and correct

communication systems, radio types, reports, codes, and correct techniques. Prerequisite: EMS 105 and EMS 106.	techniques. Prerequisites: EMS 105 and EMS 106, WR 121. Recommended: SP 111 or COMM 111.
Reason for change	SAC consensus: Students will be better prepared to successfully complete writing assignments for this course after successful completion of English Composition, which is also a requirement for completion of the EMS certificate and AAS Degree. Students will be better prepared to deliver class presentations for this course after successful completion of Public Speaking, which is also a requirement for completion of the EMS certificate and AAS Degree.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes .	
Current learning outcomes (required information for all course revisions)	New learning outcomes
Perform the communication functions of the job of Paramedic.	
Reason for change	No 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 If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105 and 106	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105 and 106, WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: recommend SP 111 or COMM 111	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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 (if AFTER the next available 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 (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	07/17/2013
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	07/17/2013
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	EMS	Submitter name Phone Email	Dennese Kelsay & Mark Hornshuh 5534 / 5570 dkelsay@pcc.edu , mhornshu@pcc.edu
Current prefix and number	EMS 114	Proposed prefix and number	No change
Current course title	Emergency Response Patient Transportation	Proposed title (60 characters max)	No change
# Credits	2	Proposed transcript title (30 characters max)	Emergency Response Patient Transpt
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers ambulance operations, laws, maintenance and safety, emergency response driving and route planning. Prerequisite: EMS 105.	Covers ambulance operations, laws, maintenance and safety, emergency response driving and route planning. Prerequisites: EMS 105, WR 121. Recommended: EMS 106

Reason for change	SAC consensus: Students will be better prepared to successfully comprehend and apply sound principles of patient handling after completion of both EMS 105 and EMS 106. Some students who have not completed EMS 106 currently have greater challenges in this area Students will be better prepared to successfully complete writing assignments for this course after successful completion of English Composition, which is also a requirement for completion of the EMS certificate and AAS degree.
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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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Perform the transportation functions of the jobs of Paramedic.	Perform the transportation functions of the job of Paramedic.
Reason for change	Typographical error: “jobs” should be “job”

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			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
☒ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105, WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: recommend: EMS 106	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	☒ yes ☐ no
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If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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 (if AFTER the next available 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 (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	7/17/13
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	7/17/13

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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	EMS	Submitter name Phone Email	Dennese Kelsay & Mark Hornshuh 5534 / 5570 dkelsay@pcc.edu , mhornshu@pcc.edu
Current prefix and number	EMS 115	Proposed prefix and number	EMS 115
Current course title	Crisis Intervention	Proposed title (60 characters max)	Crisis Intervention
# Credits	3	Proposed transcript title (30 characters max)	Crisis Intervention
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers intervention in behavioral crises of sudden death, suicide, rape, murder, vehicle accidents, disease, trauma, and child abuse. Includes resources, supporting behavioral patterns and handling emotional	Covers intervention in behavioral crises of sudden death, suicide, rape, murder, vehicle accidents, disease, trauma, and child abuse. Includes resources, supporting behavioral patterns, and handling emotional stress of the individual as well as coping with

stress of the individual as well as coping with emotional conflict within one's self.	emotional conflict within one's self. Prerequisite: WR 121. Recommended: EMS 106 and SP111 or COMM 111.
Reason for change	Correction of typographical errors: changed "suddent" to sudden; added a comma after "supporting behavioral patterns".

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
By the end of the course, the student should be able to: 1. Describe the relationship of mental illness, alcoholism, drug abuse, child abuse, suicide, and spouse-battering to coping mechanisms. 2. List six substances commonly abused. 3. Describe correct principles of this interaction with the parents of a SIDS baby, a suicidal patient, a psychotic patient, a victim of rape, assault and battery, a patient with drug overdose and chemical ingestion/alcohol. 4. Correctly describe one's interaction with the victim of severe trauma and less severe injuries. 5. Describe behavior appropriate for dealing with dying patients, their relatives and with one's self. 6. List and describe methods for coping with one's own stress and stressful situations, elements and characteristics germane to the burnout syndrome.	Appropriately identify positive and negative coping mechanisms in order to provide safe and optimal care to patients perceived to be in crisis. Effectively cope with one's own perceived crises in order to avoid burnout. Interact appropriately and professionally with individuals who have experienced or who are experiencing critical incidents.
Reason for change	Existing outcomes are not consistent with currently acceptable PCC standards.

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

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

☐ 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

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☐ Placement into: .

prefix & number: WR 121

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: recommend EMS 106, and SP111 or COMM 111

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☐ yes

☐ no

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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 (if AFTER the next available 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 (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	07/17/2013
SAC Administrative Liaison (type name)	Email	Date

John Saito	John.saito15@pcc.edu	07/17/2013
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Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the check box which opens the task window

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

[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	EMS	Submitter name Phone Email	Dennese Kelsay & Mark Hornshuh 5534 / 5570 dkelsay@pcc.edu , mhornshu@pcc.edu
Current prefix and number	EMS 116	Proposed prefix and number	No change
Current course title	Emergency Medical Service Rescue	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	Emergency Med Serv Rescue
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Covers the elementary procedures of rescue practices, systems, components, support and control of rescue operations including ladder procedures and basic rescue tools. Introduces techniques and	Covers the elementary procedures of rescue practices, systems, components, support and control of rescue operations including basic rescue tools. Introduces techniques and tools of patient extrication, emphasizing application to traffic accidents and low

tools of patient extrication, emphasizing application to traffic accidents. Prerequisite: EMS 105.	angle rescue. Prerequisites: EMS 100, EMS 105, WR 121. Recommended: EMS 106, SP 111 or COMM 111.
Reason for change	SAC Consensus: Students will be better prepared to successfully complete writing assignments for this course after successful completion of English Composition, which is also a requirement for completion of the EMS certificate and AAS Degree. EMS 100 presents fundamental Incident Management System concepts critical to student success during EMS rescue operations. Students will be better prepared to deliver class presentations for this course after successful completion of Public Speaking, which is also a requirement for completion of the EMS certificate and AAS Degree. Students will be better prepared to comprehend and apply sound principles of patient handling after completion of EMS 106. Some students who have not completed EMS 106 currently face greater challenges in this area.

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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
1. Define the role of the EMT at emergencies involving rescue operations. 2. Describe the organizational structures and functions of emergency services at an emergency scene. 3. Describe the process of “size-up” as it relates to decision making for proper tactics and strategies. 4. Demonstrate the basic use of rescue techniques, including ropes, knots, ladders, portable fire extinguishers, and other related items 5. Describe the role of the EMT in extrication. 6. Describe the techniques that the EMT can use to gain access to or disentangle patients from vehicles.	Integrate principles of personal safety and safe patient handling into rescue operations. Employ effective communication techniques during simple and complex rescue operations, within the Incident Management System structure. Perform basic patient access, disentanglement, and retrieval functions during vehicle extrication and low angle rescue operations.
Reason for change	Existing outcomes are not consistent with currently acceptable PCC standards.

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

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☐ Placement into: .

prefix & number: EMS 105

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area

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

☐ Placement into: .

prefix & number: WR 121, EMS 100, EMS 105

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number: Recommend: EMS 106, and SP 111 or COMM 111

☐ Prerequisite

☐ Corequisite

☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of [related instruction templates](#).

☒ yes

☐ no

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

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 (if AFTER the next available 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 (type name)

Email

Date

Dennese Kelsay

dkelsay@pcc.edu

7/17/13

SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	7/17/13
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