CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
October 3, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

ITAL 199 – Culture in Context: Italian Life and Culture
GEO 299 – Cartography
MCH 299 – Product Design 1
ASL 199 – Fingerspelling and Numbers

Course Inactivation:

NA

Available Grading Option:

NA

Old Business:

682. HST 100 – Introduction to History
Course Revision – Des, Req, Out

683. FP 207 – Fire Service Based Emergency Medical Service
New Course

684. FP 273 – Fire Service Human Resource Management?
New Course

New Business:

1. PL 205 – Advanced Litigation
New Course

2. PL 230 – E-Discovery
New Course

3. GD 114 – Introductory Typography
Course Revision – Des, Out, Req

4.GD 116 – Intermediate Typography
Course Revision – Des, Out

5. GD 160 – Digital Imaging 1
Course Revision – Des, Out, Req

6. GD 239 – Illustration for Graphic Designers
Course Revision – Des, Out

7. BI 161 – Ecology/Filed Biology: Malheur
Course Revision – Title, Des, Out

8. EMS 113 – Emergency Response Communication/Documentation
Course Revision – Req

9. EMS 240 – Paramedic I
Contact/Credit Hour Change

10. EMS 246 – Paramedic Clinical Internship II
Contact/Credit Hour Change

11. HST 111 – U.S. History: Skills and Issues
Course Revision – Des, Out

12. R 201 – Asian Religions
Designation – General Education

13. R 201 – Asian Religions
Designation – Cultural Literacy

14. ABE 0790 – Intermediate Integrated Reading and Writing
New Course

15. CG 114 – Financial Survival
Course Revision – Des, Out

16. CG 191 – Exploring Identity & Diversity
Course Revision – Des, Out

17. CG 191 – Exploring Identity & Diversity
Designation – General Education

18. CG 191 – Exploring Identity & Diversity
Designation – Cultural Literacy

19. HIM 136 – Medications
Course Revision – Des, Out

20. MTH 07 – Accelerated Basic Math Review
New Course

21. MTH 08 – Accelerated Introductory Math Review
New Course

22. MSD 101 – Principles of Management/Supervision
Course Revision – Des, Out

23. MSD 105 – Interpersonal Communication
Course Revision – Title, Des, Out

24. MSD 107 – Organizations & People
Course Revision – Des, Out

25. MSD 111 – Corresponding Effectively at Work
Course Revision – Title, Des, out

26. MSD 115 – Improving Work Relations
Course Revision – Des, Out

27. MSD 117 – Customer Relations
Course Revision – Des, Out

28. MSD 200 - Organizations & Social Resp
Course Revision – Out

29. MDS 222 – Human Resource Mgt: Personnel
Course Revision – Des, Out

30. MDS 105 – Interpersonal Communication
Related Instruction

31. MSD 101 – Principles of Management/Supervision
Related Instruction

32. MSD 111 – Corresponding Effectively at Work
Related Instruction

33. MSD 115 – Improving Work Relations
Related Instruction

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	History	Submitter name Phone Email	John Shaw 971 722-8276 john.shaw4@pcc.edu
Current prefix and number	HST100	Proposed prefix and number	n/a
Current course title	Introduction to History	Proposed title (60 characters max)	n/a
Reason for title change	n/a	Proposed transcript title (30 characters max)	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description		Proposed Description	
This course will provide a general introduction to the nature and methods of history. Students will explore how history is reconstructed through the study of various historical sources such as primary documents, secondary accounts, films, posters, art, and more. Recommended: Completion of WR 80 with a C or higher grade.		Provides a general introduction to the nature and methods of history. Develops awareness of the importance of historical literacy and thinking. Develops intellectual and written communication skills applicable to the study of history and other academic disciplines and a wide variety of professional pursuits. Covers various periods, areas and fields of history through the use of historical case studies.	

Reason for change	Regular SAC three- year review/revision of our courses

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

Current learning outcomes	New learning outcomes
• Use critical thinking to evaluate the nature and methods of history. • Recognize the various sources historians use to reconstruct the past. • Understand the meaning of historical context in terms of evidence and historical interpretation. • Communicate effectively through written and other assignments.	• Articulate an understanding of the nature and methods of history, the various sources historians use to reconstruct the past, and the importance of historical context when evaluating evidence and historical interpretation. • Recognize and appreciate the value of diversity by developing the ability to describe the past through the eyes and experiences of those who were there, as revealed through their writings, art and artifacts, and to avoid judging the past solely in terms of the norms and values of today. • Identify culturally-grounded assumptions by trying to understand the worldviews, frames of reference, beliefs, values, intentions, and actions of historical figures using a variety of historical evidence. • Communicate effectively by engaging historical sources, learning to assess their reliability, and building and defending evidence-based arguments. • Connect the past with the present by being critical thinkers who can engage their world to derive a more informed perspective and enhance civic engagement.

Reason for change	Regular SAC three- year review/revision of our courses

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: WR 115			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☒ Placement into: Recommended: Completion of WR 90.			
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. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to 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
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Sylvia Gray	sgray@pcc.edu	04/12/2012
SAC Administrative Liaison	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	

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:	Fire Protection Technology	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 207	Credits:	3
Course Title: (60 characters max)	Fire Service Based Emergency Medical Service	Transcript Title (30 characters max)	Fire Service Based EMS
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
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)	

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: *course* and/or *student*. Include course recommendations in the description. (the field expands as needed)
Covers and explores the importance of fire service based pre-hospital 9-1-1 emergency medical system. Provides a background on EMS system components and system design models. Utilizes NFPA 1710, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments, 2010 Edition Chapters 4 and 5. Prerequisites: WR 121, RD 115, MTH 65, EMS 106, FP 112
Addendum to course description:

There will be a need to have a working knowledge of word processing programs to retrieve and send emails, to create cost worksheets, to generate professional proposals, and presentations.

Identify pre-requisite, co-requisite 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: MTH 65, RD 115, WR 121	☐ Placement into:		
course prefix & number: EMS 106	☒ Prerequisite	☐ Co-requisite	☐ pre/co
course prefix & number: FP 112	☒ Prerequisite	☐ Co-requisite	☐ 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)**	- Explore the attributes of fire-based emergency medical service systems. - Implement the concepts of measuring the effectiveness and quality of a pre-hospital fire service based EMS system. - Apply the knowledge of the importance of response times and the means for providing superior levels of quality service for timely and effective delivery of emergency medical treatment. - Explore the costing and the competitive procurement process in a pre-hospital 9-1-1 emergency medical service system. - Use an understanding of the qualities and duties of the medical director as an important part of a fire service based EMS. - Explore the future of pre-hospital 9-1-1 emergency medical service system.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional method may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations and video presentations.
Outcomes assessment strategies: **(from CCOG)**	Methods of assessment may include one or more of the following: Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. Written assignments or oral reports designed to integrate course material into personal experience or experiences of other. Quizzes and exams composed of objective questions and concepts. Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Fire based EMS: A public policy perspective Effect of Public Policy on EMS Systems in the U.S. The 1966 White Papers and Its Effects The Emergency Medical Services Systems Act of 1973 Decentralizing EMS Policy: OBRA Effect of EMS Systems on U.S. Public Policy Policies for the Public Good Response times

Defibrillation

Expanded Scope of Practice

Communications

Policies to Protect WMS Providers

The Ryan White Act

Tuberculosis Prevention Guidelines

Policies to Protect EMS Systems

Protection from Privatization

Negotiated Rulemaking for EMS Reimbursement

Policy Monitoring: A Vision for the Future

EMS Agenda for the Future

Attributes of Fire Based EMS Systems

Determining Community Needs

The Chain of Survival

Dispatch and Communications

Staffing and Teamwork

Staffing

Clinical Competence

Job Performance and Safety

Continuity of Care

Deployment

Job Satisfaction

Cost Effectiveness

System Review and Evaluation

Measuring Quality and Effectiveness in Pre-hospital EMS Systems

What an Emergency Medical Services System is

Traditional Attempt at Quality Assurance in Pre-hospital EMS Systems

Efforts to Establish Performance Measures in Pre-hospital EMS

Developing EMS System Quality Indicators and Performance Measures

The Reason That Pre-hospital EMS Systems Need Relevant and Measurable

Indicators of Quality

Response Time: An EMS System Performance Measure

Response Time and What It Is

Individual, Average, and Quantile Response Times

The Length of a Minute

Measuring Response Times and Why

Fire Based Response

Pre-hospital Emergency System Costing

Cost Effectiveness of Fire Service Based Systems

History of Medicare Administration

Medicare and Ambulance Reimbursement

Plan Development and System Design

Staffing Factor Calculation Worksheet

Marginal Personnel Requirements Worksheet

Wages Worksheet

Vehicle and Equipment Cost Worksheet

Summary Worksheet

Revenue Projection

Three Year Balance Worksheet

The competitive Procurement Process in EMS

	Developing a Request for Proposal
	Specifications
	Contact Terms and Conditions
	The Role of Consultants in Developing RFPs
	The Bidding Process
	Final Negotiations and Award Conclusion
	EMS in Canada
	Characteristics of Provincial Systems
	Simultaneous Dispatch-Ontario's Struggle Conclusion
	Fire Service Based Program Medical Directors
	Qualifications
	Medical Director Responsibilities
	Directions
	Protocols
	Discipline
	The Future of EMS: Meeting the Challenge of Change
	System of Access-The Right Response for the Patient
	The Impact of Telecommunications
	Extending the Scope of Practice
	Industrial Medicine and Managed Care
	Prevention of Injuries

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.	Advisory Committee has deemed that emergency service personnel must have a solid understanding of fire service based pre-hospital 9-1-1 emergencies.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Fire Protection Technology AAS degree	# credit: 100
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No

If **no** is selected continue to part three.

If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	This course will transfer to Eastern Oregon University

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.	No

Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None

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: Fall 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	05/03/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@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 – 4th 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:	Fire Protection Technology	Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 273	Credits:	3
Course Title: (60 characters max)	Fire Service Human Resource Management	Transcript Title (30 characters max)	Fire Serv. Human Resource Mgt.
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
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)	

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Covers NFPA 1021, Chapters 4.2 and 5.2 and will involve human resources to accomplish assignments in accordance with safety plans and in an efficient manner. Also involves evaluating personnel performance and supervising personnel during emergency and non-emergency work periods. Prerequisites: WR121, MTH 65, FP 112 or department approval.

Addendum to course description:

There will be need to have a working knowledge of word processing programs to retrieve and send emails, create spreadsheets and to generate professional proposals and presentations.

Identify prerequiste, corequisite and concurrent course(s)			
(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: FP 112 or department approval	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: WR 121, RD 115, MTH 65	☒ 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)**	- Apply the personnel management process effectively in the work environment and apply the proper incentives, motivation, and discipline. - Navigate the challenges of personnel management practices in recruitment, selection, promotion, transfers, and layoffs in relation to a culturally diverse and contemporary workforce. - Communicate interpersonally, orally, and in writing to solve problems, increase teamwork, consult members, conduct evaluations, and reduce unsafe acts. - Use a performance appraisal system to construct a plan to set priorities for a member in need of assistance. - Use an understanding of the employee assistance program to effectively work with employee problems. - Use an understanding of major labor legislation to navigate their impact on the labor/management process.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional method may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations and video presentations.
Outcomes assessment strategies: **(from CCOG)**	Methods of assessment may include one or more of the following: Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. Written assignments or oral reports designed to integrate course material into personal experience or experiences of other. Quizzes and exams composed of objective questions and concepts. Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.

Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	• Schedule tasks and responsibilities to unit members, given an assignment at an emergency incident, and assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. • Manage unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. • Propose action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures. • Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. • Manage the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments. • Employ actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision. • Interpret the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures. • Devise a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

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.	Recommendation from the advisory committee	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Fire Protection Technology AAS degree	# credit: 100
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes

	☒ No

If **no** is selected continue to part three.

If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	This course will transfer to Eastern Oregon University for the Fire Service Administration degree.
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.	
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	
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	
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 be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	
SAC Administrative Liaison	Email	Date

John Saito	john.saito15@pcc.edu	

Portland Community College

<table>
<tr><td colspan="2" align="center">New Course
Career Technical Education (CTE)</td></tr>
</table>

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Paralegal	Submitter name phone and email	Jerry Brask gbrask@pcc.edu 5212
Prefix and Course Number:	PL 205	Credits:	3
Course Title: (60 characters max)	Advanced Litigation	Transcript Title (30 characters max)	Advanced Litigation

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)	0

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: *This course will* and/or *Students will.* Include course recommendations in the description. (the field expands as needed)

Covers the paralegal's role in large-budget, deeply staffed litigation in which a range of lawyers and paralegals staff a case. Explores how to manage and track documents, assemble and organize documents to assist lawyers preparing for depositions and trial and manage trial technology.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)				
(double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: PL 101		☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: PL 105			☐ Corequisite	☐ pre/co
		☒ Prerequisite		X recommended

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)**	1. **Create, organize and manage large case files** 2. **Manage case discovery productions and document management techniques** 3. **Utilize an understanding of how to implement in depth discovery processes as a paralegal (I am trying to make this outcome more "out-there")**
Course activities and design: **(from CCOG)**	**Classroom lecture and discussion, small group homework, hands on experience with case management software, generating document review process, organize documents pursuant to student created protocols.**
Outcomes assessment strategies: **(from CCOG)**	**Quizzes and exams, practical homework, practical skills exam, document review evaluation, review of organized documents, and trial binder/notebook, other projects.**
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	**Focus will be on the paralegal's role in large case management, a critical role where the paralegal is often "keeper of the file." Specific roles of paralegals will be explored and developed in real life situations to familiarize students with specific tasks expected of them on "deep-bench" teams.**

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.	Meets important need in Paralegal program to develop litigation courses	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Paralegal Certificate	# credit: 45
Name of degree(s):	AAS-Paralegal	# credit:90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes x☒ 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/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	N/A
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.	none
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.	none
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	none
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	none
Implementation term:	☒ Next available term after approval-Winter 2013 ☐ 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 be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jerry Brask	gbrask@pcc.edu	May 17, 2012
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	May 17, 2012

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:	Paralegal	Submitter name phone and email	Jerry Brask gbrask@pcc.edu 5212	
Prefix and Course Number:	PL 230	Credits:	3	
Course Title: (60 characters max)	E-Discovery	Transcript Title (30 characters max)	E-Discovery	
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)	

Course Description: Begin each sentence the course description with an active verb, i.e. introduces, covers, explores, presents . . . Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces and covers E-Discovery, the E-Discovery Reference Model ("EDRM") and the software used in law firms for document review. Covers current trends in the Federal Rules of Civil Procedure, social media and cloud computing discovery issues and the practical application of these rules. PC and Mac formats will be covered.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)				
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
☐ Placement into:		☐ Placement into:		
course prefix & number: PL105	☒ Prerequisite	☐ Corequisite		☐ pre/co
course prefix & number: PL 130	☒ 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)	1. Utilize E-Discovery vocabulary 2. Utilize Document Review platforms and applications 3. Create E-Discovery Case protocol 4. Utilize E-Discovery collection processes, including chain of custody 5. Apply Sedona Conference legal standards related to E-Discovery and apply EDRM to case processes
Course activities and design: (from CCOG)	Classroom lecture and discussion Videos Video tutorials On-line learning tutorials Group projects Hands on applications
Outcomes assessment strategies: (from CCOG)	Quizzes and exams Essay Questions Research projects Research questions On line exercises
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Addresses specific topics and issues a paralegal might encounter working in progressive litigation practice where electronic data is critical to the resolution of cases. Assists paralegal students learning how to manage electronic discovery and how to manage paper and electronic integration issues. Provides methods of management of 3rd party paper vendors. Provides a new paralegal history and context regarding the evolution of E-Discovery under the federal rules from 2006 to present. Provides paralegal students with hands on use of industry standard E-Discovery platforms, including interactive assignments. Learning includes familiarity with metadata, sanctions and ethics.

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.	This is a developing and critical area of the law which paralegal students

	will need to know. This course will assist them in career development.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Paralegal Certificate	# credit: 45
Name of degree(s):	AAS-Paralegal	# credit:90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	As an Elective, provides students essential training for litigation involving the developing area of E-Discovery.	

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/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	N/A
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.	None
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.	None
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	None

Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	☒ Next available term after approval—Winter 2013 ☐ 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 be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jerry Brask	gbrask@pcc.edu	May 17, 2012
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	May 17, 2012

Portland Community College

Course Revision

What do you want to change?	Save this document as the course prefix and number
Check all that apply- double click on the check box which opens the task window	

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 Phone Email	Linnea Gruber 971-722-4834 lgruber@pcc.edu
Current prefix and number	GD 114	Proposed prefix and number	N/A
Current course title	Introductory Typography	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title **(30 characters max)**	**Introductory Typography**
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)**
Designed to introduce type as a design element. This non-computer course emphasizes exploration of letterforms through hand-rendering. Focuses on interaction of letterforms from single letters through multiple words. Includes font classification, composition and production techniques. Required for entry into the Graphic Design program. Audit available.	Introduces the letterform as a design element. Focuses on using typography as the primary visual in graphic design exploration. Includes font classification, composition, vocabulary and production techniques. Emphasizes hand-rendered techniques.

Reason for change	Assessment-driven update.

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 type as a primary design element Communicate a design concept using type Demonstrate typographic vocabulary	Utilize the form of the letter as a design element in professional layouts. Alter existing letterforms to create original design for unique client solutions. Use defining characteristics of various typefaces to appropriately communicate a client's message. Apply typographic vocabulary when discussing, analyzing or presenting graphic design layouts.
Reason for change	Update outcome 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: None

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
Cece Cutsforth	ccutsfor@pcc.edu	5-15-12
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	5-15-12
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 – 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	Save this document as the course prefix and number
☐ course number	Send completed form electronically to curriculum@pcc.edu
☐ title	
☒ description (include requisites)	
☒ outcomes	
☐ prerequisites and co-requisites	
Grade option change	

Section #1 General Information			
Department	Graphic Design	Submitter name Phone Email	Cece Cutsforth 4790 ccutsfor@pcc.edu
Current prefix and number	GD 116	Proposed prefix and number	N/A
Current course title	Intermediate Typography	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title (30 characters max)	**N/A**
Reason for title change	**N/A**		

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)
Continues the study of type as a design element. Concentration on typographic composition, hierarchy, type identification and typographic systems. Traditional and digital methods of production will be used. Student required to use some page layout software and output outside of class.	Focuses on typographic composition, hierarchy of information, font identification and grid structure. Integrates type and image to reflect contemporary layout directions. Prerequisites: GD 101, GD 114, GD 120. Prerequisite/concurrent: GD 140.

Prerequisites: GD 101, GD 114, GD 120. Prerequisite/concurrent: GD 140.	
Reason for change	Updated to more accurately reflect how the course is taught.

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
- Demonstrate layout skills utilizing type as a primary element - Recognize subtle variations of different typographic forms for type identification - Define typographic design principles in composition and layout - Utilize both traditional and computer rendered type.	Utilize type as the primary graphic design element in creating professional level design solutions. Create professional level layouts utilizing grid structure organization. Apply industry-expected practices governing typography in communication materials. Prepare digital files conforming to industry-required production standards.
Reason for change	The outcomes were updated and rewritten to reflect an "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
Cece Cutsforth	Ccutsfor@pcc.edu	5/15/12
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	5/15/12
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 – 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 Phone Email	Nathan Savage 9717224849 Nathan.savage@pcc.edu
Current prefix and number	GD 160	Proposed prefix and number	N/A
Current course title	Digital Imaging 1	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
Reason for title change	N/A		

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)**
Using professional software to explore digital image editing, photo manipulation and layer compositing. File formats, techniques and tools most used by graphic designers are emphasized. Placement permission slip required. Prerequisite/concurrent: GD 141 and/or ART 151.	Introduces professional software to control digital image editing, photo manipulation and layer compositing of raster art. Emphasizes file formats, techniques and tools used by graphic designers. Placement permission slip required. Prerequisite/concurrent: GD 141 and GD 151.

Reason for change	Assessment driven update.

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 Photoshop to scan, create, composite and enhance images to be exported to other graphic design applications.	Set up documents to specifications required for professional quality output. Utilize color systems, screen resolution and file formats defined by industry standards. Navigate and manipulate the software interface at the expectation of employers in the field. Apply professional methods of image selection, editing and layer management.
Reason for change	Outcomes were rewritten to better communicate the "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: GD 141	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: ART 151	☐ 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	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: GD 151	☐ 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
Cece Cutsforth	ccutsforth@pcc.edu	5/15/12
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.deu	5/15/12
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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 Phone Email	Cece Cutsforth 4790 ccutsfor
Current prefix and number	GD 239	Proposed prefix and number	N/A
Current course title	Illustration for Graphic Designers	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title (30 characters max)	**N/A**
Reason for title change	**N/A**		

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 basic spot illustration techniques used by graphic designers in print and web. Emphasizes generating illustration from photo references. Color, and black and white illustrations include traditional as well as technology-enhanced techniques. Production issues focus on the illustration's	Explores a variety of traditional, non-digital illustration tools and techniques. Covers professional methods of digitizing and formatting artwork for media reproduction. Integrates illustrations into design communication materials. Prerequisites: GD 124, GD 140 and ART 131.

eventual placement in the computer environment. Prerequisites: GD 124, GD 140 and ART 131.	
Reason for change	**Assessment driven update**

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 Students should be able to: A. Produce illustrations used in graphic design work for print and web. B. Apply computer production techniques to maintain final quality of illustration C. Utilize illustration within a layout as a graphic design element	• Utilize key illustration techniques for client-based solutions. • Apply professional output preparation techniques to hand-rendered illustrations. • Skillfully incorporate illustration into layouts to enhance client communications.
Reason for change	Outcomes were rewritten to better communicate the "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
Cece Cutsforth	ccutsfor@pcc.edu	5/15/12
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	5/15/12
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 – 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	Save this document as the course prefix and number
☐ course number	Send completed form electronically to curriculum@pcc.edu
☒ title	
☒ description (include requisites)	
☒ outcomes	
☐ prerequisites and co-requisites	
Grade option change	

Section #1 General Information			
Department	Biology	Submitter name Phone Email	Lynn Larsen 971-722-5844 llarsen@pcc.edu
Current prefix and number	BI 161	Proposed prefix and number	
Current course title	Ecology/Field Biology: Malheur	Proposed title (60 characters max)	Ecology/Field Biology: Great Basin
# Credits	2	Proposed transcript title (30 characters max)	Ecology/Field Biology Great Basin
Reason for title change	By changing the name to Great Basin it gives instructors more flexibility in choosing the specific locations for this field class.		

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)
Field trip experience designed to introduce the relationships among plants, animals and the general geologic formation of various life zones for the Malheur geographical area.	Field trip experience designed to introduce the relationships among plants, animals and the general geologic formation of various life zones for the Great Basin geographical area.

Reason for change	By changing the Malheur to Great Basin it gives instructors more flexibility in choosing the specific locations for this field class.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners),   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: 1. Demonstrate an understanding of the plant and animal species living in the Malheur/Great Basin region of southeastern Oregon. 2. Develop an understanding of the niche and habitat of organisms found in the Malheur/Great Basin region of southeastern Oregon. 3. Understand the basic geological processes that formed this region and the impact this geology has on the organisms found there. 4. Use scientific field research equipment. 5. Communicate effectively orally and in writing.	Students should be able to: 1. Use knowledge of the plant and animal species living in the Great Basin region for further appreciation of the diversity of life. 2. Use knowledge of the niche and habitat of organisms of the Great Basin region to apply to the interconnections between organisms on this planet and sustainability. 3. Use knowledge of the basic geological process that formed this region as a basis for understanding how abiotic factors affect biotic distribution patterns. 4. Use scientific field research equipment. 5. Communicate effectively orally and in writing.

Reason for change	By dropping Malheur it gives instructors more flexibility in choosing the specific locations for this field class.

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

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

Current prerequisites, corequisites and concurrent

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
Alexie McNerthney	amcnerth@pcc.edu	5/30/12
SAC Administrative Liaison (type name)	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	5/30/12
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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 Ext 5534, 5570 dkelsay@pcc.edu, mhornshu@pcc.edu
Current prefix and number	EMS 113	Proposed prefix and number	No change
Current course title	Emergency Response Communication/Documentation	Proposed title (60 characters max)	No change
# Credits	2	Proposed transcript title (30 characters max)	**Emerg Resp Comm/Documentation**
Reason for title change	**n/a**		

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, verbal, written, and electronic communications in the provision of EMS; documentation of elements of patient assessment, care, and transport; communication systems, radio types, reports, codes,

communication systems, radio types, reports, codes, and correct techniques. Prerequisite: EMS 105.	and correct techniques. Prerequisite: EMS 105 and EMS 106.

Reason for change	Student performance indicates students who have not completed EMS 106 are not adequately prepared to address the documentation and reporting of patient assessment and treatment components required for successful completion of EMS 113.

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.	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	☒ 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 EMS 106	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing	☐	yes

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
Dennese Kelsay	dkelsay@pcc.edu	8/8/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	8/8/2012
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	EMS	Submitter name, phone, and email	Mark Hornshuh X5570 mhornshu@pcc.edu
Course prefix and number	EMS 240	Course title	Paramedic I

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	132	Lecture	120
Lecture/Lab		Lecture/Lab	
Lab	72	Lab	72
Total contact hours/term	204	Total contact hours/term	192
Total credits	13	Total credits	12

Reason for change:	Statewide standard Paramedic degree limits final academic year to 40 credits. Current Paramedic curriculum trends advocate for less didactic and more lab and problem-solving-based learning opportunities for students; and efficiencies of new technology suggest greater focus on lab hours with newly-available high-fidelity simulation during the clinical phase will improve student critical thinking skills and progress toward and entry-level competence as a Paramedic. This proposed one-credit decrease will be coupled with a one-credit increase in the Paramedic Clinical Internship II course (EMS 246).

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

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

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

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	

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	EMS	Submitter name, phone, and email	Mark Hornshuh X5570 mhornshu@pcc.edu
Course prefix and number	EMS 246	Course title	Paramedic Clinical Internship 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	144 indirectly supervised clinical	Lab	108 indirectly supervised clinical + 72 lab
Total contact hours/term	144	Total contact hours/term	180
Total credits	4	Total credits	5

Reason for change:	Statewide standard Paramedic degree limits final academic year to 40 credits. Current Paramedic curriculum trends advocate for less didactic and more lab and problem-solving-based learning opportunities for students; and efficiencies of new technology suggest greater focus on lab hours with newly-available high-fidelity simulation during the clinical phase will improve student critical thinking skills and progress toward and entry-level competence as a Paramedic. This proposed one-credit increase will be coupled with a one-credit decrease in the Paramedic I course (EMS 240).

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

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

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

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	

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	
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	Liberal Arts	Submitter name Phone Email	David Armontrout X6007 darmontr@pcc.edu
Current prefix and number	HST 111	Proposed prefix and number	
Current course title	U.S. HST: Skill and Issues	Proposed title (60 characters max)	
# Credits	1	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)**
This course helps students to increase academic skills and deepen their understanding of American history as a discipline while supporting work performed in Hst. 201, 202, or	Enhance academic skills and deepens an understanding of American history as a discipline while supporting work performed in HST 201, 202 or 203. Includes a tutorial relating to course concepts and

203. Includes 1) a tutorial relating to course concepts and content, 2) academic skill building, and 3) a brief community-related learning project to allow for direct application of learning. Pre-requisite: None. Co-requisite: Enrollment in one of the following Western Civilizations history courses: Hst 201, Hst 202, Hst 203.	content, academic skill building, and a brief community-related learning project.
Reason for change	Update description

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners),   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 LEARNING OUTCOMES After successful completion of HST 111 the student will be able to: - Show development in understanding concepts and content in Western Civilizations history courses. - Increase performance on Western Civilizations history course exams and assignments. - Demonstrate study skills required to conduct historical research. - Use critical thinking to evaluate historical events and their impact on societies within the Western Civilizations sequence. - Recognize and appreciate the contributions of diverse groups (national, ethnic, - religious, gender) to Western Civilizations history. - Identify culturally grounded assumptions that have influenced the perceptions and behaviors of people in the past.	- Apply an understanding of concepts and content in U.S. history courses. - Increase performance on U.S. history course exams and assignments. - Use study skills required to conduct historical research. - Use critical thinking to evaluate historical events and their impact on American society or the world. - Recognize and appreciate the contributions of diverse groups (national, ethnic, religious, gender) to U.S. history. - Identify culturally grounded assumptions that have influenced the perceptions and behaviors of people in the past. - Effectively communicate through writing and speaking.

• Demonstrate effective communication through writing and speaking.	
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: .

	☐ Prerequisite	☐ Corequisite	☐ pre/con
	☐ 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
	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
Sylvia Gray	sgray@pcc.edu	8/21/2012
SAC Administrative Liaison (type name)	Email	Date
Nancy Wessel	nancy.wessel@pcc.edu	8/21/2012
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 – 4th floor.		

Portland Community College

General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request
will continue forward separately and the Gen Ed/Discipline Studies request
will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
General Education Request Information

6. Complete the contact information:

Person Submitting This Request	Name	E-mail Address
	Martha Bailey	mbailey@pcc.edu

SAC Chair	Name	E-mail Address
	James Harrison	jharriso@pcc.edu

SAC Admin Liaison	Name	E-mail Address
	Nancy Wessel	nancy.wessel@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	R 201	Course Title:	Asian Religions

Course Credits:	4	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Explores the religions of Asia, including Hinduism, Buddhism, Daoism, Confucianism, and Shinto. Readings include sacred texts and scholarly literature. Focuses on the founders and history, myths and doctrines, rituals and traditions, and social and personal ethics for each tradition. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.
Course Outcomes:	1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 3. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. 5. Interact appropriately with practitioners of Asian religions

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:
   A. understanding of their culture and how it relates to other cultures
   B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
   C. understanding of themselves and their natural and technological environments
   D. ability to reason qualitatively and quantitatively
   E. ability to conceptually organize experience and discern its meaning
   F. aesthetic and artistic values
   G. understanding of the ethical and social requirements of responsible citizenship
Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:

a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
b. The course attempts an examination or analysis of the discipline to which it belongs.
c. The course explores questions related to values, ethics and belief within the human experience.
d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Outcomes related: 1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. 5. Interact appropriately with practitioners of Asian religions This study of the beliefs and practices of the major religions of Asia provides students opportunities to understand the cultures of origin for the religions and how these cultures have interacted with and influenced the culture of the U.S. as the religions have entered the U.S. By studying religions from different parts of Asia, students have an opportunity to see how these religions have interacted with each other, and so to understand their own culture more clearly by observing its contrasts with other cultures.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Outcomes related: 1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. Students will study the historical development of the major Asian religions and the place of these religions in the contemporary world, both in Asia and beyond. Students will have the opportunity to view their own religious beliefs and practices in relation to this broader historical context. For many of the religions, gender roles are, or have been, of central importance. For all of the religions to be studied, students will consider a range of social factors that shape the cultural expression of those religions, both currently and historically.

C. Understanding of themselves and their natural and technological environments.	Outcomes related: 1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. 2. Recognize and reflect on the impact of religion in relation to world events and cultures. All religions address fundamental issues about how human beings should understand both the self and the environment, both natural and technological,

	and how they should live in relation to these concepts. Students will study how the Asian religions do this, including their teachings about the relationship of humans as individuals and groups to the rest of nature and to society. Because of the historical aspect of this class, students will have the opportunity to see how these teachings and their expressions in societies have evolved over the centuries. They will also have the opportunity to contemplate their own personal perspectives on these fundamental issues as they study the teachings that the various religions provide.
D. Ability to reason qualitatively and quantitatively.	Outcomes related: 1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. The course primarily focuses on qualitative reasoning as students are asked to consider the implications of each religion's views and the nature of interactions between religions.
E. Ability to conceptually organize experience and discern its meaning.	Outcomes related: 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 3. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. 5. Interact appropriately with practitioners of Asian religions Students will study a broad spectrum of religious experiences, ranging from transcendent experiences of founders of the religions to those of the practitioners of the religion in meditation, prayer, ritual, pilgrimage, and other religious activities. Students may have their own individual and family religious experiences to draw upon as well for comparison or contrast. The course requires students organize this broad range of religious experiences conceptually to make sense of them, including the fact that Asian religious traditions are much less exclusive than those with which most students are familiar. Studying each experience in comparison to similar and contrasting experiences also provides a tool for understanding all the experiences more deeply.

F. Aesthetic and artistic values.	Outcomes related: 1. Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. Asian religions express their understanding of divinity in artistic ways, including sculpture, paintings, architecture, music, dance, and literary expressions. Students will be exposed to a variety of these artistic expressions. Also, as students deepen their understanding of religion and its role in culture, they will be better able to recognize religious themes in artistic expressions in the larger society.

G. Understanding of the ethical and social requirements of responsible citizenship.	Outcomes related: 2. Recognize and reflect on the impact of religion in relation to world events and cultures. 3. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. 4. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. 5. Interact appropriately with practitioners of Asian religions America is a multi-cultural society, and through the class students will gain an awareness of the beliefs and practices of the religious groups which are relatively new to our culture, but that form the part of the mosaic of our democratic society. Students will also gain a fuller understanding of the role of religious and moral conflict and agreement in our society, and in the wider world from which these religions come, allowing the students to become more informed citizens. Students will encounter differing religious perspectives on the proper role of the individual citizen in society. An awareness of this range of perspectives will help students to understand more fully the role of religious freedom in our own culture.

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.
You may delete the pages of this document that are not relevant for your request.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:

A course in Arts & Letters should:
1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
   • Foster creative individual expression via analysis, synthesis, and critical evaluation;
   • Compare/contrast attitudes and values of specific historical periods or world cultures; and
   • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. Recognize and reflect on the impact of religion in relation to world events and cultures. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. Interact appropriately with practitioners of Asian religions.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course introduces students to the Asian religions, including history, ritual, and beliefs, as well as how religions are studied from an academic perspective, providing them a basis to understand and engage with individuals and systems influenced by the religions. Students encounter the religions through a variety of means and learn appropriate responses to the various aspects of each religion, to use both within and beyond the classroom, in academic and ordinary contexts.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to	The course introduces students to the various approaches to the human condition offered by the major Asian religions, including the variety of differing ethical expectations, requiring students to consider similarities and differences between the religious answers offered. Students analyze how the answers influence various positions on issues that are local and global for

engage more fully in local and global issues"?**	each tradition, and the impact of the positions on world events.
*Note: Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:
As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:
A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:
A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
C. Analyze how social institutions perpetuate systems of privilege and discrimination.
D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	R 201	Course Title:	Asian Religions

Course Description:	Explores the religions of Asia, including Hinduism, Buddhism, Daoism, Confucianism, and Shinto. Readings include sacred texts and scholarly literature. Focuses on the founders and history, myths and doctrines, rituals and traditions, and social and personal ethics for each tradition. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Course Outcomes:	Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. Recognize and reflect on the impact of religion in relation to world events and cultures. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. Interact appropriately with practitioners of Asian religions.

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	All of the outcomes 1. through 4. do.

Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes.

If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	The course covers five of the major religious traditions of Asia, providing students the opportunity to learn about the historical development of the religions and the resulting cultures, values and beliefs of each, as well as considering the historical relationships between the religions and comparing how the differences in history and culture influence contemporary actions and attitudes of practitioners of the traditions. Students consider how to relate appropriately, with sensitivity and empathy, to people of different religions, based on the differing views held.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Martha Bailey	mbailey@pcc.edu

	Name	E-mail Address
SAC Chair	James Harrison	jharriso@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Nancy Wessel	nancy.wessel@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Portland Community College

<table>
<tr><td colspan="2">**New Course**
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Adult Basic Education	Submitter name Phone Email	Amy Boehnke Ext. 7350 amy.boehnke@pcc.edu
Course Prefix and Number:	ABE 0790	# Credits: Non-credit	0.00
Course Title: (60 characters max)	Intermediate Integrated Reading and Writing	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	☐ No x☐ Yes 3-6	Contact hours: PER QUARTER 60	Lecture: 60 lecture hours Lec/lab: Lab:
If the course is repeatable then provide a compelling argument. Students are placed into the class by reading levels determined by our department placement test, CASAS scores 210-234, levels 3,4. Students entering on the lower end of the scale may need additional time in the class to improve and strengthen reading and writing skills. (Students complete the class after reaching a CASAS Reading score of 225.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x☐ 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 the course description with an active verb and use such verbs throughout as applicable. Avoid using the

phrases: *This course will* . . and/or *Students will.* . . Include course recommendations in the description.	
Course Description: (field will expand as needed)	Integrates reading and writing skills to enhance critical thinking, analysis, and synthesis of information for understanding and effective communication. Prerequisite: CASAS Reading Placement 210-234
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 –

☒ Placement into: CASAS Reading Placement 210-234	☐ 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)	Upon successful completion the student will be able to: • Use and understand the pre-writing and pre-reading strategies to identify, clarify, and or prepare for the purpose of any reading or writing activity • Incorporate fluency and new vocabulary into daily and academic reading and writing • Apply a range of strategies including activating prior knowledge and cultural understanding to monitor and enhance comprehension • Utilize steps in the writing process and apply the appropriate English language conventions in daily and academic writing • Apply critical thinking in written responses to a text or prompt • Apply improved communication skills (reading, writing, listening and speaking)
Course activities and design: (from CCOG)	
Outcomes assessment strategies:	• Complete CASAS Reading Test • Create Writing portfolios, including reflections, drafts that show evidence of editing and revising • Write paragraphs, short essays, letters, poems, journal entries • Graph Reading rate

	• Develop projects, presentations, and debates • Complete Reading with Understanding Diary • Assess Comprehension with quizzes, multiple choice questions, written response and discussion questions • reading journals
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Themes: Family, Citizen, Lifelong Learner, Worker Concepts :goal setting, critical thinking, decision making, confidence building, collaborative team work Issues: barriers to student success, access to resources, communication skills, learning differences, test and school anxiety Skills: • Awareness of writing as a process • Develop writing content and style in a way that serves the purpose • Understand distinct English conventions • Appraise own writing skills and abilities and those of others through revision process • Revise written work from peer or instructor feedback • Summarize ideas in a text • Read regularly for own purposes • Identify, clarify, and/or prepare for reading purpose • Pronounce "on sight" words, and abbreviations found in simple and everyday texts related to areas of interest or study • Recognize "on sight" syllable patterns/types, root words, and affixes in common words • Acquire and apply meanings of words and phrases found in simple and everyday texts related to personal interest • Accurately read aloud text composed of simple, compound and short complex sentences with appropriate pacing, phrasing, and expression • Apply prior knowledge of the content and situation, including cultural understanding, to support comprehension • Use strategies in combination to pronounce and/or discern the meanings of unfamiliar words found in a simple text • Choose from a range of simple strategies and integrate them to monitor and/or enhance text comprehension • Locate, analyze, and critique stated implied information and/or ideas simple functional, informational, or persuasive text • Draw conclusions related to the common structural elements of a simple literary work • Identify, interpret and appreciate an author's use of language and simple literary techniques • Connect people/characters, events, information, ideas, or themes presented in one text with those in other texts and/or in real life to address the reading purpose
Reason for the new course	Separating Reading and Writing from Comprehensive courses which also included math.

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

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as	NA

content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	X☐ 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 be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@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 – 4th floor.	

Portland Community College

Course Revision

<table>
<tr><td colspan="2">What do you want to change?
Check all that apply- double click on the check box which opens the task window</td></tr>
<tr><td>☐</td><td>course number</td></tr>
<tr><td>☐</td><td>title</td></tr>
<tr><td>☒</td><td>description (include requisites)</td></tr>
<tr><td>☒</td><td>outcomes</td></tr>
<tr><td>☐</td><td>prerequisites and co-requisites</td></tr>
<tr><td colspan="2">Grade option change</td></tr>
</table>

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CG	Submitter name Phone Email	Sonya Bedient X4542 sonya.bedient@pcc.edu
Current prefix and number	CG 114	Proposed prefix and number	
Current course title	Financial Survival	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change	**N/A**		

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)
Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence and reduced life stress.	Provides basic information and strategies to empower individuals to make positive decisions about funding their education and establishing control over their financial lives, leading to financial independence and reduced life stress. Introduces: funding college, budgeting, wise use

Topics include student financial aid and funding college, budgeting, wise use of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls. CG 114 and BA 114 are equivalent. Only one may be taken for credit. Prerequisite: WR 90, RD 90, and MTH 20 or equivalent placement test scores. Audit available	of credit, controlling debt, basic financial planning, effective financial decision making, and avoiding financial mistakes and pitfalls. CG 114 and BA 114 are equivalent. Only one may be taken for credit. Prerequisite: WR 90, RD 90, and MTH 20 or equivalent placement test scores.
Reason for change	Updating the description of the course to accurately reflect what is being taught within the classroom.

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. Understand the student financial aid process, and effectively utilize it 2. Learn a variety of ways to achieve their college goals while minimizing borrowing 3. Develop a personal financial plan, short-term, medium-term and long-term 4. Appreciate the importance of maintaining a strong credit portfolio (incl. FICO scores) 5. Understand the importance of making informed financial choices 6. Learn a variety of ways to avoid financial pitfalls (unnecessary risks), while building for future financial stability	1. Implement a financial plan to pay for college while maximizing resources and minimizing borrowing. 2. Maintain short, medium and long-term financial goals while adhering to a spending plan. 3. Make informed financial decisions to avoid unnecessary financial risks and establish a strong credit portfolio.
Reason for change	The previous outcomes did not necessarily reflect a robust outcome that could be assessed. The updates reflect changes as necessary that is needed to describe what the student will be able to do "out there".

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	I contacted BA SAC chair Delyse Totten regarding the updates to the description and outcomes for CG 114 since the course is cross listed with BA 114. A copy of the changes were provided to the BA SAC reports that they do not have any objections to the update.	
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
Sonya Bedient	sonya.bedient@pcc.edu	07/31/12
SAC Administrative Liaison (type name)	Email	Date
Katy Ho	kho@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 – 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	CG	Submitter name Phone Email	Sonya Bedient X4542 sonya.bedient@pcc.edu
Current prefix and number	CG 191	Proposed prefix and number	
Current course title	Exploring Identity & Diversity	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	Exploring Identity & Diversity
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)**
This course is designed to assist students in gaining a deep understanding of the impact diversity and social justice has on human development and their experiences as students in college. The experiential nature of this course will provide students an opportunity to explore the different facets of	Focuses on gaining a deep understanding of the impact diversity and social justice has on human development and their experiences as students in college. The experiential nature of this course will provide an opportunity to explore the different facets of identity development and how culture plays a role in their college experience. Includes developing culturally competent

identity development and how culture plays a role in their college experience. Participants will also develop culturally competent skills to succeed in college and in a diverse society. Prerequisite: Placement into WR 121. Audit available.	skills to succeed in college and in a diverse society. Prerequisite: Placement into WR 121. Audit available.
Reason for change	Updating the current description by utilizing an active verb to better define and 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
1. Broaden understanding of diversity, identity, and the experiences of others 2. Increase understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Demonstrate knowledge and understanding regarding how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Increase personal cultural self-awareness in a pluralistic society 5. Increase understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept	1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept
Reason for change	Updating outcomes that are measurable and/or able to be demonstrated "out there" in the world beyond the classroom.

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
Sonya Bedient	sonya.bedient@pcc.edu	07/17/12
SAC Administrative Liaison (type name)	Email	Date
Katy Ho	kho@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 – 4th floor.		

Portland Community College

Social Science General Education/Discipline Studies List Request Form

If this request is accompanying a New Course Request, the New Course Request
will continue forward separately and the Gen Ed/Discipline Studies request
will be put on hold pending state approval of the new course.

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all PCC students who meet the prerequisites for the course.

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.

    If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.

    http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

4. Have the Standard Prerequisites unless the SAC has completed the Prerequisite Opt-Out form and that request is approved.

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

    Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
    General Education Request Information

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Sonya Bedient	sonya.bedient@pcc.edu
SAC Chair	Name	E-mail Address
	Sonya Bedient	sonya.bedient@pcc.edu
SAC Admin Liaison	Name	E-mail Address
	Katy Ho	kho@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	CG 191	Course Title:	Exploring Identity and Diversity
Course Credits:	4	Gen Ed Category:	Social Science

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	CG 191	Course Title:	Exploring Identity and Diversity

Course Description:	Focuses on gaining a deep understanding of the impact diversity and social justice has on human development and their experiences as students in college. The experiential nature of this course will provide an opportunity to explore the different facets of identity development and how culture plays a role in their college experience. Includes developing culturally competent skills to succeed in college and in a diverse society.

Course Outcomes:	1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept

8. Address PCC's General Education Philosophy Statement:

The faculty of Portland Community College affirms that a prime mission of the college is to aid in the development of educated citizens. Ideally, such citizens possess:

- A. understanding of their culture and how it relates to other cultures
- B. appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
- C. understanding of themselves and their natural and/or technological environments
- D. ability to reason qualitatively and/or quantitatively
- E. ability to conceptually organize experience and discern its meaning
- F. aesthetic and artistic values
- G. understanding of the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate degree programs represent a major part of the college's commitment to that process.

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request:
- a. The course includes a wide spectrum of concepts and/or a variety of theoretical models.
- b. The course attempts an examination or analysis of the discipline to which it belongs.
- c. The course explores questions related to values, ethics and belief within the human experience.
- d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	Diversity, ethnicity versus race, gender theory, CASS identity model, athletic and military identity, disability, dominant culture, multi racial identity and pluralism.

B. Appreciation of history both from a global perspective and from a personal perspective,	Gender theory – sex versus gender, review American Gay Rights Movement, Americans with Disabilities Act, historical and sociological perspective on race and ethnicity.

including an awareness of the role played by gender and by various cultures.	

C. Understanding of themselves and/or their natural and technological environments.	

D. Ability to reason qualitatively and/or quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Pluralism and how multiple identities impose within a society while still maintaining their cultural differences. Build cultural intelligence and developing skills to include: understand one's own cultural identity, checking cultural lenses, global consciousness, shifting cultural perspective, intercultural communication, managing cross cultural conflicts, multi cultural teaming, dealing with bias and understanding dynamics of power

F. Aesthetic and artistic values.	

G. Understanding of the ethical and social requirements of responsible citizenship.	Cross cultural communication, dominant culture, oppression and privilege. Experience with a culture that they are not as familiar with and reflection of their experience.

Social Sciences

Outcomes:

As a result of taking General Education Social Science courses, a student should be able to:
- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria:

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:
  1. Understand the role of individuals and institutions within the context of society.
  2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
  3. Utilize appropriate information literacy skills in written and oral communication.
  4. Understand the diversity of human experience and thought, individually and collectively.
  5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society

	5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept

*Note: It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	The course emphasizes the development of student cross-cultural competencies. This includes: 1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept.

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	The course emphasizes the development of student cross-cultural competencies. This includes: 1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept. This course aligns with college core outcomes and presents information that is fundamental to the college experience, daily interactions with others, and the world of work.

**Note: Between your answers to the two outcomes questions above, you need to address all five criteria.

Portland Community College

Cultural Literacy Designation Request Form

Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.

2. Meet the state-wide Cultural Literacy Outcome:

As a result of taking a designated Cultural Literacy course, learners would be able to identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

3. Meet the state-wide Cultural Literacy Criteria:

A course with the Cultural Literacy designation will:
1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:
   A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
   B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
   C. Analyze how social institutions perpetuate systems of privilege and discrimination.
   D. Explore social constructs in terms of power relationships.

4. Apply for the AAOT Cultural Literacy Designation by answering the following:

Course Prefix and Number:	CG 191	Course Title:	Exploring Identity and Diversity
Course Description:	Focuses on gaining a deep understanding of the impact diversity and social justice has human development and their experiences as students in college. The experiential nature of this course will provide an opportunity to explore the different facets of identity development and how culture plays a role in their college experience. Includes developing culturally competent skills to succeed in college and in a diverse society.		
Course Outcomes:	1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept		
List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	1. Analyze and use an understanding of diversity, identity, and the experiences of others 2. Apply an understanding of how one's identity impacts others and appreciate the importance of cultural competence/consciousness 3. Use critical thinking skills to analyze how stereotypes, prejudice, discrimination, and oppression affect human development and one's		

	personal, career, and academic goals 4. Practice personal cultural self-awareness in a pluralistic society 5. Use an understanding of various socio-cultural contexts which influence the development of cultural identity and self-esteem/self-concept
Note: It must be clearly evident that the Cultural Literacy Outcome and Criteria are addressed within the course's outcomes. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate discipline area.	

How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	Exploring Identity and Diversity delves into diversity, ethnicity versus race, gender theory, CASS identity model, athletic and military identity, disability, dominant culture, multi-racial identity and pluralism. Gender theory – sex versus gender, review American Gay Rights Movement, Americans with Disabilities Act, historical and sociological perspective on race and ethnicity. Pluralism and how multiple identities impose within a society while still maintaining their cultural differences. Build cultural intelligence and developing skills to include: understand one's own cultural identity, checking cultural lenses, global consciousness, shifting cultural perspective, intercultural communication, managing cross cultural conflicts, multi-cultural teaming, dealing with bias and understanding dynamics of power. Cross cultural communication, dominant culture, oppression and privilege. Experience with a culture that they are not as familiar with and reflection of their experience.

5. Submit this request form to the Curriculum Office to begin the approval process.		
Person Submitting This Request	Name	E-mail Address
	Sonya Bedient	sonya.bedient@pcc.edu

	Name	E-mail Address
SAC Chair	Sonya Bedient	sonya.bedient@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Katy Ho	kho@pcc.edu

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

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	Health Information Management	Submitter name Phone Email	Judith Osswald 971-722-5709 Judy.osswald@pcc.edu
Current prefix and number	HIM 136	Proposed prefix and number	
Current course title	Medications	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	**N/A**		

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 appropriate drug uses, effects, dangers, and precautions; routes of administration. Review common prescription abbreviations, forms of medications and basic drug categories.	Covers appropriate drug uses, effects, dangers, and precautions; routes of administration. Reviews common prescription abbreviations, forms of medications and basic drug categories.

Reason for change	The word "reviews" instead of "review" reflects a better description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners),   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: 1. Read with understanding medical documentation regarding medications. 2. Recognize major drug categories and make connections between the medication and what is being stated in the documentation and the ramification of the stated medication. 3. Develop a working knowledge of the development and distribution of drugs in the United States. Outcome Assessment Strategies: Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students: 1. Answer theoretical and application multiple choice questions on information covered in lecture and reading assignments. 2. To complete the outcomes students will have skills and knowledge in: Medical terminology, Anatomy and Physiology, Medical Science, and Health Record Content	Intended Outcome for the course: 1. Use an understanding of best documentation practice in medication orders to educate staff. 2. Apply the knowledge of medication and documentation practice to interpret, communicate and enter medication orders into the health record. 3. Initiate an action plan when documentation errors are discovered. 4. Apply the knowledge of the United States DEA and prescription drug labeling requirements to ensure patient safety. 5. Apply knowledge of medical terminology, anatomy and physiology, medical science and health record content when interpreting information documented in a health record.
Reason for change	To reflect better understanding of outcomes that meet the suggested curriculum committee guidelines

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 (Spring 2013)
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
Ann Wenning, RHIT	awenning@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	
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Portland Community College

<table>
<tr><td colspan="2">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

<table>
<tr><td colspan="4">Section #1 General Information</td></tr>
<tr><td>Department:</td><td>Math</td><td>Submitter name
Phone
Email</td><td>Jerry Kissick
971-722-7606
jkissick@pcc.edu</td></tr>
<tr><td>Course Prefix and Number:</td><td>MTH 07</td><td># Credits:</td><td>0</td></tr>
<tr><td>Course Title:
(60 characters max)</td><td>Accelerated Basic Math Review</td><td>Transcript Title (30 characters max)</td><td>Accelerated Basic Math Review</td></tr>
<tr><td>Can this course be repeated?</td><td>Yes</td><td>Contact hours:
PER QUARTER</td><td>Lecture:
Lec/lab:
Lab: 15</td></tr>
<tr><td colspan="2">If the course is repeatable then provide a compelling argument.</td><td>Students choose review for a variety of reasons. It may be appropriate to review multiple times.</td><td></td></tr>
<tr><td colspan="2">Is this course equivalent to another? If yes, they must have the same description and outcomes.</td><td>☐ Yes
☒ No</td><td>Course Number and Title</td></tr>
<tr><td colspan="4">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.</td></tr>
</table>

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☐
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐
No Grade	X	

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 "s*tudents".*   Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Presents a review of basic math skills and provides the opportunity for guided practice.
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:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	Recommended: score of 24 – 49 on the Compass Pre-Algebra Placement Test			

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)**	Retake the Compass placement test with a refreshed knowledge of basic mathematics.
Course activities and design: **(from CCOG)**	Mini lectures, computer integrated learning tools, and computer practice.
Outcomes assessment strategies:	Re-take the Compass placement test.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Perform operations with whole numbers, fractions, decimals, proportions and percents.

Reason for the new course	Give students whose basic math skills are "rusty" an opportunity to review their skills in order to place into a higher math course.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.	
1. Is there an equivalent lower division course at the University?	
2. Will a department accept the course for its major or minor requirements?	
3. Will the course be accepted as part of the University's distribution requirements?	
If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	none
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# 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	No	

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.	NA

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☒　　Next available term after approval ☐　　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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Peter Haberman/Carly Vollet	phaberman@pcc.edu, carly.vollet@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@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 – 4th floor.	

Portland Community College

<table>
<tr><td colspan="2" align="center">New Course
Lower Division Collegiate (LDC)</td></tr>
</table>

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Math	Submitter name Phone Email	Holli Adams 971-722-5677 hadams@pcc.edu
Course Prefix and Number:	MTH 08	# Credits:	0
Course Title: (60 characters max)	Accelerated Introductory Algebra Review	Transcript Title (30 characters max)	Accelerated Intro Algebra Review
Can this course be repeated?	Yes	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 15
If the course is repeatable then provide a compelling argument.		Students choose review for a variety of reasons. It may be appropriate to review multiple times.	
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	☐	☐
No Grade	X	

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 "s*tudents*". Include any recommendations in the description. Please limit the description to 1-3 sentences.

Course Description: (field will expand as needed)	Presents a brief review of basic algebra skills and provides the opportunity for guided practice.
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:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	Recommended: score of 80-100 on Compass Pre-Algebra Placement Test or 40-55 on Compass Algebra Placement Test.			

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)**	Retake the Compass placement test with a refreshed knowledge of introductory algebra.
Course activities and design: **(from CCOG)**	Mini lectures followed by practice on a computer.
Outcomes assessment strategies:	Re-take the Compass Placement test.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Perform real number operations. Manipulate linear expressions and solve linear equations. Graph linear equations in two variables.

Reason for the new course	Give students whose algebra skills are "rusty" an opportunity to review their skills in order to place into a higher math course.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	none
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	NA	# credits:
Name of degree(s):	NA	# 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	No	

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.	NA

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Implementation term:	☒　　　Next available term after approval ☐　　　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 be reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Peter Haberman / Carly Vollet	phaberma@pcc.edu / carly.vollet@pcc.edu
SAC Administrative Liaison (type name)	Email
Alyson Lighthart	alyson.lighthart@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 – 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	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147 rebecca.robinson@pcc.edu
Current prefix and number	MSD 101	Proposed prefix and number	N/A
Current course title	Principles of Management/Supervision	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
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)**
Principles of Management and Supervision Discusses concepts and practices of fundamental supervisory skills such as planning, staffing, communication, ethics, leadership, impact of technology, training, conflict management, problem solving, quality improvement, safety management and	Examines concepts and practical application of fundamental supervisory skills such as planning, staffing, communicating, leading, using technology, training, managing conflict, and problem solving, in addition to "quality improvement," safety, ethics, and effective performance reviews.

performance reviews.	
Reason for change	**Updating language as part of Program Review analysis.**

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 principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution. Develop goals, objectives, and plans that will enhance productivity, quality, and cost control. Use an understanding of employee motivation to lead a group of employees to perform effectively as a work team. Advance career opportunities in supervision by successfully applying principles of supervision to business practices.	Apply principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution. Develop goals, objectives, and plans that will enhance productivity, quality, and cost control. Apply leadership strategies for employee motivation to lead a group of employees to perform effectively as a work team. Utilize skills in quality performance and supervision to enhance management career opportunities. Apply an understanding of various supervision laws and policies to the current workplace.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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	N/A
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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012
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Portland Community College

Course Revision

<table>
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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
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Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu
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Section #1 General Information			
Department	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 105	Proposed prefix and number	N/A
Current course title	Interpersonal Communication	Proposed title (60 characters max)	Workplace Communication Skills
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
Reason for title change	**Clarifying course title as part of Program Review analysis**		

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)**
Discusses how principles of interpersonal communication operate in everyday life such as: communication processes, barriers and misconceptions; impact of cultural values and norms; influences of perception and judgment; communication and self talk; creating and responding to messages;	Examines how principles of interpersonal communication operate in a supervisory context within organizations. Includes communication processes, barriers and misconceptions, impact of cultural values and norms, influences of perception and judgment, nonverbal communication, listening effectively, identifying and controlling emotions, developing an

characteristics of nonverbal communication and their impact; listening effectively; identifying and controlling emotions; developing an effective communications climate; and effectively managing conflict.	effective communications climate, and effectively managing conflict.
Reason for change	**Updating language as part of Program Review analysis.**

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 principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution. Develop goals, objectives, and plans that will enhance productivity, quality, and cost control. Use an understanding of employee motivation to lead a group of employees to perform effectively as a work team. Advance career opportunities in supervision by successfully applying principles of supervision to business practices.	Apply principles of interpersonal communication to present information and convey needs clearly within the context of a diverse workplace. Implement techniques in resolving conflicts utilizing a broad range of communication skills to build effective work relationships. Evaluate one's own behavior and adapt various communication styles to enhance professional growth. Analyze the limits and benefits of using technology when participating in interpersonal interactions in the workplace.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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	N/A
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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012
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Portland Community College

Course Revision

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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
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Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu
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Section #1 General Information			
Department	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 107	Proposed prefix and number	N/A
Current course title	Organizations & People	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	N/A
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)
This course is about how individual, group, and organizational characteristics influence each other. Included are personality development as it affects group and organizational interactions; interpersonal and work group processes; job design, organizational structure and culture.	Examines what people think, feel, and do in organizations. Includes motivation theory and practice and how an individual employee's personality and learning style effects productivity; how team dynamics effect and are affected by the individual employee; how the organization's structure and climate effects individual and team productivity and organizational

	change and development.
Reason for change	**Updating language as part of Program Review analysis.**

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
Develop a leadership style that promotes productivity and positive team relationships Use an understanding of how organizational culture affects work groups to create a motivating climate. Integrate technological changes into the workforce while minimizing negative impact on productivity. Advance career opportunities in supervision by applying principles of supervision to business practices.	Apply an understanding of individual and team behavior to promote productivity and positive team relationships in a constantly changing work environment. Utilize an understanding of the impact an organization's structure and culture has on effectively managing work groups in creating and sustaining a motivating climate. Apply effective change management skills to integrate procedural and technological changes within the workforce, while minimizing the negative impact on productivity. Anticipate and adjust to environmental changes like globalization, increasing workforce diversity, and changes in technology to make effective management decisions. Utilize principles of effective organizational development to advance career opportunities in management and supervision.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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	N/A
☒ 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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012

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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	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 111	Proposed prefix and number	N/A
Current course title	Corresponding Effectively at Work	Proposed title (60 characters max)	Workplace Correspondence
# Credits	3	Proposed transcript title (30 characters max)	N/A
Reason for title change	**Clarifying course title as part of Program Review analysis**		

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)
Discusses the necessary communication tools and how to use them in a variety of ways such as: writing letters, memos, performance reviews, reports and brochures relating to job situations.	Examines various skills used to enhance workplace correspondence in a diverse work environment. Includes formatting letters, resumes, applications, emails, and reports. Addresses issues such as the influence of social media, and the impact of a global work environment.

Reason for change	**Updating language as part of Program Review analysis.**

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
Demonstrate the basic elements of written communication Identify barriers that may arise at each step in the writing process and demonstrate techniques for overcoming these barriers Explain the importance of always writing from the reader's perspective Demonstrate typical formats used for resumes, applications, memos and letters Describe how the written message has been impacted by electronic messages Recognize various cultures, perspectives and forms of expression	Develop appropriate workplace messages using a variety of social media options. Apply technical composition skills to minimize misunderstanding in a diverse workplace. Develop, organize and present various written workplace information in a professional manner. Communicate competently using various workplace formats to advance career opportunities in management and supervision.

Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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	N/A
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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012
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Portland Community College

Course Revision

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<tr><td>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</td><td>Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu</td></tr>
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Section #1 General Information			
Department	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 115	Proposed prefix and number	N/A
Current course title	Improving Work Relations	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
Reason for title change	**Clarifying course title as part of Program Review analysis**		

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)**
Discusses management techniques, methods and strategies for helping managers, aspiring managers and staff professionals step out from the "crowd of look-a-likes." Topics include improving individual effectiveness, developing interpersonal relationships, functions of work groups, multi-cultural	Examines management techniques, methods and strategies for helping managers, aspiring managers and staff professionals develop their own unique managerial style. Topics include improving individual effectiveness, developing interpersonal relationships, functions of working groups, multi-cultural relations, productivity and quality at the organizational level.

relations, productivity and quality at the organizational level. Audit available.	
Reason for change	**Updating language as part of Program Review analysis.**

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
Use an understanding of the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness. Use productive management techniques to help an organization prosper while meeting the monetary, social, and emotional needs of its workforce. Develop a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industry/organizations. Advance career opportunities in supervision by applying principles of interpersonal relationship management to work practices.	Manage the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness. Apply productive management strategies to help an organization prosper while meeting the diverse monetary, social, emotional, and cultural needs of the workforce. Use a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industries/organizations. Advance career opportunities in supervision by applying principles of relationship management to work practices.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012
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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	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 117	Proposed prefix and number	N/A
Current course title	Customer Relations	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
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)**
Discusses the importance of customer relations. Emphasis on techniques for effective customer service. Explores setting the stage, analyzing and developing customer service policies, listening, handling problems and concerns, building a team and growing a business.	Examines the importance of organizational customer relations. Explores developing productive strategies for effective customer service. Includes analyzing customer needs, developing customer service policies, measuring customer satisfaction, listening skills, handling problems and concerns, building a team, and growing a business.

Reason for change	**Updating language as part of Program Review analysis. This course is part of the proposed Career Pathways Customer Service certificates.**

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
Respond to diverse customer needs with a variety of customer service strategies to identify, assess, predict and measure customer satisfaction in an organization. Enhance an organization's ability to thrive by developing and/or implementing culturally sensitive customer service policies. Use appropriate customer service techniques to listen, resolve problems, and handle custome complaints in an organization.	Utilize a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs. Evaluate effective culturally diverse customer service policies and standards to enhance an organization's ability to thrive in a global economy. Use appropriate customer service techniques to listen, resolve problems, and handle customer complaints to strengthen an organization's productivity. Develop key strategies for building customer loyalty aligning customer needs with organizational goals.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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	N/A

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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012

SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012

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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	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 200	Proposed prefix and number	N/A
Current course title		Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title **(30 characters max)**	N/A
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)**
Explores the changing relationships and responsibilities between organizations and their various stakeholders. Includes social and ethical issues of the community in which the company exists, employee rights and diversity, global corporate citizenship, role of government oversight of business,	N/A

environmental issues, and consumer protection.	
Reason for change	**Updating language as part of Program Review analysis.**

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 corporate responsibility standards and practices to make ethical and informed market and non-market decisions. Build positive economic relationships with international stakeholders through the use of global corporate citizenship practices. Apply corporate social responsibility standards to assess how organizations are meeting their social and ethical obligations. Conduct business in an ethical manner in compliance with various environmental, employment, and international laws.	Apply corporate responsibility standards and practices to make ethical and informed market and non-market decisions. Build positive economic relationships with international stakeholders through the use of global corporate citizenship practices. Examine and understand the contributions of business organizations to environmental problems in order to control and mitigate them. Apply sustainable practices in the workplace, community, and home.
Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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
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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	N/A

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
Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012

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Portland Community College

Course Revision

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Section #1 General Information			
Department	Management/Supervisory Development	Submitter name Phone Email	Rebecca Robinson 6147
Current prefix and number	MSD 222	Proposed prefix and number	N/A
Current course title	Human Resource Mgt: Personnel	Proposed title (60 characters max)	N/A
# Credits	3	Proposed transcript title (30 characters max)	N/A
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 personnel operations, human resource planning, job design and job analysis, recruitment and equal employment opportunity, and job selection and placement. Audit available.	Examines the basic responsibilities and concepts for managing the Human Resources function in an organization, such as: Integrating HR into the overall organization's objectives, basic HR laws, job analysis and planning, and recruitment and selection practices.

Reason for change	**Updating language as part of Program Review analysis.**

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
Integrate Human Resources considerations and policies into an organizations' overall objectives, practices, and decisions. Analyze jobs in order to align them with individual and organizational needs. Use sound recruiting and hiring practices to obtain an high quality work force.	Integrate Human Resources functions, roles, responsibilities and policies into an organization's overall objectives, practices, and decisions. Evaluate the impact HR laws and legislation has on organizational processes and workforce. Use best practices in recruiting and hiring the most appropriate candidates to achieve a highly quality workforce. Utilize principles of HR management to advance career opportunities in the workplace.

Reason for change	**Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.**

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.

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prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
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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	

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Joe Wright, Rebecca Robinson	Rebecca.robinson@pcc.edu	09/13/2012
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	Kurt.simonds@pcc.edu	09/13/2012
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Related Instruction for CTE Courses

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

General Information			
Department:	MSD	Submitter:	Rebecca Robinson
Prefix and Course Number:	MSD 101	Submitter Phone and Email:	6147 rebecca.robinson@pcc.edu
Credit	3	Course Title:	Principles of Management/Supervision

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:
1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	

Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	90

Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.

Apply leadership strategies for employee motivation to lead a group of employees to perform effectively as a work team.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Team leadership skills
Adapting to and implementing change
Time management and goal setting
Process improvement
Encouraging innovative work environments
Communication with a diverse workforce
Creating a motivating climate
Conflict management
Performance evaluation
Training and development

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

This request will remain in pending status until the hard copy, with appropriate signatures, is received by the curriculum office. Missing Information may cause the request to be returned.

After submitting this form, a confirmation and signature page will be sent to DC – 4th floor.

Instructor Qualifications	
This section is to be reviewed and approved by the Vice President of Academic and Student Affairs. Curriculum Committee recommendation is not required.	
Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☐ Computation	
☒ Communication	Master's degree in Management, Business, Communication or related field of study and at least three years experience at the management or leadership level. OR Bachelor's degree in Management, Business, Communication or related field of study and 5 years recent, full-time experience at the management or leadership level.
☐ Human Relations	

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information

Department:	MSD	Submitter:	Rebecca Robinson
Prefix and Course Number:	MSD 105	Submitter Phone and Email:	6147 rebecca.robinson@pcc.edu
Credit	3	Course Title:	Interpersonal Communication

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	90
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		

Apply principles of interpersonal communication to present information and convey needs clearly within the context of a diverse workplace.

Implement techniques in resolving conflicts utilizing a broad range of communication skills to build effective work relationships.

Evaluate one's own behavior and adapt various communication styles to enhance professional growth.

Analyze the limits and benefits of using technology when participating in interpersonal interactions in the workplace.

Content (Activities, Skills, Concepts, etc.): provide details or specifics

Assessing personal communication competence
Using cultural sensitivity
Being self-monitoring of communication patterns
Using perception checking
Deliberately crafting meaningful messages
Monitoring non-verbal behavior of self and others
Using a variety of listening styles
Managing debilitative emotions
Facilitating effective relationships
Appropriate self-disclosure
Building supportive workplace communication climates
Resolving conflict and using win-win approach
Managing communication through formal and informal means

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
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Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
☐ Computation	
☒ Communication	Master's degree in Management, Business, Communication or related field of study and at least three years experience at the management or leadership level. OR Bachelor's degree in Management, Business, Communication or related field of study and 5 years recent, full-time experience at the management or leadership level.

☐ Human Relations	

Related Instruction for CTE Courses

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General Information			
Department:	MSD	Submitter:	Rebecca Robinson
Prefix and Course Number:	MSD 111	Submitter Phone and Email:	6147 rebecca.robinson@pcc.edu
Credit	3	Course Title:	Corresponding Effectively at Work

Details of Related Instruction guidelines for identifying related instruction
Identify the number of hours and the course activities in the areas of: 1) computation, 2) communication and 3) human relations. Please be as specific as possible about the nature of the activities and instruction A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	90
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		
Develop appropriate workplace messages using a variety of social media options. Apply technical composition skills to minimize misunderstanding in a diverse workplace. Develop, organize and present various written workplace information in a professional manner. Communicate competently using various workplace formats to advance career opportunities in management and supervision.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Demonstrate the basic elements of written workplace communication
Identify barriers that may arise at each step in the writing process and demonstrate techniques for overcoming these barriers
Explain the importance of always writing from the reader's perspective
Demonstrate typical formats used for resumes, applications, memos and letters
Describe how the written message has been impacted by electronic messages
Recognize various cultures, perspectives and forms of expression

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
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Instructors qualified to teach related instruction in **computation, communication, and/or human relations** will have the following acceptable subject area skills, education or training. Provide details	
Identify area(s) of related instruction	Clearly identify qualifications instructors must have to teach EACH area as identified above
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☐ Human Relations	

Related Instruction for CTE Courses

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

General Information

Department:	MSD	Submitter:	Rebecca Robinson
Prefix and Course Number:	MSD 115	Submitter Phone and Email:	6147 rebecca.robinson@pcc.edu
Credit	3	Course Title:	Improving Work Relations

Details of Related Instruction guidelines for identifying related instruction

Identify the number of hours and the course activities in the areas of:

1) computation, 2) communication and 3) human relations.

Please be as specific as possible about the nature of the activities and instruction

A result of the NWCCU report is that related instruction must be identified within a course outcome.

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		

Communication	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	90
Course Outcome: Copy from the CCOG the outcome(s) which is associated with communication.		

Manage the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness.

Apply productive management strategies to help an organization prosper while meeting the diverse monetary, social, emotional, and cultural needs of the workforce.

Use a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industries/organizations.

Advance career opportunities in supervision by applying principles of relationship management to work practices.

Content (Activities, Skills, Concepts, etc.): provide details or specifics
Building and managing diverse interpersonal relationships Articulating business strategies Building work teams

Managing & measuring productivity
Developing personal leadership style
Stimulating creativity
Applying business ethics to business decisions
Risk taking
Entrepreneurship inside corporations

Human Relations	Hours of instruction (include study and/or practice in and out of the classroom 30 hours per credit)	
Course Outcome: Copy from the CCOG the outcome(s) which is associated with human relations.		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
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