

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

Agenda

November 7, 2012

Sylvania CC, Conference Rm B

Information Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

Experimental Courses:

MP 199 – Pharmacology for Health Professionals

ETC 199 – Radio Communications Lab

HST 199S – HST of Science: Ancient-1600CE

CIS 199R – Intro to Ruby Programming

CIS 199 – Intro to Web Analytics

Course Inactivation:

RAD 270 – CT Clinical Education I

RAD 271 – CT Clinical Education II

ARCH 246 – AutoCAD 3D & Solid Modeling

AVS 240 – CFII/MEI Ground

FP 9070 – Major Emergency Tac/Strat

FP 9090 – Incident Command

Available Grading Option:

MCH 280 – CE:Machine Technology

Old Business:

683. FP 207 – Fire Service Based Emergency Medical Service

New Course

New Business:

34. OST 099 – On-The-Job Evaluation

Course Revision – Number

35. ABE 0783 – ABE Fundamentals of Reading

Contact/Credit Hour Change

36. ABE 0784 – ABE Fundamentals of Writing

Contact/Credit Hour Change

37. ABE 0787 – Foundations of Math II

New Course

38. BCT 100 – Overview to the Construction Industry

Course Revision – Des, Out

- 39. BCT 102 – Residential Printreading
Course Revision – Des, Out
- 40. BCT 120 – Floor Framing
Course Revision – Des, Out
- 41. BCT 121 – Wall Framing
Course Revision – Des, Out
- 42. BCT 122 – Roof Framing 1
Course Revision – Des, Out
- 43. BCT 123 – Roof Framing 2
Course Revision – Des, Out
- 44. BCT 128 – Exterior Finish
Course Revision – Des, Out
- 45. BCT 133 – Commercial Materials and Methods
Course Revision – Des, Out
- 46. BCT 134 – Construction Scheduling
Course Revision – Des, Out
- 47. BCT 150 – Mechanical, Electrical and Plumbing
Course Revision – Des, Out
- 48. BCT 203 – Interior Finish
Course Revision – Des, Out
- 49. BCT 211 – Remodeling
Course Revision – Des, Out
- 50. BCT 222 – Engineering for Constructors
Course Revision – Des, Out
- 51. BCT 223 – Finished Stair Construction
Course Revision – Des, Out
- 52. BCT 225 – Construction Project Management
Course Revision – Des, Out
- 53. FP 202 – Fixed Systems and Extinguishers
Course Revision – Number, Title, Des, Out, Req
- 54. FP 203 – Introduction to Firefighting Tactics and Strategy
Course Revision – Number, Des, Out, Req

55. FP 211 – Building Construction for Firefighters
Course Revision – Number, Title, Des, Out, Req
56. FP 240, 250, 260 – Emergency Service Instructor (I, II, III)
Contact/Credit Hour Change
57. FP 240 – Emergency Service Instructor I
Course Revision – Des, Out, Req
58. DS 103 – Fuel Injection Systems
Course Revision – Out
59. DS 106 – PMI/Detroit Diesel Elect Contr
Course Revision – Out
60. DS 106 – PMI/Detroit Diesel Electronic Contr
Contact/Credit Hour Change
61. GRN 246 – Guardian Conservator Training
Course Revision – Des, Out, Req
62. GRN 175 – The Aging Mind
Course Revision – Req
63. CIS 122 – Software Design
Course Revision – Des, Out
64. CIS 122 – Software Design
Related Instruction
65. CIS 133B – Intro Visual Basic.NET Programming
Course Revision – Des, Out, Req
66. CIS 133J – Java Programming I
Course Revision – Des, Out, Req
67. CIS 233B – Intermediate Visual Basic.NET Programming
Course Revision – Des, Out, Req
68. CIS 233J – Java Programming I
Course Revision – Des, Out, Req
69. CIS 280D – CE: Application Development
Course Revision – Des
70. MM 233 – 3D Character Model & Animation
Course Revision – Req

71. MM 234 – 3D for Interactivity
Course Revision – Des
72. OMT 102 – Pharmacology/Eye Disease I
Course Revision – Title
73. OMT 103 – Pharmacology/Eye Disease II
Course Revision – Title, Des,
74. OMT 106 – Intro to Clinical Skills
Course Revision – Des
75. CJA 232 – Intelligence Led Policing
New Course
76. MSD 101 – Principles of Management/Supervision
Course Revision – Des, Out
77. MSD 101 – Principles of Management/Supervision
Related Instruction
78. MSD 105 – Interpersonal Communication
Course Revision – Title, Des, Out
79. MSD 105 – Interpersonal Communication
Related Instruction
80. MSD 107 – Organizations & People
Course Revision – Des, Out
81. MSD 111 – Corresponding Effectively at Work
Course Revision – Title, Des, Out
82. MSD 111 – Corresponding Effectively at Work
Related Instruction
83. MSD 115 – Improving Work Relations
Course Revision – Des, Out
84. MSD 115 – Improving Work Relations
Related Instruction
85. MSD 117 – Customer Relations
Course Revision – Des, Out
86. MSD 200 – Organizations and Social Responsibility
Course Revision – Out

87. MSD 222 – Human Resource Mgt: Personnel
Course Revision – Des, Out

88. OS 131 – 10-Key on Calculators
Course Revision – Des, Out

89. OS 220 – Business Editing
Course Revision – Des, Out, Req

90. OS 240 – Filing and Records Management
Course Revision – Des

91. OS 245 – Office Systems and Procedures
Course Revision – Des, Req

92. OS 250 – Creating a Virtual Office
Course Revision – Des

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	<input checked="" type="checkbox"/> No <input type="checkbox"/> 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
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: <i>course</i> and/or <i>student</i> . Include course recommendations in the description. (the field expands as needed)			
Covers fire service based pre-hospital 9-1-1 emergency medical systems based on 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, Chapters 4 and 5. Prerequisites: WR 121, 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 prerequisite, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: EMS 106, FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number: WR 121, MTH 65	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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)	<ul style="list-style-type: none"> • Apply knowledge of the attributes of fire-based emergency medical service systems to their operation. • Measure the effectiveness and quality of a pre-hospital fire service based EMS system. • Use knowledge of response times and other quality service indicators to ensure timely and effective delivery of emergency medical treatment. • Effectively utilize costing and the competitive procurement process in a pre-hospital 9-1-1 emergency medical service system. • Apply knowledge of the qualities and duties of the medical director to ensure effective leadership of a fire service based EMS. • Envision changes in the pre-hospital 9-1-1 emergency medical service system to plan for them effectively.
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)	<p>Methods of assessment may include one or more of the following:</p> <p>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.</p> <p>Written assignments or oral reports designed to integrate course material into personal experience or experiences of other.</p> <p>Quizzes and exams composed of objective questions and concepts.</p> <p>Individual and /or team projects/s which require integration, application, and critical examination of course concepts, issues, and themes.</p>
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	<p>Fire based EMS: A public policy perspective</p> <p>Effect of Public Policy on EMS Systems in the U.S.</p> <p>The 1966 White Papers and Its Effects</p> <p>The Emergency Medical Services Systems Act of 1973</p> <p>Decentralizing EMS Policy: OBRA</p> <p>Effect of EMS Systems on U.S. Public Policy</p> <p>Policies for the Public Good</p> <p>Response times</p> <p>Defibrillation</p> <p>Expanded Scope of Practice</p> <p>Communications</p> <p>Policies to Protect EMS Providers and the system</p>

The Ryan White Act
 Tuberculosis Prevention Guidelines
 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 and Continuity of Care
 Dispatch and Communications
 Staffing and Teamwork
 Job Performance and Safety, Clinical Competence, and ,job Satisfaction
 System Review and Evaluation including Cost Effectiveness

Measuring Quality and Effectiveness in Pre-hospital EMS Systems

Definition of an Emergency Medical Services System
 Traditional Quality Assurance in Pre-hospital EMS Systems
 Developing EMS System Quality Indicators and Performance Measures
 and the reasons for measurable quality indicators

Response Time: An EMS System Performance Measure

Response Time and What It Is
 Individual, Average, and Quantile Response Times
 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
 Worksheets for wages, vehicle and equipment costs, three year balance,
 and summarization
 Revenue Projection

The competitive Procurement Process in EMS

Developing a Request for Proposal
 Specifications
 Contract 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

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

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Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input checked="" type="checkbox"/> hybrid <input checked="" type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> 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:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has been reviewed at the SAC level and approved for submission. You may type the names, a signature is not required.		
SAC Chair (type name)	Email	Date
Doug Smith	doug.smith@pcc.edu	10/17/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	10/17/2012
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

☒ course number

☐ title

☐ description (include requisites)

☐ outcomes

☐ prerequisites and co-requisites

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Occupational Skills Training	Submitter name	Sandy Schramm
		Phone	971-722-6132
		Email	sschramm@pcc.edu
Current prefix and number	OST 099	Proposed prefix and number	OST 9
Current course title	On-The-Job Evaluation	Proposed title (60 characters max)	
# Credits	Audit	Proposed transcript title (30 characters max)	
Reason for title change	The state wants courses numbered 10 - 99 to be used only for post-secondary remediation courses and is requesting that courses that are not post-secondary remediation courses, like OST 99, be renumbered with a number less than 10. The OST SAC is choosing 9.		

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)
Evaluates work traits, aptitudes, limitations, potentials and habits in an actual work environment, with specific focus on a particular occupation or industry. Instructor permission required.	

Reason for change	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> •Compare and evaluate individual work traits, skills and aptitudes in order to make appropriate occupational choices. •Compare and evaluate physical capacities required in an occupation to make realistic evaluations of job suitability •Determine suitability for participation in Occupational Skills Training program (OST 101) 	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing	<input type="checkbox"/> yes
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the inventory of related instruction templates .	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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Sandy Schramm	sschramm@pcc.edu	8/16/12
SAC Administrative Liaison (type name)	Email	Date
Laura Horani	lorani@pcc.edu	8/16/12
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	ABE (Adult Basic Education)	Submitter name, phone, and email	Joe Michael Urbina 971-722-4728 jurbina@pcc.edu
Course prefix and number	ABE 0783	Course title	ABE Fundamentals of Reading

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	36 Hours	Lecture	40 Hours
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	36 Hours	Total contact hours/term	40 Hours
Total credits	N/A	Total credits	N/A
Reason for change:	Correction of initial 2008 submission.		

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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term		<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	ABE (Adult Basic Education)	Submitter name, phone, and email	Joe Michael Urbina 971-722-4728 jurbina@pcc.edu
Course prefix and number	ABE 0784	Course title	ABE Fundamentals of Writing

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	36 Hours	Lecture	40 Hours
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	36 Hours	Total contact hours/term	40 Hours
Total credits	N/A	Total credits	N/A
Reason for change:	Correction of initial 2008 submission.		

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.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
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IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, then you need to complete a degree/certificate change form located on the curriculum website
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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?

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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.

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Portland Community College

New Course
Lower Division Collegiate (LDC)

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

Section #1 General Information

Department:	ABE (Adult Basic Education)	Submitter name Phone Email	Esther Loanzon 971-722-6186 eloanzon@pcc.edu
Course Prefix and Number:	ABE0787	# Credits: 0	ABE0787
Course Title: (60 characters max)	Foundations of Math II	Transcript Title (30 characters max)	Foundations of Math II
Can this course be repeated? PCC default is 0 repeats	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes How many times? 3-6	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument. Students are placed into the class by math levels determined by our department placement test, CASAS scores 211 and above. Students entering on the lower end of the scale may need additional time in the class to improve and strengthen math skills. All of our classes allow students to repeat unless they do not show reasonable progress according to the CASAS assessment with 150-300 hours of instruction (with documented disability).			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	

Audit in consultation with faculty		<input type="checkbox"/>	<input type="checkbox"/>
Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: <i>This course will. . .</i> and/or <i>Students will. . .</i> Include course recommendations in the description.			
Course Description: (field will expand as needed)	Develops an understanding of rational numbers (fractions, percents, decimals, ratio, and proportion), pre-algebra, algebra, statistics, geometry and measurements. Includes applications that involve whole numbers, decimals and fractions. Prerequisites: Placement into RD 80 or higher or CASAS Reading score of 211 or higher.		
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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores, Math Foundations I			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: CASAS	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Co requisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Co requisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Co requisite	<input type="checkbox"/> 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)	<ul style="list-style-type: none"> • Apply life experiences to identify a question or situation that can use a mathematical approach • Solve problems and make decisions using multiple and effective math strategies • Understand, interpret and work with concrete objects and symbolic representation (e.g. pictures, numbers, graphs, computer representations) • Utilize technology to solve a mathematical problem • Determine the degree of precision best suited to the situations • To be prepared for future math classes
Course activities and design: (from CCOG)	Curriculum Apply a variety of mathematical concepts involving rational numbers. <ul style="list-style-type: none"> • Create equivalent representations of numbers up to a billion and to the nearest

	<p>thousandths.</p> <ul style="list-style-type: none"> Recognize that a fraction can represent different ideas (e.g. a ratio representing part: part, part: whole) <p>Find the probability of a single outcome in a simple concrete situation with a very limited number of possible outcomes.</p> <ul style="list-style-type: none"> Describe how the simple probability of an event occurring is influenced by various factors. Compare the likelihood of two uncertain outcomes using simple language. Use proportional reasoning to solve a variety of problems, including percent increase or decrease Explain ratios as equivalent forms of fractions <p>Read, write, interpret and apply common types of information related to measurement and geometry.</p> <ul style="list-style-type: none"> Recognize and use commonly used standard units of measure. Make inference about the formulas for simple two-dimensional shapes. Demonstrate an understanding of the coordinate graph system, including ordered pairs. Infer about the relationship between angles and sides in similar triangles. <p>Read, interpret and apply a variety of common symbolic information.</p> <ul style="list-style-type: none"> Recognize and develop repeating patterns and generalize the relationship with a table, rule, graph, or one-step formula. Develop formulas and create simple linear graphs from tables. Apply order of operations to evaluate expressions. Solve multi-step equations by using number sense, properties of operations, and the idea of maintaining equality on both sides of an equation. <p>Read and interpret and pose questions with a variety of common data and statistical information.</p> <ul style="list-style-type: none"> Identify the shape, range, mean, median, and mode of sets of data. Organize data and choose an appropriate representation. Make inferences based on the data.
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> Apply common types of mathematical information and concepts to real-life and theoretical problems involving rational numbers. Complete homework and/or computer-based assignments Read and interpret common data and statistical information Interpret and apply common patterns, functions and relationships using technology Move up a level in the Math CASAS Post Test and pass a teacher generated post test

<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p>Themes: Family, Citizen, Lifelong Learner, Worker</p> <p>Concepts: goal setting, critical thinking, math vocabulary, decision making, confidence building, collaborative team work</p> <p>Issues: barriers to student success, access to resources, communication skills, learning differences, test and school anxiety, employability, testing strategies, cultural awareness, motivation</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compute and apply skills with rational numbers • Understand, interpret and work with concrete objects and symbolic representations • Estimate to predict results and check to see if results are reasonable • Communicate reasoning and results in a variety of ways such as words, graphs, charts, tables and algebraic models. • Apply life experiences and knowledge of mathematical concepts, procedures, and technology to figure out how to answer a question. Solve a problem, make a prediction, or carry out a task that has mathematical dimension.
<p>Reason for the new course</p>	<p>To determine the specific math level of ABE students and place them in appropriate math courses.</p>

Section #2 Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University? **No**
2. Will a department accept the course for its major or minor requirements? **Yes**
3. Will the course be accepted as part of the University's distribution requirements? **Yes**

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	<input type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input type="checkbox"/> Completed Transferability Status form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the General Education form <input type="checkbox"/> No

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

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	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.	
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@pcc.edu
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Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328
Current prefix and number	BCT 100	Proposed prefix and number	No change
Current course title	Overview to the Construction Industry	Proposed title (60 characters max)	Overview of the Construction Industry
# Credits	3	Proposed transcript title (30 characters max)	No change
Reason for title change	More better English		

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)
Study of management functions in the construction industry. Planning and scheduling, project organization and communications, cost control, project and contract administration, and project close out. Basic construction industry operation knowledge, or instructor's permission	Introduces construction industry practices and global context. Explores the roles and responsibilities of those involved in construction projects from inception to completion. Introduces the various phases of construction including planning, design, documentation, bidding, permitting, pre-construction, supervision, and close-out. Presents the role of

<p>required.</p> <p>Addendum to Course Description</p> <p>Participants work in teams to apply principles in making hypothetical business decisions for the team's publicly held construction company or materials supplier; to gain understanding of that company's operations and competitive position within the industry.</p>	<p>planning, scheduling, project organization, and communication in successful project management.</p>
<p>Reason for change</p>	<p>Existing description does not describe this course. We cannot explain how this description was ever associated with this course, it appears to be an error. No industry experience is required for this course, nor should it be. This is an introductory survey course.</p>

<p>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.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>To individually and collaboratively integrate business and economic principles in making decisions about the process and function of construction companies for competitive position in the construction industry.</p>	<p>Communicate effectively and collaborate on a construction project by:</p> <ul style="list-style-type: none"> • Recognizing the roles and responsibilities of design professionals, contractors, owners and regulatory agents • Distinguishing between the major stages of the construction process • Identifying all major building systems and their location on the construction schedule. • Differentiating between management functions, and explain the primary role each plays in the management of the project
<p>Reason for change</p>	<p>Outcomes are inaccurate and do not reflect the course content specifically. Tie outcomes to skills expected upon completion of the course in a career application.</p>

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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
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 <input type="checkbox"/> Specify term (if AFTER the next available term)
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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
Robert Steele	rsteale@pcc.edu	10/15/2012

SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7050
Current prefix and number	BCT 102	Proposed prefix and number	No change
Current course title	Residential Printreading	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
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 a collaborative learning framework from the development of printreading skills relevant to residential building construction. Students will demonstrate an understanding of print reading by analyzing, interpreting, and measuring plans for relevant construction	Covers a collaborative learning framework for the development of print reading skills related to residential building construction. Includes Students demonstrating an understanding of print reading by analyzing, interpreting, and measuring plans for relevant construction information. Covers work limited to residential prints.

information, and by sketching scaled plans for peer and instructor evaluation. Work will be limited to residential prints. Audit available.	
Reason for change	Clarify and reduce unnecessary wording.

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
To perform residential building tasks, including project planning, materials identification and assembly by reading and interpreting architectural prints. To assess plans, and specifications for adequate and or accurate information To communicate information found in residential plans.	<ul style="list-style-type: none"> • Assess and navigate plans and specifications for adequate and/or accurate information. • Effectively communicate within a construction team issues regarding problems found in residential plans utilizing proper terminology. • Read and interpret architectural prints for residential building tasks, including project planning, material identification and assembly.
Reason for change	Develop more specific outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes x No	
Implementation term	x Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

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Section #1 General Information

Department	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 120	Proposed prefix and number	Same
Current course title	Floor Framing	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Covers basic floor framing systems and principles used in residential construction. Floor systems will be installed on foundations using current building construction methods. Learning will include floor leveling, sill plate installation, floor framing material	Covers basic floor framing systems and principles used in residential construction. Includes floor systems installed on foundations using current building construction methods. Includes floor leveling, sill plate installation, floor framing material identification, joist and beam lay-out, quantity take offs, estimating and related codes. Prerequisites: BCT

identification, joist and beam lay-out, quantity take offs, estimating and related codes. Prerequisites: BCT 106 or instructor permission. Audit available	106 or instructor permission. Audit available
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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. To be able to estimate materials, layout and construct various floor systems used in residential construction to industry standards. 2. To work collaboratively and communicate effectively with others.	<ul style="list-style-type: none"> • Estimate floor framing materials • Layout floor joist and beams • Assemble floor system components • Work collaboratively and communicate effectively with other students
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 121	Proposed prefix and number	Same
Current course title	Wall Framing	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Covers basic residential wood wall framing methods and principles used in current residential construction. Content will include wall lay-out and assembly of studs, corners, partitions and openings. Includes material quantity take offs, estimating and related	Covers wood wall framing methods and principle currently used in residential construction. Includes wall layout and assembly of studs, corners, partitions and openings. Includes calculating material quantities, related codes, structural sheathing, interior wall bracing, bay framing, window box framing, framing arched openings and stair

codes. Structural sheathing, interior wall bracing, bay framing, window box, framing arched openings and stair construction will also be covered. Prerequisite: BCT 106 or instructor permission. Audit available	framing construction. Prerequisite: BCT 106 or instructor permission. Audit available.
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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. To be able to estimate materials, layout and construct various wall systems used in residential construction to industry standards. 2. To work collaboratively and communicate effectively with others	<ul style="list-style-type: none"> • Estimate wall framing materials • Layout and assemble wall framing components • Work collaboratively and communicate effectively with others
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 122	Proposed prefix and number	Same
Current course title	Roof Framing 1	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Course covers basic residential roof rafter framing. Content covers rafter math calculations for various roof slopes, lay-out, part nomenclature, assembly procedures, related codes and material take-off. Ceiling joist, collar ties, gable roof, gambrel roof and	Covers basic roof rafter framing methods currently used in residential construction. Includes calculations used to solve rafter lengths for various roof slopes and spans. Covers rafter nomenclature, layout assembly methods, related codes, material quantity, ceiling joist, collar ties. Includes gable roof, gambrel roof and hip roof framing.

hip roof types will be covered. Prerequisites: BCT 104 and 106, or instructor permission. Audit available.	Prerequisites: BCT 104 and 106, or instructor permission. Audit available.
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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
To carry out the tasks related to roof framing. Learners will use the rafter square, rafter tables, rafter framing formulas, and appropriate terminology. This information will be used to layout, cut and assemble shed roofs, gable roofs, hip roofs, gable end studs, barge rafters, fascia, ceiling joists, bird blocking, and roof sheathing.	<ul style="list-style-type: none"> • Apply math formulas to calculate various different rafter layouts • Use appropriate terminology when communicating with others • Wall plate layout for rafters and ceiling joists • Cut and assemble roof parts, framed to meet current building codes
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 123	Proposed prefix and number	Same
Current course title	Roof Framing 2	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Layout, cutting and assembly of hip, intersecting and unequal pitch roofs, and dormers. Discussions include truss roof assemblies. Prerequisite or concurrent enrollment: BCT 122. Audit available.	Introduces roof framing Continuing from BCT 122. Covers the calculations necessary to layout, cut and assemble more advanced roofs. Includes intersecting equal pitch valley roofs, eave returns, roof sheathing and bay roof framing. Covers roof truss theory.

Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Learners will work safely, as prescribed by OSHA regulations, to carry out the tasks related to roof framing to industry standards. Learners will efficiently and accurately estimate roof framing materials, use the rafter square, rafter tables, rafter framing formulas, and appropriate terminology. Learners will layout, cut and assemble shed roofs, gable roofs, hip roofs, gable end studs, barge rafters, fascia, ceiling joists, bird blocking, trusses, and roof sheathing.	<ul style="list-style-type: none"> • Apply math formulas to calculate various different rafter layouts • Use appropriate terminology when communicating with others • Wall plate layout for rafters and ceiling joists • Cut and assemble roof parts, framed to meet current building codes

Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 128	Proposed prefix and number	Same
Current course title	Exterior Finish	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Course covers the installation, estimation of materials and labor of various exterior siding products. Includes construction of various horizontal lap, wood shingles and vertical sidings. Covers ceiling soffits, door, window and corner trim. Roofing covers composition, shake	Covers installation of various exterior siding products, material quantity calculations and labor costs. Includes installation of cedar bevel, cement composite horizontal lap, cedar shingles, fancy cut shingles and cultured stone. Covers ceiling soffits, door, window and corner trims. Introduces roofing including composition, cedar shake and

and shingle roofing. Prerequisites: BCT 106 or instructor permission. Audit available.	shingle roofing. Covers roof flashings, vents, drip caps and valleys. Prerequisites: BCT 106 or instructor permission. Audit available.
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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. To be able to estimate material, layout and apply various exterior wall and roof products used in residential construction to industry standards. 2. To work collaboratively and communicate effectively with others.	<ul style="list-style-type: none"> • Install sidings and roofing covered to code • Calculate material quantities and costs. • Work collaboratively and communicate effectively with others
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7050 rsteele@pcc.edu
Current prefix and number	BCT 133	Proposed prefix and number	No change
Current course title	Commercial Materials and Methods	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
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)
Materials and Methods used in commercial construction. Techniques and methods including building systems and assemblies.	Introduces function and performance characteristics of basic building materials, components, sequences and methods in the construction process. Emphasizes commercial construction.

Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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
<ul style="list-style-type: none"> To make informed decisions on the use of construction ADD materials and methods. Understanding the factors of "or equal" in proposing alternative materials and methods for a substitution request. Analyze to determine the materials function and utility for cost effective performance in construction projects. Organize building materials and components for sequencing construction activities to maximize cost effective performance. 	<ul style="list-style-type: none"> Make informed decisions by critically examining resources to identify appropriate materials and methods for commercial construction projects. Appraise materials for function, utility, substitutions, and cost effective performance for construction projects. Recognize and employ C.S.I. classifications for finding information for materials and methods on construction projects.
Reason for change	Develop more specific outcomes that reflect the skills to be applied in a career situation after course completion.

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

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes x No	
Implementation term	x Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
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Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 134	Proposed prefix and number	No change
Current course title	Construction Scheduling	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
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)
Methods of planning and scheduling construction projects. Emphasis on building and efficient use of construction schedules, including critical path method and resource and cost loading. Use of computer scheduling software to build and monitor schedules. Recommended: Basic	Introduces methods used in planning and scheduling construction projects. Emphasizes the development and proper use of construction schedules, Critical Path Method and resource and cost loading. Introduces MS Project computer scheduling software to build and monitor schedules. Recommended: Basic knowledge of Microsoft Windows. Prerequisite: BCT 104 or Instructor permission.

<p>knowledge of Microsoft Windows. Prerequisite: BCT 104 or Instructor permission.</p> <p>Addendum to Course Description The instructional approach is based on the building contractor's point of view, and the intent is to provide a good working knowledge of building, maintaining and monitoring schedules for construction projects. Learners will both individually and collaboratively work with "Microsoft Project" management software to develop and track a construction schedule. It is suggested that students entering this course have a basic understanding of construction sequencing and assembly.</p>	
Reason for change	Existing is cumbersome, long and poorly written. Improve for clarity and brevity.

<p>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.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>To implement the planning and scheduling process by demonstrating the development, updating, monitoring, and reporting of a construction schedule for a residential construction project.</p>	<ul style="list-style-type: none"> • Assemble and use various construction schedules to manage a construction project. • Prioritize scheduled tasks in order to streamline planning strategies, shorten overall construction schedules, and reduce costs. • Communicate effectively with team members by recognizing and utilizing best practices for planning and scheduling of construction tasks.
Reason for change	Outcomes must be more specific and directed toward application after completion.

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

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

Robert Steele	rsteale@pcc.edu	10/15/2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328
Current prefix and number	BCT 150	Proposed prefix and number	No change
Current course title	Mechanical, Electrical and Plumbing	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title (30 characters max)	No change
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 the principles and applications of mechanical and electrical components during the construction process and of constructed facilities; heating, ventilating, air conditioning, plumbing, fire protection, power, lighting, distribution systems, security systems and a review of the related	Covers the principles and applications of mechanical, electrical, plumbing and related building systems used on commercial construction projects. Includes heating, ventilating, air conditioning, plumbing, fire protection, power, lighting, security and related distribution and control systems.

codes. Audit available.	
Reason for change	Wording is awkward. Course content has been revised to address changing industry requirements.

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
To understand and analyze the various materials and methods used in mechanical and electrical systems. To analyze construction sites for temporary facility needs. To communicate effectively with mechanical and electrical subcontractors, vendors, and/or inspectors.	<p>Communicate effectively and collaborate on a construction project by:</p> <ul style="list-style-type: none"> Recognizing equipment utilized in mechanical, electrical, plumbing (MEP) and related systems for installation on commercial construction projects. Recognizing the roles and responsibilities of sub-contractors, vendors, inspectors and systems designers. <p>Resolve conflicts between MEP, structure and other systems by collaborating with project team members.</p> <p>Coordinate the integration and installation of MEP and related systems on a construction project.</p>
Reason for change	Existing outcomes are vague. Existing outcomes are broad and inaccurate. Course content has been modified. Outcomes must be more specific and directed toward application after completion.

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes x No	
Implementation term	x Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 203	Proposed prefix and number	Same
Current course title	Interior Finish	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Covers codes, materials, installation, and estimating methods in residential drywall. Includes drywall, tape, finish, texture and patching. Finish carpentry covers materials types, take-offs and estimation of interior trim. Includes the miter cuts and installation of base	Drywall: Covers related codes, estimating materials and installation methods in residential drywall. Includes drywall products, tapes, corner beads, joint compounds, textures and patching. Finish Carpentry: Covers material trim installation, estimation of trim quantities and costs. Includes the

molding, casing, crown molding, wainscot panel molding, door installation and various other interior trim treatments. A student may not receive credit for both BCT 203 and BCT 224 or BCT 226. Prerequisite: BCT 106 or instructor approval. Audit available.	appropriate miter cuts required and installation of base, casing, crown, wainscot panel molding. Includes interior door installation and window surrounds. Student may not receive credit for both BCT 203 and BCT 224 or BCT 226. Prerequisite: BCT 106 or instructor approval. Audit available.
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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
<p>Safely use and maintain drywall and finish carpentry tools</p> <p>Patch drywall and match existing textures</p> <p>Safely install, tape, finish, and texture drywall to industry standards</p> <p>Understand various drywall assemblies and applications</p> <p>Safely install interior doors, window surrounds, moldings, and hardware to AWI standards</p>	<ul style="list-style-type: none"> • Install drywall, install corner bead, apply tape and apply joint compounds to a selected finish level • Calculate needed drywall material quantities • Patch damaged drywall • Apply selected drywall texture • Measure, and accurately cut and install various interior finish trims • Calculate needed trim material quantities
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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	
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Building Construction Technology	Submitter name Phone Email	Robert Steele
Current prefix and number	BCT 211	Proposed prefix and number	No Change
Current course title	Remodeling	Proposed title (60 characters max)	No Change
# Credits	6	Proposed transcript title (30 characters max)	No change
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)
Because of the variety of projects and number of specialty trades engaged in remodeling, this course will focus on business principles and construction strategies most commonly encountered by the remodeler. This course covers the	Presents residential remodeling construction strategies and processes commonly encountered by remodelers. Covers obtaining building permits, as well as hands-on remodeling projects involving (but not limited to) framing, concrete, interior and exterior finish, and basic electrical, plumbing and mechanical ventilation. Prerequisites: BCT 102, BCT 104

business principles associated with running a successful remodeling company; the steps necessary in acquiring a building permit; communicating effectively with sub contractors and clients; hands-on remodeling projects involving framing, concrete, interior and exterior finish, and basic electrical, plumbing and mechanical ventilation. Prerequisites: BCT 102, BCT 104 and BCT 106 or instructor approval. Audit available.	and BCT 106 or instructor approval. Audit available.
Reason for change	Old course description was cumbersome and did not accurately represent how the course is currently 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
<ul style="list-style-type: none"> Evaluate building systems, including structural and mechanical, and apply such knowledge to building design requirements. Develop effective demolition and construction strategies through site and design examination Assemble all necessary documentation, calculate the cost and obtain building permits Safely and effectively apply carpentry skills to remodeling tasks and projects Prepare contract documents, using industry standards for written and graphic communication. Accurately develop materials and labor costs for prospective remodeling projects. Exhibit organizational and communication skills required to bring remodeling projects from initial concept to completion. 	<ol style="list-style-type: none"> Evaluate structural and mechanical building systems to apply such knowledge to Remodeling projects Develop effective demolition and construction strategies to keep jobsites clean and safe Safely and effectively apply carpentry skills to remodeling tasks and projects Assemble materials and labor costs for remodeling projects to complete accurate estimates Use organizational and communication skills to take remodeling projects from initial concept to completion.
Reason for change	Old outcomes do not represent changing industry requirements that are currently taught in this course

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
Robert Steele	rsteale@pcc.edu	
SAC Administrative Liaison (type name)	Email	Date

This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

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)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328
Current prefix and number	BCT 222	Proposed prefix and number	No change
Current course title	Engineering for Constructors	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
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)
Presents the fundamentals of analysis and design of residential construction to students with limited technical training. Investigation of basic contemporary structural systems in masonry, steel and wood framing systems will be used. Concepts such as determination of support	Presents the fundamentals of analysis and design of structural systems used in buildings to students with limited technical training. Introduces basic contemporary structural systems in masonry, steel, concrete and wood. Covers determination of support forces, bending moments, shear, strengths, properties of materials, loads and dimensional

forces, bending moments and shear, strengths and properties of materials, loads and dimensional properties are explored. Prerequisites: BCT 104, 102.	properties. Prerequisites: BCT 104, 102 or instructor app
Reason for change	Concrete as a material is not mentioned. Students may enroll with instructor permission override. Improve for clarity.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
A. Understand the forces acting on buildings. B. Develop knowledge and skills in the design of residential structures. C. Develop knowledge and skills in determination of loading on structural members. D. Develop knowledge and skills in sizing and designing wood, steel and concrete structural members.	Communicate effectively and collaborate on a construction project by: <ul style="list-style-type: none"> Identifying potential loads and forces acting on a building. Identifying structural systems and members represented on construction documents. Recognizing bending moments, shear, deflection, buckling, and how they determine the size and configuration of structural members.
Reason for change	Outcomes must be more specific and directed toward application after completion.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes x No	
Implementation term	x Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteele@pcc.edu	10/15/2012
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 223	Proposed prefix and number	Same
Current course title	Finished Stair Construction	Proposed title (60 characters max)	Same
# Credits	3	Proposed transcript title (30 characters max)	Same
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)
Covers the construction and finish of interior staircases, including balustrades, handrails and guardrails. Emphasizes the materials and techniques used to construct finish stairs, relevant building codes, and methods used to estimate labor and materials associated with	Covers the material estimation and installation of both open and closed interior residential staircases. Includes newel posts, balustrades, handrails/guardrails, shoerails and tread caps. Emphasizes the methods used to construct finish stairs and relevant building codes. Prerequisites: BCT 106 or instructor permission. Audit available.

stair and rail construction. Prerequisites: BCT 106 or instructor permission. Audit available.	
Reason for change	Changes in the Course Description more accurately reflect the course subject content currently covered.

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
<ul style="list-style-type: none"> To safely use and maintain finish carpentry tools. To calculate and layout stair parts that meet current building codes. Construct finished stairs to industry standards. Estimate materials and labor for finish stairs and handrails. 	<ul style="list-style-type: none"> Install interior staircase newel posts, balustrades, handrails/guardrails, shoerails and tread caps. To calculate and layout stair parts to meet current building codes. Estimate materials needed for finish stairs.
Reason for change	Changes in the Course Learning Outcomes more accurately reflect the expected student learning outcomes resulting from course completion.

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.

<p align="center">Current prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
<p align="center">Proposed prerequisites, corequisites and concurrent</p> <p align="center">If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>			

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X No	
Implementation term	X Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
- ☐ title
- X description (include requisites)
- X 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	Building Construction Technology	Submitter name Phone Email	Robert Steele (971) 722-7328 rsteele@pcc.edu
Current prefix and number	BCT 225	Proposed prefix and number	No change
Current course title	Construction Project Management	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title (30 characters max)	No change
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)
Study of management functions in construction industry. Planning and scheduling, project organization and communications, cost control, project and contract administration, and project close out. The instructional approach is based on the general contractor's point of view, and	Introduces management concepts and techniques used on construction projects. Includes planning, scheduling, project organization, communications, cost control. Covers project/contract administration, and project close out.

the intent is to provide a good working knowledge of construction project management procedures. Audit available.	
Reason for change	Wording is awkward. Course content has been revised to address changing industry requirements.

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
To demonstrate a basic understanding of all major construction management concepts and procedures.	<ul style="list-style-type: none"> • Communicate effectively and collaborate on a construction project by: • Recognizing and applying the various delivery systems used in the construction industry. • Employing risk analysis, constructability, bidding, cost and quality control, and contract management skills. • Managing contract documentation. • Writing RFIs, Change Orders, and other required industry correspondence.
Reason for change	Existing outcomes are vague.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> 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.	
<input type="checkbox"/> Yes x No	
Implementation term	x Next available term after approval <input type="checkbox"/> 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
Robert Steele	rsteale@pcc.edu	10/15/12
SAC Administrative Liaison (type name)	Email	Date
Karen Sanders	ksanders@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Fire Protection Technology	Submitter name Phone Email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Current prefix and number	FP 202	Proposed prefix and number	FP 137
Current course title	Fixed Systems and Extinguishers	Proposed title (60 characters max)	Fire Protection Systems
# Credits	3	Proposed transcript title (30 characters max)	Fire Protection Systems
Reason for title change	To match the National Fire Academy's Fire and Emergency Services Higher Education course title and to indicate that the course will be first year core requirement for the Fire Protection Technology AAS.		

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)
Studies portable extinguisher equipment, fire alarm and detection systems, sprinkler systems and standpipe, protection systems for special hazards, explosion release, ventilation systems, inert atmospheres and	Covers features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and portable fire extinguishers. Prerequisites: FP 112, MTH 60, WR 115, and RD 90

static bonding. Prerequisite: FP 111	or equivalent placement scores.
Reason for change	Update the course to meet the National Fire Academy's Fire and Emergency Services Higher Education course and to identify it as a first year core course for the AAS degree in Fire Protection Technology. Change pre-requisites as requested by the Advisory Committee.

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
No data.	<p>Communicate effectively the benefits of fire protection systems in various types of structures and remain up to date on sprinkler legislation.</p> <p>Communicate effectively the reasons why water is a commonly used extinguishing agent and the basic elements of a public water supply system including sources, distribution networks, piping and hydrants in</p> <p>Utilize skills and knowledge necessary to perform an inspection of different fire alarm systems, recognize the basic components of the systems, and know the appropriate application of fire protection systems.</p> <p>Apply knowledge of the different types of non-water based fire suppression systems that are used in the response area.</p> <p>Use an understanding of the hazards of smoke and the four factors that can influence smoke movement in a building to respond appropriately as a firefighter and in educating the public.</p> <p>Choose the appropriate type of portable fire protection systems for the different types of fire situations and apply the agent properly.</p>
Reason for change	Identify intended outcomes for the course to align with the National Fire Academy's Fire and Emergency Services Higher Education course outcomes. Use appropriate language.

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			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: FP 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 60 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121, RD 115, and MTH 65			
prefix & number: FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Doug Smith	doug.smith@pcc.edu	10/16/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	10/16/2012

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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
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Section #1 General Information

Department	Fire Protection Technology	Submitter name Phone Email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Current prefix and number	FP 203A	Proposed prefix and number	FP 170
Current course title	Introduction to Firefighting Tactics and Strategy	Proposed title (60 characters max)	Introduction to Firefighting Tactics and Strategy
# Credits	3	Proposed transcript title (30 characters max)	Intro to Tactics & Strategy
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)
Studies fire-ground tactics and strategy, responses and size-up, protection of exposures, containment, extinguishment, the command post, combined operations, analysis and post-mortem evaluation, pre-fire surveys and planning. Prerequisite: FP	Explores tactics and strategies used on emergency incidents. Includes incident action plan, size-up, exposures protection, rescue, containment, extinguishment, control, incident command system, mutual aid operations, post-incident analysis, and pre-fire surveys. Prerequisite: FP 112, MTH 60, WR 115,

111.	and RD 90 or equivalent test scores.
Reason for change	Update the description using appropriate working and to match the description of the National Fire Academy's Fire and Emergency Services Higher Education course. Change pre-requisites as requested by the Advisory Committee. To identify course as a first year core requirement for the AAS degree in Fire Protection Technology.

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
<p>List and describe the major functional roles of the Incident Command System.</p> <p>Describe purpose of the Incident Command System and how it provides for "unity of command" and "span of control."</p> <p>Describe methods of establishing and transferring command at an incident.</p> <p>Describe how to establish strategic objectives based upon incident priorities, situation status, and resources capabilities.</p> <p>Participate in and /or observe fire simulation exercises which involve radios.</p> <p>Describe the components of a pre-fire plan.</p> <p>Identify fire ground factors that influence size-up and how they related to developing strategies.</p> <p>Explain basic hose line placement in a given situation.</p> <p>Describe the purpose for ventilation, confinement, control, and extinguishment of fire in structures and describe the procedures required to complete those fire ground operations.</p> <p>Describe the effect of building construction and occupancies have on fire behavior.</p>	<p>Integrate the understanding of the incident command system into an emergency incident to include transfer of command, span of control and unity of command.</p> <p>Develop incident action plans to implement at emergency incidents that ensure the effective use of available resources to ensure life safety, environmental protection, and property conservation.</p> <p>Interpret factors that will influence the incident action plan or its implementation.</p> <p>Implement the major steps taken during size-up in the appropriate order in which they will take place at an emergency incident.</p> <p>Communicate effectively to appropriate constituencies the main components of pre-fire planning and the steps of a pre-fire plan.</p>

Reason for change	Align with the National Fire Academy's Fire and Emergency Services Higher Education course outcomes. Use appropriate wording.

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: FP 111

☒ 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 60 or equivalent placement test scores

☒ Placement into: WR 121, RD 115, and MTH 65 .

prefix & number: FP 112

☒ 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
Doug Smith	doug.smith@pcc.edu	10/16/2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	10/16/2012

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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	Fire Protection Technology	Submitter name Phone Email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Current prefix and number	FP 211	Proposed prefix and number	FP 166
Current course title	Building Construction for Firefighters	Proposed title (60 characters max)	Building Construction for Fire Protection
# Credits	3	Proposed transcript title (30 characters max)	Bldg Const for Fire Protection
Reason for title change	To match the Fire and Emergency Services Higher Education course title		

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)
Offers knowledge and skills in the various construction features of buildings. Includes structural features affecting fire spread and building collapse, the effect of fire on materials, fire stops and ratings. Use of blueprints and plans to understand building features and pre-fire planning emphasized.	Covers the components of building construction related to firefighter and life safety. Includes the classifications of building construction and the theoretical concepts of how fire impacts major types of building construction.

Prerequisite: FP 111.		Prerequisites: FP 112, MTH 60 WR 115, and RD 90 or equivalent placement test scores	
Reason for change	Update the description using appropriate wording and match the description of the National Fire Academy's Fire and Emergency Services Higher Education course. Change pre-requisites as requested by the Advisory Committee. To identify course as a first year core requirement for the AAS degree in Fire Protection Technology.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)		New learning outcomes
A. Identify fire fighter safety concerns associated with various B. types of loads on buildings. C. Describe the effects and consequences of fire on building materials, D. contents, structural members, and structural stability. E. List the hazards and concerns associated with various types of construction and indicators of possible building collapse. F. Describe the types of construction and the fire-related purposes for fire stops, draft curtains, and fire walls.		<p>Use an understanding of the principles of building construction and functions of each principal structural component applied to firefighter safety, building codes, fire prevention, inspections, and emergency response strategy and tactics.</p> <p>Analyze the hazards and tactical considerations associated with the major types of building construction and occupancy designations in accordance with the accepted building code.</p> <p>Respond to the indicators of potential structural failure under different emergency situations.</p> <p>Apply the knowledge of fire resistance, flame spread, and the testing procedures used to establish ratings for each to construction types and materials.</p>
Reason for change	Align with the National Fire Academy’s Fire and Emergency Services Higher Education course outcomes. Use of appropriate wording.	

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: FP 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 121, RD 115, and MTH 65			
prefix & number: FP 112	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/>
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
Doug Smith	doug.smith@pcc.edu	10-16-2012
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	10-16-2012
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Fire Protection Technology	Submitter name, phone, and email	Ed Lindsey 5581 elindsey@pcc.edu
Course prefix and number	FP 240 FP 250 FP 260	Course title	Emergency Service Instructor I Emergency Service Instructor II Emergency Service Instructor III

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	30	Lecture	30
Lecture/Lab	0	Lecture/Lab	0
Lab	10	Lab	0
Total contact hours/term	40	Total contact hours/term	30
Total credits	3	Total credits	3

Reason for change: Lab hours not required. CCOG reflects correct contact time in FP 240 and FP 260 (30 hours of Lecture only) FP 250 reflects 10 hours of lab in addition to 30 hours of Lecture hours. All three courses should be 30 hours of Lecture only for a total of 3 credits. Banner reflects 30 hours of Lecture and 10 of Lab in all three courses. This fix will correct the CCOG for FP 250 and correct Banner for all three classes.

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
☒ 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	Fire Protection Technology	Submitter name	Ed Lindsey
		Phone	5581
		Email	elindsey@pcc.edu
Current prefix and number	FP 240	Proposed prefix and number	FP 240
Current course title	Emergency Service Instructor I	Proposed title (60 characters max)	Emergency Service Instructor I
# Credits	3	Proposed transcript title (30 characters max)	Emergency Serv. Instructor I
Reason for title change	Update course outcomes and contact hours		

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 meet NFPA Standard 1041; Fire and Emergency Services Instructor I. Students will organize classroom, laboratory and outdoor learning environments and present prepared lessons utilizing recognized methods of instruction.	Designed to meet NFPA Standard 1041; Fire and Emergency Services Instructor I. Presents how to organize classroom, laboratory and outdoor learning environments and present prepared lessons utilizing recognized methods of instruction. Includes strategies to adjust and modify presentations based on student

Learn to adjust and modify presentations based on student learning styles and changing classroom environments and learn about course objectives and learning outcomes.	learning styles and changing classroom environments. Covers how to write course objectives and student learning outcomes. Prerequisites: WR 121, MTH 65 & SP 111
Reason for change	Add Prerequisites

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
<ul style="list-style-type: none"> A. Function safely in the classroom and drill ground training environment B. Demonstrate professional work habits and ethics C. Gain knowledge and skills in the problem solving process for delivery of fire department training D. Develop skills in the delivery and documentation of fire department training events E. Develop skills in the use of instructional tools F. Demonstrate the ability to deliver quality training 	<ul style="list-style-type: none"> A. Manage basic resources, records and reports required for instructional documentation B. Review prepared instructional materials and adapt material and resources to a given target audience and learning environment C. Organize a classroom, laboratory or outdoor learning environment to maximize effectiveness and safety D. Present prepared lessons utilizing specified and recognized methods; adjust presentations to changing conditions in the classroom environment, differences in learning styles, abilities and behaviors E. Administer oral, written and performance tests. Grade results of testing and report test results as required by department policy and/or State Certification. F. Provide timely evaluation feedback to students that is objective, clear, relevant and specific enough for the student to make efforts to modify behavior
Reason for change	Move outcomes out of the classroom and into the workplace.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: WR 121, MTH 65 & SP 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Doug Smith	Doug.smith@pcc.edu	10/10/12
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	10/10/12

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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	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington / Tyler Phillis 7488 / 7204 rdunnig@pcc.edu / tyler.phillis@pcc.edu
Current prefix and number	DS103	Proposed prefix and number	DS103
Current course title	Fuel Injection Systems	Proposed title (60 characters max)	Fuel Injection Systems
# Credits	6	Proposed transcript title (30 characters max)	
Reason for title change	No 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)
Reason for change	No changes

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	
<ul style="list-style-type: none">• Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance.• Develop skill to be able to competently troubleshoot, evaluate and repair diesel fuel injection systems.		<ul style="list-style-type: none">• Apply diesel engine knowledge to diesel fuel injections systems functions and how they relate to engine operation and performance.• Develop skill to be able to competently troubleshoot, evaluate and repair diesel fuel injection systems.• Disassemble test and reassemble fuel injection components.• Test diesel engines for fuel system malfunctions.• Learn relationship among diesel fuel, fuel injection systems and engine performance.• Research and locate repair literature.	
Reason for change	Addition of last four outcomes. Changes are in red.		

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
none			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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
☐ Fall 2012

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
Russ Dunnington / Tyler Phillis	rdunning@pcc.edu / tyler.phillis@pcc.edu	10/19/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	

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Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Diesel Service Technology	Submitter name Phone Email	Russ Dunnington / Tyler Phillis 7488 / 7204 rdunnig@pcc.edu / tyler.phillis@pcc.edu
Current prefix and number	DS 106	Proposed prefix and number	DS 106
Current course title	PMI/Detroit Diesel Elect Contr	Proposed title (60 characters max)	PMI/Detroit Diesel Elect Contr
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	No 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)
Preventive Maintenance Inspection (PMI) of vehicles, Department of Transportation (D.O.T.) out of service criteria, PM scheduling, lubricants and winterizing. Detroit Diesel Electronic Control (DDEC) learn to understand and troubleshoot system. Audit available.	Preventive Maintenance Inspection (PMI) of vehicles; Department of Transportation (D.O.T.) out of service criteria; PM scheduling, service and winterizing; Detroit Diesel Electronic Control (DDEC) systems.

Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.	Prerequisites: RD 80 or higher or equivalent placement test score. MTH 20 or higher or equivalent placement test score or successful completion of the Diesel Service Technology Math Entrance Exam. Audit available.
Reason for change	Changes made to first paragraph of description to reflect actual course content and clean up language (changes are in red).

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
<ul style="list-style-type: none"> • Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas. 	<ul style="list-style-type: none"> • Apply knowledge of diesel engine diagnostic tune up. • Analyze and diagnose diesel engines support systems. • Apply working knowledge about the tools and materials needed to properly analyze and tune up diesel engines. • Apply personal safety by using protective gear and safe procedures in all work areas.
Reason for change	No changes to outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Fall 2012
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		Date
Russ Dunnington / Tyler Phillis	rdunning@pcc.edu / tyler.phillis@pcc.edu	10/19/2012
SAC Administrative Liaison (type name)	Email	Date
Irene Giustini	igiustin@pcc.edu	
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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information

Department	Diesel Service Technology	Submitter name, phone, and email	Tyler Phillis, 971-722-7204, tyler.phillis@pcc.edu
Course prefix and number	DS106	Course title	PMI/Detroit Diesel Electronic Contr

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	0	Lecture	0
Lecture/Lab	3	Lecture/Lab	4
Lab	0	Lab	0
Total contact hours/term	60	Total contact hours/term	80
Total credits	3	Total credits	4
Reason for change:	To compensate for additional curriculum to update course. Technological advances have mandated additional skills be taught regarding system integration through on-board networks.		

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.

<input type="checkbox"/> Yes	If yes, then complete the learning outcomes section of the course revision form found on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input type="checkbox"/> Yes	If yes, then you need to complete a degree/certificate change form located on the curriculum website
<input checked="" type="checkbox"/> No	

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, please describe	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
- ☒ 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	Gerontology	Submitter name	Jan Abushakrah
		Phone	971-722-4077
		Email	jabushak@pcc.edu
Current prefix and number	GRN246	Proposed prefix and number	GRN246
Current course title	Guardian Conservator Training	Proposed title (60 characters max)	Guardian Conservator Training
# Credits	2	Proposed transcript title (30 characters max)	Guardian Conservator Training
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)
Introduces professional guardianship and conservatorship in Oregon. Includes professional standards and practices, intake decision-making, working with attorneys through the court process, interactions between Oregon laws and professional standards, business and social service skills	Introduces professional guardianship and conservatorship in Oregon. Includes professional standards and practices, intake decision-making, working with attorneys, interactions between Oregon laws and professional standards, business and social service skills required and legal/ethical responsibilities

<p>required and legal/ethical responsibilities to the court and protected person throughout the process. Introduces national and state issues, and how to work with a care team in a professional social service, medical, and legal context. Focuses on how to coordinate services and finances, how to use available resources, and how to work with physicians, care providers, social service agencies, families and other parties in decision-making on life, property, and care for court-determined incapacitated adults in Oregon. Standard Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Prerequisite/concurrent: GRN 245. Audit available.</p>	<p>to the court and protected person throughout the process. Introduces national and state issues, and how to work with a care team in a professional social service, medical, and legal context. Focuses on how to coordinate services and finances, use available resources, and work with physicians, care providers, social service agencies, families and others in decision-making on life, property, and care for court-determined incapacitated adults. Prerequisite/concurrent: GRN 245. Audit available.</p>
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Reason for change	Simply editing changes to make the description clearer and more succinct. Removing standard prerequisites.
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<p>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.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>1. Assume the basic responsibilities of professional guardians and conservators in Oregon, including legal and standard-related responsibilities to protected persons and the court.</p> <p>2. Assess their own knowledge base and best fit within the practice arena, and pursue continuing education and professional development within the practice context in Oregon.</p> <p>3. Be prepared to take the national certification test offered by the National Center for Guardian Certification.</p>	<p>1. Assume the basic responsibilities of professional guardians and conservators in Oregon under supervision, understanding legal and standards-related responsibilities to protected persons and the court.</p> <p>2. Assess their own knowledge base and best fit within the practice arena, and pursue continuing education and professional development within the practice context in Oregon. □</p> <p>3 Screen a client for appropriateness for guardianship or conservatorship services and participate effectively in the intake process, working with service team members and attorneys to get the best possible outcome for the proposed protected person.</p> <p>4. Use an understanding of the basic responsibilities of guardians and conservators in Oregon, in order to advocate for a person who has a guardian, and make a complaint about problems in a guardian or conservator case if needed.</p>
Reason for change	Change in outcome 3 and addition of outcome 4 were needed to more accurately reflect the outcomes expected of students and to remove reference to national certification.

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: GRN245

☐ 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: GRN245

☐ 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
Jan Abushakrah	jabushak@pcc.edu	8/24/12
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	8/31/12
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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
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Section #1 General Information

Department	Gerontology	Submitter name Phone Email	Jan Abushakrah, 971-722-4077, jabushak@pcc.edu
Current prefix and number	GRN175	Proposed prefix and number	GRN175
Current course title	The Aging Mind	Proposed title (60 characters max)	The Aging Mind
# Credits	1	Proposed transcript title (30 characters max)	The Aging Mind
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)
Explores the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains for today's older students and tomorrow's gerontologists and care providers,	Explores the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains for today's older students and tomorrow's gerontologists and care providers, introducing them to the emerging array of sustainable approaches to

introducing them to the emerging array of sustainable approaches to engage, stimulate, and enhance older minds. Standard Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	engage, stimulate, and enhance older minds.
Reason for change	Removing Prerequisites

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
Successful students will be able to: 1. Apply recent research on aging brains to enhance their own learning. 2. Translate, combine, and apply recent research on aging brains to engage, stimulate, and enhance older minds in their work in aging services, life enrichment, adult education, and care settings. 3. Stay current as new research on aging brains emerges.	Successful students will be able to: 1. Apply recent research on aging brains to enhance their own learning. 2. Translate, combine, and apply recent research on aging brains to engage, stimulate, and enhance older minds in their work in aging services, life enrichment, adult education, and care settings. 3. Stay current as new research on aging brains emerges.
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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores REMOVE			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jan Abushakrah	jabushak@pcc.edu	10/18/2012
SAC Administrative Liaison (type name)	Email	Date
Loretta Goldy	lgoldy@pcc.edu	10/18/2012
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS122	Proposed prefix and number	
Current course title	Software Design	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Illustrates the importance of software design as part of the software development life cycle. Prepares student to take programming courses, by giving examples of well-designed software projects. Student is expected to design small programming	Covers software design as part of the software development life cycle. Includes basic logic constructs, testing programs, use case descriptions, modularity and an introduction to object design. Provides examples of well-designed software projects. Additional lab hours may be required.

<p>projects, and code the projects to prove the design. Basic logic constructs, modularity and an introduction to object design are included. Additional lab hours may be required.</p> <p>Recommended: CIS 120 or CAS 133 or BA 131.</p> <p>Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores.</p> <p>Audit available.</p>	<p>Recommended: CIS120 or CAS 133 or BA 131.</p> <p>Prerequisites: WR 115, RD 115, MTH 20 or equivalent placement test scores.</p> <p>Audit available.</p>
Reason for change	To make the description reflect changes to the course.

<p>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.</p>	
<p>Current learning outcomes (required information for all course revisions)</p>	<p>New learning outcomes</p>
<p>1. Translate simple business problems into programming algorithms.</p> <p>2. Code standard business programming algorithms proficiently</p> <p>that meet user requirements.</p> <p>3. Communicate algorithmic solutions to other programmers.</p> <p>4. Test simple, logical, business solutions before coding</p> <p>5. Draw object design diagrams.</p>	<p>1. Translate simple business problems into programming algorithms applying Use Case descriptions and a design methodology.</p> <p>2. Translate standard business programming algorithms proficiently into a physical programming language that meets user requirements.</p> <p>3. Communicate algorithmic solutions to other programmers using a standard design methodology.</p> <p>4. Test a solution to a business problem both before and after coding a physical solution.</p>
Reason for change	To make the outcomes reflect changes to the course.

<p>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</p> <p>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.</p>
<p>Current prerequisites, corequisites and concurrent</p> <p>If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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:	CIS	Submitter:	Terry Foty
Prefix and Course Number:	CIS122	Submitter Phone and Email:	971 722 4070 tfoty@pcc.edu
Credit	4	Course Title:	Software Design

Details of Related Instruction guidelines for identifying related instruction
<p>Identify the number of hours and the course activities in the areas of:</p> <p style="margin-left: 20px;">1) computation, 2) communication and 3) human relations.</p> <p>Please be as specific as possible about the nature of the activities and instruction</p> <p>A result of the NWCCU report is that related instruction must be identified within a course outcome.</p>

Computation	Hours of instruction (include study and/or practice in and out of the classroom, 30 hours per credit)	16
Course Outcome: Copy from the CCOG the outcome(s) which is associated with computation.		
<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Translate simple business problems into programming algorithms. 2. Code standard business programming algorithms proficiently that meet user requirements. 		
Content (Activities, Skills, Concepts, etc.): provide details or specifics		
<p>Computation</p> <p>Activities:</p> <p>Direct instruction (+ study time) in discipline-related computations involving Boolean algebra and arithmetic expression construction and evaluation as applied in a specific programming language's type system.</p>		

Communication	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 communication.		

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

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 – 4 th 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
<input checked="" type="checkbox"/> Computation	CIS Instructor Education: Bachelor's degree in Science, Technology, Engineering or Mathematics (STEM) or STEM related bachelor's degree. Experience: 4 years non-teaching industry experience in the subject area.
<input type="checkbox"/> Communication	
<input type="checkbox"/> Human Relations	

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	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	133B	Proposed prefix and number	
Current course title	Intro Visual Basic.NET Programming	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces design, implementation and testing of software using Visual Basic.NET. Structured design techniques emphasized throughout. Write and test a final Visual Basic.NET program that solves a business-oriented problem. Recommended: CIS 122; or instructor	Introduces design, implementation and testing of software using Visual Basic.NET. Includes how to write Visual Basic.NET programs that solve practical, real world, business-oriented problems. Uses object oriented design techniques. Prerequisite: CIS 122 or instructor permission

permission.	
Reason for change	Update of CCOG over 5 years old. Emphasis on object oriented rather than structural design. Change to hard prerequisite instead of 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), 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
<ul style="list-style-type: none"> Follow the SDLC to complete the projects Read program requirements and implement a program that fulfills all of the requirements. Design and implement programs using structured programming techniques. Write, perform and evaluate the results of a Test Plan for a program Write an adequately documented program Create an executable program. Deliver a project on schedule. Describe the fundamental structures, controls and commands of Visual Basic. Describe file processing in business application programs and apply this knowledge manipulate sequential files. Use program debugging techniques and strategies. Implement data validation concepts. 	<ul style="list-style-type: none"> Create Visual Basic.NET programs that solve simple business problems Validate user input Construct a Visual Basic.NET class based on a UML class diagram Perform a test plan to evaluate his/her work Adequately document Visual Basic.NET programs
Reason for change	Update a CCOG that's over 5 years old Focuses on real world skills

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

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS122 (recommended)	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS122 (required)	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Terry Foty	tfoty@pcc.edu	09/25/12
SAC Administrative Liaison (type name)	Email	Date

Charmagne Ehrenhause	charmagne.ehrenhaus@pcc.edu	09/25/12
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to

curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Foty
		Phone	4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS133J	Proposed prefix and number	
Current course title	Java Programming I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Introduces object-oriented and programming concepts from a software engineering and project oriented perspective. Includes collection processing, UML class diagrams, unit testing, Java API, program documentation, debugging, and use of an Integrated Development	Covers design, implementation and testing software using Java. Introduces how to write Java programs that solve practical, real world, business-oriented problems using object-oriented design techniques. Prerequisite: CIS122. Audit available.

Environment. Recommended: Placement into WR 121 and CIS 122 or instructor permission. Audit available.	
Reason for change	Change description and outcomes due to course re-evaluation.

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
<p>Apply object-oriented design to small software projects.</p> <p>Produce simple object-oriented programs demonstrating use of class definition, methods, primitive and reference data types, alternation and repetition control structures, and file-based and interactive input/output.</p> <p>Produce simple event-driven object-oriented programs using basic Java library components.</p> <p>Assess the quality of programs using simple glass box and black box testing strategies.</p> <p>Describe and demonstrate different physical data representations for primitive data types.</p> <p>Use good software development principles including object-oriented design, test planning and adherence to style guidelines.</p> <p>Describe the purpose and operation of Java software development tools including compilers, editors, and integrated development environments; use tools to do software development.</p> <p>Describe the Java runtime environments.</p> <p>Identify and describe the activities involved in the software development process.</p>	<p>Create Java programs that solve simple business problems.</p> <p>Validate user input.</p> <p>Construct a Java class based on a UML class diagram.</p> <p>Perform a test plan to validate a Java program.</p> <p>Document a Java program.</p>
Reason for change	Course re-evaluation

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
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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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: . WR121 and CIS122 or instructor permission			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: CIS122	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Terry Foty	tfoty@pcc.edu	09/25/12
SAC Administrative Liaison (type name)	Email	Date

Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	09/25/12
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to

curriculum@pcc.edu

Section #1 General Information

Department	CIS	Submitter name	Terry Foty
		Phone	971 722 4070
		Email	tfoty@pcc.edu
Current prefix and number	233B	Proposed prefix and number	
Current course title	Intermediate Visual Basic.NET Programming	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Continues Visual Basic.NET programming sequence utilizing arrays, sorting, relational database access and data structures. Structured design techniques emphasized throughout. Recommended: CIS 133B or instructor permission; CIS 275 or instructor permission. CIS 275 may be taken	Utilizes Visual Basic.NET to access streams and relational databases. Includes how to follow UML diagrams to create objects, arrays and collections that solve advanced, real world, business oriented problems. Introduces building an interactive web page using ASP.NET. Includes writing test plans to evaluate

concurrently.	software quality. Continues use of object oriented design techniques. Prerequisites: CIS 133B and CIS 275 or instructor permission. CIS 275 may be taken concurrently.
Reason for change	Update of CCOG over 5 years old. Emphasis on object oriented rather than structural design. Change to hard prerequisite instead of 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), 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
<ol style="list-style-type: none"> 1. Create and execute advanced programs in Visual Basic.NET 2. Write a Visual Basic program using ActiveX Data Objects (ADO.NET) to navigate and update a database. 3. Write a program to read and write to streams 4. Write and implement a class module using properties, methods, events and inheritance 5. Use collections 6. Use one and two dimensional arrays 7. Handle exceptions 8. Write a test plan for a project 10. Pass information in a multiform environment. 	<ul style="list-style-type: none"> • Write a Visual Basic program using ActiveX Data Objects (ADO.NET) to navigate and update a database. • Write a Visual Basic program to read and write to streams • Create and implement Visual Basic classes using properties, methods, events and inheritance • Properly use collections and arrays to solve business problems • Write a test plan for a project • Construct a simple web page using ActiveX Server Pages (ASP.NET)
Reason for change	Update a CCOG that's over 5 years old Focuses on real world skills

<p>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</p> <p>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.</p>			
<p>Current prerequisites, corequisites and concurrent</p> <p>If you are NOT changing prerequisites or co-requisites DO NOTHING in this area</p>			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS 133B or instructor permission (Recommended)	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number: CIS 275 or instructor permission (Recommended) CIS275 may be taken concurrently	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: CIS 133B and CIS 275 or instructor permission. CIS 275 may be taken concurrently.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Terry Foty	tfoty@pcc.edu	09/25/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	09/25/12
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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

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Section #1 General Information

Department	CIS	Submitter name	Foty
		Phone	4070
		Email	tfoty@pcc.edu
Current prefix and number	CIS233J	Proposed prefix and number	
Current course title	Java Programming II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Continues object-oriented programming from a software engineering and project oriented perspective. Includes class design, coupling and cohesion, refactoring, inheritance, advanced collections, abstract classes, interfaces, introduction to GUI building, introduction to Java database connectivity, and error handling.	Covers the use of Java to access databases and files including XML. Includes creating collections and arrays and using inheritance in Java programs. Prerequisites: CIS133J and CIS275. CIS275 may be take concurrently.

Recommended: (CIS 133J or CS 161) and CIS 275; or instructor permission.	
Reason for change	Change description and outcomes due to course re-evaluation.

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
Create UML class diagrams Create classes from class diagrams Use simple design patterns Create unit tests using JUnit Use inheritance from interfaces and abstract classes Use proper Java exception handling techniques Use the various collection classes Use Java's IO system Write a simple client and server program using networking classes Create Java packages Use threads	Create a Java program to access a database. Create a Java program to access files, including XML. Create a Java program that uses inheritance. Write a test plan for a Java program. Write a Java program that uses collections.
Reason for change	Course re-evaluation

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: CIS133J and CIS275. CIS275 may be take concurrently.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Terry Foty	tfoty@pcc.edu	09/25/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	09/25/12
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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	CIS	Submitter name	
		Phone	
		Email	
Current prefix and number	CIS280D	Proposed prefix and number	
Current course title	CE: Application Development	Proposed title (60 characters max)	
# Credits	1 to 4	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Develop career objectives by linking their course work with off-campus learning experiences in computer information systems of the public/private sector organizations. Department permission required.	Develop career objectives by linking their course work with off-campus learning experiences in computer information systems of the public/private sector organizations. Successful completion of 16 CIS course credit hours in CIS declared major with a C or better, and instructor permission.

Reason for change	To change the permission required for the course so students are better prepared to succeed.

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
Reason for change	

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing	<input type="checkbox"/> yes
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the inventory of related instruction templates .	<input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Terry Foty	tfoty@pcc.edu	10/12/12
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	10/12/12
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 – 4 th floor.		

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	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM233	Proposed prefix and number	
Current course title	3D Character Model & Animation	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. 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
Continues the study of 3D emphasizing the creation of animated characters. Involves sophisticated techniques for creating organic shapes and natural motion, matching facial expressions and lip movement to dialog and using kinematics for character movement. Provides the opportunity to individually experience all aspects of production. Includes group production projects. Prerequisites: MM 232, 253, 254, and 255.	

Audit available.		
Reason for change		

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

Current learning outcomes	New learning outcomes
<ul style="list-style-type: none"> • Use industry standard software to create a digital 3D character. • Create character animations using inverse kinematics; construct character rigging using bones; using organic modeling techniques with NURBS, and subdivision surfaces. • Produce and present short character animations. 	

Reason for change	
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: MM232	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM253	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM254	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM255	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: MM232	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	10/3/12
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

What do you want to change?

Check all that apply- double click on the box to open the task window

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	Multimedia	Submitter name	Beth Fitzgerald
		Phone	971-722-5672
		Email	efitzger@pcc.edu
Current prefix and number	MM234	Proposed prefix and number	
Current course title	3D for Interactivity	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. 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
Includes how to design, create, and display high-quality, interactive 3D graphics and animations using industry standard 3D modeling tools. Explores and tests delivery options, limitations, and quality issues. Prerequisites: MM 232, 253, 254, 240, 241, and 255. Audit available.	

Reason for change	
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<ul style="list-style-type: none"> Plan, design, and create professional quality interactive 3D projects. Create a product that enables the user to change 3D elements, environments, and objects. Evaluate digital 3D projects; identify items for improvement, and implement changes. 	

Reason for change	
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: MM232	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM253	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM254	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM255	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM240	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: MM241	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:			
prefix & number: MM232	X Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by	<input type="checkbox"/> yes
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reviewing the inventory of related instruction templates .	X <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes X <input type="checkbox"/> No	
Implementation term	X <input type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	10/3/12
SAC Administrative Liaison	Email	Date

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	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 102	Proposed prefix and number	N/A
Current course title	Pharmacology/Eye disease I	Proposed title (60 characters max)	Ocular disease
# Credits	2	Proposed transcript title (30 characters max)	2
Reason for title change	More accurate title for course content		

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)
Studies major ocular disease and related structures integrated with symptomology and treatment. Introduction of ophthalmic drugs. Audit available.	N/A

Reason for change	N/A
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Use an understanding of ocular disease to assist with patient education. 2. Work within professional parameters to assist with diagnosis of ocular disease. 3. Use a foundational understanding of ocular pharmacology as it relates to disease for success in future coursework. 	N/A
Reason for change	N/A

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Joanne Harris	jmharris@pcc.edu	10/9/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/9/12
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
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Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	OMT 103	Proposed prefix and number	N/A
Current course title	Pharmacology/Eye Disease II	Proposed title (60 characters max)	Ocular Pharmacology
# Credits	2	Proposed transcript title (30 characters max)	Ocular Pharmacology
Reason for title change	More accurate reflection of course content.		

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)
Continuation of OMT 102. Details major classifications of ophthalmic drugs, mechanisms of action, side effects, first aid techniques for acute ophthalmic drug reactions. Explores the relationship of ocular pathology and medications used to	Details major classifications of ophthalmic drugs, mechanisms of action, side effects, first aid techniques for acute ophthalmic drug reactions. Explores the relationship of ocular pathology and medications used to treat.

treat. Prerequisite: OMT 102. Audit available.	
Reason for change	Clearer description of course.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Use knowledge of ocular pharmacology to effectively educate patients and gain patient compliance in the clinic setting. 2. Recognize adverse reactions to ocular drugs and apply appropriate response. 3. Safely administer ophthalmic pharmaceuticals under physician supervision. 	N/A
Reason for change	N/A

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			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number: OMT 102	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input checked="" type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Joanne Harris	jmharris@pcc.edu	10/9/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/9/12
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 – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department	Ophthalmic Medical Technology	Submitter name	Joanne harris
		Phone	971-722-5666
		Email	jmharris@pcc.edu
Current prefix and number	OMT 106	Proposed prefix and number	N/A
Current course title	Intro to Clinical Skills	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 test principles and techniques including tangent screen and automated visual fields, tonometry, tear function, color plates, slit lamp function, keratometry, anterior chamber depth and retinoscopy/refractometry theory.	Covers basic test principles and techniques including FDT, tangent screen and Goldmann visual fields, non-contact, TonoPen and applanation tonometry, slit lamp examination, anterior chamber depth assessment, lensometry, keratometry, refractometry and retinoscopy.

Reason for change	More accurately describes content covered in the course.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
Upon successful completion students should be able to: 1. Effectively perform automated visual field testing in the clinical setting. 2. Skillfully assess and evaluate the visually compromised patient in the clinical setting. 3. Apply the vision screening process to patient intake under the supervision of a qualified ophthalmic technician.	N/A
Reason for change	N/A

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing ☐ yes

the inventory of related instruction templates .	<input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Joanne M. Harris	jmharris@pcc.edu	10/8/12
SAC Administrative Liaison (type name)	Email	Date
Sarah Tillery	Sarah.tillery@pcc.edu	10/8/12
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 – 4 th floor.		

Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information				
Department:	Criminal Justice	Submitter name phone and email	Jim Parks 971-722-5236 jparks@pcc.edu	
Prefix and Course Number:	CJA 232	Credits:	3	
Course Title: (60 characters max)	Intelligence Led Policing	Transcript Title (30 characters max)	Intelligence Led Policing	
Can this course be repeated?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Course or program fee: (Identify only fees which are independent of the standard lab fee)		N/A		
Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)				
Moves information gathered on criminal activities from knowledge to action. Provides a foundation on intelligence management as it relates to collection, analysis and dissemination of information related to threats in an attempt to facilitate informed decision-making, policies and appropriate operational response while maintaining respect for the Constitution and privacy rights of citizens.				

Identify prerequisite, Corequisite and concurrent course(s) (double click on check box to activate dialog box)			
<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:	
course prefix & number: WR 121		<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite
		<input type="checkbox"/> pre/co	

course prefix & number: CJA 111	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
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Addendum to course description:

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). 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)	<ol style="list-style-type: none"> 1. Review threat information using structured analytic techniques to help avoid intelligence failure. 2. Better understand the intentions and capabilities of adversaries in order to help properly assess and respond to potential threats and disasters. 3. Disseminate collected information to the full spectrum of customers at all levels.
Course activities and design: (from CCOG)	Activities may include but are not limited to: <ul style="list-style-type: none"> • Classroom Lecture • Guest speakers • Films and videos • Role playing scenarios • Group discussions
Outcomes assessment strategies: (from CCOG)	Methods of assessment may include the following: examinations, quizzes, an interview assignment report, research papers, class participation, role playing feedback, oral presentations and group activities.
Course Content: Themes, Concepts, Issues and Skills: (from CCOG they should be connected to the outcomes)	This course will cover topics that include but are not limited to: <ul style="list-style-type: none"> • Knowledge management • Threat review • Structured analytic techniques • Assessment of potential threats and disasters • Dissemination of collected information • Management of crisis situations

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):	AAS in Criminal Justice	# credit:92
Will this new course be part of a new, proposed PCC certificate or degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If no is selected continue to part three. If yes is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculum .	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	<input checked="" type="checkbox"/> on campus <input type="checkbox"/> hybrid <input type="checkbox"/> on-line (complete DL Modality form, obtain signature and submit to the DL office) <input type="checkbox"/> other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
Jim Parks	jparks@pcc.edu	6/1/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@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	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
<p>Apply principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution.</p> <p>Develop goals, objectives, and plans that will enhance productivity, quality, and cost control.</p> <p>Use an understanding of employee motivation to lead a group of employees to perform effectively as a work team.</p> <p>Advance career opportunities in supervision by successfully applying principles of supervision to business practices.</p>	<p>Apply principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution.</p> <p>Develop goals, objectives, and plans that will enhance productivity, quality, and cost control.</p> <p>Apply leadership strategies for employee motivation to lead a group of employees to perform effectively as a work team.</p> <p>Utilize skills in quality performance and supervision to enhance management career opportunities.</p> <p>Apply an understanding of various supervision laws and policies to the current workplace.</p>
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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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 – 4 th 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
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> 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.
<input type="checkbox"/> Human Relations	

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 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
<p>Apply principles of supervision to business processes of staffing, performance management, quality control, and conflict resolution.</p> <p>Develop goals, objectives, and plans that will enhance productivity, quality, and cost control.</p> <p>Use an understanding of employee motivation to lead a group of employees to perform effectively as a work team.</p> <p>Advance career opportunities in supervision by successfully applying principles of supervision to business practices.</p>	<p>Apply principles of interpersonal communication to present information and convey needs clearly within the context of a diverse workplace.</p> <p>Implement techniques in resolving conflicts utilizing a broad range of communication skills to build effective work relationships.</p> <p>Evaluate one's own behavior and adapt various communication styles to enhance professional growth.</p> <p>Analyze the limits and benefits of using technology when participating in interpersonal interactions in the workplace.</p>
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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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 debilitating 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		
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 – 4 th 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
<input type="checkbox"/> Computation	
<input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Human Relations	

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 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
<p>Develop a leadership style that promotes productivity and positive team relationships</p> <p>Use an understanding of how organizational culture affects work groups to create a motivating climate.</p> <p>Integrate technological changes into the workforce while minimizing negative impact on productivity.</p> <p>Advance career opportunities in supervision by applying principles of supervision to business practices.</p>	<p>Apply an understanding of individual and team behavior to promote productivity and positive team relationships in a constantly changing work environment.</p> <p>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.</p> <p>Apply effective change management skills to integrate procedural and technological changes within the workforce, while minimizing the negative impact on productivity.</p> <p>Anticipate and adjust to environmental changes like globalization, increasing workforce diversity, and changes in technology to make effective management decisions.</p> <p>Utilize principles of effective organizational development to advance career opportunities in management and supervision.</p>
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

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Demonstrate the basic elements of written communication</p> <p>Identify barriers that may arise at each step in the writing process and demonstrate techniques for overcoming these barriers</p> <p>Explain the importance of always writing from the reader’s perspective</p> <p>Demonstrate typical formats used for resumes, applications, memos and letters</p> <p>Describe how the written message has been impacted by electronic messages</p> <p>Recognize various cultures, perspectives and forms of expression</p>	<p>Develop appropriate workplace messages using a variety of social media options.</p> <p>Apply technical composition skills to minimize misunderstanding in a diverse workplace.</p> <p>Develop, organize and present various written workplace information in a professional manner.</p> <p>Communicate competently using various workplace formats to advance career opportunities in management and supervision.</p>
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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 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

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

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 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
<p>Use an understanding of the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness.</p> <p>Use productive management techniques to help an organization prosper while meeting the monetary, social, and emotional needs of its workforce.</p> <p>Develop a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industry/organizations.</p> <p>Advance career opportunities in supervision by applying principles of interpersonal relationship management to work practices.</p>	<p>Manage the dynamics of diverse interpersonal relationships to stimulate creativity, build effective diverse work teams, and positively impact organizational effectiveness.</p> <p>Apply productive management strategies to help an organization prosper while meeting the diverse monetary, social, emotional, and cultural needs of the workforce.</p> <p>Use a personal leadership style and management philosophy that incorporates an understanding of power, social influence, and entrepreneurship in American industries/organizations.</p> <p>Advance career opportunities in supervision by applying principles of relationship management to work practices.</p>
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

<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input checked="" type="checkbox"/> yes <input type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

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		
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 – 4 th 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
<input type="checkbox"/> Computation	
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Human Relations	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.

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.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

Current learning outcomes (required information for all course revisions)	New learning outcomes
<p>Respond to diverse customer needs with a variety of customer service strategies to identify, assess, predict and measure customer satisfaction in an organization.</p> <p>Enhance an organization's ability to thrive by developing and/or implementing culturally sensitive customer service policies.</p> <p>Use appropriate customer service techniques to listen, resolve problems, and handle customer complaints in an organization.</p>	<p>Utilize a variety of organizational customer service strategies to identify, assess, predict and measure customer satisfaction in response to diverse customer needs.</p> <p>Evaluate effective culturally diverse customer service policies and standards to enhance an organization's ability to thrive in a global economy.</p> <p>Use appropriate customer service techniques to listen, resolve problems, and handle customer complaints to strengthen an organization's productivity.</p> <p>Develop key strategies for building customer loyalty aligning customer needs with organizational goals.</p>

Reason for change	Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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
<p>Apply corporate responsibility standards and practices to make ethical and informed market and non-market decisions.</p> <p>Build positive economic relationships with international stakeholders through the use of global corporate citizenship practices.</p> <p>Apply corporate social responsibility standards to assess how organizations are meeting their social and ethical obligations.</p> <p>Conduct business in an ethical manner in compliance with various environmental, employment, and international laws.</p>	<p>Apply corporate responsibility standards and practices to make ethical and informed market and non-market decisions.</p> <p>Build positive economic relationships with international stakeholders through the use of global corporate citizenship practices.</p> <p>Examine and understand the contributions of business organizations to environmental problems in order to control and mitigate them.</p> <p>Apply sustainable practices in the workplace, community, and home.</p>
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to
curriculum@pcc.edu

Section #1 General Information

Department	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.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on [writing good outcomes](#).

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

Reason for change	Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Proposed prerequisites, corequisites and concurrent

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

<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 th floor.		

Portland Community College

Course Revision

What do you want to change?

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

- ☐ course number
☐ title
☒ description
☒ 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	Computer Applications/Offices Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS 131	Proposed prefix and number	
Current course title	10-Key on Calculators	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.. **Avoid** using the phrases: This course will and/or students will. 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 (required information for all course revisions)	Proposed Description
Develops 10-key skills by touch. Recommended: qualify to enter Reading 115 or WR 115.	Develops 10-key skills by touch. Recommended: Placement into RD 115, WR 115, and MTH 20.

Reason for change	Students require this minimum level of placement to manage course content.
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LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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 (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> 1. Use proper finger placement on the keypad. 2. Enter numbers by touch for speed and accuracy in adding and subtracting numbers. 3. Develop an addition speed of 120 correct digits per minute by touch with no errors. 4. Effectively utilize the 10-key machine as an efficient business tool. 	<ol style="list-style-type: none"> 1. Use proper finger placement on the keypad. 2. Enter numbers by touch for speed and accuracy in adding and subtracting numbers. 3. Effectively utilize the 10-key machine as an efficient business tool.
Reason for change	Deleted 3 rd outcome since it was a classroom outcome.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores
If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.

Current prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Diane Shingledecker	dshingle@pcc.edu	9/24/2012
SAC Administrative Liaison	Email	Date
Laura Horani	lhorani@pcc.edu	9/24/2012

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
☒ 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	Computer Applications/Offices Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS 220	Proposed prefix and number	
Current course title	Business Editing	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. 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 (required information for all course revisions)	Proposed Description
Develops skills necessary for editing, transcribing, and writing memos, letters and e-mail. Emphasis: punctuation, capitalization, spelling, grammar, and word use. Recommended: Qualify for WR 121,	Develops skills necessary for editing, transcribing, and writing memos, letters and email. Emphasis: punctuation, capitalization, spelling, grammar, and word use. Recommended: Placement into WR 121, keyboard by touch.

keyboard by touch and completion of a beginning word processing class, or consent of instructor.	
Reason for change	Change recommended beginning word processing class to prerequisite.

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 (required information for all course revisions)	New learning outcomes
<ol style="list-style-type: none"> Students will use correct punctuation, capitalization, spelling, grammar, and word usage when editing, transcribing, or writing business documents. Students will think critically to produce mailable documents. 	<ol style="list-style-type: none"> Use correct punctuation, capitalization, spelling, grammar, and word usage when editing, transcribing, or writing business documents. Think critically to produce mailable documents.
Reason for change	Start outcomes with action verb.

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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into:			
prefix & number: CAS 216 or instructor permission	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Diane Shingledecker	dshingle@pcc.edu	9/24/2012
SAC Administrative Liaison	Email	Date
Laura Horani	lhorani@pcc.edu	9/24/2012

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
- ☐ 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	Computer Applications/Offices Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS 240	Proposed prefix and number	
Current course title	Filing and Records Management	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. 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 (required information for all course revisions)	Proposed Description
Develop skills for indexing, coding, and cross-referencing documents to be filed. Includes requisitions and charge-outs, records transfer, various filing systems, and an overall view of the role of records	Develop skills for indexing, coding, and cross-referencing documents to be filed. Includes requisitions and charge-outs, records transfer, various filing systems, and an overall view of the role of records management in business including electronic

management in business including electronic and image records. Recommended: RD 115; WR 115; and basic computer skills.	and image records. Recommended: RD 115; WR 115; and CAS 133 or CAS 140
Reason for change	Students are recommended to have this level of placement for Reading, and Writing and course recommendations to manage course content.

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 (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> • Apply basic filing rules to manage records efficiently • Enter and sort data in an electronic database 	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Diane Shingledecker	dshingle@pcc.edu	9/24/2012
SAC Administrative Liaison	Email	Date
Laura Horani	lorani@pcc.edu	9/24/2012

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
☐ 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	Computer Applications/Offices Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS 245	Proposed prefix and number	
Current course title	Office Systems and Procedures	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. 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 (required information for all course revisions)	Proposed Description
Develop the skills of an administrative professional for current business practices. Use computer technology for tasks such as scheduling, e-mail, and faxing. Develop communication skills, telephone techniques,	Develops the skills of an administrative professional for current business practices. Uses computer technology for tasks such as scheduling, email, and faxing. Develops communication, organization and prioritizing skills, telephone techniques, problem solving, and

problem solving, and analytical abilities. Analyze current trends in workplace ethics and the multi-cultural workplace. Organize and prioritize office work. Develop workplace readiness and apply job search skills for current job market. Prerequisites: CAS 216 and OS 120.	analytical abilities. Analyzes current trends in workplace ethics and the multi-cultural workplace. Develops workplace readiness and applies job search skills for current job market. Prerequisites: CAS 216 and OS 220.
Reason for change	Updating prerequisite course number OS 120 to match current course numbering (OS 220).

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 (required information for all course revisions)	New learning outcomes
<ul style="list-style-type: none"> Perform the duties of administrative assistant. Use critical thinking skills to independently produce office documents. Efficiently manage multiple tasks of an administrative assistant. 	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: .			
prefix & number: CAS 216 and OS 120	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

<input checked="" type="checkbox"/> Placement into: .			
prefix & number: CAS 216 and OS 220	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> 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.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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	Email	Date
Diane Shingledecker	dshingle@pcc.edu	9/24/2012
SAC Administrative Liaison	Email	Date
Laura Horani	lorani@pcc.edu	9/24/2012

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
- ☐ 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	Computer Applications/Offices Systems	Submitter name Phone Email	Diane Shingledecker 971-722-4099 dshingle@pcc.edu
Current prefix and number	OS 250	Proposed prefix and number	
Current course title	Creating a Virtual Office	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. 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 (required information for all course revisions)	Proposed Description
Covers all aspects of creating an office for a virtual assistant. Develop an individual business plan, analyze office needs for furniture and equipment, create a marketing plan, establish a fee rate range, identify	Covers all aspects of creating an office for a virtual assistant. Includes developing an individual business plan, analyzing office needs for furniture and equipment, creating a marketing plan incorporating a social media marketing strategy, establishing a fee

software requirements, plan a company website, and create a file management system. Recommended: CAS 246.	rate range, identifying software requirements, planning a company website, and creating a file management system. Recommended: CAS 246.
Reason for change	Description updated to include reference to social media marketing.

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 (required information for all course revisions)	New learning outcomes
1. Create a home office for the virtual assistant 2. Select equipment and software for home office 3. Use critical thinking skills to identify a niche 4. Create a working business and market plan 5. Plan a company web site	
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			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent If you are NOT changing prerequisites or co-requisites DO NOTHING in this area			
<input type="checkbox"/> Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input type="checkbox"/> Placement into: .			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates .	<input type="checkbox"/> yes
	<input checked="" type="checkbox"/> 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.

<input type="checkbox"/> Yes	
<input checked="" type="checkbox"/> No	

Implementation term	<input checked="" type="checkbox"/> Next available term after approval
	<input type="checkbox"/> 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	Email	Date
Diane Shingledecker	dshingle@pcc.edu	9/24/2012
SAC Administrative Liaison	Email	Date
Laura Horani	lhorani@pcc.edu	9/24/2012