

CURRICULUM/GEN ED COMMITTEE  
 a standing committee of the Education Advisory Committee  
 Agenda  
 December 4, 2013  
**Downtown Center, Rose Room**

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

Experimental Courses:

TA 299 – Costume Construction  
 HE 299 – Public Health Genomics  
 MUC 199 – Marketing Your Music

Course Inactivation:

MA 110, MA 111, MA 121, MA 125, MA 133, MA 134, MA 147

Available Grading Option:

NA

Old Business:

NA

New Business:

40. MSD 151 – Dealing with Difficult People  
 Course Revision – Title, Des, Out

41. MSD 157 – Conflict Management  
 Course Revision – Des, Out

42. MSD 174 – Time Management  
 Course Revision – Des, Out

43. MSD 177 – Team Building  
 Course Revision – Des, Out

44. DRF 100 – Drafting Orientation  
 Course Revision – Number, Des, Out

45. DRF 117 – Drafting Fundamentals  
 Course Revision – Number, Des, Out

46. DRF 126 – Introduction to AutoCAD  
 Course Revision – Number, Des, Out

47. DRF 133 – Intermediate Drafting  
Course Revision – Number, Des, Out
48. DRF 135 – Advanced Drafting  
Course Revision – Number, Des, Out, Req
49. DRF 136 – Intermediate AutoCAD  
Course Revision – Number, Des, Out, Req
50. DRF 185 – Inventor Fundamentals  
Course Revision – Number, Des, Out
51. DRF 246 – AutoCAD 3-D & Solid Modeling  
Course Revision – Number, Des, Out, Req
52. DRF 251 – Kinematics Drafting  
Course Revision – Number, Des, Out, Req
53. DRF 256 – Advanced AutoCAD  
Course Revision – Number, Des, Out, Req
54. DRF 270 – SolidWorks Fundamentals  
Course Revision – Number, Out
55. DRF 271 – SolidWorks Advanced  
Course Revision – Number, Des, Out, Req
56. DRF 285 – Advanced Inventor  
Course Revision – Number, Des, Out, Req
57. PS 104 – Citizenship & Engagement: Problems in U.S. Politics  
New Course
58. PS 241 – Modern India & Its Neighbors  
New Course
59. PS 242 – Modern China & Its Neighbors  
New Course
60. EC 242 – Modern China & Its Neighbors  
New Course

The remainder of this agenda will need to be reviewed in Courseleaf:

**Directions for accessing Courseleaf:** Log into MyPCC, open the Course Management link under "Tools" in the Faculty tab, and then click on this link to open the committee agenda list. You can also copy and paste this link directly into the Course Management window.

[https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum\\_Chair](https://catalog-next.pcc.edu/courseleaf/approve/?role=Curriculum_Chair)

MTH 076: Introduction to GeoGebra

MTH 243: Statistics I

MTH 244: Statistics II

MP 150: Introduction to Electronic Health Records

CIS 233W: JavaScript for Web Developers II

CIS 235W: Introduction to Web Analytics

BMZA 106: Comparative Vertebrate Anatomy

BMZA 220: Veterinary Procedures and Treatments for Zoo Keepers

BMZA 255: Wildlife Education Management

BMZA 260: Exhibit Design

BMZA 265: Exhibit Construction, Maintenance, and Repair

BMZA 280A: Cooperative Education in Zoos

BMZA 280B: Cooperative Education: Zoological Specialty

HE 252: First Aid - Basics and Beyond

DA 116: Introduction to Dental Assisting

DA 140A: Integrated Basic Science I

DA 140B: Integrated Basic Science II

DA 142: Integrated Basic Science III

MM 244: Creating Interactive Web Pages

ART 119: Basic Design-4D Foundations

ART 243: The Photographic Portfolio

ART 277A: Life Painting

ARCH 111: Intro to Residential Construction Documents

ARCH 201: Residential Studio

ARCH 202: Commercial Studio

ARCH 203: Residential Renovation Studio

ARCH 204: Green Residential Studio

ARCH 224: Active and Passive Building Systems

BI 122: Introduction to Human Anatomy & Physiology II

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	Linda.paulson@pcc.edu
Current prefix and number	MSD 151	Proposed prefix and number	
Current course title	Dealing With Difficult People	Proposed title (60 characters max)	Working With Difficult People
# Credits	1	Proposed transcript title (30 characters max)	<b>Working With Difficult People</b>
Reason for title change	<b>Clarifying course title as part of Program Review analysis.</b>		

**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)
Dealing with Difficult People This 10-hour workshop explores ideas for coping successfully with difficult people and situations. The basic psychology and personal styles of difficult interactions is examined. Specific techniques for dealing with difficult encounters and enhancing relationships are discussed along with hands-on	Examines various concepts in understanding and successfully managing difficult behavior in a diverse workplace environment. Explores strengths and weaknesses of various behavioral/conflict styles and self-assessment instruments measuring individual approaches to relationships and conflicts. Includes specific techniques in dealing with difficult encounters

application.	to enhance workplace relationships.
Reason for change	<b>Updating language as part of Program Review analysis.</b>

**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. Use an understanding of social and conflict styles to assess potentially difficult situations in personal or work relationships and conflicts.  2. Develop action plans for dealing with various difficult behaviors encountered in the workplace	1. Apply an understanding of social, cultural and conflict styles to assess potentially difficult situations in work relationships and disputes.  2. Implement strategies for effectively managing various difficult behaviors encountered in a diverse workplace environment.
Reason for change	<b>Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.</b>

**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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - None			
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites			
<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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

<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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Linda Paulson, Rebecca Robinson	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>	9/9/2013
SAC Administrative Liaison (type name)	Email	Date
Kathy Casto	<a href="mailto:kcasto@pcc.edu">kcasto@pcc.edu</a>	9/9/2013
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4 <sup>th</sup> 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>
Current prefix and number	MSD 157	Proposed prefix and number	
Current course title	Conflict Management	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This 10-hour workshop examines common causes of conflict and developing approaches for managing conflict for positive results. Content includes learning practical on-the-job techniques for working through conflict such as "cooperative conflict," dealing with anger, and prevention ideas.	Examines various strategies to strengthen organizational efficiency by facilitating effective work relationships and conflict resolution. Explores common causes of conflict in a diverse workplace environment and successful approaches supporting a negotiation philosophy. Includes uncovering hidden agendas, maintaining respectful relationships, and fixing problems using objective criteria.



Reason for change	<b>Updating language as part of Program Review analysis.</b>

**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"> <li>1. Use learned skills in effective negotiation to take risks and try new approaches to resolving conflicts in personal or work situations.</li> <li>2. Disagree without being disagreeable, explore rather than debate, build relationships, and fix problems without assigning blame.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply an understanding of conflict styles to facilitate effective workplace relationships.</li> <li>2. Utilize negotiation strategies to resolve conflicts in a diverse workplace environment.</li> </ol>
Reason for change	<b>Updating language and modifying outcomes to more closely align with Program Outcomes. This is the result of the annual assessment project.</b>

**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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - None			
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites -			
<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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
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**If yes. Check two things:** 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a [related instruction in CTE course form](#) at the same time as you submit this course revision form. Visit the comprehensive [related instruction website](#) for information and guidance.

**IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?**

Please provide details, who was contacted and the resolution.

<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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Linda Paulson, Rebecca Robinson	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>	9/9/2013
SAC Administrative Liaison (type name)	Email	Date
Kathy Castro	<a href="mailto:kcastro@pcc.edu">kcastro@pcc.edu</a>	9/9/2013
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## Portland Community College

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- ☐ 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>
Current prefix and number	MSD 174	Proposed prefix and number	
Current course title	Time Management	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
This 10-hour workshop focuses on learning how to evaluate time usage to make it more efficient and more effective. Topics include developing awareness of how we use our time, understanding productivity, developing a time management system, protecting our time, and additional time management tips.	Examines various techniques to evaluate employee time usage increasing efficiency and productivity in the workplace. Explores skills to strengthen organizations by managing resources and time schedules in meeting goals and objectives. Includes awareness of how time is used, understanding productivity, developing a time management system, protecting individual time and specific management recommendations.

Reason for change	<b>Updating language as part of Program Review analysis.</b>

**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"> <li>1. Develop techniques for objectively evaluating current time usage and create a plan for more effective time usage.</li> <li>2. Explain the importance of charting our energy cycle and demonstrate how to use this method.</li> <li>3. Develop an action plan for increasing personal time management.</li> <li>4. Demonstrate how to turn interruptions into time opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply techniques for evaluating individual time usage to increase efficiency in the workplace.</li> <li>2. Develop an action plan focusing on time management methods and procedures to effectively reach individual and organizational workplace goals.</li> </ol>
Reason for change	<b>Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.</b>

**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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites None			
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites -			

<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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Linda Paulson, Rebecca Robinson	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>	9/9/2013
SAC Administrative Liaison (type name)	Email	Date
Kathy Castro	<a href="mailto:kcastro@pcc.edu">kcastro@pcc.edu</a>	9/9/2013
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## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	<a href="mailto:linda.paulson@pcc.edu">linda.paulson@pcc.edu</a>
Current prefix and number	MSD 177	Proposed prefix and number	
Current course title	Team Building	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title (30 characters max)	
Reason for title change			

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

Current Description (required information for all course revisions. Include requisites)	Proposed Description (include requisites)
Discusses what team building is, why it is important, how to start it, how to manage the team building process, 12 components of generating team building development, and some selected tools for team building.	Examines the importance of quality teams in the workplace and the dynamics of the team building process. Explores various roles team members play in supporting a high performance work team and the value teams have on organizational effectiveness and productivity in a global economy. Includes creative team problem solving and decision making, team building tools, strategies and techniques, effective goal setting and meeting planning.

Reason for change	<b>Updating language as part of Program Review analysis.</b>

**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"> <li>1. Build, motivate, and lead a diverse team to perform productively in an organization.</li> <li>2. Assess and reward team performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize effective team skills in building, motivating, rewarding and leading a high performance team in a diverse workplace environment.</li> <li>2. Apply an understanding of the various individual team member roles and behaviors to build and promote positive team relationships.</li> <li>3. Apply strategies and facilitate team goals, objectives and plans to enhance productivity in organizations.</li> </ol>
Reason for change	<b>Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.</b>

**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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites - None			
<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> in this area			
<input type="checkbox"/> Standard prerequisites -			
<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 <a href="#">related instruction templates</a> .	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
<b>If yes. Check two things:</b> 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 <a href="#">related instruction in CTE course form</a> at the same time as you submit this course revision form. Visit the comprehensive <a href="#">related instruction website</a> for information and guidance.	

<b>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?</b>	
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. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
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SAC Chair (type name)	Email	Date
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## Portland Community College

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What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-6236
		Email	gtruman@pcc.edu
Current prefix and number	DRF 100	Proposed prefix and number	CADD 100
Current course title	Drafting Orientation	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Designed to acquaint students with firms that employ drafters and designers. Students observe product lines and manufacturing operations through visual media or facility tours. Students become	Introduces product lines and manufacturing operations through visual media or facility tours, to become familiar with working conditions, with a possibility to converse with employees. Covers fundamentals of technical report writing, memos, resume development,

familiar with working conditions, and may converse with employees. Covers the fundamentals of technical report writing, memos, resume development, and internet research of technical products related to drafting and design.	internet research of technical products related to drafting and design, American National Standards Institute drafting practices and terminology. Introduces file management using Windows and PCC campus specific protocols.
Reason for change	To more accurately describe the course.

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guide. Course Content Guides are developed by college-wide Subject Area Curriculum Committees and approved by management.	<ol style="list-style-type: none"> <li>1. Create an industry specific resume.</li> <li>2. Create a professional and industry appropriate technical report.</li> <li>3. Develop a Bill Of Materials according to industry standards</li> </ol>
Reason for change	To more accurately reflect the skills the student will acquire in the course with measurable 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 117	Proposed prefix and number	CADD 160
Current course title	Drafting Fundamentals	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces skills needed to produce 2-D mechanical drawings, including orthographic projection, sections and pictorial drawings. Covers dimensional basics and simple architectural plans and	Introduces skills needed to produce 2-D mechanical drawings using hand sketching techniques on grid paper. Includes orthographic projection, lettering, auxiliary views, sections and pictorial drawings. Covers dimensioning basics

sections.	
Reason for change	To more accurately describe the course.

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guide. Course Content Guides are developed by college-wide Subject Area Curriculum Committees and approved by management.	<ol style="list-style-type: none"> <li>1. Apply hand sketching skills in the development of technical mechanical drawings.</li> <li>2. Apply industry standards in the development of technical mechanical drawings.</li> <li>3. Incorporate and articulate appropriate specific industry vocabulary within the technical mechanical drawings.</li> </ol>
Reason for change	To more accurately reflect the skills the student will acquire in the course with measurable 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-6236
		Email	gtruman@pcc.edu
Current prefix and number	DRF 126	Proposed prefix and number	CADD 126
Current course title	Introduction to AutoCAD	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces AutoCAD software as a design tool. Instructions will be given in the operation of both hard disk and flexible disk data storage, and plotting. Covers creation, retrieval and modification of drawings that	Introduces AutoCAD software as a design tool. Includes instruction in the operation of both CPU hard drive and USB drive data storage, and plotting. Covers creation, retrieval and modification of drawings that meet industry standards using basic AutoCAD

meet industry standards using basic AutoCAD commands.	commands.
Reason for change	To more accurately describe the course data storage system.

**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 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 of this course, the student will have satisfactorily accomplished the goals and objectives listed in this Course Content Guide. Course Content Guides are developed by college-wide Subject Area Curriculum Committees and approved by management.	<ol style="list-style-type: none"> <li>1. Skillfully manipulate data from the system's CPU, hard drive and USB drive data storage devices.</li> <li>2. Use appropriate knowledge and skills when using a computer during the development of technical mechanical drawings.</li> <li>3. Create, store, retrieve, and modify drawings using attributes following industry standards.</li> </ol>
Reason for change	To more accurately reflect the skills the student will acquire in the course with measurable 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 133	Proposed prefix and number	CADD 165
Current course title	Intermediate Drafting	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Reviews and incorporates material presented in DRF 117 and DRF 118. Introduces threads, fasteners, keys and springs, and their applications. Prerequisites: DRF 117, 126	Continues material presented in CADD 160. Introduces geometric construction, fasteners, keys keyseats and keyways, surface finish, and tolerances. Prerequisite: CADD 160

Reason for change	To reflect the course prefix and number change, and the accurate description of 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), 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"> <li>1. Demonstrate competency when dimensioning all types of technical mechanical drawings using ANSI/ASME Standards</li> <li>2. Demonstrate a thorough understanding of tolerancing practices used to develop fits and limits when designing mating parts.</li> <li>3. Understand surface finishing concepts and correctly use surface finish symbols when producing mechanical drawings.</li> <li>4. Understand and use American National Standard Limits and Fits tables.</li> </ol>	<ol style="list-style-type: none"> <li>1. Competently dimension technical mechanical drawings using ANSI/ASME standards.</li> <li>2. Apply a thorough understanding of tolerancing practices used to develop fits and limits to create technical mechanical drawings.</li> <li>3. Use and understand surface finishing concepts to correctly apply surface finish symbols to create technical mechanical drawings.</li> <li>4. Use assignments to research products on the internet and incorporate them to create technical mechanical drawings.</li> <li>5. Apply and use ANSI limits and fits tables and incorporate into technical mechanical drawings.</li> </ol>
Reason for change	The use of measurable outcomes.

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

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

#### Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: DRF 117

☒ 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

<input type="checkbox"/> Placement into: .			
prefix & number: CADD 160	<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 135	Proposed prefix and number	CADD 265
Current course title	Advanced Drafting	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces working drawings, including assemblies and details, weldments, drawing numbering systems and revisions. Covers dimensional tolerancing and fits, surface finishing and welding systems. Prerequisite:	Introduces working drawings, including assemblies and details, weldments, drawing numbering systems and revisions. Reviews CADD 165 tolerancing and fits and surface finishing. Prerequisite: CADD 165.

DRF 133.	
Reason for change	To reflect the prefix and number change, and accurately describe the course.

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Upon successful completion of this course the student shall have satisfactorily accomplished the goals and objectives listed in the Course Content and Outcome Guides, including:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a thorough understanding of threads and fasteners, including; types of threads, types of fasteners, and practices involved when choosing and drawing fasteners.</li> <li>2. Understand basic spring theory and be able to draw a representation of a helical springs.</li> <li>3. Understand and identify types of keys and key sizes.</li> <li>4. Understand working drawings, assemblies and details, and correctly produces both types of drawings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Competently dimension technical mechanical drawings using ANSI/ASME standards.</li> <li>2. Create a technical mechanical working drawing.</li> <li>3. Create a technical mechanical assembly drawing</li> <li>4. Create technical mechanical detail drawings incorporated in a technical mechanical assembly drawing.</li> <li>5. Identify welding symbols.</li> <li>6. Create technical mechanical weldment drawings incorporating welding symbols.</li> </ol>
Reason for change	The use of measurable outcomes that match the course content.

**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: DRF 133	<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: CADD 165	<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 136	Proposed prefix and number	CADD 136
Current course title	Intermediate AutoCAD	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
In-depth study of computer aided drafting using AutoCAD software. Covers slide files, block attributes, user coordinate systems, v-points, 3-D entity creation, external references, and paper/model space drawing	Continues the study of AutoCAD software as a design tool. Covers slide files, block attributes, user coordinate systems, v-points, 3-D entity creation, external references, and paper/model space drawing manipulation. Prerequisite: CADD 126.



manipulation. Prerequisite: DRF 126.	
Reason for change	To reflect the course prefix 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), 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"> <li>1. The student shall develop knowledge and skills in the alteration of AutoCAD drawing entities using intermediate editing features.</li> <li>2. The student shall develop knowledge and skills in the creation of AutoCAD drawing entities using intermediate drawing features.</li> <li>3. The student shall develop knowledge and skills in the creation and manipulation of AutoCAD block attributes.</li> <li>4. The student shall develop knowledge and skills in the creation of slide files, and writing AutoCAD scripts.</li> <li>5. The student shall develop knowledge and skills in the usage of the User Coordinate Systems.</li> <li>6. The student shall develop knowledge and skills in the creation and viewing of various three dimensional objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use AutoCAD to alter drawing entities using intermediate editing features.</li> <li>2. Use AutoCAD to create entities using intermediate drawing features.</li> <li>3. Create and manipulate AutoCAD block attributes.</li> <li>4. Create slide files and write AutoCAD scripts.</li> <li>5. Use the User Coordinate Systems to create 3-D entities.</li> </ol>
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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: DRF 126	X 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: CADD 126	X 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 185	Proposed prefix and number	CADD 185
Current course title	Inventor Fundamentals	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces AutoCAD Inventor as a feature-rich, parametric 3D design tool for assembly-centric modeling and collaborative engineering. Develops fundamental knowledge in the areas of part	Introduces AutoCAD Inventor as a feature-rich, parametric 3D design tool for assembly-centric modeling and collaborative engineering. Includes part and assembly modeling, using adaptive features and parents, utilizing work groups, surfacing basics,

and assembly modeling, using adaptive features and parents, utilizing work groups, surfacing basics, managing data, and the Engineer's Notebook.	managing data, and the Engineer's Notebook.
Reason for change	To more accurately describe the course.

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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"> <li>1. Sketch two-dimensional profiles to generate three-dimensional solid models.</li> <li>2. Create adaptive features such as holes, cuts, extrusions, fillets, and chamfers.</li> <li>3. Demonstrate competency with various menus and modification commands.</li> <li>4. Create three-dimensional work planes using AutoCAD Inventor software.</li> <li>5. Generate revolved parts, swept features, lofts, and blends.</li> <li>6. Understand and implement adaptive features within solid models.</li> <li>7. Develop basic assembly-centric applications of multiple solid models.</li> <li>8. Develop engineering drawings and presentation files that include assemblies.</li> <li>9. Implement Work Groups and the Engineer's Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate competency with multiple drawing and modification commands.</li> <li>2. Create three-dimensional solid models.</li> <li>3. Create three-dimensional assemblies incorporating multiple solid models.</li> <li>4. Apply industry standards in the development of technical mechanical drawings.</li> </ol>
Reason for change	To more accurately reflect the skills the student will acquire in the course with measurable 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 246	Proposed prefix and number	CADD 246
Current course title	AutoCAD 3-D & Solid Modeling	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

Provides thorough coverage of 3-Dimensional drafting and design procedures. The concepts examined include 2D and 3D primitives, user coordinate systems, 3D v-points, complex extrusions, regions, shading and rendering, 3D solid models, and supportive AutoCAD 3D databases. Prerequisite: DRF 136. Audit available.	Introduces 3-Dimensional drafting and design procedures. Examines concepts including 2D and 3D primitives, User Coordinate Systems, 3D v-points, complex extrusions, regions, shading and rendering, 3D solid models, and supportive AutoCAD 3D databases. Prerequisite: CADD 136. Audit available.

Reason for change	To reflect the course prefix 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), 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
Demonstrate competency with various drawing and modification commands. Create three-dimensional solid models using AutoCAD software. Develop assembly type drawings using multiple solid models. Generate paper space layouts from model space geometry.	1. Competently apply drawing and modification commands. 2. Create 3-Dimensional solid models using AutoCAD software. 3. Create technical mechanical assembly drawings using multiple solid models. 4. Generate paper space layouts from model space geometry.
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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: DRF 136	<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: CADD 136	<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	<input type="checkbox"/> yes
---------------------------------------------------------------------	------------------------------

reviewing the inventory of <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/23/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/23/2013



## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 251	Proposed prefix and number	CADD 255
Current course title	Kinematics Drafting	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces mechanisms that translate motion and force, including cams, gears, belts/pulleys and chains/sprockets. Introduces components such as pawls ratchets, linkages and levers. Includes	Introduces mechanisms that translate motion and force, including cams, gears, belts/pulleys and chains/sprockets. Introduces components such as pawls ratchets, linkages and levers. Includes drawings of stock (shelf) items and custom designs.

drawings of stock (shelf) items and custom designs. Prerequisite: DRF 135, DRF 136	Prerequisite: CADD 165, CADD 136
Reason for change	Reflects change in prefix and number

**LEARNING OUTCOMES:** Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), 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
<p>Upon successful completion of this course, the student will have satisfactorily accomplished the goals and objectives listed in this course content guide. The course content guides are developed by college-wide subject area faculty and approved by management.</p> <p>Develop knowledge and skill in selecting belt and gear mechanisms. The student shall be able to find the component size required relative to power requirements.</p> <p>Develop knowledge and skill in selecting a gear design and the size required relative to power and application requirements.</p> <p>Develop knowledge and skill in mechanisms of direct contact for motion control in position and timing. These reliable mechanisms are found in all scales of machines including machines that manufacture components. The student shall select a type for a specified motion, design; calculate and diagram the motion result.</p> <p>Develop knowledge and skill in mechanisms of motion using linkages and levers. The student will work with some linkages that work in combination with other types of mechanisms.</p> <p>Develop knowledge and skill in the execution by drafting layouts of motion study and manufacturing drawings.</p>	<ol style="list-style-type: none"> <li>1) Competently create technical mechanical drawings using kinematics principles.</li> <li>2) Apply ANSI-ASME industry standards in the preparation of technical mechanical drawings.</li> <li>3) Research and apply online resources to identify parts and incorporate them in the preparation of technical mechanical drawings.</li> <li>4) Reference the Machinery's Handbook to determine the correct size tolerance for detail parts and apply to technical mechanical drawings.</li> </ol>
Reason for change	The use of measurable outcomes that match the course content.

**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: DRF 135

☐ Prerequisite

X Corequisite

☐ pre/con

prefix & number: DRF 136

X 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: CADD 265

☐ Prerequisite

X Corequisite

☐ pre/con

prefix & number: CADD 136

X Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

### IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☐ Next available term after approval

☒ Specify term( if AFTER the next available term) Fall 2014

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/30/2013
SAC Administrative Liaison	Email	Date

Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/30/2013
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## Portland Community College

## Course Revision

What do you want to change?

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

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

[Grade option change](#)

Save this document as the course prefix and number

Send completed form electronically to  
[curriculum@pcc.edu](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 256	Proposed prefix and number	CADD 256
Current course title	Advanced AutoCAD	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Examines customization of AutoCAD menu and Lisp files. Includes buttons, POP, image, screen and tablet sections, creation and implementation of user-defined AutoLISP functions, and basic file	Examines customization of AutoCAD menu and Lisp files. Includes buttons, POP, image, screen and tablet sections, creation and implementation of user-defined AutoLISP functions, and basic file management techniques. Prerequisite: CADD 136. Audit available.

management techniques. Prerequisite: DRF 136. Audit available.	
Reason for change	To reflect the course prefix 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), 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
<p>The student shall develop knowledge and skills in the creation and edification of AutoCAD menu systems using basic to advanced customization principles.</p> <p>Demonstrate competency in understanding and implementing basic AutoLISP functions.</p> <p>Create AutoLISP programs that are task oriented and problem solving in nature.</p>	<ol style="list-style-type: none"> <li>1. Create and edit AutoCAD menu systems using basic to advanced customization principles.</li> <li>2. Competently implement basic AutoLISP functions.</li> <li>3. Create AutoLISP programs that are task oriented and problem solving in nature.</li> </ol>
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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: DRF 136	<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: CADD 136	<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/30/2013
SAC Administrative Liaison	Email	Date
Julie Jopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/30/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 270	Proposed prefix and number	CADD 175
Current course title	SolidWorks Fundamentals	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Introduces SolidWorks software as a 3-D design tool. Covers creation, retrieval and modification of 3-D and layout drawings using basic SolidWorks commands. Includes skills needed to create parametric	



models of parts and assemblies; generate dimensioned layouts; and Bill of Materials of those parts and assemblies. 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), 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"> <li>1. Sketch two-dimensional profiles to generate three-dimensional solid models.</li> <li>2. Create adaptive features such as holes, cuts, extrusions, fillets, and chamfers.</li> <li>3. Demonstrate competency with various menus and modification commands.</li> <li>4. Create three-dimensional work planes using SolidWorks software.</li> <li>5. Generate revolved parts, swept features, lofts, and blends.</li> <li>6. Understand and implement adaptive features within solid models.</li> <li>7. Develop basic assembly-centric applications of multiple solid models.</li> <li>8. Develop engineering drawings and presentation files that include assemblies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate competency with multiple drawing and modification commands.</li> <li>2. Create three-dimensional solid models.</li> <li>3. Create three-dimensional assemblies incorporating multiple solid models.</li> <li>4. Apply industry standards in the preparation of technical mechanical drawings.</li> </ol>
Reason for change	No learning outcomes were included in the current CCOG

**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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2013
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

<b>Section # 2 Department Review</b>		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/30/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/30/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name	Glen Truman
		Phone	971-722-4167
		Email	gtruman@pcc.edu
Current prefix and number	DRF 271	Proposed prefix and number	CADD 275
Current course title	SolidWorks Advanced	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Covers advanced editing and modeling options, configurations of assemblies, sheet metal, and top-down assembly modeling. Prerequisite DRF 270. Audit available.	Covers advanced editing and modeling options, configurations of assemblies, sheet metal, and top-down assembly modeling. Prerequisite CADD 175. Audit available.

Reason for change	To reflect the course prefix 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), 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"> <li>1. Sketch two-dimensional profiles to generate three-dimensional solid models.</li> <li>2. Create adaptive features such as holes, cuts, extrusions, fillets, and chamfers.</li> <li>3. Demonstrate competency with various menus and modification commands.</li> <li>4. Create three-dimensional work planes using SolidWorks software.</li> <li>5. Generate revolved parts, swept features, lofts, and blends.</li> <li>6. Use Excel spreadsheets with SolidWorks software.</li> <li>7. Develop complex assemblies of multiple solid models.</li> <li>8. Develop engineering drawings and presentation files that include assemblies.</li> <li>9. Develop sheet metal parts for use within a manufacturing environment</li> <li>10. Recognize surfacing tools within SolidWorks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate competency with advanced multiple drawing and modification commands.</li> <li>2. Create three-dimensional solid models.</li> <li>3. Create three-dimensional assemblies incorporating multiple solid models.</li> <li>4. Apply industry standards in the preparation of technical mechanical drawings.</li> </ol>

Reason for change	No learning outcomes were included in the current CCOG
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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

<input type="checkbox"/> Placement into: .			
prefix & number: DRF 270	<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 <b>NOT</b> changing prerequisites or co-requisites <b>DO NOTHING</b> 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: CADD 175	<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 <a href="#">related instruction templates</a> .	<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 <a href="#">related instruction website</a> to for information and guidance.	

<b>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?</b>	
Please provide details, who was contacted and the resolution.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specify term( if AFTER the next available term) Fall 2014
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. <a href="http://www.pcc.edu/curriculum">www.pcc.edu/curriculum</a>	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	10/30/2013
SAC Administrative Liaison	Email	Date
Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	10/30/2013

## 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](mailto:curriculum@pcc.edu)

## Section #1 General Information

Department	CADD	Submitter name Phone Email	Glen Truman 971-722-4167 gtruman@pcc.edu
Current prefix and number	DRF 285	Proposed prefix and number	CADD 285
Current course title	Advanced Inventor	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title (30 characters max)	
Reason for title change	To create a more sequential course number system in the certificate program.		

**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. Include requisites)	Proposed Description (include requisites)
Covers advanced techniques used in creating and modifying parametric, assembly-centric 3D models with AutoCAD Inventor. Develops extensive knowledge in the areas of part and assembly modeling,	Covers advanced techniques used in creating and modifying parametric, assembly-centric 3D models with AutoCAD Inventor. Develops extensive knowledge in the areas of part and assembly modeling, adaptive features, utilizing work groups,

adaptive features, utilizing work groups, surfacing, managing data and the Engineer's Notebook. Prerequisite DRF185; or department permission.	surfacing, managing data and the Engineers Notebook. Prerequisite CADD 185; or department permission.
Reason for change	To reflect the course prefix 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), 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"> <li>1. Sketch two-dimensional profiles to generate three-dimensional solid models.</li> <li>2. Create adaptive features such as holes, cuts, extrusions, fillets, and chamfers.</li> <li>3. Demonstrate competency with various menus and modification commands.</li> <li>4. Create three-dimensional work planes using AutoCAD Inventor software.</li> <li>5. Generate revolved parts, swept features, lofts, and blends.</li> <li>6. Create and implement iParts and iMates.</li> <li>7. Use Excel spreadsheets with AutoCAD Inventor.</li> <li>8. Develop complex assemblies of multiple solid models.</li> <li>9. Develop engineering drawings and presentation files that include assemblies.</li> <li>10. Develop sheet metal parts for use within a manufacturing environment</li> <li>11. Recognize surfacing tools within AutoCAD Inventor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate competency with advanced multiple drawing and modification commands.</li> <li>2. Create three-dimensional solid models.</li> <li>3. Create three-dimensional assemblies incorporating multiple solid models</li> <li>4. Apply industry standards in the preparation of technical mechanical drawings.</li> </ol>
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: DRF 185

☒ 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: CADD 185

☒ Prerequisite

☐ Corequisite

☐ pre/con

prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/con

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

☐ yes

☒ no

If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive [related instruction website](#) to for information and guidance.

### IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?

Please provide details, who was contacted and the resolution.

☐ Yes

☒ No

Implementation term

☐ Next available term after approval

☒ Specify term( if AFTER the next available term) Fall 2014

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. [www.pcc.edu/curriculum](http://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
Glen Truman	<a href="mailto:gtruman@pcc.edu">gtruman@pcc.edu</a>	5/14/2013
SAC Administrative Liaison	Email	Date



Julie Kopet	<a href="mailto:jkopet@pcc.edu">jkopet@pcc.edu</a>	5/14/2013
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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](mailto:curriculum@pcc.edu)

Section #1 General Information			
Departments:	Political Science	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 <a href="mailto:msonnlei@pcc.edu">msonnlei@pcc.edu</a>
Course Prefix and Number:	PS 104	# Credits:	4
Course Title: (60 characters max)	Citizenship & Engagement: Problems in U.S. Politics	Transcript Title (30 characters max)	Problems in U.S. Politics
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces problems in U.S. politics including issues relating to citizenship and controversial topics of public policy concern. Promotes respect for diverse perspectives as it provides background information current and prospective U.S. citizens will find helpful to the successful completion of a wide range of future courses in Political Science.		

Addendum to Course Description:	Serves to prepare non-citizens to successfully pass the U.S. Citizenship Test. Prepares both current and future citizens to develop a knowledge base and academic skills helpful to more successfully complete future courses in Political Science as a discipline. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input type="checkbox"/> Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
<input checked="" type="checkbox"/> Placement into: WR 115 and RD 115.		<input type="checkbox"/> Placement into:	
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<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)	<ol style="list-style-type: none"> <li>1. Communicate how U.S. political history, culture, and demographic changes have impacted immigration policies over time and how these policies impact us today.</li> <li>2. Examine national, state, and local government relations in the U.S., analyzing policymaking processes as these impact issues ranging from gender to the treatment of ethnic minorities.</li> <li>3. Communicate with improved literacy regarding political concepts and vocabulary, using skills helpful also to those who desire to take the U.S. Citizenship Test in both written and oral formats.</li> <li>4. Reason qualitatively regarding selected policy issues as these may be applied to a wide range of subfields within the discipline of Political Science as well as to future courses in these subfields.</li> <li>5. Examine cultural and global interactions, including the changing technological environment, as these affect life in the U.S. regarding issues like wealth disparity and environmental sustainability.</li> <li>6. Think critically about the ethical and social requirements of responsible citizenship, showing respect for disagreement while evaluating how political systems and the policies produced by them affect the diverse social world in which we live.</li> </ol>
Course activities and design: (from CCOG)	This course will be taught by instructors who have at least an M.A. degree in Political Science, Politics, or International Relations. It may be conducted through combinations of methods and tools which may include lectures, classroom discussions, group presentations, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the each individual instructor.

<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. These may include:</p> <ul style="list-style-type: none"> <li>* Multiple choice exams. (emphasized in the first 5 weeks)</li> <li>* Oral exams. (emphasized in the first 5 weeks)</li> <li>* Short written essays or outlines. (appropriate throughout the course)</li> <li>* Group discussions &amp; projects. (emphasized in the last 5 weeks)</li> <li>* Student demonstrations or presentations. (emphasized in the last 5 weeks)</li> </ul> <p>Teaching methods in this course will include lecture, films, and occasional guests and forays beyond the classroom to familiarize students with resources on campus and/or locations off-campus which may bring to life to what may be a political focus for the day (like a trip to Portland City Hall or to the State Legislature, or a visit to the Multnomah County Justice Center or a School Board Meeting). In every class session there will be time for small group discussion and shared learning opportunities.</p> <p>Instructional materials will incorporate modest amounts of relatively easy reading. In the first half of the course, materials like the <u>Citizenship Class Manual</u> (Multnomah County Library, Library Outreach Services, January, 2013) might be used as well as other materials utilized by Sara Packer and Shelley McIntyre for PCC Volunteer Literacy Tutoring like their <u>Citizenship Manual</u> and <u>Learn About the United States</u> (produced by U.S. Citizenship &amp; Immigration Services). Materials for the second half of the course will include short readings relating to controversial issues (gleaned from newspaper articles or other sources involving appropriate reading skills levels).</p> <p>Assessments used to measure outcomes may include Multiple Choice exams (such as are commonly used with U.S. Government Citizenship Tests), the evaluation of short written work (both take-home and in-class), evaluations of oral interviews and presentations (by the individual or group), group evaluations of contributions by each member of a group by their peers, and class attendance and participation scores from the instructor.</p> <p>Students will be expected to write short paragraphs in the context of identifying vocabulary items and key concepts associated with U.S. politics, outlines of their opinions regarding problems connected to U.S. politics, and expressions of their opinions. Writing may also involve composing short essays centered on a main idea with supportive information. Grammatical errors need not be penalized in evaluating written work.</p>
<p>Course Content: Themes, Concepts, Issues and Skills: (from CCOG)</p>	<p>Five Weeks developing skills useful for U.S. Citizenship as these relate to learning about</p> <ul style="list-style-type: none"> <li>• Types of Citizenship &amp; Waves of Immigration</li> <li>• Major Events in U.S. History as it has evolved over time</li> <li>• The Three Branches of U.S. Government</li> <li>• Civil Liberties &amp; Freedom of Expression</li> <li>• Civil Rights &amp; Movements for Change</li> <li>• Political Concepts &amp; Vocabulary needed for Political Literacy</li> </ul> <p>Five Weeks developing skills useful for future academic work in Political Science relating to controversial topics of public concern (at Instructor Discretion) associated with Political Science subfield areas of study including (but not limited to):</p> <ul style="list-style-type: none"> <li>• U.S. Government: National, State, &amp; Local Levels</li> <li>• Political Theory &amp; Contemporary Ideologies</li> <li>• Comparative Politics &amp; Systems of Government</li> <li>• International Relations &amp; Globalization</li> <li>• Political Culture &amp; Political Socialization</li> </ul>

Reason for the new course	There is a need for a course that may both serve the needs of current U.S. citizens, as well as new immigrants residing in the United States, 1) to possess an improved literacy regarding basic civics knowledge, 2) to empower people to engage with increased confidence in expressing themselves effectively in ways that may impact public policies, and 3) to better prepare course participants with academic skills and background information to improve their success in future courses they may take within the discipline of Political Science at PCC and elsewhere.
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## Section #2 Transferability

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

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	The University of Oregon, Oregon State University, Portland State University, Western Oregon University.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	PS 104 "Problems in United States Politics" @ The University of Oregon PS 104 "Problems in U.S. Politics/Film 1 @ Lane Community College PS 104 "Problems in U.S. Politics" @ Mt. Hood Community College
Is General Education or Cultural Diversity designation being sought at this time?	<input type="checkbox"/> Yes – Submit the <a href="#">General Education</a> form <input checked="" 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):	None	# credits:
Name of degree(s):	None	# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
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.	Although no consultation with other SACs at PCC was needed, communication did occur with Terri Barnes (Co-Chair of the History SAC). She confirmed that the HST 100 "Introduction to History" course, approved with a prerequisite of "Preparation for WR 115" did not seek approval either for General Education or for Cultural Diversity.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No adverse impacts on any departments or any campus are anticipated with the approval of this course.
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.	

<b>Section # 4 Department Review</b>	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Rose Bettencourt	<a href="mailto:rbettenc@pcc.edu">rbettenc@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Karen Sanders	<a href="mailto:ksanders@pcc.edu">ksanders@pcc.edu</a>
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 <sup>th</sup> floor.	

## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Departments:	Political Science	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 <a href="mailto:msonnlei@pcc.edu">msonnlei@pcc.edu</a>
Course Prefix and Number:	PS 241	# Credits:	4
Course Title: (60 characters max)	Modern India & Its Neighbors	Transcript Title (30 characters max)	Modern India & Its Neighbors
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces the politics and history of India emphasizing economic and other policies since 1947. Explores India's relationship to Afghanistan, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and elsewhere. Examines diverse development strategies while assessing environmental and other impacts with local and global implications.		



Addendum to Course Description:	Credits from this course will be able to count towards PCC Focus Awards in Asian Studies and in the PCC Peace and Conflict Studies (PACS) Program, as well as a planned future PCC Focus Award in International Studies. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

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

☐ Placement into:

☐ Placement into:

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

course prefix & number:

☐ Prerequisite

☐ Corequisite

☐ pre/co

None – please explain

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

Learning Outcomes:  
(Use observable and measurable verbs)

1. Communicate how the political history of India and its multicultural traditions have impacted the independence period since 1947 including impacts ranging from economic policies to aesthetic and artistic values.
2. Analyze party/state relations and the policymaking processes in India as these relate to economic development, national security, human social behavior, and other issues of concern including gender roles, and the treatment of ethnic and religious minorities.
3. Reason qualitatively while examining and assessing the effects of economic liberalization and globalization upon life in India as well as on environmental, cultural, and other factors of concern worldwide.
4. Evaluate political and economic systems in India, Afghanistan, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka, while showing the ability to conceptually organize experience and discern its meaning by analyzing policy effects on human, environmental, and international realities.
5. Examine the changing technological environment, social movements, and urbanization in South Asia with regards to their different impacts on the mass media, income disparity, and sustainability in relation to the natural environment.
6. Think critically about the ethical and social requirements of responsible citizenship, while showing respect for disagreement and by evaluating how political systems and the policies produced by them affect the diverse social world in which we live.

Course activities and design:  
(from CCOG)

This course may be conducted through combinations of methods and tools which may include lectures, classroom discussions, group presentations, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the each individual instructor.



<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Written essays.</li> <li>*Term papers.</li> <li>*Group projects.</li> <li>*Student demonstrations or presentations.</li> <li>*Research projects or other projects with specified rating criteria.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p>Six weeks on India</p> <ul style="list-style-type: none"> <li>• Political History of South Asia prior to 1947.</li> <li>• The Multicultural History of South Asia</li> <li>• Diversity in India: Caste, Language, Religion, &amp; Geography</li> <li>• India's Federal Political System &amp; Government Structure</li> <li>• Political Parties, Multiculturalism &amp; the Challenge of Unity</li> <li>• Socialism, War, &amp; Society 1948-1991</li> <li>• Economic Liberalization 1990-now</li> <li>• Economic Development: Positive and Negative Consequences</li> <li>• Human Rights, Security, &amp; Foreign Policy</li> </ul> <p>One Week on Pakistan &amp; Bangladesh</p> <ul style="list-style-type: none"> <li>• Islamic Republic of Pakistan: Government &amp; Policies</li> <li>• Bangladesh: Government &amp; Policies since 1971</li> </ul> <p>One Week on Afghanistan</p> <ul style="list-style-type: none"> <li>• Afghanistan: Government &amp; Policies</li> <li>• The "War on Terror" &amp; its Impacts</li> </ul> <p>One Week on Nepal &amp; Bhutan</p> <ul style="list-style-type: none"> <li>• Nepal: Government &amp; Policies</li> <li>• Bhutan: Government, Policies, &amp; "Greatest Happiness Principle"</li> </ul> <p>One Week on Sri Lanka, the Maldives Islands, and the Global Importance of South Asia</p> <ul style="list-style-type: none"> <li>• Sri Lanka: Government &amp; Policies</li> <li>• The Maldives Islands: Government &amp; Policies</li> <li>* The Global Importance of India &amp; South Asia</li> </ul>
<p>Reason for the new course</p>	<p>PCC was selected to be a regional center for Asian Studies in conjunction with a Title VI Education Grant from the U.S. Department of Education administered by the East-West Center located at the University of Hawaii at Manoa. This course was created concurrently with a similar "Modern China" course (that was in partial fulfillment of PCC's grant responsibilities), as a means of enriching the Asian Studies Focus Award at PCC and in response to the need for more courses relating to India and South Asia. A variation of this course was offered as a PS 299 course at PCC, with the goal of making it a permanent course being a stated objective included in Michael Sonnleitner's successful 2009 application for a Fulbright Scholar Lecture Award which was carried out in India in 2010.</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?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	The University of Oregon, Oregon State University, Portland State University, Western Oregon University.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Course content is comparable (but not equivalent to) courses at the University of Oregon, Portland State University, and Oregon State University.
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the <a href="#">General Education</a> 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):	None	# credits:
Name of degree(s):	None	# 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.	HST 105 "History of India & S. Asia Region" exists, but allows little time to be spent on Modern India since 1948.	

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.	The Political Science, and History SACs fully support the creation of the new PS 241 course and agree that it will be a key component to improving course offerings relating to the Asian Studies "Focus Award" Program. It is their view that such a course will enrich the range of courses available to students interested in South Asia.
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No adverse impacts on any departments or any campus are anticipated with the approval of this course. This course is likely to be offered at once each year on two different campuses.
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Rose Bettencourt	<a href="mailto:rbettenc@pcc.edu">rbettenc@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Karen Sanders	<a href="mailto:ksanders@pcc.edu">ksanders@pcc.edu</a>
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 <sup>th</sup> floor.	

## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Departments:	Political Science	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 <a href="mailto:msonnlei@pcc.edu">msonnlei@pcc.edu</a>
Course Prefix and Number:	PS 242 (to be always cross-listed with EC 242)	# Credits:	4
Course Title: (60 characters max)	Modern China & Its Neighbors	Transcript Title (30 characters max)	Modern China & Its Neighbors
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title EC 242 Modern China & Its Neighbors
GRADE OPTIONS: Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces Chinese politics and history emphasizing economic and other polices since 1949. Explores China's relationship to Tibet, Hong Kong, and Taiwan as well as political and economic systems in Japan, N. and S. Korea, Vietnam, and elsewhere. Examines diverse development strategies while assessing environmental and other impacts with local and global implications.		

Addendum to Course Description:	This will be a core course for the PCC China Focus Award (soon to be proposed) and as an elective course for an International Studies Focus Award (also soon to be proposed). Credits from this course will also be able to count towards PCC Focus Awards in Asian Studies and in the PCC Peace and Conflict Studies (PACS) Program. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input checked="" 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<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)	<ol style="list-style-type: none"> <li>1. Communicate how Chinese political history and Confucian culture have impacted both the Maoist revolutionary period and the post-Mao reform period after 1976, including impacts ranging from economic policies to aesthetic and artistic values.</li> <li>2. Analyze party/state relations and the policymaking processes in China as these relate to economic development, national security, human social behavior, and other issues of concern including gender roles, the treatment of ethnic minorities, and migrant labor.</li> <li>3. Reason qualitatively while examining and assessing the effects of economic liberalization and globalization upon Chinese life as well as on environmental, cultural, and other factors of concern worldwide.</li> <li>4. Evaluate political and economic systems in China, Hong Kong, Taiwan, Japan, and North and South Korea, while showing the ability to conceptually organize experience and discern its meaning by analyzing policy effects on human, environmental, and international realities.</li> <li>5. Examine the changing technological environment, social movements, and urbanization in East Asia with regards to their different impacts on the mass media, income disparity, and sustainability in relation to the natural environment.</li> <li>6. Think critically about the ethical and social requirements of responsible citizenship, while showing respect for disagreement, by evaluating how political systems and the policies produced by them affect the diverse social world in which we live.</li> </ol>
Course activities and design: (from CCOG)	This course will be taught in the disciplines of Political Science and Economics by instructors in their respective fields independently. It may be conducted through combinations of methods and tools which may include lectures, classroom discussions, group presentations, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the each individual instructor.

<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Written essays.</li> <li>*Term papers.</li> <li>*Group projects.</li> <li>*Student demonstrations or presentations.</li> <li>*Research projects or other projects with specified rating criteria.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p>Six weeks on China (including Hong Kong &amp; Taiwan)</p> <ul style="list-style-type: none"> <li>• Chinese Political History Overview &amp; Confucius</li> <li>• The Rise of the CCP, Maoism, The Cultural Revolution, &amp; China up to 1976</li> <li>• Party/State Relations &amp; Government Policy Making Structures</li> <li>• Post-1976 Economic Reforms, Tiananmen Square, &amp; “Democracy”</li> <li>• Economic Liberalization, Globalization, &amp; “Red Capitalism”</li> <li>• Economic Development: Positive &amp; Negative Consequences</li> <li>• Human Rights, National Security, &amp; Foreign Policy Issues</li> <li>• Tibet, Ethnic Minorities, &amp; Internal Security Mechanisms</li> <li>• Hong Kong: From Colony to “One China, Two Systems” Policy</li> <li>• Taiwan: From the Cold War to an Uncertain Future</li> </ul> <p>One Week on North &amp; South Korea</p> <ul style="list-style-type: none"> <li>• North Korea: “Hermit Kingdom”, Stalinism, &amp; Security Challenges</li> <li>• South Korea: an “Asian Tiger”, Liberal Democracy Emerging, &amp; Social Challenges</li> </ul> <p>One Week on Japan:</p> <ul style="list-style-type: none"> <li>• Japanese Political History, Government Structure, &amp; Political Parties</li> <li>• Japanese Economic Developments since 1945 &amp; Policy Impacts</li> </ul> <p>One Week on Vietnam &amp; Other S.E. Asian Countries</p> <ul style="list-style-type: none"> <li>• Vietnam: Government, Communist Party, &amp; Economic Development</li> <li>• Legacies of the War: Cambodia &amp; Laos</li> </ul> <p>One Week on Historical Implications</p> <ul style="list-style-type: none"> <li>* The Chinese diaspora throughout East Asia and the World</li> <li>* Globalization and how Chinese Policies have Global Impacts</li> </ul> <p>Note: As a means of helping to integrate this course with other courses associated with Chinese Studies at Portland Community College, papers and other assignments will seek to pedagogically make use of the following Three THEMES:</p> <p>1) “Order &amp; Disorder”, 2) “Preserving &amp; Innovating”, and 3) “Unity &amp; Diversity”.</p>

Reason for the new course	PCC was selected to be a regional center for Asian Studies in conjunction with a Title VI Education Grant from the U.S. Department of Education administered by the East-West Center located at the University of Hawaii at Manoa. This course was created in partial fulfillment of PCC's grant responsibilities as a means of enriching the Asian Studies Focus Award at PCC and as in response to the need for a new core course to be required in a new PCC China Focus Award.
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## Section #2 Transferability

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

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	The University of Oregon, Oregon State University, Portland State University, Western Oregon University.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Course content is comparable (but not equivalent to) courses in the "Politics of China" @ The University of Oregon and Portland State University, as well as in "Chinese Politics" @ Oregon State University.
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the <a href="#">General Education</a> 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):	None	# credits:
Name of degree(s):	None	# 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.	<p>HST 106 "History of China" exists, but allows little time to be spent on Modern China since 1949.</p> <p>HST 107 "History of Korea and Japan" exists, but those teaching it for History credit agree that any duplication of information covered would be minimal and may serve to reinforce the importance of China' regional relationship with these two countries since 1949.</p>

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.	<p>The Political Science, History, and Economics SACs fully support the creation of the new PS/EC 242 course and agree that it will be a key component to improving course offerings relating to the Asian Studies and China Studies Focus Award Programs. All three SACs agree that the cross-disciplinary nature of PS/EC 242, as proposed, lends itself well to being cross-listed and available to students enrolling in it for Political Science or Economics credit.</p> <p>It is their view that such a course will enrich the range of courses available (especially for Economics credit) – now that China has the second largest economy in the world (as measured by GDP) with Japan (also given treatment in the course) being the third largest economy.</p>
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No adverse impacts on any departments or any campus are anticipated with the approval of this course. Due to its being cross-listed (with faculty in two disciplines interested in teaching it), this course is likely to be offered at least once each year on several different campuses.
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Rose Bettencourt	<a href="mailto:rbettenc@pcc.edu">rbettenc@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Karen Sanders	<a href="mailto:ksanders@pcc.edu">ksanders@pcc.edu</a>
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 <sup>th</sup> floor.	



## Portland Community College

**New Course**  
**Lower Division Collegiate (LDC)**

Save this document as the course prefix and number  
 Send the completed form electronically to [curriculum@pcc.edu](mailto:curriculum@pcc.edu)

Section #1 General Information			
Departments:	Economics	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 <a href="mailto:msonnlei@pcc.edu">msonnlei@pcc.edu</a>
Course Prefix and Number:	EC 242	# Credits:	4
Course Title: (60 characters max)	Modern China & Its Neighbors	Transcript Title (30 characters max)	Modern China & Its Neighbors
Can this course be repeated?	New LDC courses may not be repeated for credit effective 2013-14 school year.	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Course Number and Title PS 242 Modern China & Its Neighbors
<b>GRADE OPTIONS:</b> Check as many or as few options as you'd like <b>Choose the default grade option.</b> 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"/>
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.			
Course Description: (field will expand as needed)	Introduces Chinese politics and history emphasizing economic and other polices since 1949. Explores China's relationship to Tibet, Hong Kong, and Taiwan as well as political and economic systems in Japan, N. and S. Korea, Vietnam, and elsewhere. Examines diverse development strategies while assessing environmental and other impacts with local and global implications.		

Addendum to Course Description:	This will be a core course for the PCC China Focus Award (soon to be proposed) and as an elective course for an International Studies Focus Award (also soon to be proposed). Credits from this course will also be able to count towards PCC Focus Awards in Asian Studies and in the PCC Peace and Conflict Studies (PACS) Program. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.
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### General Education/Discipline Studies Standard Prerequisite Approval

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

<input checked="" 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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<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)	<ol style="list-style-type: none"> <li>1. Communicate how Chinese political history and Confucian culture have impacted both the Maoist revolutionary period and the post-Mao reform period after 1976, including impacts ranging from economic policies to aesthetic and artistic values.</li> <li>2. Analyze party/state relations and the policymaking processes in China as these relate to economic development, national security, human social behavior, and other issues of concern including gender roles, the treatment of ethnic minorities, and migrant labor.</li> <li>3. Reason qualitatively while examining and assessing the effects of economic liberalization and globalization upon Chinese life as well as on environmental, cultural, and other factors of concern worldwide.</li> <li>4. Evaluate political and economic systems in China, Hong Kong, Taiwan, Japan, and North and South Korea, while showing the ability to conceptually organize experience and discern its meaning by analyzing policy effects on human, environmental, and international realities.</li> <li>5. Examine the changing technological environment, social movements, and urbanization in East Asia with regards to their different impacts on the mass media, income disparity, and sustainability in relation to the natural environment.</li> <li>6. Think critically about the ethical and social requirements of responsible citizenship, while showing respect for disagreement, by evaluating how political systems and the policies produced by them affect the diverse social world in which we live.</li> </ol>
Course activities and design: (from CCOG)	This course will be taught in the disciplines of Political Science and Economics by instructors in their respective fields independently. It may be conducted through combinations of methods and tools which may include lectures, classroom discussions, group presentations, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the each individual instructor.

<p>Outcomes assessment strategies:</p>	<p>Different techniques may be used for assessment which will be determined by the individual instructor. They may include:</p> <ul style="list-style-type: none"> <li>*Written essays.</li> <li>*Term papers.</li> <li>*Group projects.</li> <li>*Student demonstrations or presentations.</li> <li>*Research projects or other projects with specified rating criteria.</li> </ul>
<p>Course Content: Themes, Concepts, Issues and Skills: <a href="#">(from CCOG)</a></p>	<p>Six weeks on China (including Hong Kong &amp; Taiwan)</p> <ul style="list-style-type: none"> <li>• Chinese Political History Overview &amp; Confucius</li> <li>• The Rise of the CCP, Maoism, The Cultural Revolution, &amp; China up to 1976</li> <li>• Party/State Relations &amp; Government Policy Making Structures</li> <li>• Post-1976 Economic Reforms, Tiananmen Square, &amp; “Democracy”</li> <li>• Economic Liberalization, Globalization, &amp; “Red Capitalism”</li> <li>• Economic Development: Positive &amp; Negative Consequences</li> <li>• Human Rights, National Security, &amp; Foreign Policy Issues</li> <li>• Tibet, Ethnic Minorities, &amp; Internal Security Mechanisms</li> <li>• Hong Kong: From Colony to “One China, Two Systems” Policy</li> <li>• Taiwan: From the Cold War to an Uncertain Future</li> </ul> <p>One Week on North &amp; South Korea</p> <ul style="list-style-type: none"> <li>• North Korea: “Hermit Kingdom”, Stalinism, &amp; Security Challenges</li> <li>• South Korea: an “Asian Tiger”, Liberal Democracy Emerging, &amp; Social Challenges</li> </ul> <p>One Week on Japan:</p> <ul style="list-style-type: none"> <li>• Japanese Political History, Government Structure, &amp; Political Parties</li> <li>• Japanese Economic Developments since 1945 &amp; Policy Impacts</li> </ul> <p>One Week on Vietnam &amp; Other S.E. Asian Countries</p> <ul style="list-style-type: none"> <li>• Vietnam: Government, Communist Party, &amp; Economic Development</li> <li>• Legacies of the War: Cambodia &amp; Laos</li> </ul> <p>One Week on Historical Implications</p> <ul style="list-style-type: none"> <li>* The Chinese diaspora throughout East Asia and the World</li> <li>* Globalization and how Chinese Policies have Global Impacts</li> </ul> <p>Note: As a means of helping to integrate this course with other courses associated with Chinese Studies at Portland Community College, papers and other assignments will seek to pedagogically make use of the following Three THEMES:</p> <p>1) “Order &amp; Disorder”, 2) “Preserving &amp; Innovating”, and 3) “Unity &amp; Diversity”.</p>

Reason for the new course	PCC was selected to be a regional center for Asian Studies in conjunction with a Title VI Education Grant from the U.S. Department of Education administered by the East-West Center located at the University of Hawaii at Manoa. This course was created in partial fulfillment of PCC's grant responsibilities as a means of enriching the Asian Studies Focus Award at PCC and as in response to the need for a new core course to be required in a new PCC China Focus Award.
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## Section #2 Transferability

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

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS school will the course transfer to? List all	The University of Oregon, Oregon State University, Portland State University, Western Oregon University.
How does it transfer Check all that apply	<input checked="" type="checkbox"/> required or support for major <input checked="" type="checkbox"/> general education distribution requirement <input checked="" type="checkbox"/> general elective <input type="checkbox"/> other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	<input checked="" type="checkbox"/> Completed <a href="#">Transferability Status</a> form <input type="checkbox"/> E-mail correspondence with receiving institution <input type="checkbox"/> Other - provide evidence
Identify comparables at Oregon schools	Course content is comparable (but not equivalent to) courses at the University of Oregon, Portland State University, and Oregon State University.
Is General Education or Cultural Diversity designation being sought at this time?	<input checked="" type="checkbox"/> Yes – Submit the <a href="#">General Education</a> 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):	None	# credits:
Name of degree(s):	None	# 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.	<p>HST 106 "History of China" exists, but allows little time to be spent on Modern China since 1949.</p> <p>HST 107 "History of Korea and Japan" exists, but those teaching it for History credit agree that any duplication of information covered would be minimal and may serve to reinforce the importance of China's regional relationship with these two countries since 1949.</p>

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.	<p>The Political Science, History, and Economics SACs fully support the creation of the new PS/EC 242 course and agree that it will be a key component to improving course offerings relating to the Asian Studies and China Studies Focus Award Programs. All three SACs agree that the cross-disciplinary nature of PS/EC 242, as proposed, lends itself well to being cross-listed and available to students enrolling in it for Political Science or Economics, credit. It is their view that such a course will enrich the range of courses available (especially for Economics credit) – now that China has the second largest economy in the world (as measured by GDP) with Japan (also given treatment in the course) being the third largest economy.</p>
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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No adverse impacts on any departments or any campus are anticipated with the approval of this course. Due to its being cross-listed (with faculty in two disciplines interested in teaching it), this course is likely to be offered at least once each year on several different campuses.
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Implementation term:	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> Specify term AFTER the next available
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Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review	
This proposal has been reviewed at the SAC level and approved for submission.	
SAC Chair (type name)	Email
Justin Elardo	<a href="mailto:justin.elardo@pcc.edu">justin.elardo@pcc.edu</a>
SAC Administrative Liaison (type name)	Email
Nancy Wessel	<a href="mailto:nancy.wessel@pcc.edu">nancy.wessel@pcc.edu</a>
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 <sup>th</sup> floor.	