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, Reg

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:

<u>Directions for accessing Courseleaf:</u> 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 Committee 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

Course Revision

Che	at do you want to change? ck all that apply- double click on the ck box which opens the task window
	course number
\boxtimes	title
\boxtimes	description (include requisites)
	outcomes
	prerequisites and co-requisites
Gra	de option change

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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)	Working With Difficult People
Reason for title change	Clarifying course title as part	of Program Revi	ew analysis.

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

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(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 enh	ance workplace re	lationships.	
Reason for change	ng language as part of	Prograi	n Review analysi	S.	
worker, family memb	MES: Describe what the per, community citizen, gludges the course outcomes good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
	rning outcomes		New lear	ning outcomes	
	nation for all course visions)				
	ng of social and conflict tially difficult situations in onships and conflicts.	sty	oly an understanding les to assess potenti ationships and dispu	ially difficult situation	
	ns for dealing with various ountered in the workplace	diff	blement strategies for icult behaviors enco vironment.		
	ng language and modify nes. This is a result of th				Program
o l					
REQUISITES: Note: If prerequisites: WR 115	this course has been appro , RD 115, and MTH 20 or e the RD, WR and/or MTH porm.	quivalen	t placement test sco	res	
REQUISITES: Note: If prerequisites: WR 115	i, RD 115, and MTH 20 or e et the RD, WR and/or MTH p	quivalen rerequis	t placement test scolites at a lower level,	res you will need to us	
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prefix & number:		Prerequisite	Со	requisite	☐ pre/con
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communication, correquires you to sub	things: 1) Outcomes – if your mputation and/or human related instruction in 0 m. Visit the comprehensive	lations and 2) the hours o	of stude ame tim	nt learning le as you s	j. Then this submit this
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	puses, such as academ	ic prog	rams that	
Please provide det	tails, who was contacted and	d the resolution.			
☐ Yes ⊠ No					
Implementation	Next available term :	after approval			
term	Specify term (if AFT)	ER the next available ter	m)		
	o complete the approval protails. www.pcc.edu/curriculu	•	he cour	se. See th	ne timeline
Section # 2 Depart	ment Review				
This proposal has	been reviewed at the SAC le	evel and approved for su	<u>bmissio</u>	n	
SAC Ch	nair (type name)	Email			Date
Linda Paulson, Re	becca Robinson	linda.paulson@pcc.edu		9/9/2013	
SAC Administra	tive Liaison (type name)	Email			Date
Kathy Casto		kcasto@pcc.edu		9/9/2013	
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Course Revision

Section #1 G	eneral Information		
Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	linda.paulson@pcc.edu
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)

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	Updating language as part of	Prograi	n Review analysi	s.	
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, glanded See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), One to six	outcomes
	rrent learning outcomes ed information for all course revisions)		New lear	ning outcomes	
take risks resolving situations 2. Disagree explore r	without being disagreeable, ather than debate, build hips, and fix problems without	effo 2. Uti	ply an understanding ective workplace rela lize negotiation strat erse workplace envi	ationships. egies to resolve cor	
Reason for change	Updating language and modify Outcomes. This is the result of				Program
prerequisites If the SAC wa	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or e ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test sco	res	_
	Current prerequisite	s, core	quisites and cond	current	
	you are NOT changing prerequisi	tes or c	o-requisites DO N	OTHING in this ar	ea
Standard	d prerequisites - None				
☐ Placeme	ent into: .				
prefix & nun	nber:		Prerequisite	☐ Corequisite	pre/con
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	pre/con
lf	Proposed prerequisity you are NOT changing prerequisity				ea
Standard	d prerequisites -				
Placeme	ent into: .				
prefix & nun	nber:		☐ Prerequisite	☐ Corequisite	pre/con

prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con
	I for related instruction? Ple lated instruction templates.	ase confirm this by review	wing ☐ yes ⊠ no
communication, correquires you to sub		lations and 2) the hours o	of student learning. Then this ame time as you submit this
_			_
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	ouses, such as academ	ic programs that require
Please provide det	tails, who was contacted and	d the resolution.	
☐ Yes ⊠ No			
Implementation	Next available term	after approval	
term	Specify term (if AFT	ER the next available terr	n)
	to complete the approval protails. www.pcc.edu/curriculu		he course. See the timeline
Section # 2 Depart	tment Review		
This proposal has	been reviewed at the SAC le	evel and approved for sub	omission
SAC Ch	nair (type name)	Email	Date
Linda Paulson, Re	becca Robinson	linda.paulson@pcc.edu	9/9/2013
SAC Administra	tive Liaison (type name)	Email	Date
Kathy Castro		kcastro@pcc.edu	9/9/2013
	is NOT to be used in lieu of the to Curriculum – DC – 4 th floor		eturn the completed signature

Course Revision

Section #1 G	eneral Information		
Department	MSD	Submitter name	Linda Paulson
		Phone	971.722.6147
		Email	linda.paulson@pcc.edu
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

(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.

revisions. Include requisites)

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 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) 1. Develop techniques for objectively evaluating current time usage and create a plan for more effective time usage. 2. Explain the importance of charting our energy cycle and demonstrate how to use this method. 3. Develop an action plan for increasing personal time management. 4. Demonstrate how to turn interruptions into time opportunities.
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) 1. Develop techniques for objectively evaluating current time usage and create a plan for more effective time usage. 2. Explain the importance of charting our energy cycle and demonstrate how to use this method. 3. Develop an action plan for increasing personal time management. 4. Demonstrate how to turn interruptions
(required information for all course revisions) 1. Develop techniques for objectively evaluating current time usage and create a plan for more effective time usage. 2. Explain the importance of charting our energy cycle and demonstrate how to use this method. 3. Develop an action plan for increasing personal time management. 4. Demonstrate how to turn interruptions
evaluating current time usage and create a plan for more effective time usage. 2. Explain the importance of charting our energy cycle and demonstrate how to use this method. 3. Develop an action plan for increasing personal time management. 4. Demonstrate how to turn interruptions usage to increase efficiency in the workplace. 2. Develop an action plan focusing on time management methods and procedures to effectively reach individual and organizational workplace goals.
Reason for change Updating language and modifying outcomes to more closely align with Program Outcomes. This is a result of the annual assessment project.
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area
Standard prerequisites None
Placement into: .
prefix & number:
prefix & number:
Proposed prerequisites, corequisites and concurrent
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area Standard prerequisites -

Placement into: .	☐ Placement into: .			
prefix & number:				
prefix & number:	☐ Prerequisite ☐ Co	orequisite pre/con		
Is this course used for related instruction? P the inventory of related instruction templates	· · · · · · · · · · · · · · · · · · ·	☐ yes ⊠ no		
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER DEPARTMENTS AND that may impact other departments or car this course for their program or as a present the second of the second or the secon	mpuses, such as academic prog	grams that require		
Please provide details, who was contacted and the resolution.				
☐ Yes ☑ No				
Implementation Next available term	n after approval			
term Specify term (if AF	TER the next available term)			
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
·				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name)	Email	Date		
Linda Paulson, Rebecca Robinson linda.paulson@pcc.edu 9/9/2013				
SAC Administrative Liaison (type name) Email Date				
Kathy Castro kcastro@pcc.edu 9/9/2013				
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Course Revision

Section #1 G	Section #1 General Information				
Department	MSD	Submitter name	Linda Paulson		
		Phone	971.722.6147		
		Email	linda.paulson@pcc.edu		
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 **Proposed Description** (required information for all course (include requisites) revisions. Include requisites) Examines the importance of quality teams in the workplace Discusses what team building is, why it is and the dynamics of the team building process. Explores important, how to start it, how to manage the various roles team members play in supporting a high team building process, 12 components of performance work team and the value teams have on generating team building development, and organizational effectiveness and productivity in a global some selected tools for team building. economy. Includes creative team problem solving and decision making, team building tools, strategies and techniques, effective goal setting and meeting planning.

Reason for change	Updating language as part of	Program Review analysis.			
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles a 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.					
Cur	rent learning outcomes	New learning outcomes			
(require	ed information for all course revisions)	· ·			
perform p	otivate, and lead a diverse team to productively in an organization. and reward team performance.	Utilize effective team skills in building, motivating, rewarding and leading a high performance team in a diverse workplace environment.			
		 Apply an understanding of the various individual team member roles and behaviors to build and promote positive team relationships. 			
		 Apply strategies and facilitate team goals, objectives and plans to enhance productivity in organizations. 			
Reason for change	Updating language and modify Outcomes. This is a result of t	ing outcomes to more closely align with Program he annual assessment project.			
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.					
	Current prerequisite	s, corequisites and concurrent			
If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
Standard prerequisites - None					
☐ Placement into: .					
prefix & number:					
prefix & nun	prefix & number: Prerequisite Corequisite pre/cor				
Proposed prerequisites, corequisites and concurrent					
	you are NOT changing prerequisid prerequisites -	ites or co-requisites DO NOTHING in this area			
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☐ Placeme	ent into: .				

prefix & number:				
prefix & number:				
		1		-1
Is this course used for the inventory of related		ase confirm this by revie	wing	es O
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 <u>related instruction in CTE course form</u> at the same time as you submit this course revision form. Visit the comprehensive <u>related instruction website</u> for information and guidance.				
IMPACT ON OTHER E		AMPLICEC and theme		
that may impact othe	r departments or cam	CAMPUSES – are there operated by a comparison of the courses, such as academ prices or properties or	ic programs tha	
Please provide details,	who was contacted and	d the resolution.		
☐ Yes ☑ No				
Implementation Specify term (if AFTER the next available term)				
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission				
SAC Chair (type name) Email Date			Date	
Linda Paulson, Rebecca Robinson linda.paulson@pcc.edu 9/9/2013				
SAC Administrative	Liaison (type name)	Email	Email Date	
Kathy Castro kcastro@pcc.edu 9/9/2013				
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Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window			
CITCO	CDOX WITHOUT OPENS THE TASK WITHOUT		
\boxtimes	course number		
	title		
\boxtimes	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 <u>curriculum@pcc.edu</u>

Section #1 G	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.				

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	e course.			
LEADAUNIC	OUTCOMES. Describe what the	a4 d a .a4	will be able to do (fourt theore" (in the	r life relea co
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), Three to s	six outcomes
	rrent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
the student accomplished listed in this Content Gui wide Subject	essful completion of this course, will have satisfactorily ed the goals and objectives. Course Course Guide. Course ides are developed by colleget Area Curriculum Committees ed by management.	Create a professional and industry appropriate technical report.			
To more accurately reflect the skills the student will acquire in the course with measurable outcomes. 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:					
			pre/con		
prefix & nun			<u> </u>	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 & nun	nber:		☐ Prerequisite	☐ Corequisite	pre/con

prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con	
Is this course used	d for related instruction? Ple	ase confirm this by	yes	
reviewing the inve	ntory of related instruction to	emplates.	□ no	
If yes. Then check	to see if the hours of studer	nt learning should be ame	ended in the related instruction	
	the revision. This may requ			
comprehensive re	lated instruction website to for	or information and guidar	nce.	
IMPACT ON OTH	ED DEDADTMENTS AND C	AMDIICEC are there	changes being requested	
	ER DEPARTMENTS AND Cother departments or camp			
	eir program or as a prerec			
Please provide de	tails, who was contacted and	d the resolution.		
☐ Yes				
⊠ No				
Implementation	Next available term	after approval		
term 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				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Glen Truman gtruman@pcc.edu 10/23/2013				

Email

jkopet@pcc.edu

SAC Administrative Liaison

Julie Kopet

Date

10/23/2013

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		
\boxtimes	description (include requisites)		
\boxtimes	outcomes		
prerequisites and co-requisites			
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	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.				

Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(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.				
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), Three to s	six outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
(require	ed information for all course revisions)				
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 collegewide Subject Area Curriculum Committees and approved by management.			 Apply hand sketching skills in the development of technical mechanical drawings. Apply industry standards in the development of technical mechanical drawings. Incorporate and articulate appropriate specific industry vocabulary within the technical mechanical drawings. 		
Reason for change	To more accurately reflect the skills the student will acquire in the course with measurable outcomes.				
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ea ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test scor	res	· ·
·	Current prerequisite	s, core	quisites and cond	urrent	
	you are NOT changing prerequisi				
Standard	d prerequisites - WR 115, RD 115	and M	TH 20 or equivalen	t placement test s	cores
☐ Placeme	nt into: .				
prefix & number:			☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
16	Proposed prerequisit	•	•		
	<mark>you are NOT changing prerequis</mark> d prerequisites - WR 115, RD 115				
	nt into:		,		
prefix & nun	prefix & number:				☐ pre/con

prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	I for related instruction? Ple ntory of related instruction to		□ yes ⊠ no			
template to reflect	to see if the hours of studer the revision. This may requ ated instruction website to for	ire a related instruction of				
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	ouses, such as academ	ic programs that require			
Please provide det	tails, who was contacted and	d the resolution.				
☐ Yes ⊠ No						
Implementation term	Next available term a	after approval ER the next available teri	m) Fall 2014			
		cess before scheduling t	he course. See the timeline			
Section # 2 Depart	tment Review					
This proposal has been reviewed at the SAC level and approved for submission.						
S	SAC Chair Email Date					
Glen Truman <u>gtruman@pcc.edu</u> 10/23/2013						
SAC Adm	SAC Administrative Liaison Email Date					
Julie Kopet		jkopet@pcc.edu	10/23/2013			

Course Revision

Che	What do you want to change? Check all that apply- double click on the check box which opens the task window			
\boxtimes	course number			
	title			
\boxtimes	description (include requisites)			
	outcomes			
prerequisites and co-requisites				
<u>Gra</u>	Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	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.				

changing the prerequisites, please skip this section and go directly to requisite section below				
Current Description	Proposed Description			
(required information for all course revisions. Include requisites)	(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					
worker, fam are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citi	zen or lifelong lear	ners), Three to s	six outcomes
Cui	rrent learning outcomes		New lear	ning outcomes	
	ed information for all course revisions)			<u> </u>	
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 collegewide Subject Area Curriculum Committees and approved by management.			 Skillfully manipulate data from the system's CPU, hard drive and USB drive data storage devices. Use appropriate knowledge and skills when using a computer during the development of technical mechanical drawings. Create, store, retrieve, and modify drawings using attributes following industry standards. 		
Reason for change	on To more accurately reflect the skills the student will acquire in the course with measurable outcomes.				า
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ea ants to set the RD, WR and/or MTH p Opt out form.	quivalen	t placement test sco	res	_
	Current prerequisite	s, core	quisites and cond	urrent	
If	you are NOT changing prerequisi	tes or c	o-requisites DO No	OTHING in this ar	ea
Standard	d prerequisites - WR 115, RD 115	and M7	TH 20 or equivalen	t placement test s	cores
☐ Placeme	ent into: .				
prefix & nur	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & nur	nber:		☐ Prerequisite	☐ Corequisite	☐ pre/con
If	Proposed prerequisityou are NOT changing prerequisity	•	•		ea
	d prerequisites - WR 115, RD 115		•		
☐ Placement into: .					
prefix & nur	prefix & number:				☐ pre/con

prefix & number:		☐ Prerequisite	☐ Corequisite ☐ pre/con			
	I for related instruction? Ple ntory of <u>related instruction te</u>		□ yes⊠ no			
template to reflect	to see if the hours of studer the revision. This may requ ated instruction website to for	ire a related instruction co				
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerect	ouses, such as academi	ic programs that require			
Please provide det	tails, who was contacted and	d the resolution.				
☐ Yes ⊠ No						
Implementation	Next available term	after approval				
term	Specify term(if AFT)	ER the next available terr	n) Fall 2014			
	to complete the approval protails. www.pcc.edu/curriculu	cess before scheduling the				
Section # 2 Depart	tment Review					
This proposal has been reviewed at the SAC level and approved for submission.						
SAC Chair Email Date						
Glen Truman	Glen Truman gtruman@pcc.edu 10/23/2013					
SAC Adm	ninistrative Liaison	Email	Date			
Julie Kopet		ikopet@pcc.edu	10/23/2013			

Course Revision

What do you want to change?				
Check all that apply- double click on the				
check box which opens the task window				
title				
□ prerequisites and co-requisites				
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	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.				

Current Description	Proposed Description	
(required information for all course revisions. Include requisites)	(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	

		2	7			
Reason for change	9.,					
worker, fami are recomm guidance on Cur	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)					
1. Demonstrate competency when dimensioning all types of technical mechanical drawings using ANSI/ASME Standards 2. Demonstrate a through understanding of tolerancing practices used to develop fits and limits when designing mating parts. 3. Understand surface finishing concepts and correctly use surface finish symbols when producing mechanical drawings. 4. Understand and use American National Standard Limits and Fits			 Competently dimension technical mechanical drawings using ANSI/ASME standards. Apply a thorough understanding of tolerancing practices used to develop fits and limits to create technical mechanical drawings. Use and understand surface finishing concepts to correctly apply surface finish symbols to create technical mechanical drawings. Use assignments to research products on the internet and incorporate them to create technical mechanical drawings. Apply and use ANSI limits and fits tables and incorporate into technical mechanical drawings. 			
Reason for change	The use of measurable outcomes	S.				
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 X Prerequisite ☐ Corequisite ☐ pre/con						

Prerequisite ☐ Corequisite prefix & number: 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

2

☐ Placement into: .				
prefix & number: CADD 160	X Prerequisite	☐ Corequisite ☐ pre/con		
prefix & number:	Prerequisite	☐ Corequisite ☐ pre/con		
	1			
Is this course used for related instruction? Ple reviewing the inventory of related instruction to	•	□ yes ⊠ no		
If yes. Then check to see if the hours of stude template to reflect the revision. This may request comprehensive related instruction website to	uire a related instruction of	curriculum revision. Visit the		
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 an	d the resolution.			
☐ Yes ⊠ No				
Implementation				
term Specify term(if AFT	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				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
SAC Chair Email Date				
Glen Truman	gtruman@pcc.edu	10/23/2013		
SAC Administrative Liaison	Email	Date		
Julie Kopet jkopet@pcc.edu 10/23/2013				

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			
prerequisites and co-requisites			
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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.			

changing the prerequisites, please skip this section and go directly to requisite section below			
Current Description	Proposed Description		
(required information for all course revisions. Include requisites)	(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.		

		30			
DRF 133.					
Reason for change	To reflect the prefix and number	r 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.					
	rent learning outcomes ed information for all course revisions)	New learning outcomes			
the student accomplished listed in the Guides, included fasted threat practions and 2. Under the second and 2. Under the second second second second second draw	ssful completion of this course shall have satisfactorily ed the goals and objectives. Course Content and Outcome uding: constrate a thorough erstanding of threads and eners, including; types of ads, types of fasteners, and tices involved when choosing drawing fasteners. erstand basic spring theory and ble to draw a representation of lical springs. erstand and identify types of and key sizes. erstand working drawings, emblies and details, and ectly produces both types of vings.	 Competently dimension technical mechanical drawings using ANSI/ASME standards. Create a technical mechanical working drawing. Create a technical mechanical assembly drawing Create technical mechanical detail drawings incorporated in a technical mechanical assembly drawing. Identify welding symbols. Create technical mechanical weldment drawings incorporating welding symbols. 			
Reason	The use of measurable outcomes	s that match the course content.			

tor change

Prerequisite Opt out form.

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

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 133	X Prerequisite	☐ Corequisite	pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con
If you a	Proposed prerequisites re NOT changing prerequisites	s, corequisites and conc		
	quisites - WR 115, RD 115 a			
☐ Placement into	: .	·		
prefix & number:	CADD 165	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/con
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template to reflect	to see if the hours of studenthe revision. This may requilated instruction website to fo	re a related instruction of	urriculum revision	
		· ·		
that may impact	ER DEPARTMENTS AND Capther departments or campleir program or as a prerequent	uses, such as academ	ic programs that	
	tails, who was contacted and			
☐ Yes ☑ No				
Implementation term	• • • • • • • • • • • • • • • • • • • •			
	to complete the approval processes.	cess before scheduling		ne timeline
Tot approvation details. www.pcc.edu/cumculum				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
5	SAC Chair Email Date			Date
Glen Truman gtruman@pcc.edu 10/23/2013			13	
SAC Administrative Liaison Email Date			Date	
Julie Kopet <u>jkopet@pcc.edu</u> 10/23/2013				13

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		
\boxtimes	description (include requisites)		
\boxtimes	outcomes		
\boxtimes	prerequisites and co-requisites		
Gra	de option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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.			

changing the prerequisites, please skip this section and go directly to requisite section below				
Current Description	Proposed Description			
(required information for all course revisions. Include requisites)	(include requisites)			
In-depth study of computer aided drafting using AutoCAD software. Covers slide files, block attributes, user coordinate systems, v-pooints, 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	n. 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.

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				
 The student shall develop knowledge and skills in the alteration of AutoCAD drawing entities using intermediate editing features. The student shall develop knowledge and skills in the creation of AutoCAD drawing entities using intermediate drawing features. The student shall develop knowledge and skills in the creation and manipulation of AutoCAD block attributes. The student shall develop knowledge and skills in the creation of slide files, and writing AutoCAD scripts. The student shall develop knowledge and skills in the usage of the User Coordinate Systems. The student shall develop knowledge and skills in the creation and viewing of various three dimensional objects. 	 Use AutoCAD to alter drawing entities using intermediate editing features. Use AutoCAD to create entities using intermediate drawing features. Create and manipulate AutoCAD block attributes. Create slide files and write AutoCAD scripts. Use the User Coordinate Systems to create 3-D entities. 				
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 ar	If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
☐ Standard prere	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into	: .					
prefix & number: I	ORF 126		X Prerequisite	☐ Corequisite ☐ pre		pre/con
prefix & number:			☐ Prerequisite	□Со	requisite	☐ pre/con
•	Proposed prerequisite NOT changing prerequisite	es or c	o-requisites DO N	OTHING		
Standard prere	quisites - WR 115, RD 115 a	and MT	H 20 or equivalen	t placer	nent test s	cores
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prefix & number: (CADD 126		X Prerequisite	Со	requisite	☐ pre/con
prefix & number:			Prerequisite	Со	requisite	pre/con
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	If or related instruction? Ple ntory of related instruction te		•		yes no	
template to reflect	to see if the hours of studer the revision. This may requ ated instruction website to for	ire a re	elated instruction c	urriculu		
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequity	puses,	such as academ	ic prog	rams that	
	tails, who was contacted and			<u> </u>		
☐ Yes ⊠ No						
Implementation	Next available term	after ap	oproval			
term	Specify term(if AFT)					e e
	to complete the approval pro tails. www.pcc.edu/curriculu		etore scheduling t	ne cour	se. See tr	ne timeline
	·					
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission.						
SAC Chair		atrum	Email 10/23/2		10/23/20	Date
Glen Truman		guuii	<u>nan@pcc.edu</u> 10/23/20		10/23/20	10
SAC Administrative Liaison			Email	Date		
Julie Kopet jkopet@j			t@pcc.edu		10/23/20	13

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window			
\boxtimes	course number		
	title		
\boxtimes	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 <u>curriculum@pcc.edu</u>

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.			

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.					
Cu	urrent learning outcomes	New learning outcomes			
(required information for all course revisions)					
gen	etch two-dimensional profiles to nerate three-dimensional solid	1.	Demonstrate competency with multiple drawing and modification commands.		
mod	dels.	2.	Create three-dimensional solid models.		
hole	eate adaptive features such as es, cuts, extrusions, fillets, and	3.	Create three-dimensional assemblies incorporating multiple solid models.		
	imfers.	4.	Apply industry standards in the		
vari	monstrate competency with ious menus and modification nmands.		development of technical mechanical drawings.		
plar	eate three-dimensional work nes using AutoCAD Inventor tware.				
	nerate revolved parts, swept tures, lofts, and blends.				
	Understand and implement adaptive features within solid models.				
7. Develop basic assembly-centric applications of multiple solid models.					
Develop engineering drawings and presentation files that include assemblies.					
Implement Work Groups and the Engineer's Notebook.					
Reason for measurable outcomes.			ent will acquire in the course with		

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

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

Current prerequisites, corequisites and concurrent

If you are NOT changing prerequisites or co-requisites DO NOTHING in this area					
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
☐ Placement into:	:.				
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
If you ar	Proposed prerequisite e NOT changing prerequisite	s, corequisites and conc		rea	
•	quisites - WR 115, RD 115 a				
☐ Placement into:	: .				
prefix & number:		☐ Prerequisite	Corequisite	pre/con	
prefix & number:		☐ Prerequisite	☐ Corequisite	pre/con	
		•			
	I for related instruction? Pleantory of related instruction te		☐ yes ☐ no		
template to reflect	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.				
	ated instruction website to ic	or information and guidar	ice.		
IMPACT ON OTHI	ER DEPARTMENTS AND Cother departments or camp	AMPUSES – are there ouses, such as academ	changes being reic programs that		
IMPACT ON OTHI that may impact of this course for the	ER DEPARTMENTS AND C	AMPUSES – are there ouses, such as academ uisite for courses or pr	changes being reic programs that		
IMPACT ON OTHI that may impact of this course for the	ER DEPARTMENTS AND Cother departments or campeir program or as a prereq	AMPUSES – are there ouses, such as academ uisite for courses or pr	changes being reic programs that		
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and line in the contact of the	AMPUSES – are there ouses, such as academ uisite for courses or produced the resolution.	changes being re ic programs that ograms?		
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Next available term a Specify term(if AFTE complete the approval pro	AMPUSES – are there ouses, such as academuisite for courses or produced the resolution. After approval ER the next available tericess before scheduling to	changes being reic programs that ograms?	require	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Next available term a Specify term(if AFTE	AMPUSES – are there ouses, such as academuisite for courses or produced the resolution. After approval ER the next available tericess before scheduling to	changes being reic programs that ograms?	require	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Specify term (if AFTE o complete the approval protails. www.pcc.edu/curriculu	AMPUSES – are there ouses, such as academuisite for courses or produced the resolution. After approval ER the next available tericess before scheduling to	changes being reic programs that ograms?	require	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to for approval for det Section # 2 Depart	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Specify term (if AFTE o complete the approval protails. www.pcc.edu/curriculu	AMPUSES – are there ouses, such as academ uisite for courses or produced the resolution. After approval ER the next available term cess before scheduling the sum	changes being reic programs? m) Fall 2014 the course. See the	require	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to for approval for det Section # 2 Depart This proposal has	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequalis, who was contacted and Specify term(if AFTE to complete the approval protails. www.pcc.edu/curriculument Review	AMPUSES – are there ouses, such as academ uisite for courses or produced the resolution. After approval ER the next available term cess before scheduling the sum	changes being reic programs that ograms? m) Fall 2014 he course. See the bonission.	require	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to for approval for det Section # 2 Depart This proposal has	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Specify term (if AFTE complete the approval protails. www.pcc.edu/curriculument Review been reviewed at the SAC least the contact of the complete the saccount of the complete the approval protails.	AMPUSES – are there obuses, such as academuisite for courses or produced the resolution. After approval ER the next available termoses before scheduling the course before scheduling the course and approved for subsequent	changes being reic programs that ograms? m) Fall 2014 he course. See the bonission.	he timeline Date	
IMPACT ON OTHI that may impact of this course for the Please provide det Yes No Implementation term Allow 4-6 months to for approval for det Section # 2 Depart This proposal has S Glen Truman	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequals, who was contacted and Specify term (if AFTE complete the approval protails. www.pcc.edu/curriculument Review been reviewed at the SAC least the contact of the complete the saccount of the complete the approval protails.	AMPUSES – are there ouses, such as academ uisite for courses or produced the resolution. After approval ER the next available term cess before scheduling to me well and approved for sule Email	changes being reic programs that rograms? m) Fall 2014 he course. See the bmission.	he timeline Date	

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window			
\boxtimes	course number		
	title		
\boxtimes	description (include requisites)		
\boxtimes	outcomes		
\boxtimes	prerequisites and co-requisites		
Gra	Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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	, , , , , , , , , , , , , , , , , , , ,			

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						
worker, family member, community citizen, gl	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	New learning outcomes					
(required information for all course revisions)						
Demonstrate competency with various drawing and modification commands.	 Competently apply drawing and modification commands. 					
Create three-dimensional solid models using AutoCAD software.	Create 3-Dimensional solid models using AutoCAD software.					
Develop assembly type drawings using multiple solid models.	 Create technical mechanical assembly drawings using multiple solid models. 					
Generate paper space layouts from model space geometry.	 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 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 136	X Prerequisite					
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 136	X Prerequisite					
prefix & number:	☐ Prerequisite ☐ Corequisite ☐ pre/con					
In this course would be a little of the course of the cour	and the first bar					
Is this course used for related instruction? Pl	ease confirm this by yes					

 \boxtimes

no

reviewing the inventory of related instruction templates.

template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.					
that may impact of	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 de	ails, who was contacted and the resolution.				
Yes					
⊠ No					
Implementation	□ Next available term after approval				
term	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					

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

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window				
\boxtimes	course number			
	title			
\boxtimes	description (include requisites)			
\boxtimes	outcomes			
\boxtimes	prerequisites and co-requisites			
Grade option change				

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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		Proposed Description	
	(required information for all course revisions. Include requisites)	(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.	

•	stock (shelf) items and custom erequisite: DRF 135, DRF 136	Prerequisite: CADD 165, CADD 136
Reason for change	Reflects change in prefix and nu	ımber

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 recomi	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.					
	urrent learning outcomes	New learning outcomes				
(requi	red information for all course revisions)					
the studen accomplish listed in thi course cor college-wid approved to Develop kind belt and geshall be abrequired reduired in power and Develop kind bevers. The linkages the types of modern power and power a	ressful completion of this course, the will have satisfactorily and the goals and objectives is course content guide. The attent guides are developed by the subject area faculty and by management. Thouse of moasurable outcomes and skill in selecting and the size requirements. Thouse and skill in selecting and the size required relative to application requirements. Thouse of moasurable outcomes and the size required relative to application and timing. These reliable are found in all scales of including machines that the components. The student shall be for a specified motion, design; and diagram the motion result. Thouse of moasurable outcomes are nowledge and skill in the by drafting layouts of motion manufacturing drawings.	2) 3) 4)	preparation of technical mechanical drawings. Research and apply online resources to identify parts and incorporate them in the preparation of technical mechanical drawings. Reference the Machinery's Handbook to determine the correct size tolerance for detail parts and apply to technical mechanical drawings.			
Reason The use of measurable outcomes that match the course content.						

for change

2

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form. **Current prerequisites, corequisites and concurrent** If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores ☐ Placement into: . Prerequisite prefix & number: DRF 135 X Corequisite pre/con X Prerequisite ☐ Corequisite prefix & number: DRF 136 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 X Corequisite ☐ Prerequisite pre/con X Prerequisite prefix & number: CADD 136 Corequisite pre/con Is this course used for related instruction? Please confirm this by yes reviewing the inventory of related instruction templates. X 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 \boxtimes No Implementation П Next available term after approval term 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 Section # 2 Department Review This proposal has been reviewed at the SAC level and approved for submission. SAC Chair Email Date Glen Truman gtruman@pcc.edu 10/30/2013 SAC Administrative Liaison Email Date

Julie Kopet	jkopet@pcc.edu	10/30/2013

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	
\boxtimes	description (include requisites)	
\boxtimes	outcomes	
\boxtimes	prerequisites and co-requisites	
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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 co	urse number syste	m 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

changing the prerequisites, please skip this s	cotion and go directly to requisite section below
Current Description	Proposed Description
(required information for all course revisions. Include requisites)	(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.

managemer 136. Audit a	nt techniques. Prerequisite: DRF vailable.				
Reason for change	To reflect the course prefix chan	ge			
worker, fami are recomm	OUTCOMES: Describe what the ily member, community citizen, gluended. See the course outcomes writing good outcomes.	obal citiz	en or lifelong lear	ners), Three to s	six outcomes
Cur	rent learning outcomes		New lear	ning outcomes	
	ed information for all course revisions)			J	
know and syste	The student shall develop knowledge and skills in the creation and edification of AutoCAD menu systems using basic to advanced 1. Create and edit AutoCAD menu using basic to advanced customization principles. 2. Competently implement basic AutoLISP				nization
customization principles. functions.					
Demonstrate competency in understanding and implementing basic AutoLISP functions. 3. Create AutoLISP programs that are task oriented and problem solving in nature.					
Create AutoLISP programs that are task oriented and problem solving in nature.					
Reason for change					
prerequisites	S: Note: If this course has been appro : WR 115, RD 115, and MTH 20 or ed ants to set the RD, WR and/or MTH p Opt out form.	quivalent _l	placement test sco	res	
'	Current prerequisite	s, coreq	uisites and cond	current	
If	you are NOT changing prerequisi	tes or co	-requisites DO N	OTHING in this ar	ea
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores					
Placement into: .					
prefix & number: DRF 136 X Prerequisite					
prefix & num	nber:		Prerequisite	☐ Corequisite	☐ pre/con
lf	Proposed prerequisityou are NOT changing prerequisi	•	•		ea
	prerequisites - WR 115, RD 115				
☐ Placeme	nt into: .				

prefix & number: CADD 136		X Prerequisite	Corequisite	pre/con
prefix & number:		☐ Prerequisite	Corequisite	pre/con
		<u> </u>		
	d for related instruction? Ple ntory of related instruction te		☐ yes ⊠ no	
template to reflect	to see if the hours of studer the revision. This may requ lated instruction website to for	ire a related instruction c	urriculum revision.	
that may impact of	ER DEPARTMENTS AND Cother departments or campeir program or as a prerequent	ouses, such as academ	c programs that	<u> </u>
Please provide details, who was contacted and the resolution.				
☐ Yes ⊠ No				
Implementation	Next available term a	after approval		
term 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				
Section # 2 Department Review				
This proposal has been reviewed at the SAC level and approved for submission.				
S	SAC Chair	Email	D	ate
Glen Truman		gtruman@pcc.edu	10/30/201	13

Email

jkopet@pcc.edu

SAC Administrative Liaison

Julie Jopet

Date

10/30/2013

Course Revision

prerequisites and co-requisites Grade option change
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ectronically to

Section #1 G	eneral 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 co	urse number syste	em 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	

dimensione	arts and assemblies; generate d layouts; and Bill of Materials of and assemblies. Audit	
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.

guidance o	n writing good outcomes.		
Current learning outcomes			New learning outcomes
(requi	red information for all course revisions)		
gen	etch two-dimensional profiles to nerate three-dimensional solid dels.		Demonstrate competency with multiple drawing and modification commands. Create three-dimensional solid models.
hole	eate adaptive features such as es, cuts, extrusions, fillets, and amfers.		Create three-dimensional assemblies incorporating multiple solid models.
3. Der vari	monstrate competency with ious menus and modification nmands.	4.	Apply industry standards in the preparation of technical mechanical drawings.
	ate three-dimensional work nes using SolidWorks software.		
	nerate revolved parts, swept tures, lofts, and blends.		
	derstand and implement adaptive tures within solid models.		
	velop basic assembly-centric blications of multiple solid models.		
8. Dev	velop engineering drawings and sentation files that include emblies.		
Reason for change	No learning outcomes were include	ded in the c	urrent 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

Standard prered	☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores				scores
☐ Placement into:	Placement into: .				
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:			☐ Prerequisite	☐ Corequisite	☐ pre/con
	Proposed prerequisite		•		
	e NOT changing prerequisite quisites - WR 115, RD 115 a				
☐ Placement into:	•		20 0. 044	- piacomoni toot	
prefix & number:			☐ Prerequisite	☐ Corequisite	pre/con
prefix & number:			Prerequisite	☐ Corequisite	pre/con
prenz & number.				Corequisite	pre/con
	Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.				
template to reflect	to see if the hours of studen the revision. This may requi ated instruction website to fo	ire a re	elated instruction c	urriculum revision	
eemprenener <u>ren</u>	to re		mation and galaci	1001	
that may impact of	ER DEPARTMENTS AND Control of the departments or campeir program or as a prerequity.	ouses,	such as academ	ic programs that	
Please provide details, who was contacted and the resolution.					
☐ Yes ⊠ No					
Implementation term	☐ Next available term a☐ Specify term(if AFTE	•	•	m) Fall 2013	
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair			Email		Date
Glen Truman		gtrum	an@pcc.edu	10/30/20	113
SAC Adm	inistrative Liaison		Email [Date
Julie Kopet jkopet@pcc.edu 10/30/2013)13	

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window		
\boxtimes	course number	
	title	
\boxtimes	description (include requisites)	
\boxtimes	outcomes	
\boxtimes	prerequisites and co-requisites	
Grade option change		

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	eneral 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 co	urse number syste	m 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.		

Re	ason
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 New learning outcomes (required information for all course revisions) 1. Sketch two-dimensional profiles to 1. Demonstrate competency with advanced generate three-dimensional solid multiple drawing and modification commands. models. 2. Create adaptive features such as 2. Create three-dimensional solid models. holes, cuts, extrusions, fillets, and 3. Create three-dimensional assemblies chamfers. incorporating multiple solid models. 3. Demonstrate competency with 4. Apply industry standards in the preparation various menus and modification of technical mechanical drawings. commands. 4. Create three-dimensional work planes using SolidWorks software. 5. Generate revolved parts, swept features, lofts, and blends. 6. Use Excel spreadsheets with SolidWorks software. 7. Develop complex assemblies of multiple solid models. 8. Develop engineering drawings and presentation files that include assemblies. 9. Develop sheet metal parts for use within a manufacturing environment 10. Recognize surfacing tools within SolidWorks. Reason No learning outcomes were included in the current CCOG

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: [X Prerequi	site	quisite pre/con			
prefix & number:		☐ Prerequi	site Cored	quisite pre/con		
If you ar	Proposed prerequisite re NOT changing prerequisite	•		n this area		
	quisites - WR 115, RD 115 a	•				
☐ Placement into	: .					
prefix & number: (CADD 175	X Prerequi	site Core	quisite pre/con		
prefix & number:		Prerequ	site Cored	quisite pre/con		
If yes. Then check template to reflect	d for related instruction? Plentory of related instruction te to see if the hours of studer the revision. This may require the instruction website to fe	mplates. It learning should be ire a related instruction.	tion curriculum	ne related instruction		
comprenensive rei	ated instruction website to for	or information and g	juidance.			
that may impact of	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						
Section # 2 Department Review						
This proposal has been reviewed at the SAC level and approved for submission.						
SAC Chair Glen Truman		Email gtruman@pcc.edu	. 1	Date 0/30/2013		
	ninistrative Liaison		Email Date			
Julie Kopet jkopet@pcc.edu 10/30/2013						

Course Revision

What do you want to change? Check all that apply- double click on the check box which opens the task window			
\boxtimes	course number		
	title		
\boxtimes	description (include requisites)		
\boxtimes	outcomes		
	prerequisites and co-requisites		
Grade option change			

Save this document as the course prefix and number

Send completed form electronically to <u>curriculum@pcc.edu</u>

Section #1 G	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 co	urse number syste	m 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 char	nge

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 d	on writing good outcomes.				
Current learning outcomes		New learning outcomes			
(required information for all course revisions)					
ger	etch two-dimensional profiles to nerate three-dimensional solid dels.	1.	Demonstrate competency with advanced multiple drawing and modification commands.		
	eate adaptive features such as	2.	Create three-dimensional solid models.		
	es, cuts, extrusions, fillets, and amfers.	3.	Create three-dimensional assemblies incorporating multiple solid models		
var	monstrate competency with ious menus and modification mands.	4.	Apply industry standards in the preparation of technical mechanical drawings.		
pla	eate three-dimensional work nes using AutoCAD Inventor tware.				
	nerate revolved parts, swept tures, lofts, and blends.				
	eate and implement iParts and ates.				
	e Excel spreadsheets with toCAD Inventor.				
	velop complex assemblies of ltiple solid models.				
pre	velop engineering drawings and esentation files that include semblies.				
	velop sheet metal parts for use hin a manufacturing environment				
	cognize surfacing tools within toCAD Inventor.				
Reason for					
change					

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following

2

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.					
	corequisites and concurrent				
If you are NOT changing prerequisite	•				
Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent place	ment test scores			
Placement into: .					
prefix & number: DRF 185	<u> </u>	requisite pre/con			
prefix & number:	☐ Prerequisite ☐ Co	prequisite pre/con			
	s, corequisites and concurrent				
If you are NOT changing prerequisite	s or co-requisites DO NOTHIN	G in this area			
☐ Standard prerequisites - WR 115, RD 115 ar	nd MTH 20 or equivalent place	ment test scores			
☐ Placement into: .					
prefix & number: CADD 185	X Prerequisite Co	prequisite pre/con			
prefix & number:					
		•			
Is this course used for related instruction? Plea reviewing the inventory of related instruction terms.		yes no			
If yes. Then check to see if the hours of student template to reflect the revision. This may requir comprehensive related instruction website to for	re a related instruction curriculu				
IMPACT ON OTHER DEPARTMENTS AND CA that may impact other departments or camputhis course for their program or as a prerequ	uses, such as academic prog	rams that require			
Please provide details, who was contacted and		<u>. </u>			
☐ 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					
Section # 2 Department Review					
This proposal has been reviewed at the SAC level and approved for submission.					
SAC Chair Email Date					
Glen Truman gtruman@pcc.edu 5/14/2013					
SAC Administrative Liaison Email Date					

Julie Kopet	jkopet@pcc.edu	5/14/2013

New Course Lower Division Collegiate (LDC)

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

Section #1 Gene	Section #1 General Information					
Departments:	Political Science	Submitter	Michael Sonnleitner			
		name	971-722-5152			
		Phone	msonnlei@pcc.edu			
0 5 "	D2 404	# Credits:				
Course Prefix and Number:	PS 104		4			
Course Title:	Citizenship & Engagement:	Transcript Title	Problems i	n U.S. Politics		
(60 characters max)	Problems in U.S. Politics	(30 characters max)				
Can this course	New LDC courses may not be repeated for credit effective	Contact hours: PER	Lecture: 40			
be repeated?	2013-14 school year.	QUARTER	Lec/lab: 0			
		4. 07 11 11 21 1	Lab: 0			
If the course is	repeatable then provide a					
compelling argu	ıment.					
Is this course equivalent to another? If yes, they		Yes	Course Number and Title			
	me description and outcomes.	No				
	NS: Check as many or as few option	•	مم مطلامط الثيب	ion listed at the top of the		
	ault grade option. What is the de for the CRN. Students who do not					
will automatically	be assigned to the default grade of	option. Call the C	urriculum Offi	ce if you have questions 971-722-		
7813. For more	details on grade options see the A					
		Check all that apply		Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
Audit in consultation with faculty						
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.						
Course						
Description:	Introduces problems in U.S. polit	ics including issue	es relating to	citizenship and controversial topics		
(field will expand as needed)	of public policy concern. Promot	es respect for dive	erse perspect	ives as it provides background		
information current and prospective U.S. citizens will find helpful to the successful cor wide range of future courses in Political Science.				to the successful completion of a		
	mas range of ratare coarses in r	childa Colonido.				

Addendum to
Course
Description:

design:

(from CCOG)

each individual instructor.

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.

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		
	ites, or additional prerequisites can be requested. However, if the SAC wants to set the RD,	
	erequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Pre railable on the Curriculum website pcc.edu/curriculum	requisite
	rerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
	into: WR 115 and RD 115. Placement into:	
course prefix & n	number:	pre/co
course prefix & n		pre/co
course prefix & n		pre/co
None – please ex		
	UTCOMES: Describe what the student will be able to do "out there" (in their life role	
	member, community citizen, global citizen or lifelong learners). Three to six outcomb. See course outcomes guidelines on the curriculum website for more guidance on	
good outcomes		witang
Learning		
Outcomes: (Use observable	1. Communicate how U.S. political history, culture, and demographic changes have impa	icted
and measurable verbs)	immigration policies over time and how these policies impact us today. 2. Examine national, state, and local government relations in the U.S., analyzing policym	akina
VC100)	processes as these impact issues ranging from gender to the treatment of ethnic minorities	
	3. Communicate with improved literacy regarding political concepts and vocabulary, usin helpful also to those who desire to take the U.S. Citizenship Test in both written and oral	
	4. Reason qualitatively regarding selected policy issues as these may be applied to a wid	
	of subfields within the discipline of Political Science as well as to future courses in these	
	5. Examine cultural and global interactions, including the changing technological environ these affect life in the U.S. regarding issues like wealth disparity and environmental susta	
	6. Think critically about the ethical and social requirements of responsible citizenship, sh	
	respect for disagreement while evaluating how political systems and the policies produce affect the diverse social world in which we live.	a by mem
Course activities and	This can be also be able to the state of the	
activities and	This course will be taught by instructors who have at least an M.A. degree in Political Science	ence.

Politics, or International Relations. It may be conducted through combinations of methods and

supplementary readings, films, guest speakers, and other classroom aids at the discretion of the

tools which may include lectures, classroom discussions, group presentations, texts and

Outcomes assessment strategies:

Different techniques may be used for assessment which will be determined by the individual instructor. These may include:

- * Multiple choice exams. (emphasized in the first 5 weeks)
- * Oral exams. (emphasized in the first 5 weeks)
- * Short written essays or outlines. (appropriate throughout the course)
- * Group discussions & projects. (emphasized in the last 5 weeks)
- * Student demonstrations or presentations. (emphasized in the last 5 weeks)

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.

Instructional materials will incorporate modest amounts of relatively easy reading. In the first half of the course, materials like the Citizenship Class Manual (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 Citizenship Manual and Learn About the United States (produced by U.S. Citizenship & 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).

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.

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.

Course Content: Themes, Concepts, Issues and Skills:

(from CCOG)

Five Weeks developing skills useful for U.S. Citizenship as these relate to learning about

- Types of Citizenship & Waves of Immigration
- Major Events in U.S. History as it has evolved over time
- The Three Branches of U.S. Government
- Civil Liberties & Freedom of Expression
- Civil Rights & Movements for Change
- Political Concepts & Vocabulary needed for Political Literacy

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):

- U.S. Government: National, State, & Local Levels
- Political Theory & Contemporary Ideologies
- Comparative Politics & Systems of Government
- International Relations & Globalization
- Political Culture & Political Socialization

Reason for	the
new course	į

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.

Section #2 Transferabiltiy

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

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

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

Which OUS school will the course transfer to? List all	The University of Oregon, Oregon State University, Portland State University, Western Oregon University.
How does it transfer	☐ required or support for major☐ general education distribution requirement
Check all that apply	general education distribution requirement general elective other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ 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?	☐ Yes – Submit the General Education form☒ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	 ⋈ on campus hybrid on-line (complete DL Modality form, obtain signa other (explain) 	ture and submit)
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:

62		
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Depar	tments	
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.	did occur with Terri Barnes the HST 100 "Introduction t	ith other SACs at PCC was needed, communication (Co-Chair of the History SAC). She confirmed that o History" course, approved with a prerequisite of id not seek approval either for General Education or
Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Implementation term:	Next available term a	after approval
	☐ Specify term AFTER	the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.		
Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair (type name)		Email
Rose Bettencourt		rbettenc@pcc.edu
SAC Administrative Liais	on (type name)	Email
Karen Sanders		ksanders@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum $-$ DC $-$ 4 th floor.		

New Course Lower Division Collegiate (LDC)

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

Section #1 General Information				
Departments:	Political Science	Submitter	Michael Sor	nnleitner
		name	971-722-51	52
		Phone	msonnlei@p	occ.edu
0 5 "	D0 044	# Credits:		
Course Prefix and Number:	PS 241		4	
Course Title:	Modern India & Its Neighbors	Transcript Title	Modern Ind	dia & Its Neighbors
(60 characters max)		(30 characters max)		
Can this course	New LDC courses may not be repeated for credit effective	Contact hours:	Lecture: 40	
be repeated?	2013-14 school year.	PER QUARTER	Lec/lab: 0	
			Lab: 0	
If the course is	repeatable then provide a			
compelling argu	ıment.			
		_		
•	uivalent to another? If yes, they	Yes	Course Nun	nber and Title
must have the same description and outcomes.		⊠ No		
GRADE OPTIONS: Check as many or as few options as you'd like				
Choose the default grade option . What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu				
will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-				
7813. For more details on grade options see the Academic Standards and Practices Handbook.				
		Check all th	at apply	Default (Choose one)
A-F (letter grade)		\boxtimes		
	Pass/No pass			
Audit in consultation with faculty				
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.				
Course		1		
Description:	Introduces the politics and history	y of India emphas	izing economi	ic and other polices since 1947.
(field will expand as needed)	Explores India's relationship to A	fghanistan, Pakis	an, Banglade	sh, Nepal, Bhutan, Sri Lanka and
1.00000)	elsewhere. Examines diverse de impacts with local and global imp		gies while ass	essing environmental and other

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.

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				
	requisites - WR 115, RD 115 and MTI	H 20 or equi	val	lent placement test scores
☐ Placement in	nto:	☐ Placei	mei	ent into:
course prefix & n	umber:			Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:			Prerequisite ☐ Corequisite ☐ pre/co
course prefix & n	umber:			Prerequisite Corequisite pre/co
None – please ex	plain			
worker, family n	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.			long learners). Three to six outcomes are
Learning Outcomes: (Use observable and measurable verbs)	taran da antara da a			
Course activities and design: (from CCOG)	lectures, classroom discussions, gro	up presenta	tior	ns of methods and tools which may include ns, texts and supplementary readings, films, scretion of the each individual instructor.

65				
Outcomes assessment strategies:	Different techniques may be used for assessment which will be determined by the individual instructor. They may include: *Written essays. *Term papers. *Group projects. *Student demonstrations or presentations. *Research projects or other projects with specified rating criteria.			
Course Content: Themes, Concepts, Issues and Skills: (from CCOG)	Six weeks on India Political History of South Asia prior to 1947. The Multicultural History of South Asia Diversity in India: Caste, Language, Religion, & Geography India's Federal Political System & Government Structure Political Parties, Multiculturalism & the Challenge of Unity Socialism, War, & Society 1948-1991 Economic Liberalization 1990-now Economic Development: Positive and Negative Consequences Human Rights, Security, & Foreign Policy One Week on Pakistan & Bangladesh Islamic Republic of Pakistan: Government & Policies Bangladesh: Government & Policies since 1971 One Week on Afghanistan Afghanistan: Government & Policies The "War on Terror" & its Impacts One Week on Nepal & Bhutan Nepal: Government, Policies, & "Greatest Happiness Principle" One Week on Sr. Lanka, the Maldive Islands, and the Global Importance of South Asia Sri Lanka: Government & Policies The Maldive Islands: Government & Policies			
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 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 200 course at PCC, with the goal of			

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.

Section #2 Transferabiltiy

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

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

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

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	 ☑ required or support for major ☑ general education distribution requirement ☑ general elective ☐ other (provide details) 	
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ 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?		

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	 □ on campus □ hybrid □ on-line (complete DL Modality form, obtain signa □ other (explain) 	iture and submit)
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	ovide 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.

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.	
Implementation term:	Next available term after approval	
	Specify term AFTER the next available	
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC		

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type name)	Email				
Rose Bettencourt	rbettenc@pcc.edu				
SAC Administrative Liaison (type name)	Email				
Karen Sanders	ksanders@pcc.edu				

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

New Course Lower Division Collegiate (LDC)

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

L					
Section #1 General Information					
Departments:	Political Science	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 msonnlei@pcc.edu		
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	New LDC courses may not be repeated for credit effective	Contact hours:	Lecture: 40		
be repeated?	2013-14 school year.	PER QUARTER	Lec/lab: 0		
			Lab: 0		
If the course is repeatable then provide a compelling argument.					
Is this course equivalent to another? If yes, they			Course Number and Title		
must have the same description and outcomes.		☐ No	EC 242 Modern China & Its Neighbors		
GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	· ·	Check all th	at apply	Default (Choose one)	
	A-F (letter grade)				
	Pass/No pass				
Audit in consultation with faculty					
Begin each sentence in the course description with an active verb, i.e. provides, explores, introduces, covers, presents, continues, promotes, and improves. Do not use the words: "course" or "students". Include any recommendations in the description. Please limit the description to 1-3 sentences.					
Course Description: (field will expand as needed) Introduces 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 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.

General Educati	on/Discipline	Studies Standard Pre	requisite A	ppı	roval				
standard prerequ these prerequisite and/or MTH prere	isites: WR 115, es, or additiona equisites at a lo	oval for the Gen Ed/Dis , RD 115 and MTH 20 I prerequisites can be wer level on the Gen E urriculum website pcc.e	or equivaler requested. H Ed/Discipline	t pl How St	acement test seever, if the SA	cores C wa	s. Higher level nts to set the	s of RD,	any of WR
	requisites - WR	R 115, RD 115 and MT	H 20 or equi	ival	ent placement	test s	cores		
☐ Placement in	ito:		☐ Place	mer	nt into:				
course prefix & n	umber:				Prerequisite		Corequisite] pre/co
course prefix & n	umber:				Prerequisite		Corequisite] pre/co
course prefix & n	umber:				Prerequisite		Corequisite] pre/co
None – please ex	plain								
		scribe what the stud					•		
	· ·	nunity citizen, global utcomes guidelines o			,				
good outcomes		ulcomes guidelines (on the cum	Cui	um website it	טווו וכ	ne <u>quidance</u>	UII	witting
Learning Outcomes: (Use observable and measurable verbs)	Maoist revolut from economic 2. Analyze particle economic devincluding general 3. Reason que globalization to worldwide. 4. Evaluate particle south Korea, by analyzing particle in relation to the showing respective.	rate how Chinese politicionary period and the copolicies to aesthetic arty/state relations and relopment, national sector roles, the treatmentalitatively while examination and economic symbolicial and economic symbolicy effects on human he changing technologards to their different in the natural environmentally about the ethical arect for disagreement, but the diverse social working the policy effects on the control of the natural environmentally about the ethical arect for disagreement, but the diverse social working the policy effects on the control of the policy effects on the policy	post-Mao re and artistic variety, human to ethnic maing and assell as on environmental	forr /alu akir n so nino sess /iro thin btua enta mer e m quii	n period after 1 es. ng processes in ocial behavior, rities, and migrising the effects nmental, culture, a, Hong Kong, ally organize exal, and internation, social mover ass media, incomplete the political systems.	1976, n Chir and crant la s of ecral, an Taiw sperie ional iments come consil	including importance and urbanizations, and urbaniz	acts late cor liza s of d N rn it atio sus	to ncern tion and concern orth and es meaning n in East tainability
Course activities and design: (from CCOG)	their respective tools which me	rill be taught in the disc re fields independently ay include lectures, cla y readings, films, gues al instructor.	. It may be o	con	ducted through sions, group pr	n com esent	binations of materials of the tations, texts a	neth and	ods and

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- Party/State Relations & Government Policy Making Structures
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- Economic Development: Positive & Negative Consequences
- Human Rights, National Security, & Foreign Policy Issues
- Tibet, Ethnic Minorities, & Internal Security Mechanisms
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One Week on North & South Korea

- North Korea: "Hermit Kingdom", Stalinism, & Security Challenges
- South Korea: an "Asian Tiger", Liberal Democracy Emerging, & Social Challenges

One Week on Japan:

- Japanese Political History, Government Structure, & Political Parties
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One Week on Historical Implications

- * The Chinese diaspora throughout East Asia and the World
- Globalization and how Chinese Policies have Global Impacts

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:

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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	 ☑ required or support for major ☑ general education distribution requirement ☑ general elective ☑ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	 ☐ Completed <u>Transferability Status</u> form ☐ E-mail correspondence with receiving institution ☐ 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?	

Section #3 Additional Information for a	new LDC courses				
How or where will the course be taught. Check all that apply	 □ on campus □ hybrid □ on-line (complete DL Modality form, obtain signature and submit) □ other (explain) 				
Is this course in a degree or certificate	e as required, an elective or a prerequisite? Please pro	vide 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 106 "History of China" exists, but allows little time to be spent on Modern China since 1949.

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Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.

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Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.

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.

Implementation term:

Next available term after approval

Specify term AFTER the next available
ourse approval process before the course can be scheduled. Note:

Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.

Section # 4 Department Review					
This proposal has be reviewed at the SAC level and approved for submission.					
SAC Chair (type name)	Email				
Rose Bettencourt	rbettenc@pcc.edu				
SAC Administrative Liaison (type name)	Email				
Karen Sanders	ksanders@pcc.edu				

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

New Course Lower Division Collegiate (LDC)

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

L						
Section #1 Gene	ral Information					
Departments:	Economics	Submitter name Phone Email	Michael Sonnleitner 971-722-5152 msonnlei@pcc.edu			
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	New LDC courses may not be repeated for credit effective	Contact hours:	Lecture: 40			
be repeated?	2013-14 school year.	PER QUARTER	Lec/lab: 0			
			Lab: 0			
If the course is compelling argu	repeatable then provide a ument.					
Is this course equivalent to another? If yes, they		⊠ Yes	Course Number and Title			
must have the same description and outcomes.		☐ No	PS 242 Modern China & Its Neighbors			
Choose the defa dropdown menu will automatically	GRADE OPTIONS: Check as many or as few options as you'd like Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.					
	•	Check all th	at apply	Default (Choose one)		
	A-F (letter grade)					
	Pass/No pass					
	Audit in consultation with faculty	\boxtimes				
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 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.

General Educati	on/Discipline	Studies Standard Pre	erequisite A	ppı	roval		
standard prerequisite and/or MTH prere	isites: WR 115, es, or additiona equisites at a lo	oval for the Gen Ed/Dis , RD 115 and MTH 20 all prerequisites can be ower level on the Gen E urriculum website pcc.e	or equivaler requested. F Ed/Discipline	nt pl How St	acement test s vever, if the SA	cores. Higher level C wants to set the	s of any of RD, WR
	requisites - WR	R 115, RD 115 and MT	H 20 or equi	ival	ent placement	test scores	
☐ Placement in	ito:		☐ Place	mei	nt into:		
course prefix & n	umber:				Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:				Prerequisite	☐ Corequisite	☐ pre/co
course prefix & n	umber:	ı			Prerequisite	☐ Corequisite	pre/co
None – please ex	plain						
. = . =							_
		escribe what the stud munity citizen, global					
		utcomes guidelines					
good outcomes		gardonnico gardonnico s				<u> </u>	
Learning Outcomes: (Use observable and measurable verbs)	Maoist revolution from economic devinction general accommendation of the conomic devinction devinctio	cate how Chinese politicationary period and the copolicies to aestheticatry/state relations and relopment, national sector roles, the treatment palitatively while examination chinese life as we colitical and economic say while showing the ability policy effects on human he changing technologists to their different in the natural environment cally about the ethical affect for disagreement, but the diverse social wo	post-Mao re and artistic value policym curity, human of ethnic maning and assell as on environmental	forryalu akin n so nino sessi viro Chin tua enta mer e m	m period after of person period after of person processes in period person period person period person period person period period person person period person period person period person period person period period person period peri	1976, including import China as these reand other issues of rant labor. Is of economic liberated, and other factor Taiwan, Japan, and other issues and disceptional realities. In ments, and urbanize ome disparity, and	elate to f concern alization and s of concern ad North and ern its meaning ation in East sustainability
Course activities and design: (from CCOG)	their respective tools which m	rill be taught in the discove fields independently ay include lectures, clay readings, films, gues al instructor.	. It may be assroom disc	con	ducted through sions, group pr	n combinations of mesentations, texts a	nethods and and

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SAC Chair (type name)	Email		
Justin Elardo	justin.elardo@pcc.edu		
SAC Administrative Liaison (type name)	Email		
Nancy Wessel	nancy.wessel@pcc.edu		

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