CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
December 7, 2011
Sylvania CC, Conference Rm B

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

Experimental Courses:

LIB 299 – Researching 2012: Information Literacy and the End of the World
MM 299H – Screenwriting/Pre-production

Course Inactivation:

none

Available Grading Option:

none

Old Business:

77. MTH 243 – Statistics I
Contact/Credit Hour Change

35. AD 152 – Group Counseling and Addiction
Course Revision – Out

36. AD 184 – Men and Addiction
Course Revision – Out

37. AD 250 – Advanced Counseling
Course Revision – Out

38. AD 251 – Advanced Counseling Skills Mastery
Course Revision – Out

39. AD 255 – Multiple Diagnosis
Course Revision – Out

92. ART 140 – Digital Photography
Course Revision – Des, Out

93. ART 141 – Intro to Pho (Non-Darkroom)
Course Revision – Title, Des, Out

94. ART 142 – Intro to Photo (Darkroom)

Course Revision – Title, Des, Out

95. ART 143 – Photo II
Course Revision – Title, Des, Out

111. ART 237 – Life Drawing
Course Revision – Des, Out

112. ART 240 – Digital Photo II
Course Revision – Des, Req, Out

113. ART 243 – The Photographic Portfolio
Course Revision - Des, Req, Out

142. ART 240 – Digital Photo II
Designation – General Education

143. ART 243 – The Photographic Portfolio
Designation – General Education

334. MP 140 – Introduction to Health Law and Ethics
New Course

364. ART 115 – Basic Design- 2D Foundations
Course Revision – Title, Des, Out

365. ART 116 – Basic Design – Color Foundations
Course Revision – Title, Des, Out

366. ART 117 – Basic Design – 3D Foundations
Course Revision – Title, Des

374. ART 115 – Basic Design- 2D Foundations
Designation – General Education

375. ART 116 – Basic Design – Color Foundations
Designation – General Education

376. ART 117 – Basic Design – 3D Foundations
Designation – General Education

<u>New Business:</u>

395. MTH 243 – Statistics I
Course Revision – Des, Out

396. DH 201 – Dental Hygiene Theory IV
Course Revision – Requisites

397. CS 133U – Introduction to C
Course Revision – Title

398. BA 213 – Principles of Accounting III
Course Revision – Title, Out

399. MM 239 – Digital Video Edit/Post Production II
New Course

400. MM 258 – Video Composting and Effects II
New Course

401. ARCH 101 – Graphics 1
Course Revision – Title, Req

402. ARCH 111 – Working Drawings 1
Course Revision – Title, Des, Req

403. ARCH 112 – Working Drawings 2
Course Revision – Title, Out, Req

404. ARCH 122 – Structures 2
Course Revision – Des, Out

404a. ARCH 123 – Structures 3
Course Revision – Des, Out

405. ARCH 161 – Blueprint Reading Part 1
Course Revision – Title

406. ARCH 162 – Blueprint Reading Part 2
Course Revision – Title

407. ARCH 202 – Commercial Studio
Course Revision – Des, Out, Req

408. ARCH 112 – Working Drawings 2
Contact/Credit Hour Change

409. ARCH 122 – Structures 2
Contact/Credit Hour Change

410. ARCH 123 – Structures 3
Contact/Credit Hour Change

411. ARCH 202 – Commercial Studio
Contact/Credit Hour Change

412. BMZA 255 – Wildlife Education Management
New Course

413. BMZA 280B – Cooperative Ed: Zoological Specialty
New Course

414. BMZA 100 – Intro to Zoo Science
Course Revision – Des, Out, Req

415. BMZA 101 – Intro to the Biology and Management of Zoo Animals
Course Revision – Title, Des, Out, Req

416. BMZA 103 – Conservation Biology
Course Revision – Number, Des, Out, Req

417. BMA 105 – Intro to Comparative Vertebrate Anatomy and Physiology I
Course Revision – Title, Des, Out, Req

418. BMZA 106 – Intro to Comparative Vertebrate Anatomy and Physiology II
Course Revision – Title, Des, Out, Req

419. BMZA 107 – Basic Horticulture for Zoo Keepers
Course Revision – Des, Out, Req

420. BMZA 110 – Animal Nutrition
Course Revision – Des, Out, Req

421. BMZA 150 – Captive Population Management I
Course Revision – Des, Out, Req

422. BMZA 201 – Captive Population Management II – Amphibians and Reptiles
Course Revision – Title, Des, Out, Req

423. BMZA 202 – Captive Population Management III – Birds
Course Revision – Title, Des, Out, Req

424. BMZA 203 – Captive Population Management IV – Mammals
Course Revision – Title, Des, Out, Req

425. BMZA 220 – Veterinary Procedures and Treatments for Zoo Keepers
Course Revision – Des, Out, Req

426. BMZA 231 – Introduction to Animal Behavior
Course Revision – Out, Req

427. BMZA 232 – Zoo Animal Behavior Management
Course Revision – Des, Out, Req

428. BMZA 240 – Zoo Water Quality Management
Course Revision – Req

429. BMZA 260 – Exhibit Design
Course Revision – Des, Out, Req

430. BMZA 265 – Exhibit Construction, Maintenance, and Repair
Course Revision – Des, Out, Req

431. BMZA 270 – Biology and Management of Zoo Animals Seminar
Course Revision – Title, Des, Out, Req

432. BMZA 271 – Internship
Course Revision – Number, Title, Des, Req

433. BMZA 100 – Intro to Zoo Science
Contact/Credit Hour Change

434. BMZA 101 – Zoo Biology & Management I – Intro
Contact/Credit Hour Change

435. BMZA 103 – Conservation Biology
Contact/Credit Hour Change

436. BMZA 105 – Comparative Vertebrate Anatomy and Physiology I
Contact/Credit Hour Change

437. BMZA 106 – Comparative Vertebrate Anatomy and Physiology II
Contact/Credit Hour Change

438. BMZA 107 – Basic Horticulture for Zoo Keepers
Contact/Credit Hour Change

439. BMZA 110 – Animal Nutrition
Contact/Credit Hour Change

440. BMZA 150 – Captive Population Management
Contact/Credit Hour Change

441. BMZA 201 – Zoo Biology & Management II – Amphibians and Reptiles
Contact/Credit Hour Change

442. BMZA 202 – Zoo Biology & Management II – Bribe
Contact/Credit Hour Change

443. BMZA 203 – Zoo Biology & Management IV – Mammals
Contact/Credit Hour Change

444. BMZA 231 – Intro to Animal Behavior
Contact/Credit Hour Change

445. BMZA 232 – Zoo Animal Behavior Management
Contact/Credit Hour Change

446. BMZA 240 – Water Quality Management
Contact/Credit Hour Change

447. BMZA 260 – Exhibit Design
Contact/Credit Hour Change

448. BMZA 265 – Exhibit Construction, Maintenance, and Repair
Contact/Credit Hour Change

449. BMZA 271 – Internship
Contact/Credit Hour Change

450. GRN 175 – The Mature Mind
New Course

451. GRN 245 – Guardianship Introduction
New Course

452. GRN 246 – Guardian Conservator Training
New Course

453. AVS 115 – Helicopter Private Pilot Flight
Course Revision – Des, Out, Req

454. AVS 115 – Helicopter: Private Pilot
Contact/Credit Hour Change

455. AVS 265 – Helicopter CFI Flight
Course Revision – Des, Out, Req

456. AVS 156- Helicopter Basic Commercial w/Instrument
New Course

457. AVS 216 – Helicopter Advanced Commercial
New Course

458. AVS 236 – Airplane MEI Flight
New Course

459. AVS 243 – Airplane Single-Engine CFI Ground/Flight
New Course

460. AVS 244 – Airplane CFII Ground/Flight
New Course

461. CAS 181J – CMS Website Creation: Joomla
New Course

462. CAS 181W – CMS Website Creation: WordPress
New

463. CAS 181D – CMS Website Creation: Drupal
New Course

464. CAS 121 – Beginning Keyboarding
Course Revision – Des, Out

465. CAS 121A – Beginning Keyboarding
Course Revision – Des, Out

466. CAS 213 – Enhancing Web Pages with JavaScript
Course Revision – Title, Des, Out, Req

467. CAS 220 – Project Management- Beginning MS Project
Course Revision – Des, Out

468. CAS 225 – Intro to PHP
Course Revision – Title, Des, Out, Req

469. CAS 246 – Integrated Computer Projects
Course Revision – Des, Out

470. FP 130 – Fire Protection Hydraulics and Water Supply
New Course

471. FP 225 – Fire Dept Customer Service
New Course

472. FP 289 – Emergency Service Lifetime Fitness and Conditioning
New Course

473. MLT 100 – Medical Office Lab Orientation
Course Revision – Des, Out

474. MLT 113 – Introduction to Medical Microbiology
Course Revision – Out

475. MLT 150 – Lab Assistant-Phlebotomy Practicum
Course Revision – Des, Out

476. MLT 170 – Phlebotomy Practicum
Course Revision – Des, Out

477. MLT 221 – Clinical Chemistry I
Course Revision – Des, Out

478. MLT 222 – Clinical Chemistry II
Course Revision – Des, Out

479. MLT 223 – Clinical Chemistry III
Course Revision – Des, Out

480. MLT 230 – Body Fluids
Course Revision – Des, Out

481. MLT 241 – Immunohematology I
Course Revision – Des, Out

482. MLT 242 – Immunohematology II
Course Revision – Des, Out

483. MLT 250 – Hematology
Course Revision – Des, Out

484. MLT 261 – Bacertiology I
Course Revision – Des, Out

485. MLT 262 – Bacteriology II
Course Revision – Des, Out

486. MLT 263 - Medical Parasitology
Course Revision – Des, Out

487. MLT 264 – Medical Mycology
Course Revision – Des, Out

488. MLT 281 – Clinical Seminar
Course Revision – Des, Out

489. GRN 235 – Advanced Care Issues
Course Revision – title

490. GRN 236 – Advanced Care Practice
Course Revision – Title, Des

491.EMS 113 – Emergency Response Comm/Docum
Course Revision – Req

492. EMS 114 – Emergency Response PT Transport
Course Revision – Req

493. EMS 116 – EMS Rescue
Course Revision – Req

494. HIM 270 – Classification System 1
Course Revision – Title, Des, Out

495. HIM 273 – Classification System 2
Course Revision – Title, Des, Out

496. HIM 276 – Classification Systems 2 Lab
Course Revision – Title, Des, Out

497. ESOL 230 – Advanced English Skills Review
New Course

498. RD 90 – Reading 90
Course Revision – Des, Req

499. RD 115 – College Reading
Course Revision – Des, Req

500. HST 102H – History of Western Civilization: Medieval to Modern – Honors
New Course

501. HST 103H – History of Western Civilization: Modern Europe – Honors
New Course

502.CHN 201 – Second Year Chinese
Designation – General Education

503.CHN 202 – Second Year Chinese
Designation – General Education

504.CHN 203 – Second Year Chinese
Designation – General Education

505. ENG 216 – Teen and Children's Literature
New Course

506. ENG 266 – Literature of War
New Course

507. ART 279 – Experimental Media
Course Revision – Des, Out

508. ART 279 – Experimental Media
Designation – General Education

509. GEO 264 – Intro to Mapping and Geospatial Concepts
New Course

510. AD 202 – Relationships and Addiction
New Course

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Mathematics	Submitter name, phone, and email	Henry Mesa, 971 – 614- 7605, hmesa@pcc.edu
Course prefix and number	MTH 243	Course title	Statistics I

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	4	Lecture	5
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term		Total contact hours/term	
Total credits		Total credits	

Reason for change:	More universities are requiring that we include the topic significance testing in order for our course to transfer seamlessly. This is a topic that we do not have the time to cover with our current credit hour. Omitting other topics is not an option as the faculty feel the curriculum for MTH 243 has already been stripped of unnecessary topics.

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

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

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

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

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

☒ Yes ☐ No	If yes, please explain	The only Program that has MTH 243 as part of their curriculum and not merely part of the potential math electives is Microelectronics. The change will add a credit to their AAS Degree. They would rather not have this extra credit. It may cause them to drop our course as a requirement for their degree, but that is not yet certain.
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Adding this topic to MTH 243 is not duplicating any other course out there. The subject is still taught in MTH 244 as part of the statistical tests that are conducted and taught in more detail than will be taught in MTH 243 if the extra credit is approved.
Implementation term		☐ Next available term after approval ☒ Specific term Summer 2012

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 152	Proposed prefix and number	
Current course title	Group Counseling and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
AD 152 Group Counseling and Addiction 3.00 Provides exposure to the concepts of group process, group development and leader facilitation skills. Special emphasis on group therapy and the addiction counselor. Prerequisite: AD 101. Prerequisite/concurrent: WR 122. Audit available.	**AD 152 Group Counseling and Addiction** 3.00 Provides exposure to the concepts of group process, group development and leader facilitation skills. Emphasizes group therapy and the addiction counselor. Prerequisite: AD 101. Prerequisite/ concurrent: WR 122. Audit available.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course, the student will be able to: 1) Understand the stages of group development. 2) Demonstrate group centered, interpersonal and leader centered interventions. 3) Function as a co-facilitator in a group. 4) Identify and articulate therapeutic factors in an addiction specific group.	As a result of this course the student will be able to: 1. Differentiate process from content issues and apply both in group counseling with the addicted population. 2. Employ effective trauma informed group interventions in addiction counseling. 3. Function as a group facilitator by implementing group interventions. 4. Maintain confidentiality, healthy boundaries and ethical practice in group leadership.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 184	Proposed prefix and number	
Current course title	Men and Addiction	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
AD 184 Men and Addiction 3.00 Provides an in-depth view of the biological, cultural, and sociological origins of male roles and behavior and explore the implications of this for understanding mental health, sexuality, addiction, and criminal behavior of men. Course develops a framework for the essential elements of gender- specific	**AD 184 Men and Addiction** 3.00 Provides an in-depth view of the biological, cultural, and sociological origins of male roles and behavior and explore the implications of this for understanding mental health, sexuality, addiction, and criminal behavior of men. Develops a framework for the essential elements of gender- specific treatment

treatment for boys and men. Audit available.	for boys and men. Audit available.
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
This course is primarily a consciousness raising opportunity created to facilitate the student being able to become aware and able to articulate issues specific to the male experience. The student will also develop an ability to describe how these issues impact drug use, addiction and recovery for men.	At the conclusion of this course students will be able to: 1. Describe and apply program elements of gender specific addiction treatment for boys and men. 2. Identify and demonstrate gender specific addiction treatment interventions and processes. 3. Incorporate Trauma and Wellness Informed Services specific to the male population. 4. Identify, address and monitor issues of counter-transference that are stimulated when working with the male population.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 250	Proposed prefix and number	
Current course title	Advanced Counseling	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
AD 250 Advanced Counsel and Addiction 3.00 Focuses on current evidence-based practice/best practice models in addiction counseling, integrating a variety of conceptual theories into a comprehensive framework for human behavior, addiction, and change. Prerequisites: AD 101, AD 150,	**AD 250 Advanced Counsel and Addiction** 3.00 Designed to enhance the professional knowledge and skills of counselors preparing to enter the field. Focuses on current evidence-based practice/best practice models in addiction counseling, integrating a variety of conceptual theories into a comprehensive framework for human behavior, addiction, and change. Prerequisites: AD 101, AD 150, AD 151, WR 121. Prerequisite or concurrent:

AD 151, WR 121. Prerequisite or concurrent: WR 122. Co-requisite: AD 251. Audit available.	WR 122. Co-requisite: AD 251. Audit available.
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of relationship skills. 2. Articulate and apply key elements of Evidence-Based/Best-Practice models in the areas of relationship, cognitive behavioral therapy, and stages of change. 3. Apply a wide range of clearly defined therapeutic skills, techniques, and interventions based on Evidence-Based/Best-Practice for clients in various phases of recovery from personal addiction(s). 4. Create and update written inventory of personal cognitive belief system and relationship of these beliefs to functioning as professional counselor. 5. Understand and articulate the impact of vicarious traumatization on the addictions. counselor and create an ongoing personal plan to assess and develop support necessary to maintain high levels of personal/professional functioning in the field.	Upon completion of this course, the student will be able to: 1. Conduct ongoing self-assessment of functioning in key areas of counselor relationship skills with addiction clients and utilize assessment to implement effective treatment interventions. 2. Articulate and apply key elements of Evidence-Based/Best Practice (EVP/BP) models in the areas of counselor/client relationship, cognitive behavioral therapy, and stages of change with addiction clients. 3. Apply a wide range of clearly defined therapeutic skills (including trauma and wellness informed services), techniques, and interventions based on EVP/BP for addiction clients in various phases of recovery. 4. Monitor and mitigate the role of vicarious traumatization on the addictions counselor to maintain high levels of personal/professional functioning in the field.

Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
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☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
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☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes x☐ no
If yes. 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 x☐ No	

Implementation term	x☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
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SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

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☐ course number ☐ title ☐ description x☐ outcomes ☐ prerequisites and co-requisites Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 251	Proposed prefix and number	
Current course title	Advanced Counseling Skills Mastery	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
AD 251 Advanced Counseling Skills Mastery 1.00 Focuses on increasing counselor empathy and communication skills. Demonstrate skills through in-class practice and videotape review. Offered on a pass/no pass basis only. Co-requisite: AD 250.	**AD 251 Advanced Counseling Skills Mastery** 1.00 Focuses on increasing counselor empathy and communication skills. Develops skills through in-class practice and videotape review. Offered on a pass/no pass basis only. Co-requisite: AD 250.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Demonstrate a minimally facilitative skill level on empathy, genuineness, concreteness, and respect scales, as measured by the Robert Carkhoff Scales. 2. Demonstrate intermediate and advanced counseling skills required for initial employment as an addictions counselor.	1. Maintain at least a minimal level of therapeutic functioning and empathy when working with addiction clients. 2. Utilize a variety of confrontation techniques effectively during a counseling interview (responding to conflicts, feedback, use of questions, and immediacy) when working with addiction clients. **3.** Employ motivational interviewing counseling skills to initiate client change process when working with addiction clients.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Alcohol and Drug Counselor	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 255	Proposed prefix and number	
Current course title	Multiple Diagnosis	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
2. Develop ethical guidelines regarding limits of competency and when to refer clients. 3. Conduct a referral interview with a client and determine the most appropriate documentation and follow-up strategy. 4. Screen dual diagnosis clients using DSMIVtr and, through clinical supervision, consultation, and/or referral and co-case management, provide effective services. 5. Understand and utilize the expertise of mental health professionals on staff and at other agencies. 6. Understand integrated treatment. 7. Complete Addiction Counselor Certification Board of Oregon (ACCBO) prerequisite requirement for HIV risk assessment/risk reduction training.	Upon completion of this course, the student will be able to: 1. Conduct a communicable disease and co-existing mental disorders assessment with clients from the addicted population. 2. Articulate ethical guidelines that focus on limits of competency and appropriateness of making referrals. 3. Interact with mental health professionals as part of an integrated approach to treatment and contribute to the development of an appropriate and effective treatment plan for addicted clients who may have multiple disorders/issues. 4. Complete information based training that prepares them to meet the ACCBO requirement for HIV risk assessment/risk reduction training.
Reason for change	Bring outcomes into compliance with current PCC preference and to modernize course.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores
☐ Placement into: .

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	5/12/2011
SAC Administrative Liaison	Email	Date
Larry Clausen	lclausen@pcc.edu	5/12/2011

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual & Performing Arts & Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 140	Proposed prefix and number	
Current course title	Digital Photography	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introductory course emphasizing knowledge of the camera, development of computer skills in preparing and outputting images, and exploration of visual design and composition. Recommended: Basic computer skills Recommended: Basic computer skills and WR 115.	Introduces the medium of digital photography & photographic image making as it relates to the creative arts, & media in a diverse cultural, social and chronological context. Explores concepts of photography, processes and basic use of related equipment, as well as core principles and technology in preparation for continuing fine art and media based work. Encourages students to engage in the digital photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students own or have access to their own

	digital camera with manual exposure controls. Digital single-lens-reflex (DSLR) cameras are preferred but not required. Recommended: ART 141 or ART 142. **Addendum to the Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	These changes update the curriculum and make the description more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students shall see and apply photographic art and design: with increased perceptual awareness; to create personally significant works of digital imagery. Students shall have knowledge of, and show proficiency in, all of the following areas: Camera and scanner mechanics, including light metering and exposure controls; attributes of digital versus chemical photography; exposure modes, manual and automatic, the purpose and creative use of various lenses, filters and flash; understanding and manipulation of light; basic use of digital image software (such as Photoshop) in acquiring, preparing, manipulating, storing, outputting and/or uploading digital images; display of images. Students will be introduced to the principles of composition and graphic representation, and display relevant verbal and evaluative skills during	• Find and develop creative ways to solve problems considering the cultural, social and environmental impact of what they make and how they live. • Create photographic work that is personally significant & fulfilling, understanding how any digital photographs they take are contextualized in contemporary and historical photographic issues, genres and concerns. • Understand, interpret and enjoy digital photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. • Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about digital photography technically and conceptually with others. • Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. • Integrate self and peer critiquing skills into their daily life, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.

class discussions. Students will gain an understanding of the nature of photography and digital images with reference to its historical and contemporary context.	

Reason for change	Revised Course outcomes to more clearly reflect PCC Core Outcomes and PCC's mission.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes x no
If yes. 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 x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual & Performing Arts & Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 141	Proposed prefix and number	
Current course title	Intro to Pho (Non-Darkroom)	Proposed title (60 characters max)	Introduction to Photography
Reason for title change	Title has an error. New title is more clearly representational of the content of the class.	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Covers camera operation, selection and use of film, filters, lenses, flash units and other accessories. Students shoot 35mm color slides and have them processed commercially. Must own, or have access to a 35mm camera with adjustable exposure controls.	Explores the medium of photography & photographic image making as it relates to the creative arts, history, media and culture in both a historical and contemporary context. Introduces concepts, processes and basic use of related equipment, principles and technology in preparation for continuing fine art and media based work. Establishes a broad foundation of photography from film to digital practices. Engages the students in the photographic medium and develop their artistic practice using peer critique and self-reflection to understand how their own histories influence their work. Requires that students must

	own or have access to their own camera. Film (SLR) or digital (DLSR) cameras are preferred but not required. Students will be responsible for processing their own images.
Reason for change	Slide film is no longer used and this course is meant for students to bring whatever camera they have in order to learn about photography. This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

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

Current learning outcomes	New learning outcomes
Students shall have knowledge of all of the following technical information Camera mechanics, including film speed, shutter speed, and apertures. Exposure modes, manual and automatic, and light metering systems Other camera features such as self-timers, exposure compensation dials, and AEL locks. Metering in difficult lighting circumstances: snow, back-lighting, high contrast, and dark/light subjects. Basic, bounce and fill-in flash. Filters: what's available for B & W and color photography, as well as special effects. Film types: an overview of different brands of film, slide vs. negative film. Light: quality, direction and basic equipment Students will also exploring through assignments and discussions: photographic composition, choice of subject matter and photographic genres including, self-portraits, portraiture, landscape, and still-life. In addition, through slides and videos students will gain an understanding of the major trends, aesthetic and technical, in the history of photography (with an emphasis on fine art photography)	Understand, interpret and enjoy photography from past to present in a local as well as global context; fostering a life long process of broadening their understanding of the diverse social, cultural and political perspectives of photography. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about photography with others. Find and develop creative ways to solve problems considering the cultural, social and environmental impact of what they make and how they live. Create photographic work that is personally significant & fulfilling, understanding how any photographs they take are contextualized in contemporary and historical photographic issues, genres and concerns. Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Integrate self and peer critiquing skills into their daily life, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements.

Reason for change	Revised Course outcomes to more directly reflect PCC Core Outcomes.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes x no

If yes. 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 x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review

This proposal has been reviewed at the SAC level and approved for submission.

SAC Chair	Email	Date

Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

What do you want to change?

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

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

Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual and Performing Arts and Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 142	Proposed prefix and number	
Current course title	Introduction to Photo (Darkroom)	Proposed title (60 characters max)	Introduction to Black & White Photography (Darkroom)
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introductory course in black and white photography, emphasizing knowledge of the camera, development of darkroom skills, and exploration or visual design and composition. Should own or have access to a 35mm camera with adjustable exposure controls. May be taken three times for credit. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Explores black and white darkroom photographic processes, techniques and concepts while addressing historical and contemporary issues specific to photography. Introduces the basic concepts of Black and White photography, wet processes and use of darkroom related equipment, principles and technology in preparation for continuing work in the visual arts. Encourages students to explore darkroom photography in the context of cultural and societal influences & to develop their photographic practice using peer critique and self-reflection to understand how personal histories influence the work they

	make. Requires that students own or have access to a 35mm film camera with adjustable exposure controls. **Addendum to the Course Description:** Course may include demonstrations, slides, lectures, films & field trips.
Reason for change	Course description update reflects the content of the course more clearly than the previous description.

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

Current learning outcomes	New learning outcomes
Students shall have knowledge of, and show proficiency in, all of the following areas: Camera mechanics, including knowledge of film-speed ratings, light metering, and exposure controls; the purpose and creative use of various lenses and filters; understanding and manipulation of light; film processing, including push and pull-processing; film and paper chemistry, the proper use and order of each; making of proof-sheets and photographic enlargements, involving exposure control for contrast and density, and use of dodging and burning techniques; finishing with spotting, dry-mounting, and displaying prints. In addition to this, students will be introduced to principles of composition and graphic representation, and be required to display certain verbal and evaluative skills during class discussions. Slide presentations of past and current photographic work will seek to place contemporary photography in its historical context.	Integrate self and peer critiquing skills into their daily life, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Understand, interpret and enjoy black & white / darkroom based photography from different cultures so as to be able to initiate a life long process of broadening their knowledge of the diverse social, cultural and political perspectives of the human experience. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about Black and White photography technically and conceptually with others. Find and develop creative ways to solve problems considering the cultural, social and environmental impact of what they make and how they live. Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment.
Reason for change	Update course core outcomes to more directly and clearly reflect the PCC Course Core Outcomes.

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

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes x no
If yes. 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 x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual & Performing Arts & Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 143	Proposed prefix and number	
Current course title	Photo II	Proposed title (60 characters max)	Black & White Photography II (Darkroom)
Reason for title change	More accurate title	Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Course follows ART 142 in sequence, and is devoted to further the development of technical photographic skills, and to the continued exploration of visual design theory and the conceptual approaches involved in making art. May be taken three times for credit. Prerequisites: ART 142 and its prerequisites.	Follows Art 142 in a sequence. Provides a hands-on experience in a broad range of intermediate darkroom techniques involving a deeper understanding of film development, printing, finishing, and the presentation of photographic imagery. Develops a personal photographic language based on technical knowledge, design principles, exposure to the history of the medium, and the development of conceptual abilities through critical evaluation and critique of photographic images. Establishes a more advanced technical and conceptual level of ability, from which students begin to build an artistic and expressive portfolio of

	photographs. Requires students to own or have access to a camera with manual exposure controls.
Reason for change	This change updates the curriculum and makes it more relevant to our core outcomes, the college's mission and to what students are working with out there in the real world.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students will solidify, and extend, the ideas and procedures introduced in Art 142, Introduction to Photography (Darkroom). Attention will be focused on advanced exposure and printing techniques, the effects of using color filters with black-and-white film, printing on fiber-base paper, bleaching and toning prints, and various presentation methods. Of equal significance will be a students° continued exploration and understanding of the camera as a means of expression and communication, and a critical examination of the historical and contemporary issues that shape the history of photography.	Increased ability to understand, interpret and enjoy black & white / darkroom photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Create personally significant photographic work demonstrating an intermediate level of awareness of photographic ideas and techniques as well as personal histories, contemporary and historical photographic issues, genres and concerns. Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality,

	safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace.
Reason for change	Revised Course outcomes to more directly and clearly reflect PCC Core Outcomes.

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

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

Current prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 142 or instructor permission	x Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Proposed prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	■ yes x no

If yes. 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 x No	
Implementation term	x Next available term after approval ■ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins; kdins@pcc.edu		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Mark Andres 971-722-7464
Current prefix and number	237	Proposed prefix and number	same
Current course title	Life Drawing	Proposed title (60 characters max)	same
Reason for title change	Outcomes and description need rewriting	Proposed transcript title (30 characters max)	**same**

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Students study and draw the human form from professional models. Applying various drawing techniques and concepts, students study the structure, form and proportions of the human figure. Emphasis is upon personal progress as an artist with attention to composition. May be taken three times for credit.	Investigates drawing the human form through referencing professional models and applying various drawing processes and concepts. Develops understanding of the structure, form and proportions of the human figure in the context of composition, personal expression and an awareness of materials. May be taken three times for credit.

Reason for change	Removes cumbersome phrase “students study” and is more concise.

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

Current learning outcomes	New learning outcomes
1. Begin to know and interpret the human figure through process of learning to draw. 2. Become familiar with varied proportions of human figure. 3. Become aware of special nature of learning how to draw and know the difference between process and product. 4. Experience the connection between eye and hand. 5. Observe the figure drawing in history to discover options and possibilities. 6. Become sensitive to the way art helps us understand ourselves and our world. 7. Trust and develop intuitive consciousness through figure drawing. 8. Be introduced to basic aesthetic principles: taste, judgement, expression, etc.	1. Implement creative ways to solve visualization problems in drawing the human form using a variety of perceptual and conceptual strategies. 2. Apply an introductory level of understanding of the proportions of the human figure and the relation of the figure to the compositional space through the processes, materials, and techniques associated with drawing. 3. Participate with others in a critical dialogue about figure drawings from the past, the present, and from other cultures. 4. Actualize personal expression and self-critical skills in figure drawing while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. 5. Experience a heightened awareness of the physical world and the nature of the relationship of human beings to it via the experience of figure drawing.

Reason for change	New outcomes reflect greater range of critical, interpretive and creative skills associated with figure drawing.

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

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

Current prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes x No	
Implementation term	x Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual and Performing Arts and Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 240	Proposed prefix and number	
Current course title	Digital Photo II	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Digital Photo II - A studio experience in advanced digital photography. Develops computer proficiencies and aesthetic awareness in preparing and outputting images through digital capture, manipulation, editing, and presentation; explores visual culture and criticism past and present. May be taken 3 times for credit. Prerequisites: ART 140 or instructor permission.	Continues the student's study of digital photography as it relates to the creative arts, history, traditional & digital photographic media and visual culture in both a historical and contemporary context. Explores the student's unique artistic voice within the context of photographic practices, past and present and with special attention to placing their photographic works within a historical, social and cultural context. Develops creative problem solving with an emphasis on pushing the boundaries of digital photography to include a more personal practice. Establishes the critical skills necessary to evaluate photography, explore artistic

	intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions and artistic presentations. Promotes development of a professional photographic practice. Requires a (DSLR) Digital Single Lens Reflex Camera and/or a digital camera with manual exposure controls. **Addendum to Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	Course description was not specific enough, did not clearly describe the content of the course and did not require equipment that was integral to student success in the class.

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

Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. All the while working to develop a strong work ethic that is professionally beneficial for their personal practice as well as in the workplace. Continue to find and develop more creative ways to solve problems with the resources on hand developing a strategy to work sustainably and responsibly considering the cultural, social and environmental impact of what they make and how they live. Integrate self and peer critiquing skills into their daily life with increased independence & sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Increased ability to understand, interpret and enjoy digital photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these

	principles to everyday life. □ Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication.
Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.

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

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

Current prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 140 or instructor permission	x Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Proposed prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	■ yes x no

If yes. 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 x No	
Implementation term	x Next available term after approval ■ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Visual and Performing Arts and Design	Submitter name Phone Email	Kim Manchester 503-977-8025 kim.manchester@pcc.edu
Current prefix and number	ART 243	Proposed prefix and number	
Current course title	The Photographic Portfolio	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. Avoid using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Provides framework within which students may pursue their unique photographic vision. Explores role of photography in the arts, and rights and responsibilities of the photographic artist. Work in black and white and/or color (color processed at student expense). May be taken three times. Prerequisite: ART 143.	Provides framework in which students may pursue their artistic vision through creating a professional portfolio of photographic work. Establishes the critical skills necessary to evaluate photography, explore artistic intent, examine aesthetic solutions and expand perceptual and visual cultural awareness through critiques, discussions, reading, research and artistic presentations. Creates a student-centered learning environment in which collaboration, creative problem solving and the development of each student's artistic vision is supported. Develops the skills needed to create productive workflows and advances the

	student's knowledge of professional standards in the field of photography. Requires students to own or have access to their own camera. Supports both film and/or digital photographic practices. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission. **Addendum to Course Description:** May include demonstrations, slides, lectures, speakers, films & field trips.
Reason for change	Course description was not specific enough, did not allow for students working across the photographic possibilities to take the class and did not clearly describe the content of the course as well as neglected to require equipment that was integral to student success.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Students will: • Continue to use digital photographic proficiency in order to produce works of art • Persist in understanding culture and society through comprehension of visual literacy • Carry on the knowledge of computer software and artistic aesthetics to enduring professional and personal environments	Navigate successfully the challenges & opportunities of working in a communal atmosphere, understanding the responsibilities of each member to contribute to the functionality, safety & cleanliness of a positive working environment. Exhibit a strong work ethic beneficial to them in their personal as well as professional practice. Continue to find and develop more creative ways to solve problems with the resources on hand developing strategies to work sustainably and responsibly considering the cultural, social and environmental impact of what they make & do as well as how they live. Integrate self and peer critiquing skills into their daily life independently & with sophistication, understanding how to communicate clearly, compassionately and honestly with individuals as well as the group, and how to navigate differences while supporting and celebrating each other's achievements. Increased ability to understand, interpret and enjoy Photography from past to present within the local as well as global context; fostering a life long process of broadening their understanding (technically and artistically) of the diverse social, cultural and political perspectives of photography and its evolution of materials, techniques and formats from past to present and to apply these principles to everyday life. Ask meaningful questions, identify ideas and

	issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue with others at a level of increased sophistication. □ Deepen the student's awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it via the experience of making photographs.
Reason for change	Needed to elaborate and be more specific about the outcomes as the original ones do not seem specific enough.

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

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

Current prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 143	x Prerequisite	■ Corequisite	■ pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Proposed prerequisites, corequisites and concurrent			
■ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
■ Placement into: .			
prefix & number: ART 143 or ART 140 or ART 240 or instructor permission	■ Prerequisite	■ Corequisite	x pre/con
prefix & number:	■ Prerequisite	■ Corequisite	■ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	■ yes x no

If yes. 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 x No	
Implementation term	x Next available term after approval ■ Specify term(if AFTER the next available term)

Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Medical Professions		Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	MP 140		Credits:	3
Course Title: (60 characters max)	Introduction to Health Law and Professional Standards		Transcript Title (30 characters max)	Introduction to Health Law
Can this course be repeated?	X Yes ☐ No	How many times? 1	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	N/A	

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces the legal aspects, code of ethics and policy issues relevant to allied health. Emphasizes confidential communication, advanced directives, consents, professional liability, medical malpractice, release of information, case studies and the professional code of ethics. Includes the concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries..

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)			
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Co-requisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Co-requisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Apply applicable federal, state, and local laws and Centers for Medicare and Medicaid regulations to the health care environment. 2. Release patient-specific data to authorized users and request patient-specific information from other sources. 3. Apply legal requirements of acceptable methods for complete and timely documentation and authentication of entries to the medical record. 4. Maintain ethical tenets of a healthcare professional and act in an ethical manner. 5. Maintain an awareness and understanding of federal and state health care legislation and regulations. 6. Use an understanding of the legal ramifications of codes of ethic violations.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Students will demonstrate these learning outcomes by these tasks conducted individually and in cooperation with other students: 1. Answering theoretical and application questions on information covered in the lecture, graded assignments and reading assignments. 2. Determining how to handle case studies on patient confidentiality and release of patient information. 3. Locating and reporting on current legal issues in the delivery of healthcare.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X Yes ☐ No
Name of certificate(s):	Medical Assisting	# credit: 3

Name of degree(s):	Ophthalmic Medical Technology	# credit: 3
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X No
Name of new certificate(s):	N/A	# credit:
Name of new degree(s):	N/A	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement for both programs.	

Is this course used to supply related instruction for a certificate?	☐ Yes X No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid X on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A

Implementation term:	X Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joanne Harris	jmharris@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	11/18/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 115	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design - 2D Foundations
Reason for title change	Clarity between design courses.	Proposed transcript title (30 characters max)	Basic Design - 2D Foundations

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Black and white design foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.	Introduces two dimensional black and white foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore black and white design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Reason for change	Recommended by Sally Earll

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

Current learning outcomes	New learning outcomes
1. See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. 2. Create personally significant works of design applying basic design concepts and techniques. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to design problems. 5. Handle art materials with environmental awareness and responsibility.	

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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	ART	Submitter name Phone Email	Angela Batchelor (971)722-8017 angela.batchelor@pcc.edu
Current prefix and number	ART 116	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design – Color Foundations
Reason for title change	Clarity between design courses.	Proposed transcript title (30 characters max)	Basic Design–Color Foundations

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Color and design foundations studio experience centers on creative problem - solving, developing perceptual awareness and understanding, and establishing critical skills and personal artistic vision. Use a broad range of materials, techniques and projects to explore color and design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any	Introduces color foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore color design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

sequence.	
Reason for change	Recommended by Sally Earll

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

Current learning outcomes	New learning outcomes
1. See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. 2. Create personally significant works of design applying basic design/color concepts and techniques. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to color design problems. 5. Handle art materials with environmental awareness and responsibility.	
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			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
	kdins@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Ben Buswell 971 722 7329 benjamin.buswell@pcc.edu
Current prefix and number	Art 117	Proposed prefix and number	
Current course title	Basic Design	Proposed title (60 characters max)	Basic Design- 3D Foundations
# Credits	3	Proposed transcript title **(30 characters max)**	Basic Design- 3D Foundations
Reason for title change	**To better describe the difference between design courses to students.**		

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)**
Three-dimensional foundations studio experience centers on creative problem-solving, developing perceptual awareness and understanding and establishing critical skills and personal artistic vision. Use a	Introduces three-dimensional foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Utilizes a broad range of materials, techniques and

broad range of materials, techniques and projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 may be taken in any sequence.	projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.
Reason for change	Language not consistent with curriculum committee requirements.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.	
Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. 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 XX No	
Implementation term	XX Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Marie Sivak	msivak@pcc.edu	
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Angela Batchelor and Elizabeth Bilyeu	angela.batchelor@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 115	Course Title:	Basic Design - 2D Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces two dimensional black and white foundations studio experience centered on creative problem solving, Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore black and white design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Create personally significant works of design applying basic design concepts and techniques. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to design problems. • Handle art materials with environmental awareness and responsibility.

8. Address PCC's General Education Philosophy Statement:

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

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

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

General Education/Discipline Studies courses address, to some degree, all elements of PCC's Philosophy Statement. To be considered for the PCC General Education/Discipline Studies List, at least four elements

of the Philosophy Statement must be addressed in depth. The Curriculum/General Education Committee members will use the following criteria when evaluating the request: a. The course includes a wide spectrum of concepts and/or a variety of theoretical models. b. The course attempts an examination or analysis of the discipline to which it belongs. c. The course explores questions related to values, ethics and belief within the human experience. d. The course examines the relationship of its material to other disciplines and attempts to place it in historical perspective.

A. Understanding of their culture and how it relates to other cultures.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	• Create personally significant works of design applying basic design concepts and techniques. • Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to design problems.
F. Aesthetic and artistic values.	• See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Intended Outcomes for the course** 1. Create personally significant works of design applying basic design concepts and techniques. 2. See and apply design and sources of design with increasing perceptual awareness and understanding in daily living. 3. Develop creative solutions to design problems. 4. Assess, evaluate, appreciate and respect design work. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design, which demonstrate a foundation-level understanding of 2-dimensional ideas, and the processes, materials, and techniques associated with black and white media. ❖ By engaging in the elements and principles of design students find and

	foster creative ways of solving problems by using a variety of strategies and techniques through working with various 2-dimensional media that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues, and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design of the past and present from different cultures and from nature to initiate a lifelong appreciation for design in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of design they develop a heightened awareness of the design present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various black and white media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as collage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

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

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Angela Batchelor and Elizabeth Bilyeu	angela.batchelor@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 116	Course Title:	Basic Design – Color Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces color foundations studio experience centered on creative problem solving. Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Investigates a broad range of materials, techniques and projects to explore color design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Create personally significant works of design applying basic design/color concepts and techniques. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to color design problems. • Handle art materials with environmental awareness and responsibility.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	• Create personally significant works of design applying basic design/color concepts and techniques. • Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work. • Develop creative solutions to color design problems.
F. Aesthetic and artistic values.	• See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. • Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Create personally significant works of design applying basic design/color concepts and techniques. 2. See and apply color, design and sources of color and design with increasing perceptual awareness and understanding in daily living. 3. Develop creative solutions to color design problems. 4. Assess, evaluate, appreciate and respect design work. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design/color, which demonstrate a foundation-level understanding of 2-dimensional ideas, and the processes, materials, and techniques associated with color media. ❖ By engaging in the elements and principles of design students find and foster creative ways of solving problems by using a variety of strategies and techniques through working with various 2-dimensional color media

	that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues, and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design/color usage of the past and present from different cultures and from nature to initiate a lifelong appreciation for design/color in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of color design they develop a heightened awareness of the design/color present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles /color aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques, students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various color media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as collage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Ben Buswell and Elizabeth Bilyeu	benjamin.buswell@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	Art 117	Course Title:	Basic Design- 3D Foundations

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	Introduces three-dimensional foundations studio experience centered on creative problem solving, Develops perceptual awareness and understanding. Establishes critical skills and personal artistic vision. Utilizes a broad range of materials, techniques and projects to explore three-dimensional design concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence.

Course Outcomes:	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	
C. Understanding of themselves and their natural and technological environments.	2. Create personally significant works of design. 5. Handle art materials with environmental awareness and responsibility.
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems.
F. Aesthetic and artistic values.	1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 3. Assess, evaluate, appreciate and respect design work.
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	**Intended Outcomes for the course** 1. See three-dimensional design and sources of design with perceptual awareness and understanding in daily living. 2. Create personally significant works of design. 3. Assess, evaluate, appreciate and respect design work. 4. Develop creative solutions to three-dimensional design problems. 5. Handle art materials with environmental awareness and responsibility.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	❖ In this course students create personally significant works of design, which demonstrate a foundation-level understanding of 3-dimensional ideas, and the processes, materials, and techniques. By engaging in the elements and principles of design students find and foster creative ways of solving problems by using a variety of strategies and techniques through working with various 3-dimensional media that may include collage, paint, drawing, computer tools, etc… ❖ Critique provides a forum in which students view, assess and evaluate their own work and the work of their peers. Through this process, students build skills to be able to see their own work more objectively. Students also learn to ask meaningful questions, identify ideas and issues,

	and develop art-specific vocabulary to be able to actively participate in a critical dialogue about design with others. ❖ The course helps students develop an awareness and understanding of contemporary artists/designers and images within contemporary culture, providing them a foundation to interpret and enjoy design of the past and present from different cultures and from nature to initiate a lifelong appreciation for design in their daily lives.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	❖ As students engage in creating their own works of design they develop a heightened awareness of the design present in the world around them, both natural and manmade. They are able to interpret and discuss how different cultures have used design elements and principles aesthetically to express their ideas. Through the process of making their own works, looking at historical and contemporary examples of design, and participating in critiques students learn to ask meaningful questions and identify ideas and issues, to draw connections between the past and the present and to build real world skills to engage local and global issues. ❖ Exposure to various media and materials used to create works of art makes students personally aware of how to use those materials in a responsible way. Works such as assemblage encourage students to use found materials and re-purpose them in their own work. Students are also instructed on how to handle art materials safely and dispose of them properly as to not impact the environment or recycle them when possible.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Mathematics	Submitter name Phone Email	Henry Mesa 7605 hmesa
Current prefix and number	MTH 243	Proposed prefix and number	
Current course title	Statistics I	Proposed title (60 characters max)	
# Credits		Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Topics include displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, and introduction to confidence intervals. Applications are investigated from science, business, and social science perspectives. Casio	Introduces displaying data with graphs, numerical descriptions of data, producing data, elementary probability, probability distributions, confidence intervals and significance testing. Investigates applications from science, business, and social science perspectives.

ClassPad 330 or TI graphing calculator with advanced statistical programs required and/or computer software, see instructor. Prerequisite: (MTH 111, MTH 111B or MTH 111C), and placement into WR 121.	Graphing calculator required. TI-89 Titanium or Casio Classpad 330 recommended. Prerequisite: (MTH 111, MTH 111B or MTH 111C), and placement into WR 121.
Reason for change	The new description adds the additional topic being taught in this course, which is the reason that an extra credit is needed.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Analyze data and graphs in real world scenarios to recognize what probability and statistics are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches. Judge if the results are reasonable and then interpret and clearly communicate the results. 2. Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. 3. Work with probability and statistics in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework and to continue a course of study in their major field that requires the use of and an understanding of the concepts of probability and statistics.	1. Analyze data and graphs in real world scenarios to recognize what probability and statistics are appropriate, formulate problems about the scenarios, creatively model these scenarios (using technology, if appropriate) in order to solve the problems using multiple approaches, then judge if the results are reasonable and clearly interpret the results via written or oral communication. 2. Appreciate probability and statistics concepts that are encountered in the real world, understand and be able to communicate the underlying mathematics involved to help another person gain insight into the situation. 3. Work with probability and statistics in various situations and use correct mathematical terminology, notation, and symbolic processes in order to be prepared for future coursework and to continue a course of study in their major field that requires the use of and an understanding of the concepts of probability and statistics. 4. Read a peer reviewed journal article and understand the meaning and logical implications behind the statistical processes of a confidence interval and a significance test.
Reason for change	The fourth outcome is due to the additional topic being taught in this course. Outcome one has gone over some word refining.

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

If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Dave Hall	dghall@pcc.edu	
SAC Administrative Liaison	Email	Date
Alyson Lighthart	alyson.lighthart@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Dental	Submitter name Phone Email	Josette Beach 4235 jbeach@pcc.edu
Current prefix and number	DH 201	Proposed prefix and number	N/A
Current course title	Dental Hygiene Theory IV	Proposed title (60 characters max)	N/A
# Credits	2	Proposed transcript title **(30 characters max)**	**N/A**
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
	N/A

Reason for change	N/A

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
	N/A

Reason for change	N/A

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: DH 204	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: DH 204 or 204B	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☐ No	N/A, Closed Program
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Nancy Pilgrim	npilgrim@pcc.edu	9/30/2011
SAC Administrative Liaison	Email	Date
Josette Beach	jbeach@pcc.edu	9/30/2011

Portland Community College

CS133U Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Li Liang 503-690-7192 lliang@pcc.edu
Current prefix and number	CS133U	Proposed prefix and number	
Current course title	Introduction to C	Proposed title (60 characters max)	C Programming
# Credits	4	Proposed transcript title **(30 characters max)**	**C Programming**
Reason for title change	Current title has caused some confusion. Some students mistaken it as an easy course.		

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 computer programming through development of C programs to solve practical problems. Recommended: CS 160. Audit available.	

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
On completion of this course students should be able to: · Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. · Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. · Employ good software engineering practices such as incremental development, data integrity checking, and adherence to style guidelines. · Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality. · Analyze and construct efficient and effective algorithms and translate to appropriate control structures in an implementation language. · Effectively use software development tools including libraries, compilers, editors, linkers and debuggers when writing software programs.	

Reason for change	

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Li Liang	lliang@pcc.edu	10/27/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	Oct. 28, 2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Business Administration	Submitter name Phone Email	Usha Ramanujam x7507 usha.ramanujam@pcc.edu
Current prefix and number	BA 213	Proposed prefix and number	
Current course title	Principles of Accounting III	Proposed title (60 characters max)	Managerial Accounting
# Credits	4	Proposed transcript title **(30 characters max)**	Managerial Accounting
Reason for title change	To align the course title to most 4 year colleges. Currently the accounting classes BA 211/212/213 are respectively titled Principles of Accounting I, II and III. The current names imply a three class sequence and that BA 212, Principles of Accounting II must be taken before BA 213, Principles of Accounting III. However, BA 212 is not required for BA 213. The new course name for BA 213 is clear and descriptive.		

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)**

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Competencies and Skills *Demonstrate an understanding of cost flows *Demonstrate an understanding of allocated costs * Demonstrate knowledge of Capital Budgeting *Analyze the nature relevant costs *Demonstrate an understanding of Standard Costs *Distinguish between job order and process accounting *Demonstrate an understanding of Cost-Volume-Profit relationships *Demonstrate an understanding of segment reporting	Competencies and Skills * Demonstrate an understanding of cost concepts and cost flows * Demonstrate an understanding of cost allocation and activity based costing * Demonstrate knowledge of Capital Budgeting * Analyze the nature of relevant costs * Demonstrate an understanding of Standard Costs and variance analysis *Demonstrate knowledge of profit planning *Demonstrate an understanding of Cost-Volume-Profit relationships
Reason for change	*Aligning COGs to 4 year colleges by including Activity Based Costing. *Rectifying omissions and errors in the existing cogs.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) **Fall 2012**
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
DeLyse Totten	dtotten@pcc.edu	11/02/11
SAC Administrative Liaison	Email	Date
Charmagne D. Ehrenhaus Charmagne D. Ehrenhaus Dean, Business, Computer Technologies & Real Estate On behalf of Cheryl Scott	Charmagne.ehrenhaus@pcc.edu	Nov. 2, 2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Multimedia		Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM239		Credits:	4
Course Title: (60 characters max)	Digital Video Edit/Post Production II		Transcript Title (30 characters max)	
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: 30 hrs Lec/lab: 20 hrs Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes X☐ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X☐	X☐
Pass/No pass	X☐	☐
Audit in consultation with faculty	X☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Continues to develop and explore post-production design and delivery of digital video and audio for multimedia projects and television. Continues to build upon the basic techniques of video editing, color correction, audio development, media compression formats and codecs for video delivery using industry standard software. Analyzes, evaluates, and critiques existing video projects.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: MM235	X☐ Prerequisite	☐ Corequisite	☐ pre/co

course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Produce advanced level video editing projects. Utilize proper color correction in video projects to meet industry standards. Employ enhanced audio sweetening techniques in video post-production. Compress video projects for exporting to assorted codecs for various modes of delivery. Analyze, evaluate, and critique existing video projects to identify areas of improvement.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Use industry standard non-linear editing tools to create media for multiple modes of delivery. Use industry standard non-linear editing tools to produce a systematic workflow for various formats and various clients. Identify which compressors and codec types that are most appropriate for project delivery choice and the pros and cons of each format. Demonstrate advanced editing techniques, trimming concepts, color correction, multi-camera editing, nesting clips, variable speed techniques, compositing, video filters, and special effects.

Section #2 Function of the new course within an existing and/or new program(s)
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes X☐ No
If **no** is selected continue to part three. If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been	

reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X☐ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Multimedia		Submitter name phone and email	Beth Fitzgerald 503-987-5672 efitzger@pcc.edu
Prefix and Course Number:	MM258		Credits:	4
Course Title: (60 characters max)	Video Compositing and Effects II		Transcript Title (30 characters max)	Video Compositing and Effects II
Can this class be repeated?	☐ Yes X☐ No	How many times?	Contact hours:	Lecture: 30 Lec/lab: 20 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☐ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	X☐	X☐
Pass/No pass	X☐	☐
Audit in consultation with faculty	X☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: This course will and/or Students will. Include course recommendations in the description. (the field expands as needed)

Continues development of essential foundation skills needed to create motion graphics using industry standard software. Illustrates intermediate concepts of motion graphics, and the functions and capabilities of the software tools including their extensive compositing, keying, animation, and special effects capabilities.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)	
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	
☐ Placement into:	☐ Placement into:

course prefix & number: MM237	X☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
Addendum to course description:			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Use industry standard graphic motion tools to create media for multimedia presentations and other digital formats. Create advanced digital composite motion graphic products that incorporate elements of multimedia design, typography and layout, digital imaging/photography, digital video and audio editing, and 3D animation. Optimize motion graphic projects for multiple delivery options. Evaluate motion graphic projects, identify items for improvement, and implement changes.
Course activities and design: **(from CCOG)**	The material in this course will be presented in a classroom lecture/discussion/demonstration format, and in class hands-on exercises. There will be short assignments weekly, which may be partially completed in-class. Also, a longer assignment, which demonstrates techniques and skills, developed in the course.
Outcomes assessment strategies: **(from CCOG)**	Projects will be the major criteria for evaluation. Emphasis will be placed on creativity, presentations, meeting assigned deadlines, and participation in critiques. Additional methods of assessment may include quizzes, exercises, assignments, and attendance.
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	Use industry standard video compositing editing tools to create media. Use industry standard video compositing editing tools to produce a systematic workflow to produce media for various communication goals. Demonstrate advanced roto-scoping, and keying techniques, color matching, lighting and camera rigging, and animations.

Section #2 Function of the new course within an existing and/or new program(s)
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the

degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.		
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):	Multimedia Certificate	# credit: 60
Name of certificate(s):	Video Production Certificate	# credit: 44
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes X☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes X☐ No
If **no** is selected continue to part three. If **yes** is selected complete the related instruction form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or	

agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	X☐ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Beth Fitzgerald	efitzger@pcc.edu	5/4/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 101	Proposed prefix and number	
Current course title	Graphics 1	Proposed title (60 characters max)	**Intro to Residential Design**
# Credits	3	Proposed transcript title **(30 characters max)**	**Intro to Residential Design**
Reason for title change	**Better description of course content**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Introduction to design process and drawing for residential design focusing on design of a new single family residence. Prerequisite: ARCH 110.	

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Develop a comprehensive program based on site analysis and client interview for a new single family residence and produce schematic design drawings to communicate solutions. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.	
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: Arch 110	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: Arch 110 **and (Arch 126 or ID 125 or DRF 126)**	**X** Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes **X no**
If yes. 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 **X No**	
Implementation term	**X Next available term after approval** ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 111	Proposed prefix and number	
Current course title	Working Drawings 1	Proposed title (60 characters max)	**Intro to Residential Construction Documents**
# Credits	3	Proposed transcript title **(30 characters max)**	**Intro to Res. Const. Docs.**
Reason for title change	**Better describes course content.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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 standards of architectural drafting and preparation of construction documents for typical residential construction. Construction process and terminology will aslo be examined. Prerequisite: ARCH 110	Covers standards of architectural drafting and preparation of construction documents for typical residential construction. **Examines construction processes and terminology.** Prerequisite: ARCH 110, **124** and (ARCH 126 or ID 125 **or DRF 126) and**

and (ARCH 126 or ID 125) Recommend: ARCH 121, 124.	**(ARCH 161 or ID 138) Recommend: ARCH 121, 136.**
Reason for change	**Typo omitted and reworded. Pre-reqs added.**

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply basic computer aided drafting skills to draw residential construction drawings. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.	
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: ARCH 110 and (ARCH 126 or ID 125)	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: ARCH 110, **124** and (ARCH 126 or ID 125 or **DRF 126**) **and (ARCH 161or ID 138)**	**X Prerequisite**	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes **X** no
If yes. 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.	
X Yes ☐ No	**This is a required class for Interior Design. These changes have been discussed with the ID Chair.**
Implementation term	**X** **Next available term after approval** ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/11
SAC Administrative Liaison	Email	Date
Steve Ward	Sward@pcc.edu	10/20/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 112	Proposed prefix and number	
Current course title	Working Drawings 2	Proposed title (60 characters max)	**Intro to Commercial Construction Documents**
# Credits	3 **(changing to 4, see contact and/or Credit Hour Change)**	Proposed transcript title **(30 characters max)**	**Intro to Comm. Const. Docs.**
Reason for title change	**Better description of course content.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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 standards of architectural drafting and preparation of construction documents for typical commercial construction. Construction process will also be examined. Prerequisites: ARCH 110, (ARCH 126 or ID	Covers standards of architectural drafting and preparation of construction documents for typical **light frame** commercial construction. **Examines construction processes. Prerequisites: ARCH 111, 136, 162.**

125) Recommend: ARCH 121, 124.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply basic computer aided drafting skills to draw light frame commercial construction drawings. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.	Apply **advanced** computer aided drafting skills to draw light frame commercial construction drawings. Communicate with design professionals, clients and engineers using industry specific terminology and graphics.
Reason for change	**Course is being upgraded from 3 to 4 credits and the pre-reqs of ARCH 111, 136 and 162 are being added. This class will now include more advance drawings and computer aided drafting skills and more lab time.**

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: ARCH 110 and (ARCH 126 or ID 125)	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

prefix & number: **ARCH 111, 136, 162**	**X Prerequisite**	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes **X no**
If yes. 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 **X No**	
Implementation term	☐ Next available term after approval **X Summer 2012**
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 122	Proposed prefix and number	
Current course title	Structures 2	Proposed title (60 characters max)	
# Credits	4 **(changing to 3 credits- see contact and/or Credit Hour Change)**	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers sizing of wood structural members (rafters, joists, beams, etc.). Prerequisite: ARCH 121, MTH 60 or equivalent placement test scores.	**Covers the structuring of residential buildings including sizing of wood rafters, joists, beams, etc.** Prerequisite: ARCH 121, MTH 60 or equivalent placement test scores.

Reason for change	**Course content has been redesigned now that Building Inspection students are no longer a part of the class. Now focuses solely on residential buildings and includes a Lec/Lab time for applications of theories.**

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Applying theories of structural loading, select and design a basic wood structural system for a residential project. Communicate with design professionals, clients and engineers using industry specific terminology for basic wood structural members and systems.	**Apply** theories of structural loading **to** select and design a basic wood structural system for a residential project. Communicate with design professionals, clients and engineers using industry specific terminology for **residential** wood structural members and systems.

Reason for change	**These outcomes were updated Feb. 10 and already reflect the changes to the course content. Wording updated.**

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes

	X no
If yes. 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 **X No**	
Implementation term	**X Next available term after approval**
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
Denise Roy	droy@pcc.edu	10/20/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 123	Proposed prefix and number	
Current course title	Structures3	Proposed title (60 characters max)	
# Credits	4 (**changing to 3 credits- see contact and/or Credit Hour Change)**	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers retaining walls, concrete foundations, structural steel framing, and sizing for wind and seismic loads. Prerequisite: ARCH 122, MTH 65 or equivalent placement test scores.	Covers **basic residential** retaining walls, concrete foundations **and residential prescriptive path solutions for wind and seismic loads**. Prerequisite: ARCH 122, MTH 65 or equivalent placement test scores.

Reason for change	**Course content has been redesigned now that Building Inspection students are no longer a part of the class. Now focuses solely on residential buildings and includes a Lec/Lab time for applications of theories.**

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Communicate with design professionals, clients and engineers using industry specific terminology for basic steel members and concrete foundation systems. Applying theories of structural loading, select and design basic steel members and concrete foundation systems for a residential project. Using a code defined prescriptive path, select and design a residential structural system to resist lateral forces.	Communicate with design professionals, clients and engineers using industry specific terminology for **residential concrete foundation systems and wind and seismic prescriptive path solutions.** **Apply** theories of structural loading, select and design basic retaining walls and concrete foundation systems for a residential project. Using a code defined prescriptive path, select and design a residential structural system to resist **wind and seismic** forces.

Reason for change	**Change in course content- no longer includes steel members and applies to residential buildings only.**

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes **X no**
If yes. 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 **X No**	
Implementation term	**X Next available term after approval**
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
Denise Roy	droy@pcc.edu	10/20/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 161	Proposed prefix and number	
Current course title	Blueprint Reading Part 1	Proposed title (60 characters max)	**Residential Print Reading**
# Credits	2	Proposed transcript title **(30 characters max)**	**Residential Print Reading**
Reason for title change	**Updated name.**		

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 methods to identify, communicate and apply information found on typical residential construction drawings.	

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Identify, communicate and apply information found on typical residential construction drawings.	

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 162	Proposed prefix and number	
Current course title	Blueprint Reading Part 2	Proposed title (60 characters max)	**Commerical Print Reading**
# Credits	2	Proposed transcript title **(30 characters max)**	**Commecial Print Reading**
Reason for title change	**Updated name.**		

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 methods to identify, communicate and apply information found on typical commercial construction drawings. Recommended: ARCH 161.	

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Identify, communicate and apply information found on typical commercial construction drawings.	

Reason for change	

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name Phone Email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Current prefix and number	ARCH 202	Proposed prefix and number	
Current course title	Commercial Studio	Proposed title (60 characters max)	
# Credits	6	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers design development and construction documents for a light frame commercial building. Prerequisites: ARCH 102, 112, 122, 124, 133, 136, 256.	**Covers the design process and schematic/presentation drawings for a light frame commercial building. Prerequisites: ARCH 101, 112, 133 and (ARCH 127 or 237)**

Reason for change	Course content has been redesigned now that Building Inspection students are no longer a part of the class. Now focuses solely on residential buildings and includes a Lec/Lab time for applications of theories.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply design development strategies to a new light frame commercial project. Contribute to a set of construction documents for a new light frame commercial project.	**Apply schematic design strategies to a new light frame commercial project.** **Produce professional quality schematic presentation drawings.**

Reason for change	**Due to code changes designers are no longer able to complete a small commercial building project without the aid of a licensed architect or engineer. Therefore this course had been modified from a design/construction drawing course to a design only course. Taking the building only as far as schematic design and presentation drawings.**

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: ARCH 102, 112, 122, 124, 133, 136, 256.	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: **ARCH 101, 112, 133 and (ARCH 127 or 237)**	**X Prerequisite**	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X no
If yes. 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 **X No**	
Implementation term	**X Summer 2012**
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Denise Roy	droy@pcc.edu	10/20/11
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	10/20/11

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name, phone, and email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Course prefix and number	ARCH 112	Course title	**Intro to Commercial Construction Documents** **(formerly Working Drawings 2)**

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	20	Lecture	**20**
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	**60**
Total TERM contact hours	50	Total TERM contact hours	**80**
Total credits	3	Total credits	**4**
Reason for change:	**As the complexity of CAD programs expand more time is needed to work with students on CAD applications in addition to course content. Responding to students request for more in class lab time to complete work with instructor supervision.**		

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

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

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

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

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

☐ Yes **X No**	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes **X No**	If yes, please describe	
Implementation term		☐ Next available term after approval **X Summer 2012**

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name, phone, and email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Course prefix and number	ARCH 122	Course title	Structures 2

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	40	Lecture	**20**
Lecture/Lab		Lecture/Lab	**20**
Lab		Lab	**0**
Total TERM contact hours	40	Total TERM contact hours	**40**
Total credits	4	Total credits	**3**
Reason for change:	**Historically this course has been shared between the Building Inspection program and the Architectural Program. Now that the BIT program has been suspended the course has been redesigned for the ARCH program. Now focuses solely on residential buildings and includes a Lec/Lab time for application of theories.**		

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

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

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

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

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

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

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name, phone, and email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Course prefix and number	ARCH 123	Course title	Structures 3

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	40	Lecture	**20**
Lecture/Lab		Lecture/Lab	**20**
Lab		Lab	**0**
Total TERM contact hours	40	Total TERM contact hours	**40**
Total credits	4	Total credits	**3**
Reason for change:	**Historically this course has been shared between the Building Inspection program and the Architectural Program. Now that the BIT program has been suspended the course has been redesigned for the ARCH program. Now focuses solely on residential buildings and includes a Lec/Lab time for application of theories.**		

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

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

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

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

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

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

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Architecture Design and Drafting	Submitter name, phone, and email	Elizabeth Metcalf Ext 4170 emetcalf@pcc.edu
Course prefix and number	ARCH 202	Course title	Commercial Studio

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	20	Lecture	**20**
Lecture/Lab		Lecture/Lab	
Lab	120	Lab	**60**
Total TERM contact hours	140	Total TERM contact hours	**80**
Total credits	6	Total credits	**4**
Reason for change:	**Due to code changes designers are no longer able to complete a small commercial building project without the aid of a licensed architect or engineer. Therefore this course had been modified from a design/construction drawing course to a design only course. Taking the building only as far as schematic design and presentation drawings.**		

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

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

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

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

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

☐ Yes **X No**	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes **X No**	If yes, please describe	
Implementation term		☐ Next available term after approval **X Summer 2012**

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

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

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

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Biology and Management of Zoo Animals		Submitter name phone and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Prefix and Course Number:	BMZA 255		Credits:	4
Course Title: (60 characters max)	Wildlife Education Management		Transcript Title (30 characters max)	Wildlife Education Mgmt
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: 3 Lec/lab: Lab: 3
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Introduces public relations issues and environmental and wildlife interpretative techniques. Provides an opportunity for skill development in the areas of wildlife interpretation and development of educational materials and programming for specific target audiences. Department permission required.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)
(double click on check box to activate dialog box)

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: SP 111	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	**Communicate effectively with zoo visitors and through outreach programs.** **Design and carry out interpretive programming for animal facilities.** **Design basic educational materials for animal facilities.**
Course activities and design: **(from CCOG)**	**Three hours of lecture primarily designed to train students to qualify for examination as Certified Interpretive Guides, and 3 hours of laboratory per week, to include practical experience at an off-site facility (zoo, Tualatin Nature Center, etc).**
Outcomes assessment strategies: **(from CCOG)**	**Participate in and contribute to all class and team discussions and activities.** **Complete homework assignments and projects.** **Write all scheduled examinations and quizzes.** **Develop and present assigned educational outreach presentation, programming, and materials for off-site facilities.**
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	**Themes:** **Techniques used in public relations and environmental education, and wildlife interpretation** **Appropriate development of educational materials and programming** **Concepts:** **Planning, implementation, and evaluation of on-site or outreach environmental education programs** **Variety of techniques and types of wildlife interpretation programs for various target audiences.** **Development of written educational materials for wildlife education and presentation of these to the public through modern media.** **Skills:** **Clear, effective communication orally and in writing.** **Development and implementation of environmental and/or wildlife education programming and materials.**

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Zookeepers and others involved in the zoological field today are called to provide interpretive talks about the animals in their care, outreach programming, and advocate for environmental conservation as well as provide best practices stewardship of the animals in their care. Providing specific background and training for students expecting to enter this field to develop basic skills in interpretive programming is critical to their success in the field. This course as are all others in the BMZA program have been developed by the Advisory committee specifically to support the joint PCC – Oregon Zoo – Oregon National Primate Research Center program to train professionals as zookeepers.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Biology and Management of Zoo Animals	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement (we have removed some extra time from other courses originally listed and added this course)	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Oregon Zoo and/or Tualatin Nature Center
Transferability: Will this course transfer to another academic institution? Identify	We have made preliminary contact with Oregon State University and Portland State University to attempt to work towards an articulation agreement for the Biology and Management of Zoo Animals AAS degree courses.

Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	no
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	no
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Biology and Management of Zoo Animals		Submitter name phone and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Prefix and Course Number:	BMZA 280B		Credits:	4
Course Title: (60 characters max)	Cooperative Education: Zoological Specialty		Transcript Title (30 characters max)	Co-op Ed: Zoological Specialty
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: Lab: 132
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☐
Pass/No pass	☒	☒
Audit in consultation with faculty	☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Provides an opportunity to apply classroom learning to hands-on specialty work experience matching specific learning objectives at the Oregon National Primate Research Center, Oregon Zoo, or other approved site, supervised by professionals on site and by program instructor(s). Department permission required.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)

(double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: BMZA 280A	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Undergo continuous improvement of personal and professional competence through the real-life application of specialized techniques, procedures and skills matching the specialty area selected by the student used in zoological management.
Course activities and design: **(from CCOG)**	A cooperative education experience for the student under direct supervision of the work supervisor at the OHSU primate center, Oregon Zoo, or other approved facility, and field site supervision of the Biology and Management of Zoo Animals co-op ed course faculty member.
Outcomes assessment strategies: **(from CCOG)**	Identify learning objectives and related activities at the beginning of the placement, in collaboration with the specific worksite supervisor and the Biology and Management of Zoo Animals co-op ed course faculty member. Consistently work the agreed upon hours and engage in the identified activities. Participate in an end-of-term evaluation process
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Themes Working in a team environment to apply the concepts and skills learned through the Biology and Management of Zoo Animals program in a worksite setting Concepts Identify areas for skill development Identify areas for improvement of career relevant attitudes and practices Enhance competence in identified areas Broaden or deepen knowledge of the career field Professional attitude and behavior Personal growth Issues Reflect on learning process. Reflect on personal strengths and challenges with respect the this

	workplace Organizational structure of the work site Skills Organize information Problem-solve Make decisions

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Students in the 280B cooperative education course will choose from a variety of specialty options at the OHSU primate center or a few at the zoo, and more sites may be developed. Credits and hours will be slightly reduced so as not to exceed the 432 hour limit on co-op ed for year 2 (150+150+132).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Biology and Management of Zoo Animals	# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three.	

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) OHSU primate center, Oregon Zoo or other approved cooperative education facility
Transferability: Will this course transfer to another academic institution? Identify	We have made preliminary contact with Oregon State University and Portland State University to attempt to work towards an articulation agreement for the Biology and Management of Zoo Animals AAS degree courses.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	no
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	no
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	no
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 100	Proposed prefix and number	
Current course title	Introduction to Zoo Science	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the history and missions of zoos, their roles in conservation, zoo structure and governance and career opportunities. Department permission required	Examines the history and mission of zoos, their roles in conservation, zoo structure and governance, and career opportunities. Introduces the taxonomy and general characteristics of animals with a focus on taxa commonly encountered in zoos. Department

	permission required.
Reason for change	Course will be expanded to include an introductory survey of general zoology concepts. There is not currently a general zoology course available at the college and students will need at least a brief overview in order to be prepared for the zoo internships as well as advanced courses in vertebrate groups and anatomy & physiology.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Explain the history and missions of zoos to a variety of audiences Present, to a variety of audiences, career opportunities available through zoos and the specific role animal keepers play within the zoo context. Articulate the critical importance of zoos in conservation efforts through outreach programs and personal interactions.	Explain the history and missions of zoos to a variety of audiences Present, to a variety of audiences, career opportunities available through zoos and the specific role animal keepers play within the zoo context. Articulate the critical importance of zoos in conservation efforts through outreach programs and personal interactions. Present information to a variety of audiences on the characteristics and relationships of zoo animals belonging to a wide diversity of taxa.

Reason for change	Course will be expanded to include an introductory survey of general zoology concepts. There is not currently a general zoology course available at the college and students will need at least a brief overview in order to be prepared for the zoo internships as well as advanced courses in vertebrate groups and anatomy & physiology.

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: . WR 121 or higher, MTH 95 or higher

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 101	Proposed prefix and number	
Current course title	Introduction to the Biology and Management of Zoo Animals	Proposed title (60 characters max)	Zoo Biology & Management I - Introduction
# Credits	4	Proposed transcript title **(30 characters max)**	**Zoo Bio & Mgmt I - Intro**
Reason for title change	**Synchronizing titles of 4 central course series within considerations of character number limits**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines fundamental concepts of animal management. Includes health and safety, feeding and handling, maintenance of records and permits. Department permission required	Examines the fundamental concepts of animal management including health and safety, feeding and handling, enclosure management, behavior and population management, plus maintenance of records and permits. Departmental permission required.

Reason for change	Course will include an overview survey of the variety of topics needed to prepare for the second term internships, including enclosure management, behavior and population management so that students understand the basic terminology and methodology before the practical rotations begin.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply, in a team environment, the fundamental concepts of animal management (including health and safety, feeding and handling of animals and maintenance of records and permits) to promote quality animal management for captive populations. Perform all tasks in alignment with industry-required health and safety principles. Utilize critical thinking, decision making and problem solving skills to successfully maintain captive populations.	Apply, in a team environment, the fundamental concepts of animal management (including health and safety, feeding and handling, enclosure management, behavior and population management, plus maintenance of records and permits) to promote quality animal management for captive populations. Perform all tasks in alignment with industry-required health and safety principles. Utilize critical thinking, decision making and problem solving skills to successfully maintain captive populations.

Reason for change	Course will include an overview survey of the variety of topics needed to prepare for the second term internships, including enclosure management, behavior and population management so that students understand the basic terminology and methodology before the practical rotations begin.

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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

prefix & number: WR 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 103	Proposed prefix and number	BMZA 250
Current course title	Conservation Biology	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces the vital importance of conservation biology in protecting and maintaining wild and captive populations of species. Departmental approval required.	Explores the challenges of declining biodiversity and examines the role of zoos in contributing to population and habitat conservation. Provides field experience with species conservation programs. Departmental permission required.

Reason for change	This will be an advanced capstone course in the program (not an introductory first semester course as originally listed) after students have taken the entire animal sequence and learned a great deal about various conservation programs at zoos. Experts in conservation bio at the zoo will teach the course and provide field experience with the zoo's conservation programs!

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Articulate clearly and support actively the concept of wildlife conservation in both personal and professional environments. Use the ISIS (International Species Identification System) Animal Record Keeping System to maintain accurate and comprehensive written and electronic records in a work setting. Apply appropriate conservation measures to various captive and natural environments, based on an analysis and understanding of current issues and the historical perspective. Inform and improve professional practice through the analysis of historical records of reintroductions of species to the wild.	Articulate clearly and support actively the concept of wildlife conservation in both personal and professional environments. Apply appropriate conservation measures to various captive and natural environments, based on an analysis and understanding of current issues, historical perspective, and field experience. Inform and improve professional practice through the analysis of historical records of reintroductions of species to the wild.

Reason for change	Record keeping is moved to BAMZA 1. This advanced course focuses more strongly on these listed objectives based on field experience in this course.

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

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: . WR 121 or higher, MTH 95 or higher

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 101, 201, 202, 203	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 105	Proposed prefix and number	
Current course title	Introduction to Comparative Vertebrate Anatomy and Physiology I	Proposed title (60 characters max)	Comparative Vertebrate Anatomy and Physiology I
# Credits	4	Proposed transcript title **(30 characters max)**	Vert Anatomy & Physiology I
Reason for title change	**This is not an "introduction to" level course.**		

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 comparative vertebrate anatomy and physiology focusing on exotic species commonly seen in zoological parks. Examines histology, integument and related structures including hoofs and horns,	Presents a comparative approach to structure, function, and evolution of the vertebrate classes. Examines histology and organ systems with emphasis on integumentary, skeletal, muscular, and nervous systems. Includes laboratory dissections of

skeletal system including articulations, muscular and nervous systems. Department permission required	representative vertebrate specimens. Departmental permission required
Reason for change	Cannot focus on exotics as they are not the standard species available for dissection, but we will have a broad range of typifying vertebrates for demonstration dissections of systems and specifics (shark vs cat?) for student dissections throughout term .

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Effectively communicate case studies in comparative anatomy and physiology through verbal, written and multimedia means. Critically evaluate published research related to anatomy and physiology of domesticated species in terms of histology, integument, skeletal, muscular and nervous systems, in order to inform and continuously improve professional practice. Interpret animal health data and apply to practice in an animal management setting. Evaluate and treat animal patients in a holistic manner.	Effectively communicate within a team of zoo professionals regarding the anatomical and physiological conditions of vertebrates being managed. Critically evaluate published research related to histology, integument, skeletal, muscular and nervous systems of vertebrates, in order to inform and continuously improve best practices in animal management. Skillfully monitor animal health and well-being using an understanding of their anatomy and physiology. Respond knowledgeably and educate the public when questioned regarding animal anatomy, physiology, and well-being.
Reason for change	Original outcomes were domestic and vet tech (medical) not zookeeper oriented.

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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BI 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 106	Proposed prefix and number	
Current course title	Introduction to Comparative Vertebrate Anatomy and Physiology II	Proposed title (60 characters max)	Comparative Vertebrate Anatomy and Physiology II
# Credits	4	Proposed transcript title **(30 characters max)**	Vert Anatomy & Physiology II
Reason for title change	**This is not an "introduction to" level course.**		

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 comparative vertebrate anatomy and physiology focusing on exotic species commonly seen in zoological parks. Examines sensory, endocrine, circulation, non-specific and immune responses,	Presents a comparative approach to structure, function, and evolution of vertebrate organ systems with emphasis on special senses, circulatory, respiratory, digestive, urinary, reproductive, and endocrine systems. Includes laboratory dissections of

respiration, digestion, urinary, fluid, acid-base and electrolyte balance, reproduction and development. Department permission required.	representative vertebrate specimens. Departmental permission required
Reason for change	Cannot focus on exotics as they are not the standard species available for dissection, but we will have a broad range of typifying vertebrates for demonstration dissections of systems and specifics (shark vs cat?) for student dissections throughout term .

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Effectively communicate case studies in comparative anatomy and physiology through verbal, written and multimedia means. Critically evaluate published research related to anatomy and physiology of domesticated species in terms of sensory, endocrine, circulation, non-specific and immune responses, respiration, digestion, urinary, fluid, acid-base and electrolyte balance, reproduction and development , in order to inform and continuously improve professional practice. Interpret animal health data and apply to practice in a clinical setting. Evaluate and treat animal patients in a holistic manner.	Effectively communicate within a team of zoo professionals regarding the anatomical and physiological conditions of vertebrates being managed. Critically evaluate published research related to histology, integument, skeletal, muscular and nervous systems of vertebrates, in order to inform and continuously improve best practices in animal management. Skillfully monitor animal health and well-being using an understanding of their anatomy and physiology. Respond knowledgeably and educate the public when questioned regarding animal anatomy, physiology, and well-being.
Reason for change	Original outcomes were domestic and vet tech (medical) not zookeeper oriented.

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: . WR 121 or higher, MTH 95 or higher

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BI 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 107	Proposed prefix and number	
Current course title	Basic Horticulture For Zoo Keepers	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	**Horticulture for Zoo Keepers**
Reason for title change	**Short title was not listed within character limit**		

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 analysis of plant structure and function and environmental conditions necessary for proper growth and propagation, focusing on plants appropriate for animal enclosures and feed. Department permission	Introduces the principles and importance of horticulture in the design, culture and maintenance of zoological enclosures. Covers basic plant anatomy and physiology, plant ecology in a controlled environment, plant identification and use of plant material to

required.	supplement diets of captive populations. Includes hands-on horticultural techniques for maintenance. Departmental permission required.
Reason for change	Course description and outcomes rewritten in consultation with Hort/Landscaping faculty and zoo horticulture staff to reflect practical needs for the profession to be taught in this course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Design, manage (care and culture), and identify plants in a zoo enclosure setting using basic horticulture techniques. Explain plant anatomy, physiology and ecology using proper terminology. Use an understanding of the classification and evolutionary relationship among major plant groups, in order to identify appropriate plant species to be used as supplemental food sources (and which are potential threats) for captive populations.	Apply an understanding of zoological horticulture to captive animal populations to assist in the design of functional and aesthetic zoo enclosures. Effectively communicate within a team of zoo professionals regarding issues involving plant anatomy and physiology utilizing proper terminology. Apply the principles of plant ecology to solve the challenges of zoological horticulture. Assist in the cultivation and maintenance of plants in a zoo enclosure setting using basic horticulture techniques. Use an understanding of the major plant groups to select appropriate plant species to be used as supplemental food sources and to identify those which are potential threats for captive populations.
Reason for change	Course description and outcomes rewritten in consultation with Hort/Landscaping faculty and zoo horticulture staff to reflect practical needs for the profession to be taught in this course.

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

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 110	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 110	Proposed prefix and number	
Current course title	Animal Nutrition	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Design a diet that provides all essential and desirable nutrients to ensure longevity**,** desirable weight, and well-being in captivity using scientific nutritional literature based upon the species, age, sex and health of an animal.	Introduces various types of nutrients, the basic principles of nutrition as applied to exotic animals, principles of diet formulation, and important nutritionally caused diseases. Explores nutritional needs of orphaned animals, geriatric animals and

	nutrient requirements across taxa. Department permission required.
Reason for change	Curriculum Committee mistakenly (I think) changed the course description to what they probably meant to be an outcome. Description revised from original to reflect need to cover major aspects of this course (diet formulation and nutrient requirements across the diversity of taxa) and remove "prescription diets" that are not in the curriculum.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Using scientific nutritional literature based upon the species, age, sex and health of an animal, design a diet that provides it with all essential and desirable nutrients to ensure its longevity, desirable weight, and well-being in captivity.	Design a diet that provides all essential and desirable nutrients to ensure longevity**,** desirable weight, and well-being in captivity using scientific nutritional literature based upon the species, age, sex and health of an animal.
Reason for change	Update outcome to where I think curriculum committee meant it to be, here.

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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con

prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 150	Proposed prefix and number	
Current course title	Captive Population Management I	Proposed title (60 characters max)	Captive Population Management
# Credits	4	Proposed transcript title **(30 characters max)**	**Captive Population Mgmt**
Reason for title change	**Curriculum committee put this in the course series with the herp, bird, and mammal courses due to content but I have requested change in content of those courses and would not have them as a series with this course.**		

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 basic principles of animal management. Includes collection planning, reproduction, genetic considerations, contraception, shipments, transfers, introductions, record keeping, Species	Introduces basic principles of captive population management including reproductive and genetic management, animal relocations, and collection and regional planning with the use of studbooks and

Survival Plans, and other taxon based advisory groups. Department permission required	various cooperative groups. Departmental permission required
Reason for change	Summarized course contents more succinctly within the major topic areas of reproductive biology (incl genetics, contraception, monitoring and altering repro, etc), moving animals (includes shipment, transfer, introduction), and planning at the collection vs regional level. Basic records will be covered in BAMZA 1 but studbooks in this course. Would prefer not to specifically name SSPs in course description or outcomes since AZA registered names and processes are in flux.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Manage captive populations of a variety of species through the appropriate application of basic animal management principles – including those related to: collection planning, introductions, contraception and reproduction, genetics, shipments, and transfers. Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive populations. .	Manage captive populations of a variety of species through the appropriate application of basic population management principles - including those related to reproductive and genetic management and animal relocations. and collection and regional planning with the use of studbooks and various cooperative groups. Use collection and regional planning, studbooks and various cooperative breeding and advisory groups to maintain healthy and genetically diverse captive populations.
Reason for change	Align with revised course description.

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: . WR 121 or higher, MTH 95 or higher

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 201	Proposed prefix and number	
Current course title	Captive Population Management II – Amphibians and Reptiles	Proposed title (60 characters max)	Zoo Biology & Management II – Amphibians and Reptiles
# Credits	4	Proposed transcript title **(30 characters max)**	Zoo Bio & Mgmt II - Herps
Reason for title change	**Synchronizing titles of 4 central course series within considerations of character number limits**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the amphibian and reptile group with special emphasis on those species commonly kept in captivity. Applies the basic principles of animal management including collection planning, reproduction, genetic considerations,	Examines the diversity of taxa within amphibians and reptiles and how this relates to their captive husbandry and management needs and conservation issues. Departmental permission required

contraception, shipments, transfers, introductions, record keeping and Species Survival Plans plus other taxon based advisory groups to these species. Departmental approval required	
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Manage captive populations of *amphibians and reptiles* through the appropriate application of basic animal management principles – including those related to: collection planning, animal introductions, contraception and reproduction, genetics, shipments, and transfers. Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive amphibian and reptile populations.	Effectively research and communicate information about a diversity of amphibians and reptiles to a variety of audiences. Manage captive populations of amphibians and reptiles in a team environment through the appropriate application of knowledge of their specific biology and husbandry requirements. Advocate for amphibian and reptile conservation programs
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 202	Proposed prefix and number	
Current course title	Captive Population Management III – Birds	Proposed title (60 characters max)	Zoo Biology & Management II – Birds
# Credits	4	Proposed transcript title **(30 characters max)**	**Zoo Bio & Mgmt III–Birds**
Reason for title change	**Synchronizing titles of 4 central course series within considerations of character number limits**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the avian group with special emphasis on those species commonly kept in captivity. Applies the basic principles of animal management including collection planning, reproduction, genetic considerations,	Examines the diversity of avian taxa and how this relates to their captive husbandry and management needs and conservation issues. Departmental permission required.

contraception, shipments, transfers, introductions, record keeping and Species Survival Plans plus other taxon based advisory groups to these species. Departmental approval required	
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Manage captive populations of *birds* through the appropriate application of basic animal management principles – including those related to: collection planning, animal introductions, contraception and reproduction, genetics, shipments, and transfers. Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive bird populations.	Effectively research and communicate information about a diversity of birds to a variety of audiences. Manage captive populations of birds in a team environment through the appropriate application of knowledge of their specific biology and husbandry requirements. Advocate for avian conservation programs
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 203	Proposed prefix and number	
Current course title	Captive Population Management IV – Mammals	Proposed title (60 characters max)	Zoo Biology & Management IV – Mammals
# Credits	4	Proposed transcript title **(30 characters max)**	**Zoo Bio & Mgmt IV–Mammals**
Reason for title change	**Synchronizing titles of 4 central course series within considerations of character number limits**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the mammal group with special emphasis on those species commonly kept in captivity. Applies the basic principles of animal management including collection planning, reproduction, genetic considerations,	Examines the diversity of mammalian taxa and how this relates to their captive husbandry and management needs and conservation issues. Departmental permission required.

contraception, shipments, transfers, introductions, record keeping and Species Survival Plans plus other taxon based advisory groups to these species. Departmental permission required	
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Manage captive populations of mammals through the appropriate application of basic animal management principles – including those related to: collection planning, introductions, contraception and reproduction, genetics, shipments, and transfers. Use record keeping systems, Species Survival Plans and other advisory groups to maintain healthy and genetically diverse captive mammal populations.	Effectively research and communicate information about a diversity of mammals to a variety of audiences. Manage captive populations of mammals in a team environment through the appropriate application of knowledge of their specific biology and husbandry requirements. Advocate for mammalian conservation programs
Reason for change	The population management course will specifically focus on the collection planning issues listed, while the diversity course series will focus more broadly on zoology of taxa and husbandry, management, and conservation within each taxon.

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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 220	Proposed prefix and number	
Current course title	Veterinary Procedures and Treatments for Zoo Keepers	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Examines the critical importance of observation plus veterinary treatment techniques for zoo animals. Includes restraint, immobilization, and transport, administration of medication, venipuncture,	Examines the critical importance of observation plus veterinary treatment techniques for zoo animals. Includes preventative health care and identification of health problems, restraint, immobilization, and transport, administration of prescribed medication, and

and physical therapy plus care of geriatric and neonate animals. Department permission required	care of geriatric and neonate animals. . Prerequisites: BI 112, BMZA 105 and BMZA 106. Department permission required
Reason for change	Rewritten after discussion with zoo veterinary staff to reflect actual tasks involved at the zookeeper level.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Observe captive animals with an emphasis on determining their physical well-being. Safely handle, restrain and transport animals under the direction of zoo veterinary or curator staff. Effectively administer medications, venipuncture and conduct routine physical examinations and procedures to maintain the health of the animals. Safely and effectively work with captive animals at each stage of life from neonate to gerontology. Administer contraception to animals in captivity	Observe captive animals with an emphasis on determining their physical well-being and recognizing signs of health problems. Safely handle, restrain and transport animals under the direction of zoo or laboratory veterinary or curator staff. Safely and effectively work with captive animals at each stage of life from neonate to gerontology. Effectively administer prescribed medications and follow basic prophylactic animal care protocols. Assist veterinary staff with animal management during examinations and procedures to maintain captive animal health.
Reason for change	Rewritten after discussion with zoo veterinary staff to reflect actual tasks and emphasis involved at the zookeeper level (i.e. venipuncture, physical exams, contraception are veterinary roles)

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: . WR 121 or higher, MTH 95 or higher

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

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BI 112	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: BMZA 105, 106	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 231	Proposed prefix and number	
Current course title	Introduction to Animal Behavior	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces the concepts of animal behavior with particular emphasis on species exhibited within zoos. Department permission required.	

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply the fundamental concepts of animal behavior to successful animal management. Recognize different animal behavior patterns and apply appropriate capture, handling, restraint and transport techniques. Accurately record observed animal behaviors for the purpose of data collection.	Apply the fundamental concepts of animal behavior to successful animal management. Recognize different animal behavior patterns and apply these to maintaining animal health, safety, well-being and sustainable populations in a captive environment. Accurately record observed animal behaviors for the purpose of data collection.
Reason for change	This course will be lecture format and will not involve applying capture, handling, restraint, and transport techniques. Those will be included in internship, veterinary, behavior management, and BAMZA 1 laboratory courses.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent 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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 101	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 232	Proposed prefix and number	
Current course title	Zoo Animal Behavior Management	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers basic skills of zoo animal behavior management. Includes the use of environmental enrichment and other techniques to encourage natural behaviors, enhancing the physical and psychological wellbeing of the animals. Includes operant	Promotes the use of environmental enrichment, operant conditioning and training, and other behavioral management techniques to enhance the physical and psychological well-being of captive animals and to effectively carry out the missions of the facility.

conditioning and training techniques to safely perform routine physical examinations and minor veterinary procedures. Department permission required	Department permission required.
Reason for change	Condensed title as all of items listed are about physical and psych well-being (including veterinary), but also expanded to include "to effectively carry out the missions of the facility" since the purpose is not limited to animal well-being but also training for educational programs at the zoo, cooperation with procedures at the primate center, etc.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Use environment enrichment and other related techniques to maximize the opportunities for animals to engage in natural behavior within the zoo setting. Use training and operant conditioning techniques to safely perform routine physical examinations and minor veterinary procedures. Develop training plans and accurate record keeping for animal behavior.	Use environment enrichment and other related techniques to enhance the physical and psychological well-being of captive animals. Use training and operant conditioning techniques to enhance the well being of animals in captivity (eg. Veterinary care) and effectively carry out the mission of the facilty (safe animal care, education, research, etc). Develop training plans and accurate record keeping for animal behavior.
Reason for change	Removed specificity to zoo setting since primate center is another partner. Removed specificity to "natural behavior" as that is not always the goal of enrichment. Expanded the functions of training as noted above in the description section.

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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 231	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 240	Proposed prefix and number	
Current course title	Zoo Water Quality Management	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces the fundamental principles and application of water management techniques to water systems typically seen in zoos. Department permission required.	

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Safely and effectively operate, maintain, and troubleshoot the Life Support Systems (LSS) that provides biological, chemical, and/or mechanical filtration in a zoo setting. Implement a comprehensive water quality monitoring system that addresses the specific needs of the various types of water to assure optimal zoo animal welfare. Maintain water quality in accordance with all governmental and accrediting body recommendations to assure well-being of the animals in a zoo setting.	
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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: CHEM 100 or 104	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: MTH 65	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 260	Proposed prefix and number	
Current course title	Exhibit Design	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Explores the design process of zoo exhibits to ensure that the physical and psychological well-being of captive animals is considered as well as safety and aesthetic issues. Departmental approval	Explores the design process of zoo exhibits to ensure that the physical and psychological well-being of captive animals is considered as well as safety and aesthetic issues. Prerequisite: BMZA 101, corequisite: BMZA 265. Department permission required

required.	
Reason for change	Align “permission” formats for catalog.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Design zoo exhibits, considering all of the following: water features; plantings; the anatomical, behavioral, social, environmental enrichment, feeding, and loco motor styles of the animals; needs of zoo staff (e.g. keepers, veterinarians, etc.) including husbandry, sanitation, capture, restraint, introductions, observations, sight lines and separations; public viewing and messaging. Comply with all USDA and other governmental and accrediting body regulations and recommendations when designing zoo exhibits.	Provide input into the design of zoo exhibits, considering all of the following: water features; plantings; the anatomical, behavioral, social, environmental enrichment, feeding, and loco motor styles of the animals; needs of zoo staff (e.g. keepers, veterinarians, etc.) including husbandry, sanitation, capture, restraint, introductions, observations, sight lines and separations; public viewing and messaging. Ensure compliance with all USDA and other governmental and accrediting body regulations and recommendations during the design process of zoo exhibits.
Reason for change	Zookeepers are not exhibit designers and the idea is to give them enough understanding of the process to be capable of providing valuable input into the process to the design team. One course will not turn them into designers or architects.

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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: BMZA 265	☐ Prerequisite	☒ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 265	Proposed prefix and number	
Current course title	Exhibit Construction, Maintenance, and Repair	Proposed title (60 characters max)	
# Credits	2	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces the basic concepts of zoo exhibit construction, maintenance and repair focusing on construction math, tools and safety, construction materials, mechanical, electrical and plumbing services, concrete	Provides an overview of the basic concepts used in animal exhibit construction, maintenance and repair. Emphasizes safety, identification, selection, usage and care of hand and power tools to complete projects in a team environment. Introduces the use of construction

and related hardscapes and blue print reading. Department permission required.	materials, concrete and related hardscapes, reading blueprints, and communication regarding mechanical, electrical, and plumbing services. Department permission required.
Reason for change	In consultation with BCT department, revised where course will be focused, secondary, and what cannot be done due to licensing requirements (mechanical, electrical, and plumbing) but will only be covered in terms of understanding problems to communicate with contractors.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Apply appropriate math concepts to successfully complete zoo exhibit construction projects.	Use appropriate safety principles and procedures when operating in a zoo construction, maintenance, and repair environment.
Use a variety of construction tools in a safe and effective manner.	Identify and select appropriate tools to complete animal exhibit construction, maintenance, and repair projects.
Use appropriate construction materials in exhibit construction projects.	Use tools and a variety of materials to complete animal exhibitry projects in a team environment.
Construct and repair basic mechanical, electrical and plumbing fixtures.	Identify and communicate appropriately regarding problems with mechanical, electrical, and plumbing systems.
Reason for change	In consultation with BCT department, revised where course will be focused, secondary, and what cannot be done due to licensing requirements (mechanical, electrical, and plumbing) but will only be covered in terms of understanding problems to communicate with contractors.

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: . WR 121 or higher, MTH 95 or higher			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: BMZA 101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: BMZA 260	☐ Prerequisite	☒ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 270	Proposed prefix and number	
Current course title	Biology and Management of Zoo Animals Seminar	Proposed title (60 characters max)	Zoo Biology & Management Seminar
# Credits	1	Proposed transcript title **(30 characters max)**	Zoo Bio & Management Seminar
Reason for title change	**Seminar Topics not restricted to "animal" issues, aligns with other course titles.**		

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)**
Explores a variety of current concepts and issues in the Biology and Management of Zoo Animals. Department permission required	Explores a variety of current concepts and issues in Zoo Biology and Management. Department permission required.

Reason for change	Allow for potential broader range of seminar topics.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Accurately and concisely articulate, orally and in writing, current topics and issues related to the biology and management of zoo animals.	Accurately and concisely communicate in oral and written form with the public and professionals regarding current topics and issues related to zoo biology and management.

Reason for change	Update outcome..

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

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

Current prerequisites, corequisites and concurrent

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

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

☒ Placement into: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: BMZA 100	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: SP 111	☒ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	10/03/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	10/03/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name Phone Email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Current prefix and number	BMZA 271	Proposed prefix and number	BMZA 280A
Current course title	Internship	Proposed title (60 characters max)	Cooperative Education in Zoos
# Credits	4-5 (repeated 4x)	Proposed transcript title **(30 characters max)**	Co-op Ed in Zoos
Reason for title change	**Changing course to co-op ed format.**		

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)**
Focuses on practical application of animal management at the Oregon Zoo or Oregon National Primate Research Center or other approved site. Supervision by professionals on site and by program instructor(s). May be taken up to six times for credit.	Provides an opportunity to apply classroom learning through work experience in animal care and management at the Oregon Zoo, supervised by professionals on site and by program instructor(s). May be taken up to four times for credit. Department permission required.

Department permission required.	
Reason for change	Students in the A course series will be working through zoo areas only and will all have similar experiences. Course would be changed to co-op ed to give students the needed focus towards career work experience training critical for this program.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Undergo continuous improvement of personal and professional competence through the real-life application of knowledge, techniques, procedures and skills used in the management of zoo animals.	
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: . WR 121 or higher, MTH 95 or higher

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: BMZA 100, BMZA 101	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☐ Next available term after approval ☒ Specify term(if AFTER the next available term) Fall 2012
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Joyce Kaplan	joyce.kaplan@pcc.edu	11/22/2011
SAC Administrative Liaison	Email	Date
Karen Sanders	ksanders@pcc.edu	11/22/2011

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 100	Course title	Introduction to Zoo Science

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

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

Reason for change:	Course will be expanded to include an introductory survey of general zoology concepts. There is not currently a general zoology course available at the college and students will need at least a brief overview in order to be prepared for the zoo internships as well as advanced courses in vertebrate groups and anatomy & physiology.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 101	Course title	Zoo Biology & Management I - Introduction

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	20
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	60
Total credits	4	Total credits	4
Reason for change:	Contact hours redistributed to match course content in development.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 103	Course title	Conservation Biology

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	20
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	60
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes as redesigned into more of a capstone field conservation course will still involve lecture periods but more time with direct field instruction with potential zoo instructors on conservation projects in lecture/lab format.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 105	Course title	Comparative Vertebrate Anatomy and Physiology I

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	30
Lecture/Lab	80	Lecture/Lab	
Lab		Lab	30
Total contact hours/term	80	Total contact hours/term	60
Total credits	4	Total credits	4
Reason for change:	Course description and outcomes are more appropriately covered in separate lecture and laboratory format and in the typical time periods for lecture and lab.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 106	Course title	Comparative Vertebrate Anatomy and Physiology II

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	30
Lecture/Lab	80	Lecture/Lab	
Lab		Lab	30
Total contact hours/term	80	Total contact hours/term	60
Total credits	4	Total credits	4
Reason for change:	Course description and outcomes are more appropriately covered in separate lecture and laboratory format and in the typical time periods for lecture and lab.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 107	Course title	Basic Horticulture for Zoo Keepers

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	20
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	60
Total credits	4	Total credits	4
Reason for change:	Contact hours redistributed to match course content in development.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 110	Course title	Animal Nutrition

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in animal nutrition and feeding during the internship courses throughout the program.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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

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

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

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 150	Course title	Captive Population Management

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in reproductive and population management during the internship courses throughout the program.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 201	Course title	Zoo Biology & Management II – Amphibians and Reptiles

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in husbandry and management during the internship courses throughout the program.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 202	Course title	Zoo Biology & Management III – Birds

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in husbandry and management during the internship courses throughout the program.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 203	Course title	Zoo Biology & Management IV – Mammals

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in husbandry and management during the internship courses throughout the program.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 231	Course title	Introduction to Animal Behavior

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	40
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	4

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Students will be receiving their practical experience in animal behavior management during the internship courses throughout the program and BMZA 232.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 232	Course title	Zoo Animal Behavior Management

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	2

Reason for change:	Course description and outcomes are more appropriately covered in lecture/laboratory format due to the practical nature of all of the material. Upon consultation with staff at the zoo and primate center who would most likely be involved in developing and teaching this material we mutually agreed that 4 hours per week of in-class format was more appropriate for the objectives and outcomes.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 240	Course title	Water Quality Management

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	2

Reason for change:	Course description and outcomes are more appropriately covered in lecture/laboratory format due to the practical nature of all of the material. Upon consultation with staff at the zoo regarding the depth of knowledge desired for those entering the zoo profession in this area, and faculty who would most likely be involved in developing and teaching this material we mutually agreed that 4 hours per week of in-class format was more appropriate for the objectives and outcomes.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 260	Course title	Exhibit Design

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	20
Lecture/Lab		Lecture/Lab	
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	20
Total credits	4	Total credits	2

Reason for change:	Course description and outcomes are more appropriately covered in lecture format. Upon consultation with staff at the zoo who would most likely be involved in developing and teaching this material regarding the depth of knowledge desired for those entering the zoo profession in this area, we mutually agreed that 2 hours per week of lecture should reach the learning outcomes at this level.

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 265	Course title	Exhibit Construction, Maintenance, and Repair

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture	30	Lecture	
Lecture/Lab		Lecture/Lab	40
Lab	30	Lab	
Total contact hours/term	60	Total contact hours/term	40
Total credits	4	Total credits	2

Reason for change:	Course description and outcomes are more appropriately covered in lecture-laboratory format. Upon consultation with staff at the zoo regarding the depth of knowledge desired for those entering the zoo profession in this area, and faculty in the construction tech department who would most likely be involved in developing and teaching this material we mutually agreed that 4 hours per week of in-class format was more appropriate for the objectives and outcomes. .

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Biology and Management of Zoo Animals	Submitter name, phone, and email	Joyce Kaplan (971) 722-7688 joyce.kaplan@pcc.edu
Course prefix and number	BMZA 271	Course title	Internship

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab		Lecture/Lab	
Lab	144	Lab (Co-op)	120-144 or 150-180
Total contact hours/term	144	Total contact hours/term	120-144 or 150-180
Total credits	4	Total credits	Variable 4-5
Reason for change:	Corrected to reflect the appropriate contact hour to credit hour ratio of lab (would have been 120 hours) compared to range of potential hours if class is cooperative education.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term		☐ Next available term after approval ☒ Specific term = Fall 2012

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Portland Community College

New Course
Career Technical Education (CTE)

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

Section #1 General Information				
Department:	Gerontology		Submitter name phone and email	Roger Anunsen, 503-636-7400 roger.anunsen@pcc.edu Jan Abushakrah, 971-722-4077 jabushak@pcc.edu
Prefix and Course Number:	GRN175		Credits:	1
Course Title: (60 characters max)	The Mature Mind		Transcript Title (30 characters max)	The Mature Mind
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☐
Pass/No pass	☒	☒
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Explores the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains for today's older students and tomorrow's gerontologists and care providers, introducing them to the emerging array of sustainable approaches to engage, stimulate, and enhance older minds.

Addendum to course description: The course is a Program Elective for the AAS in Gerontology and the Gerontology Certificate. It is recommended for students earning the Advanced Behavioral & Cognitive

Care Certificate.

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	**Successful students will be able to:** **1. Apply recent research on aging brains to enhance their own learning.** **2. Translate, combine, and apply recent research on aging brains to engage, stimulate, and enhance older minds in their work in aging services, life enrichment, adult education, and care settings.** **3. Stay current as new research on aging brains emerges.**
Course activities and design: **(from CCOG)**	**Lecture, discussion, and experiential learning in a seminar format**
Outcomes assessment strategies: **(from CCOG)**	**A variety of assessments will be used, including** **- Personal 7-Day Brain Health Assessment and Reassessment Process** **- Brain Health Lexicon Puzzles** **- Accessing Emerging Brain Research Assignments** **- Applying Brain Health Knowledge Assignments**
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	**1. Longevity and The New Age of Aging** **2. Memory & Learning** **3. The Mature Mind** **4. Creativity & the Brain** **5. The Science of the Senses** **6. The Six Cog Wheels of Brain Health** **7. Brain Health Roundtable reviewing and sharing brain science research and brain health issues.**

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	The course provides a dynamic and accessible way for the many older students in the Gerontology Program to learn about aging brain health and cognitive fitness, both to enhance their own learning and to provide tools for working effectively with older adults in a variety of contexts.

Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Gerontology (as Program Elective)	# credit: 43 credits
Name of degree(s):	AAS in Gerontology (as Program Elective)	# credit: 90 credits
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Yes.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	N/A
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	

If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Gerontology		Submitter name phone and email	Holly Berman 503 313-2418 holly.berman@pcc.edu Jan Abushakrah 971-722-4077 jabushak@pcc.edu
Prefix and Course Number:	GRN 245		Credits:	1
Course Title: (60 characters max)	Introduction to Guardianship in Oregon		Transcript Title (30 characters max)	Guardianship Introduction
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☒ Yes ☐ No	Prefix, number and title: GRN 246 and GRN 245 together are equivalent to GRN 238 (3 credits)

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☐
Pass/No pass	☒	☒
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Introduces guardianship in Oregon. Includes a review of the court process, who qualifies for guardianship, and responsibilities of individuals serving as guardians. Presents basic information about how to be a guardian for a family member, and an overview of resources for guardians.

Addendum to course description:
Suitable for family members considering guardianship of a parent or an adult child, as well as gerontologists, social workers and caregivers seeking basic information about guardianship in Oregon.

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	**Successful students completing this course will be able to:** **1. Make informed decisions about obtaining guardianship for an incapacitated adult in Oregon.** **2. Assume the basic responsibilities that guardians have for protected persons, while understanding attorney, court and facility expectations of guardians.** **3. Serve as a guardian for a family member in Oregon.** **4. Access and work with basic care resources for protected persons.** **5. Work effectively in a care context as a guardian under Oregon regulations, and handle any identified problems with an existing guardianship.**
Course activities and design: **(from CCOG)**	**Students will observe a variety of media and on-line content concerning the guardianship process, laws, and practice standards related to guardianship of an individual in Oregon. Included will be court expectations, the service system in Oregon for adults and seniors, what an attorney wants you to know and do, and working with the protected person and others to get the best care possible within the identified protected person's values.**
Outcomes assessment strategies: **(from CCOG)**	**1. Multiple choice quizzes (on-line)** **2. Short essay responses to questions about specific issues (on-line).** **3. A final summary quiz about basic required concepts.**
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	**1. Meeting guardianship responsibilities ethically and effectively.** **2. Relating to caregivers and systems effectively.** **3. Compliance with court requirements and processes.**

Section #2 Function of the new course within an existing and/or new program(s)
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the

degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This course will provide basic information for individuals functioning in caregiving roles, and will also function as an introduction to guardianship for individuals currently serving as guardians in Oregon. It will be the first such course in Oregon, although most other states provide this course material to residents of their states already. This course will serve a wide variety of students seeking basic information to serve as family guardians, and will also serve as a pre-requisite for GRN246 Guardian-Conservator Training, a subsequent class for students seeking more information and understanding or desiring to practice as professional guardians and conservators.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Gerontology: End of Life Care and Support Certificate (required); pre/co-requisite for GRN246	# credit: 36
Name of degree(s):	AAS Gerontology (program elective) Gerontology Certificate (elective)	# credit: 90 for AAS 43 for Gerontology Cert
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☒ online* (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain) *Online (DL) with optional 2-hour Q+A session on campus.
Transferability: Will this course transfer to another academic institution? Identify	Yes.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	
Are there similar courses	This course is part of a two-course series that is planned to replace GRN

existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	238, Guardian-Conservator Training, a 3-credit class. The plan is to offer this class as a one-credit class for a large, statewide audience, and also as a pre-requisite for the more advanced two-credit class, GRN246.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	GRN 238 serves a number of students in the Paralegal Studies Program. With the creation of GRN245, they will now be able to take this class online before taking the more advanced class, GRN246, which will be offered in a class-web format.
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Loretta Goldy, SY Social Sciences Dean	lgoldy@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Gerontology		Submitter name phone and email	Holly Berman 503 313-2418 holly.berman@pcc.edu Jan Abushakrah, 971 722-4077 jabushak@pcc.edu
Prefix and Course Number:	GRN 246		Credits:	2
Course Title: (60 characters max)	Guardian Conservator Training		Transcript Title (30 characters max)	Guardian Conservator Training
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☒ Yes ☐ No		Prefix, number and title: GRN 246 and GRN 245 together are equivalent to GRN 238 (3 credits)	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Introduces professional guardianship and conservatorship in Oregon. Includes professional standards and practices, intake decision-making, working with attorneys through the court process, interactions between Oregon laws and professional standards, business and social service skills required and legal/ethical responsibilities to the court and protected person throughout the process. Introduces national and state issues, and how to work with a

care team in a professional social service, medical, and legal context. Focuses on how to coordinate services and finances, how to use available resources, and how to work with physicians, care providers, social service agencies, families and other parties in decision-making on life, property, and care for court-determined incapacitated adults in Oregon.
Addendum to course description:
Suitable for health care professionals and advocates working or seeking to work with clients with cognitive incapacity and looking for an understanding of guardianship or conservatorship in Oregon, as well as individuals considering guardianship or conservatorship or a related field as a practice choice, and trustees, paralegals, or attorneys seeking greater understanding about the full scope of the practice area. Also suitable for individuals serving as guardians, conservators, or primary decision-makers for a family member or friend, but wanting more content that that provided in *Introduction to Guardianship*. Required for the Gerontology: End of Life Care and Support Certificate.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
GRN245 Introduction to Guardianship in Oregon	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Students successfully completing this course will be able to: 1. Assume the basic responsibilities of professional guardians and conservators in Oregon, including legal and standard-related responsibilities to protected persons and the court. 2. Assess their own knowledge base and best fit within the practice arena, and pursue continuing education and professional development within the practice context in Oregon. 3. Be prepared to take the national certification test offered by the National Center for Guardian Certification.
Course activities and design: **(from CCOG)**	Lecture, presentations, discussions and readings on key concepts, issues, laws, and skills Case studies involving practice-like care conferences and other decision-making process Selected use of media and selected printed material to solidify key concepts
Outcomes assessment strategies: **(from CCOG)**	• A variety of assignments will be used to facilitate skills and knowledge acquisition. • Assessments in the form of quizzes, essays and other types of objective tests will prepare students for practice issues and the national certification test • Case studies involving care conferences and other decision-making practices with concerned parties will prepare students for effective guardianship practice.

Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	1. Overview of history and role of guardianship/conservatorship in US and in Oregon 2. Overview of Guardianship and Conservatorship duties and responsibilities 3. Overview of current Oregon law and related national services and programs 4. The guardianship process and determination of capacity, and how to decide which clients you can effectively serve 5. Care conferences, substituted judgment and best interest decision-making on living arrangements, care, property, medical issues and end-of-life issues for persons no longer capable of making or communicating safe or sound decisions, including obtaining input from members, medical and social service professionals, courts, and other entities 6. Abuse prevention and protection, and alternatives to guardianship 7. Professional standards, practices, and ethics 8. How to work with your attorney to protect yourself and your clients 9. Business and fiduciary information and skills required for professional practice 10. Mental health, aging, disability and other social services relevant to guardianship 11. Basic information about business and malpractice insurance, and bonding

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	This course will replace GRN238 Guardian Conservator Training, a 3-credit course, together with the pre/co-requisite GRN245 Introduction to Guardianship (1-credit). The splitting of the one course into two new courses representing introductory and advanced training - the one-credit introduction, and this a two-credit overview of professional practice - better meets diverse community and student needs and specifically responds to the statewide need for the introduction to guardianship to be offered separately from the more advanced guardian conservator practice focus.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Gerontology: End of Life Care & Support Certificate (required)	# credit: 36
Name of degree(s):	AAS Gerontology (program elective) Gerontology Certificate (elective)	# credit: 90 for AAS 43 for Gerontology Cert
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

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

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

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

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☒ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	Yes.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	This course is part of a two-course series (with GRN245, 1-credit) that will replace GRN 238, Guardian-Conservator Training, a 3-credit class. This course, the second in the series, is designed to build on the basic information in GRN245, which serves the needs of family guardians, to prepare students for professional practice in the field.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	GRN 238 serves a number of students in the paralegal class. This new course, together with GRN245, will address their needs in a more user-friendly format.
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jan Abushakrah	jabushak@pcc.edu	11/17/2011
SAC Administrative Liaison	Email	Date
Loretta Goldy	lgoldy@pcc.edu	11/17/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Aviation Science	Submitter name Phone Email	Larry Altree
Current prefix and number	AVS-115	Proposed prefix and number	AVS-115
Current course title	Helicopter Private Pilot Flight	Proposed title (60 characters max)	Helicopter Private Pilot Flight
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change	**NA**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Familiarizes student with the operation of helicopters. Fundamentals of flight, emergency procedures, air traffic control and operational procedures are explored. Prepares student for the FAA Private Pilot Rotocraft Helicopter practical test. The AVS 111, 112, 113 sequence is an equivalent alternative to this course. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Coreq: AVS 107 and AVS 110. Prerequisite: MTH 60, WR 115 and AVS 127.	Covers the operation of helicopters. Explores fundamentals of flight, emergency procedures, air traffic control and operational procedures. Includes preparation for the FAA Private Pilot Rotocraft Helicopter practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Coreq: AVS 107 and AVS 110. Prerequisite: Placement into Math 65 and Writing 121.
Reason for change	Removal of one-credit options, coreg and prereq changes.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Apply for and take the FAA Private Pilot practical test. 2. Obtain certification as a Private Pilot Rotorcraft Helicopter. 3. Take responsibility as Pilot In Command to competently perform preflight duties and all other procedures necessary for the safe conduct of a flight as a Private Pilot. 4. Exercise safe judgment in all flight related decisions.	1. Qualify to apply for and take the FAA Private Pilot practical test. 2. Take responsibility as Pilot In Command to competently perform preflight duties and all other procedures necessary for the safe conduct of a flight as a Private Pilot. 3. Draw from a broad base of experience gained from training scenarios to exercise safe judgment in all flight related decisions.
Reason for change	Reflects change to scenario-based instruction. Removes statement that could be read as a guarantee of a successful outcome to their FAA practical test (as requested by the committee).

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: . WR 115 MTH 60			
prefix & number: AVS-127	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: AVS-107	☐ 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: . WR 121 MTH 65			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: AVS-107	☐ Prerequisite	☒ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Katie Leonard-Floyd	keleonar@pcc.edu	11/1/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/1/11

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Aviation Science	Submitter name, phone, and email	Larry Altree X7457 laltree@pcc.edu
Course prefix and number	AVS-115	Course title	Helicopter: Private Flight

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

CURRENT CONTACT AND CREDIT HOURS		PROPOSED CONTACT AND CREDIT HOURS	
Lecture		Lecture	
Lecture/Lab	96	Lecture/Lab	120
Lab		Lab	
Total contact hours/term	96	Total contact hours/term	120
Total credits	4	Total credits	5
Reason for change:	A change from maneuver-based instruction to scenario-based instruction and learner-centered grading, which will require additional pre- and post-flight discussion time.		

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

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

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

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

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

☐ Yes ☒ No	If yes, please explain	
Have you consulted with SAC Chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	Not applicable.
Implementation term		☒ Next available term after approval ☐ Specific term

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

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

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Aviation Science	Submitter name Phone Email	Larry Altree
Current prefix and number	AVS-265	Proposed prefix and number	AVS-265
Current course title	Helicopter CFI Flight	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change	**NA**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Provides a structured environment to learn to fly the helicopter from the instructor's seat. Learn to explain, demonstrate and to assess flight performance. Prepares students for the FAA Flight Instructor practical test. The AVS 261, 262, 263 sequence is an equivalent alternative to this course. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 205 or 214 or 215. Co-requisites: AVS 207, AVS 260	Provides the opportunity to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of helicopter training, including Instrument, while flying from the Instructor's seat. Includes preparation for the FAA Certified Flight Instructor and Instrument Instructor practical tests. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS-216. Co-requisites: AVS 207, AVS 260
Reason for change	Removal of one-credit options, addition of instrument instructor rating.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Fly required maneuvers from the left (instructor) seat to FAA Practical Test Standards. 2. Schedule and take the FAA CFI practical test. 3. Obtain a Certified Flight Instructor certificate. 4. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates.	1. Fly and teach required maneuvers from the left (instructor) seat to FAA Practical Test Standards. 2. Qualify to apply for and take the FAA CFI and CFII practical tests. 3. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates.
Reason for change	Adds CFII outcome. Removes outcome that states the student will obtain the certificate, at the committee's request.

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: AVS-205, 214 or 215,	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: AVS-207, AVS-260	☐ Prerequisite	☒ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: AVS-216	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: AVS-260 and 207	☐ Prerequisite	☒ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Katie Leonard-Floyd	keleonar@pcc.edu	11/1/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/1/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Aviation Science		Submitter name phone and email	Larry Altree
Prefix and Course Number:	AVS-156		Credits:	4
Course Title: (60 characters max)	Helicopter Basic Commercial w/Instrument		Transcript Title (30 characters max)	Helicopter Basic Comm/Instr
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: 96 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Flight Training Fees to be determined. Approx $20,000

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

Introduces commercial pilot training activities and training for the Instrument rating. Includes cross-country flight procedures, emergency procedures and procedures for flight by reference to instruments as well as training in basic commercial maneuvers. Students must hold a private pilot certificate prior to enrollment. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 115. Coreq: AVS 107 and AVS 130.

Addendum to course description:

Includes training for Stage 1 of Hillsboro Aviation's 141-approved Helicopter Commercial syllabus, which includes the Helicopter Instrument rating.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: AVS-115	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: AVS-107 and AVS-130	☐ Prerequisite	☒ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Perform basic commercial maneuvers with no instructor assistance. 2. Take responsibility as Pilot In Command, perform preflight duties and all other procedures necessary for the safe conduct of cross-country flights flight under both Visual and Instrument Flight Rules (VFR and IFR), to Commercial Pilot standards, drawing on a broad base of experience gained in the training scenarios. 3. Maintain contingency plans and a high level of situational awareness during both VFR and IFR cross-country flights. 4. Qualify to apply for and take the FAA Instrument Rating practical test
Course activities and design: **(from CCOG)**	This course will consist of the scenarios and lessons contained in Stage 1 of the commercial syllabus.
Outcomes assessment strategies: **(from CCOG)**	At the Beginning of the course, the instructor will detail the methods used to evaluate and record student progress and the criteria for assigning a course grade. Evaluation methods will include written, oral, and practical testing. Learner-centered grading will be used by the student's individual Flight Instructor on each lesson. The student will also be assessed by a senior Flight Instructor at the Stage 1 check. The instructor will immediately grade each stage check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by FAA-S-8081-HD (or subsequent edition) Commercial Pilot Practical Test Standards, and required under 14CFR 141, FAA Approved Training Course. For the embedded Instrument Rotorcraft Helicopter Rating, the instructor will review the knowledge areas covered in AVS-130 with focus on helicopter specific regulations and procedures. Evaluation methods will include written, oral, and practical testing. The instructor will immediately grade each Instrument Proficiency check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by FAA-S-8081-4C (or subsequent edition) Instrument Rating Practical Test Standards..

Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The following areas will be presented in training scenarios that represent real-life commercial and instrument flying situations: Preflight preparation; Preflight procedures; Airport and heliport operations; Hovering maneuvers; Takeoffs, landings, and go-arounds; Performance maneuvers; Navigation; Emergency operations; Special operations; and Air traffic control and clearances and procedures Flight by reference to instruments Navigation systems Instrument approach procedures Postflight procedures

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Moves the Instrument rating earlier in the training for efficiency.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Aviation Science Helicopter	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Replaces AVS-155.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Individual flight instruction at the Hillsboro Aviation campuses at Hillsboro and Troutdale airports.
Transferability: Will this course transfer to another academic institution? Identify	No.

Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Aviation Science		Submitter name phone and email	Larry Altree
Prefix and Course Number:	AVS-216		Credits:	5
Course Title: (60 characters max)	Helicopter Advanced Commercial		Transcript Title (30 characters max)	Helicopter Advanced Commercial
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: 120 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Flight Training Fees to be determined. Approx $20,000

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

Continues the Commercial Pilot Rotorcraft Helicopter training activities. Includes review of previous items learned as well as advanced commercial maneuvers. Includes training focused on specialty commercial operations appropriate to the desired career. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS 155. Coreq: AVS 207 and AVS-150.

Addendum to course description:

Includes training for Stage 2 of the Helicopter Commercial syllabus. If the student is on budget, they will have the opportunity to sign-up for focused training on advanced commercial operations that are applicable to their desired career.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: AVS-156	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: AVS-207 and AVS-150	☐ Prerequisite	☒ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Qualify to apply for and take a Commercial Helicopter FAA practical test. 2. Exercise good judgment and make safe decisions as a Commercial Pilot in both VFR and IFR operations, drawing on a broad range of experience gained in the training scenarios. 3. Take responsibility for all preflight and inflight duties as Pilot In Command for commercial operations.
Course activities and design: **(from CCOG)**	This course will consist of the scenarios and lessons contained in Stage 2 of the commercial syllabus.
Outcomes assessment strategies: **(from CCOG)**	At the Beginning of the course, the instructor will detail the methods used to evaluate and record student progress and the criteria for assigning a course grade. Evaluation methods will include written, oral, and practical testing. Learner-centered grading will be used by the student's individual Flight Instructor on each lesson. The student will also be assessed by a senior Flight Instructor at the Stage 2 check. The instructor will immediately grade each stage check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by FAA-S-8081-HD (or subsequent edition) Commercial Pilot Practical Test Standards, and required under 14CFR 141, FAA Approved Training Course.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The following areas will be presented in training scenarios that represent real-life commercial flying situations: Preflight preparation; Preflight procedures; Airport and heliport operations; Hovering maneuvers; Takeoffs, landings, and go-arounds; Performance maneuvers; Navigation; Emergency operations; Special operations; and Air traffic control and clearances and procedures Postflight procedures Examples of focus areas that the student may choose include, but are not limited

	to: External Load operations; Night Vision Goggles; Turbine Engine transition; Mountain flying.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Instrument rating was moved to earlier in the training for efficiency. This leaves time in this course for some specialty training, if desired.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Aviation Science Helicopter	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Replaces AVS-215.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Individual flight instruction at the Hillsboro Aviation campuses at Hillsboro and Troutdale airports.
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses	No.

existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Aviation Science		Submitter name phone and email	Larry Altree
Prefix and Course Number:	AVS-236		Credits:	2
Course Title: (60 characters max)	Airplane MEI Flight		Transcript Title (30 characters max)	Airplane MEI Flight
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: 48 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Flight Training Fees to be determined. Approx $10,000

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

Explores how to present, explain, demonstrate and assess flight-related skills and knowledge related to all levels of airplane multi-engine training, while flying from the Instructor's seat. Provides preparation for the FAA Certified Flight Instructor Multi-Engine practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisite: AVS-225. Co-requisites: AVS 207, AVS 230

Addendum to course description:

This course prepares the student for their initial CFI certificate in the Multi-engine airplane.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: AVS-225	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: AVS-207 and AVS-230	☐ Prerequisite	☒ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Fly required maneuvers in multi-engine airplanes to FAA Practical Test Standards from the right (instructor) seat. 2. Qualify to apply for and take the FAA Flight Instructor Multi-engine practical test. 3. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates in multi-engine airplanes.
Course activities and design: **(from CCOG)**	This course will consist of the scenarios and lessons contained in the CFI syllabus necessary to qualify for the Flight Instructor Multi-Engine practical test.
Outcomes assessment strategies: **(from CCOG)**	At the Beginning of the course, the instructor will detail the methods used to evaluate and record student progress and the criteria for assigning a course grade. Evaluation methods will include written, oral, and practical testing. Learner-centered grading will be used by the student's individual Flight Instructor on each lesson. The student will also be assessed by a senior Flight Instructor at the end of the course. The instructor will immediately grade the end-of-course check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by the FAA Flight Instructor Practical Test Standards, and required under 14CFR 141, FAA Approved Training Course.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The following areas will be presented in training scenarios that represent real-life commercial and instrument flying situations: I. Fundamentals of instructing II. Technical knowledge subject areas A. Aeromedical factors B. Visual scanning and collision avoidance C. Use of distractions during flight training D. Principles of flight E. Elevators, ailerons, and rudder F. Trim devices G. Wing flaps H. Airplane weight and balance I. Navigation and flight planning J. Night operations K. High-altitude operations

	L. Federal Aviation Regulations M. Use of Minimum Equipment List N. Publications O. National airspace system P. Logbook entries and certificate endorsements III. Preflight preparation IV. Preflight lesson on a maneuver to be performed in flight V. Preflight procedures VI. Airport operations VII. Takeoffs, landings and go-arounds VIII. Fundamentals of flight IX. Slow flight, stalls and spins X. Basic instrument maneuvers XI. Performance maneuvers XII. Ground reference maneuvers XIII. Emergency operations XIV. Postflight procedures

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	The multi-engine Flight Instructor certificate will now be the initial certificate, rather than an add-on.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Aviation Science Airplane w/CFI	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Replaces AVS-235.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses

How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Individual flight instruction at the Hillsboro Aviation campuses at Hillsboro and Troutdale airports.
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Aviation Science		Submitter name phone and email	Larry Altree
Prefix and Course Number:	AVS-243		Credits:	1
Course Title: (60 characters max)	Airplane Single-Engine CFI Ground/Flight		Transcript Title (30 characters max)	Airplane SE CFI Gnd/Flt
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: 24 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Flight Training Fees to be determined. Approx $3,000

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

Includes subject areas for a single-engine land (SEL) Airplane rating on a Flight Instructor certificate. Covers the aeronautical skill and knowledge necessary to apply for the FAA Flight Instructor – SEL practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisites: AVS 230, AVS 236, Co-requisite: AVS 207

Addendum to course description:

This course prepares the student for their CFI Single-engine add-on.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: AVS-236	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: AVS-207	☐ Prerequisite	☒ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Fly required maneuvers in single-engine airplanes to FAA Practical Test Standards from the right (instructor) seat. 2. Qualify to apply for and take the FAA Flight Instructor single-engine practical test. 3. Provide safe, high-quality flight instruction to students seeking FAA Pilot Certificates in single-engine airplanes.
Course activities and design: **(from CCOG)**	This course will consist of the scenarios and lessons contained in the CFI Single-Engine syllabus necessary to qualify for the Flight Instructor Single-Engine practical test.
Outcomes assessment strategies: **(from CCOG)**	At the Beginning of the course, the instructor will detail the methods used to evaluate and record student progress and the criteria for assigning a course grade. Evaluation methods will include written, oral, and practical testing. Learner-centered grading will be used by the student's individual Flight Instructor on each lesson. The student will also be assessed by a senior Flight Instructor at the end of the course. The instructor will immediately grade the end-of-course check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by the FAA Flight Instructor Practical Test Standards, and required under 14CFR 141, FAA Approved Training Course.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The areas required for the CFI single-engine add-on in the FAA practical test stanards will be presented in training scenarios that represent real-life commercial and instrument flying situations: VII. TAKEOFFS, LANDINGS, AND GO-AROUNDS IX. PERFORMANCE MANEUVERS X. GROUND REFERENCE MANEUVERS XI. SLOW FLIGHT, STALLS, AND SPINS XIII. EMERGENCY OPERATIONS

Section #2 Function of the new course within an existing and/or new program(s)
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Rationale for the new course.	The multi-engine Flight Instructor certificate will now be the initial certificate, rather than an add-on. This course provides the single-engine add-on.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Aviation Science Airplane w/CFI	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is a required course and is near the end of the flying for the program.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Individual flight instruction at the Hillsboro Aviation campuses at Hillsboro and Troutdale airports.
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or	NA

agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Aviation Science		Submitter name phone and email	Larry Altree
Prefix and Course Number:	AVS-244		Credits:	1
Course Title: (60 characters max)	Airplane CFII Ground/Flight		Transcript Title (30 characters max)	Airplane CFII Ground/Flight
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times? 0	Contact hours: PER QUARTER	Lecture: Lec/lab: 24 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	Flight Training Fees to be determined. Approx $3,000

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

Covers subject areas for an Instrument Airplane rating on a Flight Instructor certificate. Presents sufficient information to prepare for the Certified Flight Instructor - Instrument knowledge test. Includes preparation to obtain the aeronautical skill and knowledge necessary to apply for the FAA Flight Instructor - Instrument practical test. Flight training fees apply and cover a specific amount of training; please see the Course Curriculum and Outcome Guide for detailed information. Prerequisites: AVS 241. Co-requisite: AVS 207

Addendum to course description:

This course prepares the student for their CFI Instrument Instructor add-on.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: AVS-243	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: AVS-207	☐ Prerequisite	☒ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	1. Fly and teach required instrument procedures to FAA Practical Test Standards from the right (instructor) seat. 2. Qualify to apply for and take the FAA Flight Instructor Instrument practical test. 3. Provide safe, high-quality flight instruction to students seeking FAA Pilot Instrument Certificates or seeking instrument proficiency training.
Course activities and design: **(from CCOG)**	This course will consist of the scenarios and lessons contained in the CFI Instrument Instructor syllabus necessary to qualify for the Instrument Instructor practical test.
Outcomes assessment strategies: **(from CCOG)**	At the Beginning of the course, the instructor will detail the methods used to evaluate and record student progress and the criteria for assigning a course grade. Evaluation methods will include written, oral, and practical testing. Learner-centered grading will be used by the student's individual Flight Instructor on each lesson. The student will also be assessed by a senior Flight Instructor at the end of the course. The instructor will immediately grade the end-of-course check, and if necessary, have students complete a review and retake of the exam, until a minimum score of 70% is achieved. Evaluation levels will target those defined by the FAA Flight Instructor Practical Test Standards, and required under 14CFR 141, FAA Approved Training Course.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The following areas will be presented in training scenarios that represent real-life commercial and instrument flying situations: 1. Applicable Federal Aviation Regulations for IFR flight operations; 2. Appropriate information in the "Aeronautical Information Manual"; 3. Air traffic control system and procedures for instrument flight operations; 4. IFR navigation and approaches by use of navigation systems; 5. Use of IFR en route and instrument approach procedure charts; 6. Procurement and use of aviation weather reports and forecasts, and the elements of forecasting weather trends on the basis of that information and personal observation of weather conditions; 7. Safe and efficient operation of aircraft under instrument flight rules and conditions; 8. Recognition of critical weather situations and wind shear avoidance; 9. Aeronautical decision making and judgment; and 10. Crew resource management, to include crew communication and

	coordination.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	The multi-engine Flight Instructor certificate will now be the initial certificate, rather than an add-on. This course provides Instrument Instructor add-on.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Aviation Science Airplane w/CFI	# credit: 90
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is a required course and is near the end of the flying for the program.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☒ other (explain) Individual flight instruction at the Hillsboro Aviation campuses at Hillsboro and Troutdale airports.
Transferability: Will this course transfer to another academic institution? Identify	No.
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No.

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	NA
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Katie Leonard-Floyd	keleonar@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date
Irene Giustini	igiustin@pcc.edu	11/17/11

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	CAS/OS		Submitter name phone and email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu
Prefix and Course Number:	CAS 181J		Credits:	3
Course Title: (60 characters max)	CMS Website Creation: Joomla		Transcript Title (30 characters max)	CMS Website Creation: Joomla
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: 40 Lab: 0
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Course or program fee: (Identify only fees which are independent of the standard lab fee)	

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

Introduces the creation of sophisticated, dynamic, interactive and fully functional websites using Joomla, a Content Management System (CMS). Includes setting up a Joomla website in a remote server environment, working with templates, creating efficient site navigation using menus, organizing a site using components and modules, enhancing a site with plugins and extensions, and creating user functionality with user logins.

Recommended: CAS 111D, CAS 206, and CAS 215; placement into RD 115 and WR 115.

Addendum to course description:

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Upon successful completion of this course, student will be able to: 1. Use Joomla software to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create dynamic Joomla websites.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Grading of this class will be based on completion of project(s) developed individually or as part of a team. Assessments may include: ▪ Completion of a functional multi-page website using Joomla. The site may include some or all of the following: o Templates (Existing or user created) o Categories & Articles o Components, Modules, Extensions, & Plugins o Site navigation using Menus o User Login ▪ Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	▪ Joomla CMS program in a remote hosting environment ▪ Installing and modifying existing templates ▪ Creating templates using a template creation tool such as Artisteer ▪ Managing site content using categories and articles ▪ Site navigation using menus ▪ Installing and configuring components and modules ▪ Installing and configuring extensions, including but not limited to: o Calendars o Photo/video galleries

	▪ Introduction to Search Engine Optimization (SEO) as it is accomplished in a Joomla website ▪ Maintaining site security ▪ Other skills as time permits

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Currently, CAS 181 is taught as a general CMS course that could cover any CMS program. We have found that it is necessary to cover only one specific CMS program in the course. Therefore, we are creating 3 CMS courses: CAS 181W (Wordpress), CAS 181D (Drupal), and CAS 181J (Joomla).	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Web Assistant II: Career Pathway Certificate Website Development & Design	23 credits 57 credits
Name of degree(s):	Website Development & Design	93 credits
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of	No

this course? If so, provide details.	
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	CAS/OS		Submitter name phone and email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu
Prefix and Course Number:	CAS 181W		Credits:	3
Course Title: (60 characters max)	CMS Website Creation: WordPress		Transcript Title (30 characters max)	CMS Website Creation: WordPress
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: 40 Lab: 0
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Introduces the creation of sophisticated, dynamic, interactive and fully functional websites using WordPress, a Content Management System (CMS). Includes installing and modifying templates, creating efficient site navigation using menus, organizing a site using components, enhancing a site with plugins, creating a blog, and creating user functionality with user logins.
Recommended: CAS 111D, CAS 206, and CAS 215; placement into RD 115 and WR 115.

Addendum to course description:

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

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Upon successful completion of this course, student will be able to: 1. Use WordPress software to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create dynamic WordPress websites.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Grading of this class will be based on completion of project(s) developed individually or as part of a team. Assessments may include: ▪ Completion of a functional multi-page web site using WordPress program. The site may include some or all of the following: o Categories, & Posts o Components, Plugins, & Widgets o Site navigation using Menus o Blog o User Login ▪ Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	▪ WordPress program in a remote environment ▪ Installing and modifying templates ▪ Managing site content using categories and posts ▪ Site navigation using menus ▪ Installing and configuring components ▪ Installing and configuring plugins and widgets, including but not limited to: o Calendars o Photo/video galleries ▪ Blog creation

	▪ Introduction to Search Engine Optimization (SEO) as it is accomplished in a WordPress website ▪ Other skills as time permits

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Currently, CAS 181 is taught as a general CMS course that could cover any CMS program. We have found that it is necessary to cover only one specific CMS program in the course. Therefore, we are creating 3 CMS courses: CAS 181W (Wordpress), CAS 181D (Drupal), and CAS 181J (Joomla). The Joomla course is a modification of the current CAS181 course as this is the CMS that is currently taught.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Web Assistant II: Career Pathway Certificate Website Development & Design	23 credits 57 credits
Name of degree(s):	Website Development & Design	93 credits
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	CAS/OS		Submitter name phone and email	Amy Clubb 971-722-7094 amy.clubb@pcc.edu
Prefix and Course Number:	CAS 181D		Credits:	3
Course Title: (60 characters max)	CMS Website Creation: Drupal		Transcript Title (30 characters max)	CMS Website Creation: Drupal
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 10 Lec/lab: 40 Lab: 0
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Introduces the creation of sophisticated, dynamic, interactive and fully functional websites using Drupal, a Content Management System (CMS). Includes setting up a Drupal website in a remote server environment, working with modules, creating efficient site navigation using menus, and organizing a site using modules, blocks, nodes, content types and fields. Also includes enhancing a site with additional content types, modules and themes, and creating user functionality with user logins.

Prequisite: CAS 215 or instructor permission. Recommended: CAS 111D and CAS 206; placement into RD 115 and WR 115.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: CAS 215	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	Upon successful completion of this course, student will be able to: 1. Use Drupal software to create personal and/or business websites following current professional and/or industry standards. 2. Use critical thinking skills to design and create dynamic websites using Drupal.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	Grading of this class will be based on completion of project(s) developed individually or as part of a team. Assessments may include: ▪ Completion of a functional multi-page website using Drupal. The site may include some or all of the following: o Modules (Core or additional) o Blocks o Themes o Site navigation using Menus o User Login ▪ Tests or quizzes
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	▪ Drupal CMS program in a remote hosting environment ▪ Working with modules ▪ Blocks, nodes, content types, fields ▪ Site navigation using menus ▪ Installing and configuring additional content types, modules and themes ▪ Introduction to Search Engine Optimization (SEO) as it is accomplished in a Drupal website

	▪ Maintaining site security ▪ Other skills as time permits

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Currently, CAS 181 is taught as a general CMS course that could cover any CMS program. We have found that it is necessary to cover only one specific CMS program in the course. Therefore, we are creating 3 CMS courses: CAS 181W (Wordpress), CAS 181D (Drupal), and CAS 181J (Joomla). The Joomla course is a modification of the current CAS181 course as this is the CMS that is currently taught.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Web Assistant II: Career Pathway Certificate Website Development & Design	23 credits 57 credits
Name of degree(s):	Website Development & Design	93 credits
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	No
Impact on other Programs and Departments	

Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Barb Lave	blave@pcc.edu	
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 121	Proposed prefix and number	
Current course title	Beginning Keyboarding	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Learn to key alphabetic portion of computer keyboard by touch. Introduces the numeric portion of the keyboard. Develop or refine basic keyboarding techniques and increase speed and accuracy. Produce basic business and academic documents using a word processor.	Key alphabetic portion of computer keyboard by touch. Introduces the numeric portion of the keyboard. Develop or refine basic keyboarding techniques and increase speed and accuracy. Produce basic business and academic documents using a word processor. Recommended: Placement into RD 90 and WR 90 or above.

Recommended: Placement into RD 90 or WR 90 or above. Additional lab hours may be required, consult instructor.	
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Keyboard by touch the alphabetic portion of the computer keyboard.	Upon successful completion of this course, student will be able to: 1. Keyboard by touch the alphabetic portion of the computer keyboard and be introduced to the numeric portion following current professional and/or industry standards. 2. Use Microsoft Word to create basic business and academic documents following current professional and/or industry standards.
Reason for change	Outcomes needed to be updated to current PCC outcome language.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: CAS 216	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 121A	Proposed prefix and number	
Current course title	Beginning Keyboarding	Proposed title (60 characters max)	
# Credits	1	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Key alphabetic portion of computer keyboard by touch. Develop or refine basic keyboarding techniques. Recommended: Placement into RD 90 and WR 90 or above. Additional lab hours may be required, consult instructor.	Key alphabetic portion of computer keyboard by touch. Develop or refine basic keyboarding techniques. Recommended: Placement into RD 90 and WR 90 or above.

Reason for change	Students need appropriate placement for both reading and writing to manage course content.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Keyboard by touch the alphabetic portion of the computer keyboard.	Upon successful completion of this course, student will be able to: 1. Keyboard by touch the alphabetic portion of the computer keyboard following current professional and/or industry standards.

Reason for change	Outcomes needed to be updated to current PCC outcome language.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: CAS 216	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the	

comprehensive related instruction website to for information and guidance.

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	CAS/OS (Computer Applications / Office Systems)	Submitter name Phone Email	Ron Bekey x4084 rbekey@pcc.edu
Current prefix and number	CAS 213	Proposed prefix and number	CAS 213 (no change)
Current course title	Enhancing Web Pages with JavaScript	Proposed title (60 characters max)	**JavaScript and JQuery for Designers**
# Credits	4	Proposed transcript title **(30 characters max)**	**JavaScript JQuery Designers**
Reason for title change	**Clarify difference between CAS JavaScript course and CIS JavaScript course, plus add JQuery which did not exist when the class was originally created.**		

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)**
Thorough introduction to the JavaScript language. Add interactivity to web pages and perform a variety of techniques such as validating form input, manipulating browser windows and page content, security issues, and event handling such as mouse-overs and click events. No prior programming experience is required. Recommended: CAS 206 or equivalent HTML coding skills.	**Develops skills to find, utilize and modify JavaScript and JQuery resources on the Internet. Explores ways to make a web site come alive with a variety of interactive effects such as displaying and hiding text or images, filling out form fields automatically, creating interactive maps or calendars, and creating beautiful DHTML windows. Prequisite: CAS 215 or instructor permission.**

Reason for change	Content is being changed to teach students how to work with existing scripts rather than creating them from scratch, to distinguish this course from the CIS JavaScript course. Also adding the newer technology JQuery and prerequisite that students need to do well in the class.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Develop web pages using JavaScript techniques. 2. Upload, test, and deploy web pages containing JavaScript.	1. Find, utilize and modify JavaScript and JQuery resources on the Internet. 2. Upload, test, and deploy web pages containing JavaScript and JQuery.
Reason for change	Working with existing scripts instead of creating them from scratch. Working with both JavaScript and JQuery.

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: . **NO PREREQUISITES CURRENTLY.**			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: **CAS 215**	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

reviewing the inventory of related instruction templates.	☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barb Lave	blave@pcc.edu	11/7/11
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	11/7/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 220	Proposed prefix and number	
Current course title	Project Management-Beginning MS Project	Proposed title (60 characters max)	
# Credits	3	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Project Management - Beginning MS Project Provides an in-depth introduction to MS Project, including building entry tables, generating reports, resolving resource and time conflicts, importing data, tracking	Introduces MS Project, including building entry tables, generating reports, resolving resource and time conflicts, importing data, and tracking budgets. Design and create accurate Gantt charts for use in project management. Recommend: Placement into RD 115

budgets and creating master projects from sub-projects. Use MS Project effectively to design and create accurate Gantt charts for use in project management. Recommend: Experience with project management or MSD 279. Working knowledge of Windows and file management. This course is part of the Project Management series of classes that includes MSD 279, BA 255, and CIS 245.	and WR 115; experience with project management or MSD 279; working knowledge of Windows and file management. This course is part of the Project Management series of classes that includes MSD 279, BA 255, and CIS 245.
Reason for change	Students need appropriate placement to manage course content.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Develop accurate project task, time, resource and cost relationships using MS Project. • Use critical thinking skills to design and create accurate Gantt charts. • Use the specialized vocabulary associated with MS Project. • Create critical management information for those responsible for specific project segments.	Upon successful completion of this course, student will be able to: 1. Use Microsoft Project to develop accurate project task, time, resource, and cost relationships following current professional and/or industry standards. 2. Use critical thinking skills to design and create accurate Gantt charts. 3. Communicate in a business setting using specialized vocabulary associated with Microsoft Project. 4. Create critical management information for those responsible for specific project segments.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

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

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

Current prerequisites, corequisites and concurrent

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	CAS/OS (Computer Applications / Office Systems)	Submitter name Phone Email	Ron Bekey x4084 rbekey@pcc.edu
Current prefix and number	CAS 225	Proposed prefix and number	CAS 225 (no change)
Current title	Introduction to PHP	Proposed title (60)	**PHP and MySQL for Designers**
# Credits	4	Proposed transcript title (30)	**PHP and MySQL for Designers**
Reason for title change	**Clarify difference between CAS PHP course and CIS PHP course, plus add MySQL which is taught but was not included in the previous title.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduction to the popular server-side application PHP. Designed to take students from an understanding of client- side web programming such as JavaScript and introduces them to server-side concepts. Topics include an introduction to server-side programming, syntax, variables, operators, functions, form processing, and simple database retrieval queries using MySQL. Includes basic security issues and a brief introduction to object-oriented PHP in preparation for the CIS series of PHP classes. Recommended: CAS 206 and CAS 213 and CIS 122, or equivalent experience.	**Develops skills for finding, utilizing and modifying PHP and MySQL resources on the Internet. Explores ways to personalize web sites for visitors with a variety of dynamic server-based techniques such as processing forms, displaying text or images from a database, implementing a shopping cart or a discussion board, tracking visitors, and password-protecting a web site. Includes how to install PHP and MySQL. Prerequisite: CAS 213 or instructor permission.**

Reason for change	Content is being changed to teach students how to work with existing scripts rather than creating them from scratch, to distinguish this course from the CIS PHP course. Also adding MySQL and prerequisite that students need to do well in the class.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
At the completion of the course students will be able to: - Assist with business decisions related to server-side application programming architecture. - Assist with the creation of PHP applications involving work with variables, operators and functions; passing variables; simple retrieval queries; conditional statements; loops; or form processing. - Assist with business decisions related to safeguarding data by applying basic database security principles.	1. Find, utilize and modify PHP and MySQL resources on the Internet. 2. Upload, test, and deploy web pages containing PHP and MySQL.

Reason for change	Working with existing scripts instead of creating them from scratch. Working with both PHP and MySQL. Simplified outcomes show what students will actually be able to do after completing this course.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: . **NO PREREQUISITES CURRENTLY.**			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: **CAS 213**	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barb Lave	blave@pcc.edu	11/7/11
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	11/7/11

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Applications/Offices Systems	Submitter name Phone Email	Barb Lave 971-722-7492 blave@pcc.edu
Current prefix and number	CAS 246	Proposed prefix and number	
Current course title	Integrated Computer Projects	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below	
Current Description **(required information for all course revisions)**	Proposed Description
Apply previous computer and business knowledge to create individual and group projects using software found in today's workplace. Use integrated software (i.e. MS Office) to learn skills such as linking and	Apply previous computer and business knowledge to create individual and group projects using software found in today's workplace. Utilize integrated software (i.e. MS Office) to learn skills such as linking and embedding, email, Internet, and scanning.

embedding, e-mail, Internet, FAX and scanners. Recommended: 3 credits of word processing and 3 credits of spreadsheet or instructor permission. Additional lab hours may be required, consult instructor.	Recommended: 3 credits of word processing and 3 credits of spreadsheet.
Reason for change	Students need appropriate placement for both reading and writing to manage course content.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Plan, create, and present projects integrating various software applications. • Use prior knowledge and critical thinking processes to solve unfamiliar business-related problems.	Upon successful completion of this course, student will be able to: 1. Integrate various software applications to plan, create, and present projects following current professional and/or industry standards. 2. Use critical thinking skills to solve unfamiliar business-related problems through the integration of various computer software applications.
Reason for change	Update Outcome statements for technical changes in course content and instruction.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Barbara Lave	blave@pcc.edu	10/4/2011
SAC Administrative Liaison	Email	Date
Cheryl Scott	cscott@pcc.edu	10/4/2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information

Department:	Fire Protection Technology		Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 130		Credits:	3
Course Title: (60 characters max)	Fire Protection Hydraulics and Water Supply		Transcript Title (30 characters max)	Fire Prot. Hydraulics & Water Supply
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems.

Prerequisites: MTH 95, FP112 or equivalent,

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s)
(double click on check box to activate dialog box)

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

☐ Placement into:	☐ Placement into:		
course prefix & number: MTH 95	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: FP 112 or equivalent	☒ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	☐ Apply principles of mathematics and physics to the movement of water in fire suppression activities. ☐ Apply the knowledge of the design principles of fire service pumping apparatus in its operation. ☐ Meet the objectives put forth in the model course outline for Fire Protection Hydraulics and Water Supply as established by the Fire and Emergency Services Higher Education (FESHE) initiative led by the United States Fire Administration (USFA) which includes being prepared to meet National Fire Protection Association 1002, Fire Apparatus Driver/Operator Professional Qualifications, Chapters 5.2.1, 5.2.2, 5.2.3, and 5.2.4.
Course activities and design: **(from CCOG)**	A variety of activities will include lecture, demonstration of principles and theories, practical field applications of learned skills, and possible field trips.
Outcomes assessment strategies: **(from CCOG)**	Each lesson will have written examination covering the appropriate material and include demonstrated skills when relevant. The methods of assessment may include one or more of the following: ☐ Various individual and/or group skill building activities such, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. ☐ Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. ☐ Quizzes and exam composed of objective questions and concepts. ☐ Individual and/or team project/s which requires integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	I. Water as an extinguishing agent A. Physical properties B. Terms and definitions II. Math review A. Fractions B. Ratios, proportions, and percentage C. Powers and roots III. Water at rest A. Basic principles of hydrostatics 1. Pressure and force 2. Six principles of fluid pressure 3. Pressure as a function of height and density 4. Atmospheric pressure B. Measuring devices for static pressure IV. Water in motion A. Basic principles of hydrokinetics B. Measuring devices for measuring flow C. Relationship of discharge velocity, orifice size, and flow

	V. Water distribution systems A. Water sources B. Public water distribution systems C. Private water distribution systems D. Friction loss in piping systems E. Fire hydrants and flow testing VI. Fire Pumps A. Pump theory B. Pump classifications C. Priming systems D. Pump capacity E. Pump gauges and control devices F. Testing fire pumps VII. Fire streams A. Calculating fire flow requirements B. Effective horizontal and vertical reach C. Appliances for nozzles D. Performance of smooth-bore and combination nozzles E. Hand-held lines F. Master streams G. Nozzle pressures and reaction H. Water hammer and cavitations VIII. Friction loss A. Factors affecting friction loss B. Maximum efficient flow in fire hose C. Calculating friction loss in fire hose D. Friction loss in appliances E. Reducing friction loss IX. Engine pressures A. Factors affecting engine pressure X. Standpipe and sprinkler systems A. Standpipe systems 1. Classifications 2. Components 3. Supplying Standpipe Systems B. Sprinkler systems 1. Classifications 2. Components 3. Supplying sprinkler systems

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	Advisory Committee has deemed that emergency service personnel

	must have a solid understanding of the principles and application of hydraulics and water supply. The National Fire Academy Fire and Emergency Services High Education recommends this course as part of the Associates Degree.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):	AAS in Fire Protection Technology	# credit: 92
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be a core requirement for the degree and will require students to have the pre-requisite of MTH 95.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☒ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	N/A
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of	N/A

acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	N/A
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: Summer 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	11-17-2011
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	11-17-2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Fire Protection		Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 225		Credits:	3
Course Title: (60 characters max)	Fire Department Customer Service		Transcript Title (30 characters max)	Fire Department Customer Service
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 30 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Explores the personal and practical skills needed to enhance customer service in the fire service with an emphasis on techniques for effective customer service in emergency service operational approach. Covers the importance of and the aspects of service delivery and basic human relations involved in fire department customer service. Pre-requisite to FP 275.

Addendum to course description:

Introduces the student to the concept of providing superior levels of quality service that exceed the public's expectations for timely and effective delivery during emergencies and non-emergencies.

Introduce students to the concept that the customer should begin to play the central role in firefighter's personal and professional mentality and in the organizational service delivery model. The student will be introduced to the service delivery process from the position of the customer.

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☒ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐	☐ Placement into:		
course prefix & number: WR 121, MTH 65	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: FP 112 or equivalent	☒ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	☐ Follow the parameters of quality customer service and the attitudes, knowledge, and skills needed to create and maintain a quality customer service organizations in fire and emergency services. ☐ Assess personal attitude, knowledge, and abilities in relationship to those needed in a quality customer service organization in fire and emergency services ☐ Use various management tools and surveys utilized in the public sector to collect customer data and information concerning service in fire and emergency services. ☐ Create ways to improve customer satisfaction through measurement, training, and orientation in fire and emergency services. ☐ Communicate effectively the importance of customer service training and various training methods utilized in the customer service organizations to fire and emergency services personnel. ☐ Apply basic and specific customer service skills an employee of a public organization should possess in fire and emergency services. ☐ Describe recognized quality service organizations in the public and private sector in fire and emergency services. recognition and reward programs that enhance quality customer service in fire and emergency services. ☐ Apply recognition and reward programs that enhance quality customer service to fire and emergency services
Course activities and design: **(from CCOG)**	The material in this course will be presented in a lecture, demonstration, role playing, and discussion format. Other instructional methods may include guest speakers, research papers, book and journal article reviews, written and oral reports and presentations, classroom simulations, and video presentations.
Outcomes assessment strategies: **(from CCOG)**	The methods of assessment may include one or more of the following: ☐ Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. ☐ Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. ☐ Quizzes and exam composed of objective questions and concepts. ☐ Individual and/or team project/s which requires integration, application,

	and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	I. Organizational Culture and Customer Service in Fire and Emergency Services A. Establishment of a team to establish customer service guidelines 1. Long-term 2. Cross-section of organization 3. Organizational support B. Action to change service delivery C. Importance of mission D. Strategic Plan E. Financial support II. Customer Service Attitude in Fire and Emergency Services A. Hiring the right people B. Customer service attitude C. How does the organization perceive itself currently and in the future D. Emphasis on customer service in the public arena E. The cost of poor customer service to an organization III. Data Collection in Fire and Emergency Services A. Population being served 1. Internal customers 2. External customers B. Customer needs C. Data collection D. Who collects and analyzes data E. How is the data dispersed in the organization F. Response to customer concerns and issues IV. Training and Aptitude in Fire and Emergency Services A. Teach it until it becomes internalized B. Development of training C. Ways to introduce and train organization about customer service D. Training for levels in the organization E. On-going training V. The Customer-Oriented Employee in Fire and Emergency Services A. Attitude 1. Toward self 2. Toward co-workers 3. Toward organization 4. Toward the public (customer) B. Customer service basics 1. Projecting a positive attitude and professional image 2. Beliefs and attitudes 3. Appearance 4. Communication skills VI. Recognizing and Rewarding Quality Customer Service in Fire and Emergency Services A. Existing recognition systems B. Organizational attitude C. Different recognition systems D. Cost of recognition and reward systems VII. Quality Service Organizations in Fire and Emergency Services

	A. Private B. Public

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Advisory Committee has deemed that emergency service personnel must have a solid understanding of applying business world like customer service in the public service environment.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):	AAS in Fire Protection Technology	# credit: 92
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be part of the core requirements and a pre-requisite to FP 275 of the degree.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☒ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	na
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	None

Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Management /Supervisory Development program has a Customer Relations course MSD 117 but is not specific to fire service operations.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	contact with Rebecca Robinson, Co- SAC chair for MSD who conferred with Joe Wright, co-SAC of MSD and they agreed that no conflict existed based the specific nature of this course.
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	None
Implementation term:	☒ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	11-15-2011
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.ed	11-17-2011

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Fire Protection		Submitter name phone and email	Doug Smith 971-722-5582 doug.smith@pcc.edu
Prefix and Course Number:	FP 289		Credits:	3
Course Title: (60 characters max)	Emergency Service Lifetime Fitness and Conditioning		Transcript Title (30 characters max)	Emer. Service Lifetime Fit & Cond.
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 60 Lab:
If the course is repeatable then provide a compelling argument.				
Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No		Prefix, number and title:	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)		

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

Covers all aspects of fitness for current and prospective firefighters. Includes physical and mental aspects of performance for optimal achievement on fire department agility tests and fire fighting tasks; individual conditioning strategies, nutritional guidelines, protective clothing concepts, basic exercise principles, pre-employment, evaluation, and lifelong fitness and conditioning.

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: WR 121, MTH 65	☐ Prerequisite	☐ Corequisite	☒ pre/co
course prefix & number: 112 or equivalent	☐ Prerequisite	☐ Corequisite	☒ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	• Design and apply a lifelong personal fitness and nutrition program to improve personal physical condition and wellness, to meet the physical requirements of basic firefighting tasks, and to perform optimally on fire department physical agility assessments • Apply skills related to physical and mental aspects of performance required in physical agility testing and fire fighting. • Apply decision making skills related to health and fitness to improve performance, productivity, and quality of life in the workplace. • Adjust and adapt physically and mentally to environmental factors present (e.g., protective clothing, equipment) and tasks involved (e.g., ventilation, search and rescue) in firefighting.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies: **(from CCOG)**	At the beginning of the class, the instructor will inform students of the grading structure and methods. The methods of assessment may include one or more of the following: ☐ Various individual and/or group skill building activities such as role-playing, scenario based problem solving activities, case studies, or other exercises geared toward critical analysis of course concepts. ☐ Written assignments or oral reports designed to integrate course material into personal experience or experiences of others. ☐ Quizzes and exam composed of objective questions and concepts. ☐ Individual and/or team project/s which requires integration, application, and critical examination of course concepts, issues, and themes.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	I. Physical Requirements of Fire Fighting A. Physical fitness 1. Flexibility 2. Aerobic conditioning 3. Muscular strength 4. Muscular endurance B. Nutrition 1. Basic balanced diet 2. Specialized diets

	C. Fire Fighting environment 1. Micro effects of inside protective clothing 2. Macro environment of outside protective clothing II. Physical Aspects of Well-Being and Conditioning A. Exercise principles 1. General adaptation 2. Specificity of training 3. Overload principle B. Exercise physiology 1. Aerobic and anaerobic energy sources 2. Muscle physiology 3. Recovery from under training/overtraining 4. Myotatic stretch reflex 5. Physical effects of environment 6. Injury prevention C. Proper exercise techniques 1. Flexibility 2. Weight training 3. Specialized programs 4. Implementation of organizational programs III. Mental Aspects of Performance A. Stress model B. Relaxation techniques C. Focus training D. Visualization E. Performance keys F. Mastering skills IV. Fire Fighting A. Equipment 1. Hydrant 2. Ladders 3. Hose evolutions 4. Others B. Tasks 1. Ventilation 2. Search and rescue 3. Others V. Physical Agility Preparation A. Physical and mental fitness B. Mastering motor skills C. Pre-employment evaluation VI. Lifelong Fitness and Conditioning A. Physiologic change and the aging process B. Changes in job requirements

Section #2 Function of the new course within an existing and/or new program(s)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Rationale for the new course.	It is anticipated that educating emergency service personnel in proper nutrition, exercise, stress management, and other physical and psychological aspects of the career will reduce the number of line of duty injuries and deaths of emergency service providers.
Will this new course be part of an existing, currently approved PCC certificate	☐ Yes

and/or degree?		☒ No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed PCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):	AAS of Fire Protection Technology	# credit: 92
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will be a part of the core requirements for the Associate's degree.	

Is this course used to supply related instruction for a certificate?	☐ Yes ☒ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	☒ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)
Transferability: Will this course transfer to another academic institution? Identify	N/A
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	N/A
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	Preliminary development of this course included consultation with the physical education department. It was determined that this course will address activities and education specific to the emergency services.
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	
Is there any potential impact on another department of campus?	
If yes, explain and/or	N/A

describe the nature of acknowledgments and/or agreements that have been reached	
Implementation term:	☐ Next available term after approval ☐ Specific term AFTER next available:
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Doug Smith	doug.smith@pcc.edu	11-17-2011
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	11-17-2011

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 100	Proposed prefix and number	No change
Current course title	Medical Office Lab Orientation	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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 clinical laboratory principles and procedures commonly performed in the small office setting, including specimen collection and handling, urinalysis, basic hematology, serology, microbiology and	Introduces clinical laboratory principles and procedures commonly performed in the physician's office setting, including specimen collection and handling, urinalysis, basic hematology, chemistry, serology, microbiology and quality control.

quality control. Prerequisites: MP 111, BI 55 or BI 122 or BI 233.	Prerequisites: MP 111 and BI 55 or BI 122 or BI 233.
Reason for change	To more accurately reflect the course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None	1. Use an understanding of routine laboratory procedures including: appropriate collection, identification and processing of specimens, and preparation of reagents to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment; and accurately calculate, record, and tabulate data to improve patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	No learning outcomes currently in place for this course.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Jin Kim, Medical Assisting. She had no concerns.
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 113	Proposed prefix and number	No change
Current course title	Introduction to Medical Microbiology	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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 clinical bacteriology and the taxonomic approach to major human pathogens. Presents an overview of the organization and function of the clinical microbiology laboratory. Introduces basic	Introduces clinical bacteriology and the taxonomic approach to major human pathogens. Presents an overview of the organization and function of the clinical microbiology laboratory. Introduces basic practices of specimen processing, handling, and work-up. Stresses the development of basic skills necessary to work in

practices of specimen processing, handling, and work-up. Stresses the development of basic skills necessary to work in the microbiology laboratory. Prerequisite: MLT 112.	the microbiology laboratory. Prerequisite: MLT 112.
Reason for change	No Change

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Recognize the normal and common pathogenic organisms associated with human infectious diseases. 2. Prepare chemical reagents; use appropriate laboratory techniques, methodologies, instruments and equipment; and accurately calculate, record and tabulate data.	1. Use an understanding of the normal and common pathologic organisms associated with human infectious diseases to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment; and accurately calculate, record, and tabulate data to improve patient care.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 150	Proposed prefix and number	No change
Current course title	Lab Assistant-Phlebotomy Practicum	Proposed title (60 characters max)	No change
# Credits	7	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Receive training in a clinical laboratory to learn basic laboratory assisting skills. Introduces specimen processing, phlebotomy and information systems. Stresses professionalism, interpersonal	Covers basic laboratory assisting skills in a clinical laboratory setting. Introduces specimen processing, phlebotomy and laboratory information systems. Stresses professionalism, interpersonal skills and safety. Department permission required. Keyboarding

skills and safety. Department permission required. Keyboarding skills recommended.	skills recommended.
Reason for change	More descriptive to accurately reflect the course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Performs clinical laboratory assistant tasks in an accurate, timely and professional manner. • Demonstrates communication skills necessary for working in the health care setting. • Demonstrates skillful specimen collection, identification and processing. • Demonstrates safe and skillful use of instruments and equipment. • Accurately and safely prepares reagents. • Demonstrates basic understanding of quality assurance. • Exhibits proficient computer and keyboarding skills. • Demonstrates critical thinking skills and ability to solve problems. • Emphasizes professionalism, including initiative, positive interpersonal skills, teamwork, respect and caring.	1. Use an understanding of routine laboratory procedures to perform required tasks in a professional, accurate and timely manner. Laboratory procedures may include, but are not limited to appropriate collection, identification and processing of specimens; preparation of reagents; use of appropriate laboratory techniques, instruments and equipment. 2. Apply principles of quality assurance during specimen collection and processing. 3. Apply computer and keyboarding skills in an accurate and timely manner to increase the turn-around time of laboratory results. 4. Use effective written and oral communication when interacting with patients and other healthcare workers to improve patient care.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 170	Proposed prefix and number	No change
Current course title	Phlebotomy Practicum	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Student assigned to a clinical laboratory to become proficient in basic phlebotomy procedures. Some basic specimen processing and information system concepts may be covered. Stresses	Introduces the clinical laboratory and the skills to become proficient in basic phlebotomy procedures. Some basic specimen processing and laboratory information system concepts may be covered. Stresses professionalism, safety and interpersonal skills in the health care setting. Department permission

professionalism, safety and interpersonal skills in the health care setting. Prerequisite: Department permission required.	required.
Reason for change	More descriptive to accurately reflect the course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Demonstrates communication skills necessary for working in the health care setting. • Demonstrates safe and skillful use of phlebotomy equipment. • Demonstrates basic understanding of quality assurance. • Exhibits proficient keyboarding skills. • Demonstrates critical thinking skills and ability to solve problems. • Emphasizes professionalism, including initiative, positive interpersonal skills, teamwork, respect and caring.	1. Use an understanding of routine phlebotomy procedures to perform specimen collection tasks in a professional, accurate and timely manner. Phlebotomy procedures include, but are not limited to the appropriate collection, identification and handling of specimens, and the proper use of phlebotomy equipment. 2. Apply principles of quality assurance during phlebotomy and specimen collection procedures. 3. Use effective written and oral communication when interacting with patients and other healthcare workers to improve patient care.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 221	Proposed prefix and number	No change
Current course title	Clinical Chemistry I	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Review and expansion of introductory clinical chemistry topics: carbohydrates, creatinine, and uric acid; quality control; laboratory mathematics; and professional issues. Prerequisite: Completion of first	Introduces clinical chemistry and correlation of laboratory data with pathophysiology. Includes: carbohydrates; urinalysis; quality control; laboratory mathematics; and Spectrophotometry. Acceptance into the second year of the MLT Program required.

year MLT requirements and acceptance into the second year of the program.	
Reason for change	Topics have shifted between chemistry courses.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine chemistry tasks in a professional, accurate, and timely manner. Tasks may include, but are not limited to: appropriate collection, identification, and processing of specimens; preparation of chemicals and reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording, and tabulation of data.	1. Use an understanding of normal and abnormal glucose, hemoglobin A_1c, and glucose tolerance test results and their correlation with diabetes to make appropriate and effective on-the-job professional decisions. 2. Use an understanding of normal and abnormal urinalysis results and their correlation with various diseases and conditions to make appropriate and effective on-the-job professional decisions. 3. Apply appropriate laboratory mathematics and principles of quality control in the performance of laboratory procedures to ensure accurate test results and improve patient care. 4. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 222	Proposed prefix and number	No change
Current course title	Clinical Chemistry II	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Focuses on enzymology, acid-base balance, electrolytes, toxicology, cholesterol and triglycerides, blood urea nitrogen, hepatitis, proteins, and quality control. Prerequisite: Completion of first year MLT	Introduces pathophysiology, diagnosis, and monitoring of select human diseases on an organ system basis. Includes: enzymology, acid-base balance, lipid metabolism, liver and cardiac pathophysiology, and protein metabolism. Acceptance into the second year of the MLT Program required.

requirements and acceptance into the second year of the program.	
Reason for change	Topics have shifted between chemistry courses.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine chemistry tasks in a professional, accurate and timely manner. Tasks may include, but are not limited to appropriate collection, identification and processing of specimens; preparation of chemicals and reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of normal and abnormal test results for enzymes, acid-base balance, and lipids and their correlation with appropriate pathologic conditions to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment in the performance of blood gas analysis, and enzyme and lipid testing to affect quality patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 223	Proposed prefix and number	No change
Current course title	Clinical Chemistry III	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Presents coagulation theory, tests and disease correlation, the principles and applications of RIA and EIA testing, electrolytes, bilirubin and protein electrophoresis testing principles and	Presents coagulation theory, tests and disease correlation; non-protein nitrogenous waste; thyroid conditions; electrolytes; toxicology and therapeutic drug monitoring; and protein electrophoresis testing principles and correlation of abnormal results with various disease states. Includes molecular diagnostic

correlation of abnormal results with various disease states. Acceptance into second year of MLT Program required.	techniques and its applicability to the clinical laboratory. Acceptance into the second year of the MLT Program required.
Reason for change	Topics have shifted between chemistry courses.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine chemistry tasks in a professional, accurate and timely manner. Tasks may include, but are not limited to: appropriate collection, identification and processing of specimens; preparation of chemicals and reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of coagulation; non-protein nitrogenous wastes; thyroid conditions; electrolytes; toxicology and therapeutic drug monitoring; and protein electrophoresis normal and abnormal test results and their correlation with appropriate pathologic conditions to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment in the performance of molecular diagnostic tests, therapeutic drug monitoring, thyroid, and coagulation testing to affect quality patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 230	Proposed prefix and number	No change
Current course title	Body Fluids	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
The course will present special urine testing protocol surrounding the aminoacidurais and porphyrinurias. Students develop knowledge of the composition and testing of cerebrospinal, synovial, seminal, pleural,	Introduces the composition, testing procedures, and the clinical correlation of results for cerebrospinal, synovial, pleural, pericardial, seminal, amniotic, and peritoneal fluids. Presents laboratory mathematics, autoimmune diseases, special urine testing protocol surrounding the aminoacidurias and porphyrinurias,

pericardial, peritoneal, and amniotic fluids. Prerequisite: Acceptance into the second year of the MLT Program.	and fecal fat analysis and its clinical significance. Acceptance into the second year of the MLT Program required.
Reason for change	To more accurately describe the course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None	1. Use an understanding of the normal and abnormal constituents of body fluids and their correlation with appropriate pathologic conditions to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment; and accurately calculate, record, and tabulate data to improve patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 241	Proposed prefix and number	No change
Current course title	Immunohematology I	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Presents a general understanding of basic immunology and the various immunoglobulins. Develops knowledge of the complement system and the principals involved in various antigen-antibody	Introduces a general understanding of basic immunology and the various antigen-antibody reactions with emphasis on agglutination reactions. Reviews and further develops knowledge and skills in the areas of the ABO and Rh blood group systems. Acceptance into the second year of the MLT Program

reactions with emphasis on aggultination reactions. Reviews the ABO and Rh blood group systems. Prerequisite: Acceptance into the second year of the MLT Program.	required.
Reason for change	To more accurately describe the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None	1. Use an understanding of appropriate collection, identification, and processing of specimens; proper use of blood bank reagents; accurate performance of blood typing procedures and grading of reaction strengths by tube method; and correct interpretation of test results to make appropriate and effective on-the-job professional decisions. 2. Recognize normal and abnormal test results and correlate these data with appropriate pathologic conditions to accurately advise health care providers. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 242	Proposed prefix and number	No change
Current course title	Immunohematology II	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Presents blood group systems other than ABO and Rh, testing methods, Hemolytic Disease of the Newborn, donor selection, blood components, anticoagulants, and transfusion reactions. The principles	Presents and discusses ABO subgroups and blood group systems other than ABO and Rh, testing methods, Hemolytic Disease of the Newborn, donor selection, blood components, anticoagulants, and transfusion reactions. Discusses principles involved in various serologic tests. Acceptance into the second

involved in various serologic tests will also be discussed. Prerequisites: Acceptance into second year of MLT Program.	year of the MLT Program required.
Reason for change	To more accurately describe the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None	1. Use an understanding of appropriate collection, identification, and processing of specimens; proper use of blood bank reagents; and accurate performance and interpretation of test results for ABO and Rh typing, antibody screen and identification, cross-match, antibody titer, acid elution, and rapid serology tests to make appropriate and effective on-the-job professional decisions. 2. Recognize normal and abnormal test results and correlate these data with appropriate pathologic conditions to accurately advise health care providers. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 250	Proposed prefix and number	No change
Current course title	Hematology	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
This course reviews and further develops knowledge and skills in the areas of hemoglobin, hematocrit, blood cell counts and blood cell morphology. Presents abnormalities, anomalies and conditions	Introduces and develops knowledge and skills in the areas of hemoglobin, hematocrit, blood cell counts and blood cell morphology. Presents abnormalities, anomalies, and conditions affecting red cell blood cells and white blood cells. Introduces principles of automated instrumentation and application of flow

affecting red blood cells and white blood cells. Prerequisite: Acceptance into the second year of the MLT Program.	cytometry to hematology are also presented. Acceptance into the second year of the MLT Program required.
Reason for change	To more accurately describe the course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
None	1. Use an understanding of appropriate collection, identification, and processing of specimens; preparation of reagents; accurate performance of routine hematology procedures; and correct interpretation of test results to make appropriate and effective on-the-job professional decisions. 2. Recognize normal and abnormal test results and correlate these data with appropriate pathologic conditions to accurately advise health care providers. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 261	Proposed prefix and number	No change
Current course title	Bacteriology I	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Incorporates basic practices and principles of bacteriology with clinical bacteriological practices, focusing on staphylococci, streptococci and Neisseria as they relate to clinical materials. Acceptance into second	Introduces basic practices and principles of clinical bacteriology, focusing on pathogenic bacteria encountered in the blood, central nervous system, and genitourinary tract. Applies common algorithms used for identification of clinically significant pathogens. Introduces principles and procedures of molecular

year of MLT Program required.	diagnostic techniques and its applicability to the clinical laboratory. Acceptance into the second year of the MLT Program required.
Reason for change	Topics have shifted between bacteriology courses.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine microbiology tasks in a professional, accurate and timely manner. Tasks may include, but are not limited to appropriate collection, identification and processing of specimens; preparation of chemical reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of the normal flora and common pathologic organisms associated with the circulatory and central nervous systems, and genitourinary tract to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate microbiology techniques, methodologies, instruments and equipment to affect quality patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 262	Proposed prefix and number	No change
Current course title	Bacteriology II	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Incorporates basic practices and principles of bacteriology with clinical bacteriological practices, focusing on the Enterobacteriaceae, non-fermentative gram negative rods, Bacteroidaceae,	Discusses practices and principles of clinical bacteriology, focusing on pathogenic bacteria encountered in the gastrointestinal and respiratory tracts, soft and solid tissues, and infections of special patient populations. Applies common algorithms used for identification of clinically significant pathogens.

Brucellaceae, aerobic and anaerobic spore-formers, Mycobacteria and some miscellaneous groups such as viruses. Acceptance into second year of MLT Program required.	Introduces current molecular techniques used for identification and expands on concepts of antimicrobial testing and therapy. Acceptance into the second year of the MLT Program required.
Reason for change	Topics have shifted between bacteriology courses.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine microbiology tasks in a professional, accurate, and timely manner.Tasks may include, but are not limited to: appropriate collection, identification, and processing of specimens; preparation of chemicals and reagents; use of appropriate laboratory techniques, methodologies, instruments, and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of the normal flora and common pathologic organisms associated with the gastrointestinal and respiratory tracts, and soft and solid tissues to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate microbiology techniques, methodologies, instruments and equipment to affect quality patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 263	Proposed prefix and number	No change
Current course title	Medical Parasitology	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
The course provides an introduction to the field of medical parasitology. Identifying characteristics, life cycles, pathogenicity and testing methods for various relevant organisms are covered. Acceptance into	Introduces the field of medical parasitology. Identifies characteristics, life cycles, pathogenicity, and testing methods for various relevant organisms. Acceptance into the second year of the MLT Program required.

second year of MLT Program required.	
Reason for change	Wording changes.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Perform routine parasitology tasks in a professional, accurate and timely manner. Tasks may include, but are not limited to: appropriate collection, identification and processing of specimens; preparation of chemicals and reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of the parasites associated with human disease to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate parasitology techniques, methodologies, instruments and equipment to affect quality patient care. 3. Adapt laboratory techniques and procedures in a corrective manner when errors and discrepancies in results are obtained to affect resolution in a professional and timely manner.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 264	Proposed prefix and number	No change
Current course title	Medical Mycology	Proposed title (60 characters max)	No change
# Credits	3	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Studies medically important fungi and procedures for the collection, handling, preparation and use of media. Includes methods of inoculation of media, and diagnostic procedures for the cultivation	Introduces the field of medical mycology. Focuses on the clinically significant fungi and covers specimen processing and diagnostic procedures for the cultivation and identification of fungal pathogens. Acceptance into the second year of the MLT Program required.

and identification of organisms. Acceptance into second year of MLT Program required.	
Reason for change	To better describe the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Identify the macroscopic and microscopic features of the clinically important fungi. Students will be able to describe the appropriate collection, identification and processing of specimens; preparation of chemical reagents; use of appropriate laboratory techniques, methodologies, instruments and equipment; and accurate calculation, recording and tabulation of data.	1. Use an understanding of the normal and common pathogenic fungi associated with human mycoses to make appropriate and effective on-the-job professional decisions. 2. Apply appropriate laboratory techniques, methodologies, instruments and equipment; and accurately calculate, record, and tabulate data to improve patient care.
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Medical Laboratory Technology	Submitter name Phone Email	Jeff Josifek, MLT Dept. Chair (971) 722-5679 jjosifek@pcc.edu
Current prefix and number	MLT 281	Proposed prefix and number	No change
Current course title	Clinical Seminar	Proposed title (60 characters max)	No change
# Credits	4	Proposed transcript title **(30 characters max)**	No change
Reason for title change	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
Correlates clinical laboratory findings and prepares for certification examinations, studies new concepts in clinical laboratory, explores techniques for writing resumes and interviews, and directs research and	Introduces new concepts in clinical laboratory medicine. Introduces professional issues in preparation for certification examinations. Explores techniques for writing standard operating procedures. Acceptance into second year of MLT Program required.

writing of term paper on selected topics. Acceptance into second year of MLT Program required.	
Reason for change	To better describe the course.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Professional Development: • Consistently display attitude and traits expected of a clinical laboratory professional. • Demonstrate competent written, listening and oral communication skills expected of the clinical laboratory professional. • Review experiences gained as a participant in community service projects. • Discuss the roles of various health care professionals and how they function as a part of the larger health care team. • Reflect on professional growth as a result of the educational experience in the MLT Program. Laboratory Knowledge, Procedures, and Processes: • Demonstrate understanding of basic laboratory functions including lab math, quality assurance, quality control, safety, and standard operating procedures. • State facts and principles as needed to function as a competent medical laboratory technologist. • Correlate laboratory findings with theory and principles. • Review theoretical and procedural materials to prepare for ASCP and NCA certification examinations.	1. Work within the ethical and professional parameters of the medical laboratory profession. 2. Use an understanding of theoretical and procedural materials to prepare for board certification examinations.

Other topics: • Discuss new concepts and advances in health care and how these issues impact the clinical laboratory. • Write a resume and develop a portfolio to be used in the job search and interview process. • Prepare for the interview process by practice sessions. • Perform research using the library and the Internet. Learn to distinguish valid research sources.	
Reason for change	To better convey the course learning outcomes.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.			
Current prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested

that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Gerontology	Submitter name Phone Email	Ann McQueen 971-722-8270 ann.mcqueen@pcc.edu
Current prefix and number	GRN235	Proposed prefix and number	GRN235 (same)
Current course title	Advanced Care Issues	Proposed title (60 characters max)	Introduction to Dementia Care
# Credits	2	Proposed transcript title **(30 characters max)**	**INTRO DEMENTIA CARE**
Reason for title change	**The new title better reflects the course content and further distinguishes this course from the next course in the series (GRN236).**		

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)**
Focuses on issues related to the care of older adults presenting behavioral and cognitive challenges, using a person-centered, person-directed approach. Introduces students to assessment,	Same as current

treatment and care of persons experiencing dementia, problematic mental health conditions, and the dying process. Recommend: WR 115 and RD 115. Audit available.	
Reason for change	No change is requested other than course title.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Distinguish normal aging and cognitive processes from cognitive decline and dementing disease, and recognize the impact of problematic mental health issues, the physiology of dying, and other processes on well-being , within a person-centered, culturally sensitive approach to care • Work effectively with other professionals on assessment, treatment and care for older adults presenting behavioral and cognitive challenges and requiring complex care management • Balance responsibilities to patients, families, and one's personal well-being within family-care and community-based care settings • Apply professional and ethical care standards to the care of persons with dementia, severe memory impairment, and other behavioral and cognitive challenges	Same as current
Reason for change	No change is requested other than course title.

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Jan Abushakrah	jabushak@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Gerontology (GRN)	Submitter name Phone Email	Ann McQueen 971-722-8270 ann.mcqueen@pcc.edu
Current prefix and number	GRN236	Proposed prefix and number	GRN236 (same)
Current course title	Advanced Care Practice	Proposed title (60 characters max)	Dementia Care Practice
# Credits	2	Proposed transcript title **(30 characters max)**	**DEMENTIA CARE PRACTICE**
Reason for title change	**The new title better reflects the course content and further distinguishes this course from the previous course in the series (GRN235).**		

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)**
A case study approach to advanced behavioral and cognitive care issues, based on realistic scenarios in a variety of settings. Includes assessing appropriate long term care options for memory care,	Uses a case study approach to advanced behavioral and cognitive care issues, based on realistic scenarios in a variety of settings. Includes assessing appropriate long term care options for memory care, problem-solving, functional levels and other challenges,

problem-solving, functional levels and other challenges, managing surveys, responding to deficiencies, problem solving repetitive incident reports, implementing fall prevention programs, and developing family education and support programs. Prerequisite: GRN 235 Audit available.	managing surveys, responding to deficiencies, problem solving repetitive incident reports, implementing fall prevention programs, and developing family education and support programs. Prerequisite: GRN 235 Audit available.
Reason for change	The only change is the addition of the word “uses” at the beginning of the description in order to better comply with recommendation stated above to begin the description with an active verb.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Use analysis and problem-solving skills in a variety of scenarios presenting complex advanced behavioral and cognitive care issues. 2. Apply best practices for dealing with challenging cognitive and behavioral issues, following care plans, providing appropriate documentation and working collaboratively with all stakeholders, including multidisciplinary teams, medical and healthcare professionals, family, and community members. 3. Adhere to professional and ethical standards relevant to care provision.	Same as current
Reason for change	No change is requested for learning outcomes.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
	jabushak@pcc.edu	11/18/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EMS	Submitter name Phone Email	Mark Hornshuh 5570 mhornshu@pcc.edu
Current prefix and number	EMS 113, 114, 116	Proposed prefix and number	No change
Current course title	Emrg Resp Comm/Docum Emrg Resp Pt Transport EMS Rescue	Proposed title (60 characters max)	No change No change No change
# Credits	2 2 3	Proposed transcript title **(30 characters max)**	**No changes**
Reason for title change	**N/A**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines.. **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)**
N/A	

Reason for change	N/A

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
N/A	

Reason for change	N/A

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into:

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

Proposed prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number: EMS 105	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☒ yes (EMS 114 & 116) ☒ no (EMS 113)

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term(if AFTER the next available term)
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
Dennese Kelsay	dkelsay@pcc.edu	7/5/11
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	7/11/11

Notes/Reason for prerequisite change: These courses build on concepts presented in EMS 105. Students who have attempted EMS 113, 114, and/or 116 prior to successful completion of EMS 105 have experienced greater difficulty in successful course completion.

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 270	Proposed prefix and number	Same
Current course title	Classification System 1	Proposed title (60 characters max)	ICD-10-CM Basic Coding
# Credits	4	Proposed transcript title **(30 characters max)**	**Same**
Reason for title change	**Clearer identification of course subject, and is in conjunction with national transition from ICD-9 to ICD-10 coding classification system.**		

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)**
Classification of diseases and current reimbursement systems utilizing ICD. Prerequisites: HIM 105, 107, 110, 120, 131, 182, MP 111, and (BI 122 or 233 or HIM 129).	Covers classification of diseases and current reimbursement systems utilizing ICD-10-CM. Prerequisite: HIM 131.

Reason for change	Specifically addresses ICD-10-CM classification system.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Accurately assign ICD-9-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.) 2. Ensure compliance with coding updates. 3. Code according to licensure and accrediting rules. 4. Accurately code following coding convention and rules.	1. Accurately assign ICD-10-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.) 2. Ensure compliance with coding updates. 3. Code according to licensure and accrediting rules. 4. Accurately code following coding convention and rules.
Reason for change	Classification system changing from ICD-9-CM to ICD-10-CM.

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: HIM 105, HIM 107, HIM 110, HIM 120, HIM 131, HIM 182, MP 111, (BI 122 or BI 233 or HIM 129). Audit available.	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: HIM 131	X☐ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X☐ No	
Implementation term	X☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Ann Wenning	awenning@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 273	Proposed prefix and number	Same
Current course title	Classification Systems 2	Proposed title (60 characters max)	Intermediate ICD-10-CM/PCS
# Credits	4	Proposed transcript title **(30 characters max)**	**Same**
Reason for title change	**Clearer identification of course subject, and is in conjunction with national transition from ICD-9 to ICD-10 coding classification system.**		

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)**
Continuation of HIM 270.	Builds upon the basics skill sets learned in HIM 270. Provides continued skills development for ICD-10 coding of diagnostic and procedural statements utilizing applications of coding and reporting standards. Prerequisite: HIM 270.

Reason for change	Specifically addresses intermediate level in ICD-10 coding course sequence.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Accurately assign ICD-9-CM codes as appropriate in a variety of settings (i.e., hospital, clinic, inpatient, outpatient, etc.) 2. Ensure compliance with coding updates. 3. Code according to licensure and accrediting rules. 4. Accurately code following coding convention and rules. 5. Validate coding accuracy. 6. Understand how to utilize structures and logic when applying classification and grouping systems such as DRG's, RBRVS, ASCs, ACGs, etc. 7. Maintain payer coding guidelines with coding system guidelines. 8. Validate assignment based on an understanding of classification and group system structures and logic. 9. Be familiar with the clinical terminologies or medical vocabularies utilized.	1. Accurately assign ICD-10-CM/PCS coding as appropriate in a variety of healthcare settings. 2. Ensure compliance with coding updates. 3. Accurately code following coding convention, licensure and accrediting rules. 4. Understand how to utilize structures and logic when applying classification and grouping systems such as DRGs and POAs, RBRVS, ASCs, ACGs, etc.

Reason for change	More current information since CCOG last updated - Coding classification system changing from ICD-9-CM to ICD-10-CM.

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: HIM 270	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: HIM 270	X☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X☐ No	
Implementation term	X☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Ann Wenning	awenning@pcc.edu	11/17/11
SAC Administrative Liaison	Email	Date

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Health Information Management	Submitter name Phone Email	Ann Wenning 971-722-5075 awenning@pcc.edu
Current prefix and number	HIM 276	Proposed prefix and number	Same
Current course title	Classification System s 2 Lab	Proposed title (60 characters max)	Intermediate ICD-10-CM/PCS Lab
# Credits	2	Proposed transcript title **(30 characters max)**	**Same**
Reason for title change	**Clearer identification of course subject, and is in conjunction with national transition from ICD-9 to ICD-10 coding classification system.**		

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)**
Laboratory course for HIM 273 and HIM 275. Allows student to practice the skills and apply the knowledge learned in Classification Systems 2 and Classification Systems 3. Corequisites: HIM 273	Includes the application of skills and knowledge learned in HIM 273 utilizing case-summary coding exercises. Corequisite: HIM 273

Reason for change	Updates CCOG to reflect accurate course content and addresses changes to intermediate level ICD-10 lab coding course.

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students who successfully complete this course will be able to: 1. Assign diagnosis/procedure codes using ICD-9-CM. 2. Assign procedure codes using CPT/HCPCS. 3. Apply other clinical classification systems. 4. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources (e.g., patient care, management, billing reports and/or databases). 5. Conduct analysis to assure that documentation in the health record supports the diagnosis and reflect the progress, clinical findings and discharge status. 6. Validate coding accuracy using clinical information found in the health record. 7. Support accurate billing through coding, chargemaster and bill reconciliation processes.	1. Accurately code following coding convention, licensure and accrediting rules. 2. Conduct analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status. 3. Audit patient health records to confirm accuracy of code assignment

Reason for change	More current information since CCOG last updated - Coding classification system is changing from ICD-9-CM to ICD-10-CM needed to reflect this.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: HIM 273	☐ Prerequisite	X☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X☐ No	
Implementation term	X☐ Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Ann Wenning	awenning@pcc.edu	11-16-11
SAC Administrative Liaison	Email	Date

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	ESOL	Submitter name Phone Email	Luciana Diniz 971-722-4565 luciana.diniz@pcc.edu
Course Prefix and Number:	ESOL 230	# Credits:	2
Course Title: (60 characters max)	Advanced English Skills Review	Transcript Title (30 characters max)	Advanced English
Can this course be repeated?	☐ Yes X No How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: Lab:

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes X No	Course Number and Title

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Reviews advanced academic listening, reading, writing, and speaking skills. Develops strategies for taking time-sensitive tests, including the TOEFL.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X Placement into: ESOL 254 AND ESOL 250 AND ESOL 252 or higher OR successful completion of ESOL 164 AND ESOL 160 AND ESOL 162	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Learning Outcomes: **(Use observable and measurable verbs)**	1. Apply notetaking skills during future academic lectures. 2. Apply reading strategies to deepen one's understanding of advanced academic texts. 3. Apply organizational strategies when writing and revising college level essays. 4. Apply organizational strategies to prepare and deliver short speeches. Apply appropriate test-taking strategies to the TOEFL exam and other time-sensitive tests.
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	1. Students will demonstrate critical listening by taking notes and answering comprehension questions 2. Students will be tested regularly on previously unseen readings and expected to apply reading strategies including skimming, scanning, identifying main ideas and details, and making inferences 3. Write a minimum of three essays that exhibit appropriate organization, language style, and grammar 4. Organize and deliver at least three one-minute speeches on prescribed topics
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	A. Listening Strategies and Practice B. Reading Strategies and Practice C. Academic Writing Skills D. Academic Speaking Skills A. Listening Strategies and Practice 1. understand short conversations and lectures 2. understand main ideas and details 3. listen for clues to organization, time, order, etc. 4. take and use notes to answer comprehension questions

	B. Reading Strategies and Practice 1. understand unseen academic readings 2. employ reading strategies, including skimming, scanning, and making inferences 3. understand main ideas and details C. Academic Writing Skills 1. write well-organized short essays on prescribed topics 2. organize ideas under time limits 3. write essays based on synthesis of information from lectures and readings D. Academic Speaking skills 1. deliver one-minute speeches on prescribed topics 2. organize ideas under time limits 3. deliver speeches based on synthesis of information from lectures and readings
Reason for the new course	This class is a review of all the skills taught in the ESOL program. It also focuses on test-taking strategies, especially for the TOEFL exam, which is a required exam by most universities in the United States. Our ESOL students need to practice for this test if they want to transfer to most universities in the country.

Section #2 Transferability	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Portland State University Oregon State University
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement X general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	X Completed Transferability Status form ☐ E-mail correspondence with receiving institution X Other - provide evidence – I talked to Julie Haun, IELP Student Academic Advisor at Portland State, and she informed me that a similar class (LIN199) at PSU has 4 transferable general elective credits. PSU used to have a 2-credit TOEFL preparation class (also transferable), but they decided to expand it to 4 credits this year. Her contact information is 503-725-4148 (haunj@pdx.edu)

Identify comparables at Oregon schools	Portland State University – LIN 199 (Language Proficiency Test Prep)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

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

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	X Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Developmental Ed.	Submitter name Phone Email	Bill Bogart, Theresa Love 7211, 7418 bbogart@pcc.edu, tlove@pcc.edu
Current prefix and number	RD115	Proposed prefix and number	NA
Current course title	College Reading	Proposed title (60 characters max)	NA
# Credits	4	Proposed transcript title **(30 characters max)**	NA
Reason for title change	**NA**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
College Reading Focuses on expanding reading frequency and effectively reading complex college level texts. Comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks are	Focuses on expanding reading frequency and effectively reading complex college level texts; Emphasizes comprehension strategies, critical reading and thinking skills, information literacy, vocabulary development, student success strategies and adapting reading rate to different reading tasks. Prerequisite: Placement into RD 115 or successful completion of RD 90 AND placement

emphasized. Prerequisite: RD 90 or equivalent placement test score; OR ESOL 254 and ESOL 260.	into or completion of WR90 or equivalent placement test scores; OR ESOL 254 and ESOL 260.
Reason for change	(Prerequisite change only)

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Proficiently use stages of reading—previewing, reading, review-and reading strategies in order to improve comprehension, control concentration, and increase persistence and retention in a variety of academic and non-academic reading tasks. Refine connections between text, the student's life, student's knowledge of the world, and other texts. Examine interactions between relationship, richness, structure, style, vocabulary, and purpose within complex texts. Increase reading frequency. Adjust reading rate to the nature of the material. 2. Advance and broaden use of vocabulary development strategies to learn and use new words including discipline-specific vocabulary in listening, speaking and writing. Advance word parts study. 3. Refine written evaluation, analysis, and reflection in response to various texts. 4. Analyze texts in order to identify and articulate explicit and implied main idea and major details, distinguish fact from opinion, determine the author's and reader's purpose and bias, and distinguish between literal and figurative meaning in a variety of increasingly complex academic and non-academic reading materials. Make accurate inferences and rely on information provided in text to substantiate thinking. Identify and evaluate complex points of view in different texts. Cultivate flexibility and skepticism about author's and reader's perspectives. 5. Use library resources to formulate a research query and select appropriate sources of information. Use critical thinking to evaluate increasingly complex and diverse information and sources for academic and	NA

lifelong learning. Identify and make use of steps in the research process. 6. Exhibit habits and contribute to academic success, including engagement and intellectual curiosity. Employ active learning and study strategies for academic success. Use campus support services and other learning resources to help meet academic goals. Participate in a classroom learning community in a respective and responsive manner.	
Reason for change	NA

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

X Placement into: Prerequisite: RD 90 or equivalent placement test score; OR ESOL 254 and ESOL 260.

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

Proposed prerequisites, corequisites and concurrent

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

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

X Placement into: RD 115 or successful completion of RD 90 AND placement into or completion of WR90 or equivalent placement test scores; OR ESOL 254 and ESOL 260.

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X no

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

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

Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Bill Bogart, Theresa Love, Leslie Boyd	bbogart@pcc.edu tlove@pcc.edu lboyd@pcc.edu	11/16/2011
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Developmental Ed.	Submitter name Phone Email	Bill Bogart, Theresa Love 7211, 7418 bbogart@pcc.edu, tlove@pcc.edu
Current prefix and number	RD90	Proposed prefix and number	NA
Current course title	Reading 90	Proposed title (60 characters max)	NA
# Credits	3	Proposed transcript title **(30 characters max)**	NA
Reason for title change	**NA**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Instruction in reading improvement through work on vocabulary development, motor skills, comprehension and some reading rate improvement. Prerequisite: Placement into RD 90 or successful completion of RD 80. Audit available.	Improves reading through work on vocabulary development, motor skills, comprehension and some reading rate improvement. Prerequisite: Placement into RD 90 or successful completion of RD 80 AND placement into or completion of WR 80 or equivalent placement test scores. Audit available.

Reason for change	(Prerequisite change only)

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Find and articulate the main idea and major details in a variety of written text: textbooks, literature, newspapers, and magazines. • Read critically and think critically, distinguishing fact from opinion and determining the author°s purpose and bias. • Use reading for pleasure, learning, and intellectual stimulation. • Employ vocabulary development strategies. • Adjust reading rate to the nature of the material. • Exhibit successful college student behaviors. • Perform successfully in Reading 115.	NA
Reason for change	NA

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

X Placement into: RD 90 or successful completion of RD 80.

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

prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
X Placement into: RD 90 or successful completion of RD 80 AND placement into or completion of WR 80 or equivalent placement test scores.			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes X No	
Implementation term	X Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Bill Bogart, Theresa Love, Leslie Boyd	bbogart@pcc.edu tlove@pcc.edu lboyd@pcc.edu	11/16/2011
SAC Administrative Liaison (type name)	Email	Date
Kurt Simonds	kurt.simonds@pcc.edu	
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	History	Submitter name Phone Email	Sylvia Gray
Course Prefix and Number:	HST 102 H	# Credits:	4
Course Title: 60 characters max	History of Western Civilization: Medieval to Modern - Honors	Transcript Title (30 characters max)	West Civ: Med to Modern Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☒ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 40 Lec/lab (# of hours): Lab (# of hours):

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x☐ No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**		
Course Description: (field will expand as needed)	Honors version of HST 102. Studies the High Middle Ages and early modern Europe, including the Renaissance, Reformation, Scientific Revolution, Enlightenment and the French Revolution. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.GPA 3.25 minimum.	

Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed 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 want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
x☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	· Articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. · Recognize the different groups that interacted in late medieval and early modern Europe in order to evaluate and appreciate their historical contributions to western civilization · Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior. · Communicate effectively using historical analysis. · Connect the past with present-day events to enhance contemporary understanding and encourage civic activities. Honors outcomes • Evaluate and critique historical scholarship • Assess the historiography of a selected subject by evaluating the relevant historical context and by utilizing primary and secondary sources
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	Assess by using any combination of the following: • Exams • Essays • Oral presentations • Research projects • Service-learning projects • Class participation and discussion • Other creative assignments
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be**	**Competencies and Skills:** • Analyze and evaluate primary and secondary sources • Identify a historian's thesis and supporting evidence • Develop your own interpretation, using evidence to support it • Think critically about the relationships between past and present events and issues • Compare and contrast the experience of diverse groups in late medieval and early modern Europe

connected to the outcomes)	• Demonstrate college-level communication skills **Themes, Concepts, Issues:** • High and Late Medieval Culture: o Growth of towns and commerce o The Crusades o Growth of national monarchies o Rise of universities o Scholasticism o Arts and letters • Crises of the Late Middle Ages: o Black Death o Hundred Years' War o Babylonian Captivity and Great Schism • Renaissance • Commercial Revolution • Overseas Expansion and Colonization • Protestant and Catholic Reformations • Religious Wars • Absolutism • Scientific Revolution • Enlightenment • French Revolution **Considering such factors as:** • Geography • Social hierarchy • Political, legal, and economic structures • Cultural contributions • Philosophies and religions
Reason for the new course	Adding a history course to History of Western Civilization sequence to provide more courses for Honors students

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	It will transfer as all lower division transfer courses do, and exactly as HST 102 does
How does it transfer Check all that apply	x☐ required or support for major x☐ general education distribution requirement x☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution x☐ Other - provide evidence - The course will transfer as its parent course does.
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	x☐ 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	x☐ on campus x☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Honors (not really a degree)	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is one of a number of Honors electives but help complete a sequence of course offerings in history	
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.	It is similar to other HST 102 courses except that it will take the students to a higher level of critical thinking and skill in the discipline of history. See the last two course outcomes.	

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.	With the honors program

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.	Not to our knowledge
Implementation term:	x☐ Next available term after approval ☐ Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Sylvia Gray	sgray@pcc.edu
SAC Administrative Liaison	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 – 4th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	History	Submitter name Phone Email	Sylvia Gray
Course Prefix and Number:	HST 103H	# Credits:	4
Course Title: 60 characters max	History of Western Civilization: Modern Europe - Honors	Transcript Title (30 characters max)	West Civ: Modern Europe Honors
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes x☐ No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 40 Lec/lab (# of hours): Lab (# of hours):

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes x☐ No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**		

Course Description: (field will expand as needed)	Honors version of HST 103. Studies history of nineteenth and twentieth-century Europe, including the Industrial Revolution, nationalism, imperialism, socialism, the Russian Revolution, Nazism, world wars and their aftermath. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. GPA 3.25 minimum.

Begin the course description with an active verb. Include recommendations in the description.

Note: if this course is requesting approval for the Gen Ed 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 want to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Out-out form available on the Curriculum website

pcc.edu/curriculum			
x☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	• Articulate an understanding of key events in the nineteenth and twentieth-century history of Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization. • Recognize the different groups that interacted in and with Europe in the nineteenth and twentieth centuries in order to evaluate and appreciate their historical contributions to modern western civilization. • Identify the influence of culturally-based practices, values, and beliefs to assess how historically-defined meanings of difference affect human behavior. • Communicate effectively using historical analysis. • Connect the past with present-day events to enhance contemporary understanding and encourage civic activities. Honors outcomes • Evaluate and critique historical scholarship • Assess the historiography of a selected subject by evaluating the relevant historical context and by utilizing primary and secondary sources
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	Assess by using any combination of the following: • Exams • Essays • Oral presentations • Research projects • Service-Learning projects • Class participation and discussion • Other creative assignments

Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Competencies and Skills:** • Analyze and evaluate primary and secondary sources • Identify an historian's thesis and supporting evidence • Develop your own thesis and historical interpretation using evidence to support it • Think critically about the relationships between past and present events and issues • Compare and contrast the experience of diverse groups in the ancient world and early medieval Europe • Demonstrate college-level communications skills **Themes, Concepts, Issues:** This course will cover aspects of: • Industrial Revolution • Congress of Vienna • Revolutions of 1848 • Italian and German Unification • Nineteenth and Twentieth social and political movements such as: o Romanticism o Conservatism o Liberalism o Socialism o Marxism o Nationalism • Evolving role of Science • Imperialism • World War I o Interwar Period o Italian Fascism, Stalinism, Nazism o Weibmar Republic o Economic Depression • War II: European and Pacific Theaters • Decolonization • Cold War • Collapse of Communism • Reunification of Germany • European Union Considering such factors as: • Geography • Social hierarchy • Political, legal, and economic structures • Cultural contributions • Philosophies and religions
Reason for the new course	Adding a history course to History of Western Civilization sequence to provide more courses for Honors students

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	It will transfer as all lower division transfer courses do, and exactly as HST 101 does
How does it transfer Check all that apply	x☐ required or support for major x☐ general education distribution requirement x☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution x☐ Other - provide evidence -The course will transfer as its parent course does.
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	x☐ 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	x☐ on campus x☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	Honors (not really a degree)	# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This is one of a number of Honors electives	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	It is similar to other HST 103 courses except that it will take the students to a higher level of critical thinking and skill in the discipline of history. See the last two course outcomes.	

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.	With the honors program

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.	Not to our knowledge
Implementation term:	x☐ Next available term after approval ☐ Specify term
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Sylvia Gray	sgray@pcc.edu
SAC Administrative Liaison	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 – 4th floor.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Hsiao-Yun Shotwell	Hsiaoyun.shotwell@pcc.edu

	Name	E-mail Address
SAC Chair	Stephanie Whitney-Bradley	swhitney@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	CHN 201	Course Title:	Second Year Chinese

Course Credits:	5	Gen Ed Category:	Arts and Letters

Course Description:	Reviews and expands learners' language proficiency as well as cultural awareness and understanding from first-year college Mandarin Chinese. Emphasizes effective skills in both the written and spoken language. The first course of a three-course sequence of second-year Mandarin Chinese. Prerequisite: CHN 103 or instructor permission.

Course Outcomes:	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native speakers of Mandarin. B. Employ the understanding of Chinese syntactic system to read and compose simple colloquial Chinese texts in Chinese characters C. Use Chinese grammatical structures and vocabulary to acquire information in semi-predictable settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this:

	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native speakers of Mandarin.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome A directly addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native speakers of Mandarin.*

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

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: *D. Use effective communicative skills to interact with native Mandarin Chinese speakers*

F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome A specifically addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native speakers of Mandarin.*

G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native speakers of Mandarin. B. Employ the understanding of Chinese syntactic system to read and compose simple colloquial Chinese texts in Chinese characters C. Use Chinese grammatical structures and vocabulary to acquire information in semi-predictable settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.
***Note:** Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Hsiao-Yun Shotwell	Hsiaoyun.shotwell@pcc.edu

	Name	E-mail Address
SAC Chair	Stephanie Whitney-Bradley	swhitney@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	CHN 202	Course Title:	Second Year Chinese

Course Credits:	5	Gen Ed Category:	Arts and Letters

Course Description:	Second Year Chinese Expands learners' language proficiency as well as cultural awareness and understanding. The second course of a three-course sequence of second-year Mandarin Chinese language and culture, with a great emphasis given to improving effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. Prerequisite: CHN 201 or instructor permission.

Course Outcomes:	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts B. Employ the understanding of Chinese syntactic system to read and compose colloquial Chinese texts in Chinese characters C. Use acquired Chinese grammatical structures and vocabulary to require information in more natural settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts.*
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome A directly addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts.*
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: *D. Use effective communicative skills to interact with native Mandarin Chinese speakers*
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome A specifically addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts.*
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts B. Employ the understanding of Chinese syntactic system to read and compose colloquial Chinese texts in Chinese characters C. Use acquired Chinese grammatical structures and vocabulary to require information in more natural settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

and global issues"?**	

*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.

General Education/Discipline Studies List Request Form

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

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

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

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

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

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

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

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

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

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

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

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Hsiao-Yun Shotwell	Hsiaoyun.shotwell@pcc.edu

	Name	E-mail Address
SAC Chair	Stephanie Whitney-Bradley	swhitney@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Dave Stout	dstout@pcc.edu

Once you have completed all nine parts of this form,
Save this document as the course prefix and number.
Send completed form electronically to curriculum@pcc.edu

7. Complete the following Course Information:			
Course Prefix and Number:	CHN 203	Course Title:	Second Year Chinese

Course Credits:	5	Gen Ed Category:	Arts and Letters

Course Description:	Second Year Chinese Practices and expands learners' language proficiency as well as cultural awareness and understanding. The third course of a three-course sequence of second year Mandarin Chinese language and culture, with a great emphasis given to improving effective communicative skills in both the written and spoken language and an understanding of the practices and products of Chinese culture. Prerequisite: CHN 202 or instructor permission.

Course Outcomes:	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts B. Employ the understanding of Chinese syntactic system to form arguments, comments, explanations, agreements and disagreements C. Use acquired Chinese grammatical structures and vocabulary to require information in more authentic settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	The class explores the language, customs, and values of the target cultures and encourages students to reflect upon and analyze their own culture and their role in a global community. Outcome A directly addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts*
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures.	Though the focus is language, history from a global and personal perspective is integral to this course. Major historical events, trends, figures, and gender roles of the target cultures are embedded in the cultural vehicles (readings, music, films, etc) through which we teach language. Outcome A directly addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts.*
C. Understanding of themselves and their natural and technological environments.	
D. Ability to reason qualitatively and quantitatively.	
E. Ability to conceptually organize experience and discern its meaning.	Negotiating texts, both written and oral, in a second language requires students to conceptually organize experience and discern its meaning as students must continuously draw upon their prior knowledge and make contextual inferences when encountering new vocabulary and structures. Outcome D directly addresses this: *D. Use effective communicative skills to interact with native Mandarin Chinese speakers*
F. Aesthetic and artistic values.	Exploration of the aesthetic and artistic value of various works of literature, music, art, films, etc. from the target cultures is an integral part of the course especially as it relates to the development of cultural competency. Outcome A specifically addresses this: *A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts.*
G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:
Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters
Outcomes:
As a result of taking General Education Arts & Letters courses, a student should be able to: • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Criteria:
A course in Arts & Letters should: 1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts. 3. Explore the conventions and techniques of significant forms of human expression. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	A. Apply wider cultural understandings and recognize Chinese cultural values to interact with native Chinese people and authentic texts B. Employ the understanding of Chinese syntactic system to form arguments, comments, explanations, agreements and disagreements C. Use acquired Chinese grammatical structures and vocabulary to require information in more authentic settings D. Use effective communicative skills to interact with native Mandarin Chinese speakers
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	The course enables students to do this through the second language acquisition process, which requires the analysis of authentic and culturally relevant works (language, literature, music, visual and performing arts, etc.), animated discussions and the exchange of opinions, and critical oral/written responses. Foreign language instruction becomes a means to expand and deepen students' understanding of and exposure to other areas of knowledge.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to	Students expand their knowledge of cultures through language learning and exposure to authentic materials; they continually discover and analyze perspectives, practices, and products that are similar and different from their own culture and they develop the ability to hypothesize about cultural systems in general.

engage more fully in local and global issues”?**	
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	English Department	Submitter name Phone Email	Angie Berdahl 971-722-7236 aberdahl@pcc.edu
Course Prefix and Number:	ENG 216	# Credits:	4
Course Title: (60 characters max)	Teen and Children's Literature	Transcript Title (30 characters max)	Teen and Children's Literature
Can this course be repeated? **PCC default is 0 repeats**	X☐ No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X☐ No	Course Number and Title

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Explores a wide range of literature written for children and teens and introduces the history of this literature focusing on American and British writing as well as international and multicultural traditions. Examines the differences between literature for children and teens and literature for adults, the relationship between text and illustrations, and other issues and controversies concerning children's literature such as the didactic use of text and censorship. Prerequisite: WR 115 and RD 115 or equivalent placement test scores. Audit available.

Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

x☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	1. Use literary analysis to analyze and critique children's and teen's literature, reading familiar works with a fresh perspective and utilizing critiques and perspectives when communicating with others. 2. Recognize and understand the ways in which literature for teens and children is generally created in a cultural and historic context that has influenced trends and uses of this literature in the past. 3. Apply cultural and historic context to current uses and trends in order to further understand the influences these factors have on current publishing practices in these genres today. 4. Write clearly about ideas and issues related to literature written for teens and children, identifying the variety of genres and historic trends as well as controversies surrounding these genres such as didactic applications and censorship.
Course activities and design: **(from CCOG)**	Class time consists of large and small group discussion, lecture, individual and group presentations, film clips, audio recordings, and author interviews. Students will read, discuss, and respond in writing to course materials.
Outcomes assessment strategies:	Assessment tools may include reading responses, study questions, informal quizzes, tests, midterm and final exams, individual and group projects, in-class and out-of-class writing, and formal academic essays.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Theme, setting, plot, characters, point of view, style, audience, symbolism, use of literary devices, tone/voice, imagery, form/structure, historic context, censorship, genres of teen and children's literature including alphabets, chapbooks, legends, fairytales, verse, fantasy, religious stories, school stories, comics, graphic novels, domestic stories, adventure, and science fiction, the relationship of illustrations to text, didacticism and its influence on literature for children through the ages.

Reason for the new course	Teen and children's literature has been recognized as a legitimate literary cannon for over thirty years, along with other recently recognized canons such as literature by women and Native American literature. While we have literature courses specifically addressing the major canons, both traditional and recent, we do not currently have a course that focuses on literature written specifically for young adults and children. Similar to courses that have recently been added to class offerings at other colleges such as Oregon State University, this new course seeks to fill this void as well as satisfy a request made many times by students over the past five years.

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	University of Oregon, Oregon State University
How does it transfer Check all that apply	X☐ required or support for major ☐ general education distribution requirement X☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form X☐ E-mail correspondence with receiving institution X☐ Other - provide evidence
Identify comparables at Oregon schools	ENG 375, Children's Literature (4) at OSU ENG 313, Teen and Children's Literature (4) U of O ENG 100, Children's Literature (4) Lane Community College
Is General Education or Cultural Diversity designation being sought at this time?	X☐ 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	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no

Have you consulted with the SAC Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. If yes, explain and/or describe the nature of acknowledgements or agreements that have been reached.	no

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	no
Implementation term:	☐ Next available term after approval X Fall 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Angela Berdahl	aberdahl@pcc.edu
SAC Administrative Liaison	Email
David Stout	dstout@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Comp/Lit	Submitter name Phone Email	Andrew Cohen 8019 Andrew.cohen
Course Prefix and Number:	ENG 266	# Credits:	4
Course Title: (60 characters max)	Literature of War	Transcript Title (30 characters max)	Literature of War
Can this course be repeated? **PCC default is 0 repeats**	x No ☐ Yes How many times?	Contact hours: PER QUARTER	Lecture: 40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes X No	Course Number and Title	

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Introduces a range of international texts and films pertaining to war in order to explore the social, cultural, political, and historical conditions that have lead to war, the experiences of those directly and indirectly involved in war, as well as its aftermath. Explores various perspectives, including those of combatants and their families, innocent victims, returning soldiers and veterans, and later generations. Considers the many complex questions about the evolving definitions of war; the morality of war; the roles of race, gender and religion in war; the roles of propaganda and anti-war movements; the ways in which wars are remembered and forgotten; and the possibilities for peace. Considers memoirs, fiction, poetry, literary nonfiction, graphic novels, documentaries and feature

	films created by both combatants and civilians.
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
x Placement into: WR121	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	1. Identify and discuss qualities of war literature and film, and the unique issues confronted by writers and readers alike when approaching this literature. 2. Read/watch analytically to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film. 3. Use international literary texts and films from a variety of perspectives to understand the wide range of experiences around war, and to engage in thoughtful discussion and self-reflection in the context of this understanding. 4. Discuss the cultural and social differences that allow us to cast the "other" as an enemy in times of war and make peace-making break down. 5. Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature.
Course activities and design: **(from CCOG)**	This course may include lecture, discussion, and group work, along with videos relating to war, possible guest speakers, oral presentations, and in-class writing.
Outcomes assessment strategies:	May include essays, reading responses, exams, student presentations, class discussion, research tasks. Attendance policies vary with instructors: Students missing a week's worth of class may not expect an "A"; those missing two week's worth may not pass the course.
Course Content: Themes,	The Composition and Literature SAC values the autonomy of individual instructors and a diversity of approaches to its courses. The following content guide reflects these values. This guide is not

Concepts, Issues and Skills: (from CCOG)	intended to be prescriptive; it is descriptive of what we do in our classes. It is not a list of outcomes, but rather is a description of the ways we ma get to those outcomes. *It describes the typical activities students may undertake in the process of working towards these outcomes*. Some of the items in the guide may overlap; some may contradict each other. These inconsistencies reflect the SAC's inclusive approach to course content as well as the oftentimes messy and recursive process of designing a literature course. **Identify and discuss qualities of war literature and film and the unique issues confronted by writers and readers alike when approaching this literature.** 1. Discuss unique issues that confront readers and creators of this literature, including guilt, responsibility, and the tensions among the need for accuracy, the demands of artistry and the unreliability of memory. **Read/watch closely and analytically to determine an author's/director's purpose, perspective and use of rhetorical strategies in creating a work of literature/film**. 1. Participate in class and small group discussions and activities to work towards an understanding of the often complex relationships between form and content, purpose and structure, writer and audience in war literature. 2. Recognize and evaluate the role of voice, tone, diction, syntax, figurative language, and other stylistic features of literature. 3. Recognize and evaluate the role of cinematography, scripts, lighting, music and other stylistic features of film. **Use international literary texts and films from a variety of perspectives to understand the wide range of experiences around war and its aftermath, and to engage in thoughtful discussion and self-reflection in the context of this understanding**. 1. Assess and question personal knowledge, beliefs, and behaviors in the context of unfamiliar readings and/or an open exchange of ideas. 2. Discuss the value, validity and purpose of exploring war literature and film in a classroom when wars continue to occur while the class is ongoing. **Discuss the cultural and social differences that allow us to cast the "other" as an enemy in times of war and make peace-making break down.** 1. Participate in group discussions about the ways cultural beliefs, values and practices, and long-standing/historical political contexts can come together to lay the foundation for war. **Write coherent and compelling essays that begin to explore the complex questions pertaining to this literature**. 1. Practice both informal and formal writing that includes revision as opportunities to explore one's thoughts pertaining to the very complex ideas in this literature. 2. Balance the need/desire to find easy answers with the reality that there are only complex ones when it comes to war.
Reason for the new course	The Comp/Lit SAC is always interested in expanding our literature offerings to specifically meet the changing needs and interests of students, and, more particularly, using finding new ways to use literature to connect students to the world around them. We believe this course exemplifies these goals.

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	OSU
How does it transfer Check all that apply	x required or support for major x general education distribution requirement x general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution x Other - provide evidence/OSU –Transfer/Webpage: http://oregonstate.edu/admissions/course-equivalencies-clackamas-community-college
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	xYes – 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	x on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No.	

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

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Implementation term:	x Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Andrew Cohen	Andrew.cohen
SAC Administrative Liaison	Email
Dave Stout	dstout
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Art	Submitter name Phone Email	Jacqueline Ehlis 971 722 5314 jacqueline.ehlis@pcc.edu
Current prefix and number	ART 279	Proposed prefix and number	
Current course title	Experimental Media	Proposed title (60 characters max)	
Reason for title change		Proposed transcript title (30 characters max)	

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Course Description Students introduced to and explore ways of seeing and creating that acknowledge personal artistic intentions. Studio experience examines various 2-D and 3-D experimental media and processes used to develop and encourage creative problem solving. The conceptual framework for critical analysis is structured with regard to	Explores ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Investigates artistic intent, aesthetic and structural solutions, and perceptual awareness. Recommended: an introduction to art, art history or a sense

contemporary and historical art making. Course intended for students willing to formulate their own artistic directions. May be taken 3 times. **Addendum to Course Description** 1. The course carries 3 credits and meets for 6 hours/week. 2. Art 279 fulfills Arts and Letters requirements for Gen. Ed., block transfer and PCC graduation or for elective credit. 3. A minimum of 3 hours of homework per week in the form of private exploration of the concepts and processes introduced in class will be required.	of curiosity and a willingness to experiment. May be taken 3 times for credit.
Reason for change	update

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes	New learning outcomes
Intended Outcomes for the course Upon successful completion of this course, the student will have demonstrated the outcomes listed below. 1. The Nature Of Experimental Media Outcomes: Student explores and exercises ways of seeing and creating to promote insight into the process of art making beyond traditional media. Skills, Issues, Concepts: 1.1 Experience the connection between eye and hand. 1.2 Become familiar with the	❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. ❖ Use a basic vocabulary of art that actively participates with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. ❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. ❖ Apply the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever changing world.

relationship between process and product. 1.3 Observe experimental media in contemporary and historical contexts to discover options and possibilities. 1.4 Become sensitive to the way art helps us understand the world and ourselves. 1.5 Develop individual vision, process and understanding through technical, analytical and intuitive methods of art making. 1.6 Create a meaningful body of work. 2.0 Processes Outcomes: Student demonstrates an understanding of the processes by which the artist conceives ideas and executes a work of art. Skills, Concepts, Issues: 2.1 Experience the connection between sight and other senses to understand subject matter. 2.2 Examine aspects of the conceptual process such as experiencing visualizing, symbolizing, playing, and imagining. 2.3 Observe ways to express visual experience through utilizing a wide variety of materials and fabrication techniques. 2.4 Relate the above to how a work of art creates meaning. 2.5 Facilitate expansion of possible artistic solutions. 2.6 Develop skills in formulating an artistic voice. 3.0 Techniques And Materials Outcomes: Student applies various methods of transferring aesthetic concepts to experimental media processes and media. Skills, Issues, Concepts: 3.1 Apply the formal elements of art: line, value, texture, shape, volume/mass, composition, spatial illusion and color.	❖ Establish self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

3.2 Introduce and develop various media and materials for visual translation of ideas. 3.3 Observe differences in diverse materials and discuss their effects on the communication of an idea. 3.4 Experience the relationship of two-dimensional vs. three-dimensional concerns. 4.0 Critiquing Artwork. Outcomes: Students establish self and group critiquing skills so as to develop autonomous expression through 2-D and/or 3-D experimental media while recognizing the standards and definitions established by both contemporary and historical works of art from different cultures. Skills, Issues, Concepts: 4.1 Examine compositional devices. 4.2 Demonstrate the difference between pictorial space and actual space. 4.3 Discover an individual way of understanding the world and giving it form through art making. 4.4 Examine the different applications of experimental media for personal expression. 4.5 Apply knowledge of materials and techniques toward understanding works of art. 4.6 Develop awareness of contemporary and historical approaches to art making.	
Reason for change	update
REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores If the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt out form.	
Current prerequisites, corequisites and concurrent	
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores	

☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision. Visit the comprehensive related instruction website to for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ Yes XX No	
Implementation term	XX Next available term after approval ☐ Specify term(if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Elizabeth Bilyeu	ebilyeu@pcc.edu	9th Nov 2011
SAC Administrative Liaison	Email	Date
Kate Dins	kdins@pcc.edu	9th Nov 2011

Portland Community College

General Education/Discipline Studies List Request Form

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

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

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

2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.
If you need to revise your course outcomes, you must complete a Course Revision form.

3. Verify Course Transfer Status using the General Education Transferability Status form.
http://www.pcc.edu/resources/academic/eac/curriculum/resources/forms/GenEdTransferability.doc

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

5. Be an LDC course that is eligible for the AAOT Discipline Studies List.
Check with the Curriculum Office if you have questions about AAOT eligibility.

Note:
For additional information on the first five steps above, please refer to the General Education/Discipline Studies List Request Information Sheet available on the curriculum forms download page.
(Please insert link to that form here.)

6. Complete the contact information:

	Name	E-mail Address
Person Submitting This Request	Jacqueline Ehlis	Jacqueline.ehlis@pcc.edu

	Name	E-mail Address
SAC Chair	Elizabeth Bilyeu	ebilyeu@pcc.edu

	Name	E-mail Address
SAC Admin Liaison	Kate Dins	kdins@pcc.edu

Once you have completed all nine parts of this form,

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

7. Complete the following Course Information:			
Course Prefix and Number:	Art 279	Course Title:	Experimental Media

Course Credits:	3 credits	Gen Ed Category:	**Delete everything except the correct category** Arts and Letters

Course Description:	**Course Description for Publication** Explores ways of seeing and creating work that acknowledges personal artistic intentions. Examines various 2-D, 3-D, and 4-D media and processes used to develop and encourage creative problem solving. Establishes critical skills necessary to evaluate art through critiques, discussions, and artistic presentation. Investigates artistic intent, aesthetic and structural solutions, and perceptual awareness. Recommended: an introduction to art, art history or a sense of curiosity and a willingness to experiment. May be taken 3 times for credit.

Course Outcomes:	**Outcomes for the Course** ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. ❖ Use a basic vocabulary of art that actively participate with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. ❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. ❖ Apply the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever changing world.

	❖ Establish self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. Narrative: Ultimately the course gives them the ability to understand, interpret even enjoy art of the past and the present from different cultures to initiate a lifelong process of expanding knowledge on the diversity of perspectives of the human experience.

B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. Narrative: As the students engage in creating their own works of art in new

and by various cultures.	media and processes they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on our planet.

C. Understanding of themselves and their natural and technological environments.	❖ Apply the experience of using experimental art to heightened awareness of the needs of our physical world, the nature of human relationships and our impact on an ever changing world. ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. Narrative: Through the process of making art, looking at historical and contemporary examples of experimental art, students participate in critical dialogue. In learning to ask meaningful questions, identifying ideas and issues, one draws connections to build real world skills to engage in local and global issues. All of this gives them an understanding of their natural and technological environments.

D. Ability to reason qualitatively and quantitatively.	

E. Ability to conceptually organize experience and discern its meaning.	❖ Establish self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world. Narrative: Students conceptually organize an ever changing and challenging art genre: the new and the experimental. In the classroom medium can mean appropriation, digital and video technology, social network, performance, or even participation shifting beyond arts traditional disciples. Here students are experimental, self-governing, victorious and at times defeated. All ways discriminate.

F. Aesthetic and artistic values.	❖ Use a basic vocabulary of art that actively participate with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. Narrative: To declare, establish and persuade our aesthetic and artist values is what we artists do. As an art student there is no better place to test these values, to interpret and discuss these aesthetical forms of expression as their values. Through the process of making art, looking at historical and contemporary examples of experimental art, students participate in critical dialogue.

G. Understanding of the ethical and social requirements of responsible citizenship.	

9. Address the AAOT Discipline Studies Outcomes and Criteria:

Complete only the questions for the outcomes and criteria for the category to which category your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.

Arts and Letters

Outcomes:

As a result of taking General Education Arts & Letters courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

Criteria:

A course in Arts & Letters should:

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

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them. ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. ❖ Use a basic vocabulary of art that actively participate with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes. 2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.

	❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. 3. Explore the conventions and techniques of significant forms of human expression. ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. 4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline. ❖ Establish self-critiquing skills for autonomous artistic expression through experimental media and processes while recognizing the standards already established in the art world. 5. Each course should also do at least one of the following: • Foster creative individual expression via analysis, synthesis, and critical evaluation; • Compare/contrast attitudes and values of specific historical periods or world cultures; and • Examine the origins and influences of ethical or aesthetic traditions. ❖ Interpret and enjoy experimental art from the past, present and from different cultures to understand diverse perspectives of the human experience. ❖ Adapt introductory level understanding of ideas, materials, and techniques associated with the nature of experimental media beyond traditional media. ❖ Use a basic vocabulary of art that actively participate with others in critical dialogue about 2-D, 3-D and 4-D experimental media and processes.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable a student to "interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life"?**	In this course students create personal works of various 2-D, 3-D, 4-D experimental media and processes, which demonstrate an introductory level of understanding of artistic ideas, and the processes, materials, and techniques associated with media and processes. By engaging in the process of making art they find and develop ways of solving problems using a variety of strategies and techniques of working with materials and processes. They learn to ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to be able to actively participate in a critical dialogue about experimental media with others. Ultimately the course gives them the ability to understand, interpret, and enjoy art of the past and the present from different cultures to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience.

How does the course enable a student to "critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	Various forms of media and processes have been used by many different cultures for many thousands of years. These materials continue to be used today both in the fabrication of the environments we inhabit as well as to create works of art. As the students engage in creating their own works of art in media and processes they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. Traditionally experimental medium meant materials such as customized wood products, industrial specialty fabrics, fabricated metals with a bit of photography or video. Today in the classroom medium can mean appropriation, digital and video technology, performance, or even participation. They are able to solve physical problems using a variety of strategies. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed these materials aesthetically to express their values. Through the process of making art, looking at historical and contemporary examples of experimental art, students participate in critical dialogue. In learning to ask meaningful questions, identifying ideas and issues, one draws connections to build real world skills to engage in local and global issues.
*__Note:__ Between your answers to the two outcomes questions above, you need to address all of the first four criteria as well as at least one of the criteria listed in the second set of three.	

Portland Community College

New Course
Lower Division Collegiate (LDC)

Save this document as the course prefix and number

Send the completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Geography	Submitter name Phone Email	Christina Friedle 971-722-7684 Christina.friedle@pcc.edu
Course Prefix and Number:	Geo 264	# Credits:	4
Course Title: 60 characters max	Maps & Geospatial Concepts	Transcript Title (30 characters max)	Maps & Geospatial Concepts
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes X No How many times?	Contact hours (refer to help guide if necessary)	Lecture (# of hours): 30 Lec/lab (# of hours): Lab (# of hours): 30

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

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

Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes X No	Course Number and Title
Course fee: **Identify only fees that are above and beyond the usual PCC fees**	$12		

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will* . . and/or *Students will.* . . Include course recommendations in the description.

Course Description: (field will expand as needed)	Introduces principles and concepts needed to understand the use and interpretation of maps, geographic information systems & science. Includes: reference systems, coordinate systems, map projections, types of maps, geographic data, scale, data visualization, and map interpretation. Serves as the foundation for the GIS course sequence.

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			
X Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

Addendum to Course Description:	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), not in the classroom outcomes. Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes. www.pcc.edu/curriculum	
Learning Outcomes: **(Use observable and measurable verbs)**	Upon successful completion of Geography 264 the student will be able to: A. Apply underlying map concepts to geographic information science (GIS) B. Read and interpret a wide range of maps C. Proficiently use mapping and GIS terminology D. Use an understanding of cartography to examine cultural and environmental issues
Course activities and design: **(from CCOG)**	The material in this course will be presented in a computer lab setting through classroom lecture, discussion, software demonstration, and computer-based labs. Other methods may be implemented such as research papers and small group work.
Outcomes assessment strategies:	Students will be expected to demonstrate mastery of themes, concepts, issues, competencies and skills by any combination of the following: A. Written results of class labs and exercises B. Completion of a midterm exam **C.** Completion of a final project
Course Content: Themes, Concepts, Issues and Skills: (**from CCOG they should be connected to the outcomes)**	**Themes, Concepts, Issues:** A. Types of Maps B. Cartographic Representation C. Coordinate Systems D. Map Projections E. Quantitative & Qualitative Data F. Map Reading & Design G. Map interpretation H. Map Elements **Competencies and Skills:** A. Identify and define mapping and GIS terminology B. Proficiently interpret a wide variety of maps C. Recognize spatial data errors and (in)accuracies

	D. Identify purposes and distinguish characteristics of map projections E. Use of scale on maps and in spatial data F. Understand geographic and projected coordinate systems
Reason for the new course	The Geo 264 course will serve as a pre-req to our current Geographic Information Systems (GIS) course sequence, which consists of Geo 265, 266, 267. In Fall 2010 the geography department started offering a GIS technical certificate and this course will introduce students to the mapping and spatial analysis concepts and theories currently not covered in any other course.

Section #2 Transferabiltiy	
Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept our new LDC course in transfer. We anticipate that the state will soon require evidence of transferability, possibly from more than one school before a new course is approved. It is important that we address these issues as early as possible in the development and internal approval process for new courses. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions. 1. Is there an equivalent lower division course at the University? 2. Will a department accept the course for its major or minor requirements? 3. Will the course be accepted as part of the University's distribution requirements? If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.	
Which OUS school will the course transfer to? List all	Portland State University
How does it transfer Check all that apply	X required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	Geog 380 – Maps and Spatial Information (PSU) Geog 311 – Maps and Geospatial Concepts (UO)
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form X No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	X on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):	Geographic Information Systems	# credits:44
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	This course will serve as a pre-req to our current Geographic Information Systems (GIS) course sequence, which consists of Geo 265, 266, 267. It will introduce students to the mapping and spatial analysis concepts and theories currently not covered in any other course.
Impact on other Programs and Departments	
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	There are no similar or equivalent courses currently being offered at PCC.

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.	I have consulted with Mike Kies (Civil & Mechanical Engineering) & Dieterich Steinmetz (Science & Technology Division Dean) about this course because currently Geo265 (Intro to GIS) is a required course in the Green Technology Certificate, as well as a recommended course for the Civil & Mechanical Engineering program. Since Geo 264 (new proposed course) will serve as a pre-req to Geo 265 it could have an impact on the engineering students in either of those programs. After a lengthy discussion about a number of options, we decided that in the geography department we would not make Geo 264 a required pre-req, but rather require the course as part of the GIS certificate program and offer the courses in a sequence that would make it likely that students would take Geo 264 prior to Geo 265.

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.	This course would not impact any departments or campuses at PCC other than what was discussed in the previous section.
Implementation term:	☐ Next available term after approval X Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

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

Portland Community College

New Course
Career Technical Education (CTE)

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information				
Department:	Alcohol and Drug		Submitter name phone and email	Jonny Gieber, 503 978 5254, jgieber@pcc.edu
Prefix and Course Number:	AD 202		Credits:	3
Course Title: (60 characters max)	Trauma and Recovery		Transcript Title (30 characters max)	Trauma and Recovery
Can this course be repeated?	☐ Yes x☐ No	How many times?	Contact hours: PER QUARTER	Lecture: 30 to 36 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes x☐ No	Prefix, number and title: NA

GRADE OPTIONS: Check as many or as few options as you'd like

Choose the default grade option. What is the default grade? This will be the option listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option. Call the Curriculum Office if you have questions 971-722-7813. For more details on grade options see the Academic Standards and Practices Handbook.

	Check all that apply	Default (Choose one)
A-F (letter grade)	x☐	x☐
Pass/No pass	x☐	☐
Audit in consultation with faculty	x☐	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	NA	

Course Description: Begin the course description with an active verb. Avoid using the phrases: *This course will* and/or *Students will*. Include course recommendations in the description. (the field expands as needed)

Course Description

Explores the neurobiology of attachment and reward as they relate to the addictive experience. Presents models of relational healing with a strong emphasis on specific skill acquisition that can be used in treatment settings. Utilizes trauma informed and wellness informed approaches targeted to working with families in the process of recovery from addictive disease. Prerequisite: AD 150, AD 151, WR 122

Addendum to course description:

Identify prerequiste, corequisite and concurrent course(s) (double click on check box to activate dialog box)			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: Wr 122, AD 101, AD 150, AD 151	x☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Three to six outcomes are recommended. See course outcomes guidelines on the curriculum website for more guidance on writing good outcomes.	
Outcomes: **(Use observable and measurable verbs)**	As a result of this course the student will be able to: 1. Present to groups and/or individuals the effect that childhood trauma and/or parental stress has on the neurobiology of attachment and reward systems. 2. Present to groups and/or individuals the life long propensities early childhood trauma and/or parental stress can create for intimate relationships. 3. Identify and be able to utilize skill-based strategies targeted to relational repair. 4. Employ effective trauma informed and wellness informed interventions when working with clients presenting relational issues. 5. Understand prevention techniques and how they can be applied in familial situations. 6. Identify and utilize evidence based practices as related to child hood trauma, relational repair and trauma informed and wellness informed services.
Course activities and design: **(from CCOG)**	

Outcomes assessment strategies: **(from CCOG)**	1. Written assignments designed to integrate course material into personal experience or relationship experiences of others. 2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts,issues, and themes. 3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts. 4. Individual or group presentations. 5. Design and implementation of research projects. 6. Participation in and critical analysis of relationship issues or concepts related to addictive disease. 7. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of intimate relationships.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	1. Incidence of Childhood Trauma and/or Parental Stress and its relationship the neurobiology of attachment and reward systems. a. Kaiser/CDC Adverse ChildHood Experiences Study and its correlational findings. b. Neurobiology of reward. c. Neurobiology of attachment. 2. Post Traumatic Stress Syndrome, Developmental Stress Disorder and Complex Childhood Trauma. a. Signs and Symptoms b. Manifestations in Relationships – Being Triggered c. Interference in functioning – effects on Brocha Area and Memory Centers. d. Fight, Flight, Freeze and Learned Helplessness e. Assessment Tools f. Presentation of Information to Treatment Groups 3. Relational Issues and their interaction with relapse potentials. a. Stress Induced Relapse b. Place Preference and Environmental Induced Relapse c. Attachment Disorders and Relapse. 4. Skill-based strategies targeted to relational repair. a. Positive Psychology and Wellness Approaches to Preventing PTSD. b. Somatic Psychology and trauma treatment and trauma informed

	service interventions. c. Yoga and other indirect methods of trauma intervention. d. Group approaches for relational skill building. 5. Prevention techniques and how they can be applied in familial situations. 6. Evidenced based practices as related to child hood trauma, relational repair and trauma informed and wellness informed services.

Section #2 Function of the new course within an existing and/or new program(s)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Rationale for the new course.	Replaces and modernizes AD 201 Families and Addiction Course	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		X☐ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	Associate of Applied Science: Alcohol and Drug Counseling	# credit: 96 current, 99 proposed
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes x☐ No
Name of new certificate(s):		# credit:
Name of new degree(s):		# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required Course	

Is this course used to supply related instruction for a certificate?	☐ Yes X☐ No
If **no** is selected continue to part three. If **yes** is selected complete the Related Instruction in CTE Courses form available on the curriculum office website, www.pcc.edu/curriculm.	

Section #3 Additional Information for new CTE courses	
How or where will the course be taught. Check all that apply	X☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit to the DL office) ☐ other (explain)

Transferability: Will this course transfer to another academic institution? Identify	It is assumed that institutions that previously accepted AD 201 Families and Addiction will accept AD 202 Relationships and Addiction
Impact on other Programs and Departments	
Are there other degrees and/or certificated that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at PCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Identify and consult with SAC chairs who may be impacted by this course such as content overlap, course duplication, prerequisite, enrollment, etc.	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Is there any potential impact on another department of campus?	
If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached	No
Implementation term:	☐ Next available term after approval x☐ Specific term AFTER next available: Fall or Winter of 2012
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Jonny Gieber	jgieber@pcc.edu	10/26/2011
SAC Administrative Liaison	Email	Date
John Saito	john.saito15@pcc.edu	10/26/2011