CURRICULUM/GEN ED COMMITTEE
a standing committee of the Education Advisory Committee
Agenda
January 11, 2012
Sylvania CC, Conference Rm B

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

Experimental Courses:

MUC 199A – Adv Songwriting- Songwriting Immersion
MUC 199B – Computer Notation and Scoring
PSY 299 – Psychosocial Implications of Disability

Course Inactivation:

CAS 111F – Beg Web Site Creation: FrontPage
BIT 110 – Bioscience Technology Basics
BIT 110A – Bioscience Technology Basics Part I
BIT 110B – Bioscience Technology Basics Part 2
BIT 165 – Biotechniques: Recombinant DNA
BIT 175 – Biotechniques: Proteins
BIT 211 – Biomolecular Principles
BIT 217 – Tissue Culture II
BIT 221 – Techniques in Molecular Biology I

Available Grading Option:

DS 107 – Live Equipment

Old Business:

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

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

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

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

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

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

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

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

506. ENG 266 – Literature of War
New Course

<u>New Business:</u>

511. R 201 – Asian Religions
New Course

512. ENG 266 – Literature of War
Standard Prerequisite Opt Out

513. ART 119 – Basic Design – 4D Foundations
Standard Prerequisite Opt out

514. ART 253 – Ceramics I
Course Revision – Des, Out

515. ART 256 – Ceramics II
Course Revision – Des, Outcomes, Req

516. ART 253 – Ceramics I
Designation – General Education

517. ART 256 – Ceramics II
Designation – General Education

518. AD 270A – Practicum: Addiction
Course Revision – Des, Out, Req

519. SC 25 – Thought Patterns for a Successful Career
New Course

520. MUS 201A – Introduction to Music and Its Literature
Course Revision – Number, des, out

521.MUS 202 – Introduction to Music and Its Literature
Course Revision – Des, Out

522. MUS 203 – Introduction to Music and Its Literature
Course Revision – Des, Out

523. MUS 201A – Introduction to Music and Its Literature
Designation – General Education

524. MUS 202 - Introduction to Music and Its Literature
Designation – General Education

525. MUS 203 - Introduction to Music and Its Literature
Designation – General Education

526. MUS 206 – Intro to History of Rock Music
Course Revision – Des, Out

527. MUS 206 – Intro to History of Rock Music
Designation – General Education

528. TA 101 – Theatre Appreciation
Course Revision – Des, Out

529. TA 141 – Fundamentals of Acting
Course Revision – Des, Out

530. TA 101 – Theatre Appreciation
Designation – General Education

531. TA 141 – Fundamentals of Acting
Designation – General Education

532. MUC 154A – Band Performance Workshop
Course Revision – Title, Des, Out

533. MUC 154B – Band Performance Workshop II
Course Revision – Title, Des, Out

534. MUC 154C – Band Performance Workshop III
Course Revision – Title, Des, Out

535. EMS 105 – EMT Basic Part I
Course Revision – Title, Des, Out, Req

536. EMS 106 – EMT Basic Part II
Course Revision – Title, Des, Out, Req

537. CAS 101 – Intro to Website Development & Design
New Course

538. CAS 285 – Capstone for Website Dev/Design Degree
New Course

539. AB 0786 – Foundations of Math I
New Course

540. ABE 0791 – Advanced Integrated Reading and Writing
New Course

541. HE 110 – CPR/AED for the Prof Rescuer
Course Revision – Title, Des, Out

542. HE 112 – First Aid and Emergency Care
Course Revision – Title, Des, Out

543. HE 113 – First Aid and Professional CPR
Course Revision – Title, Des

544. HE 125 – First Aid and Industrial Safety
Course Revision – Des, Out

545. HE 252 – First Aid- Basic and Beyond
Course Revision – Des

546. HPE 295 – Health and Fitness for Life
Course Revision – Des, Out

547. OMT 122 – Practicum II
New Course

548. MP 201 – Intro to Elec Health Records
Course Revision – number

549. CS 162 – Computer Science II
Course Revision – Des, Req

550. CS 201 – Computer Systems
Course Revision – Des, Req

551. CS 250 – Discrete Structures I
Course Revision – Des, Out, Req

552. CS 251 – Discrete Structures II
Course Revision – Des, Out, Req

553. CS 260 –Data Structures
Course Revision – Des, Out, Req

554. CS 261 – Programming Systems
Course Revision – Des, Req

555. DH 203 – Dental Hygiene Theory VI
Course Revision – Des

556. DH 203 – Dental Hygiene Theory VI
Contact/Credit Hr Change

557. DH 128 – Oral Histology
Contact/Credit Hr Change

558. EET 241 – Microcomputer Systems 1
Course Revision – Title, Des, Out, Req

560. MT 108 – Statistics for Process Control
New Course

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)	Digital Photography I
Reason for title change		Proposed transcript title (30 characters max)	**Digital Photography I**

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 digital photography as it relates to creative arts, history, media and culture in both a historical and contemporary context. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions and expand perceptual awareness. Requires access to a camera with manual exposure controls, digital single-lens-reflex (DLSR) cameras are

	preferred. Recommended: ART 141 or ART 142.
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 class discussions. Students will gain an understanding of the nature of photography and digital images with	• Understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary to when participating critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Create personal photographic artwork, which demonstrate an introductory level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. • Navigate challenges & opportunities of working in a communal atmosphere

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)	**Introduction to Photography**

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 photography from film to digital as it relates to creative arts, history, media and culture in both a historical and contemporary context. Introduces processes, principles and technology in preparation for continuing fine art and media based work. Develops the use of self-reflection and peer critique in photographic practice. Requires access to a camera, film single-lens-reflex (SLR) or digital single-lens-reflex (DLSR) cameras are preferred

	but not required.
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. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary to when participating critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of photographic strategies. • Create photographic work that is personally significant & fulfilling, understanding how any photographs contextualized in contemporary and historical photographic issues, genres and concerns. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

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)	**Intro to B&W Photo (Darkroom)**

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. Addresses historical and contemporary issues specific to photography. Develops photographic practices using peer critique and self-reflection. Requires access to a manual, single-lens reflex (SLR) film camera.

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.	• Understand, interpret and enjoy black and white photography from past to present within a local as well as global context. • Ask meaningful questions, identify ideas and issues, and develop and use a basic vocabulary when participating in critical dialogue about photography with others. • Find and develop creative ways to solve problems using a variety of environmentally sustainable photographic strategies. • Create photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

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)	**B&W Photo II (Darkroom)**

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.	Explores intermediate darkroom photographic techniques. Develops creative problem solving by utilizing a broad range of intermediate darkroom processes (e.g. film development, printing, finishing) to create a print. Includes critiques, discussions, and presentations to establish critical skills necessary to evaluate prints, explore artistic intent, examine aesthetic and structural solutions, and expand perceptual awareness. Requires access to a film, single-lens-reflex (SLR) camera with manual exposure controls. Prerequisite ART 142 or Instructor Approval.

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.	• Ask meaningful questions, identify more complex ideas and issues, and use increasingly sophisticated vocabulary when participating in critical dialogue about photography with others. • Understand, interpret and enjoy black and white photography from past to present within a local as well as global context. • Find and develop more complex and creative ways to solve problems using a variety of environmentally sustainable photographic strategies. • Create increasingly sophisticated photographic work that is personally significant & fulfilling. • Navigate challenges & opportunities of working in a communal atmosphere • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

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 x 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)	Digital Photography II
Reason for title change		Proposed transcript title (30 characters max)	**Digital Photography II**

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.	Explores the boundaries of digital photography to include a more personal practice while placing work within a historical, social and cultural context. Establishes critical skills necessary to expand perceptual and visual cultural awareness by using a broad range of intermediate digital processes and concepts. Initiates development of a professional photographic practice. Requires access to a camera with manual exposure controls, digital single-lens-

	reflex (DLSR) cameras are preferred.
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	• Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Create personal photographic artwork, which demonstrate an intermediate level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. • Navigate challenges & opportunities of working in a communal atmosphere.

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)	**The Photographic Portfolio**

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.	Develops a strong artistic vision through the creating a professional portfolio. Develops critical skills necessary to expand perceptual and visual cultural awareness through critiques, discussions, reading, research and presentations of personal work. Creates a student-centered learning environment with an emphasis on collaboration, creative problem solving and service learning. Advances the student's knowledge of professional standards in the field

	of photography. Work in film and/or digital medium is supported. Requires access to a camera. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission.
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 challenges & opportunities of working in a communal atmosphere. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with 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

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	Kim Manchester	kim.manchester@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 240	Course Title:	Digital Photography II

Course Credits:	3	Gen Ed Category:	Arts and Letters

Course Description:	Explores the boundaries of digital photography to include a more personal practice while placing work within a historical, social and cultural context. Establishes critical skills necessary to expand perceptual and visual cultural awareness by using a broad range of intermediate digital processes and concepts. Initiates development of a professional photographic practice. Requires access to a camera with manual exposure controls, digital single-lens-reflex (DLSR) cameras are preferred.

Course Outcomes:	• Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Create personal photographic artwork, which demonstrate an intermediate level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs.

	• Navigate challenges & opportunities of working in a communal atmosphere.

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.	• 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.

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.	• 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.

C. Understanding of themselves and their natural and technological 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.
D. Ability to reason qualitatively and quantitatively.	• 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.
E. Ability to conceptually organize experience and discern its meaning.	• 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. • 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.
F. Aesthetic and artistic values.	• 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.
G. Understanding of the ethical and social requirements of responsible citizenship.	• 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.
	•

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	• **1,3** Navigate challenges & opportunities of working in a communal atmosphere. • **1,2,3,4,5** Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • **1,2,3,4,5** Continue to understand, interpret and enjoy photography from past to present within a

above outcomes and criteria.*	local as well as global context. • **1,2,3,5** Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • **1,3,4,5,**Create personal photographic artwork, which demonstrate an intermediate level of understanding photographic ideas and the processes, materials, and techniques associated with making digital photographs. • **1,3,5** Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of photographic strategies.
***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 photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. 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 photography with others. Ultimately this course gives them the ability to understand, interpret, and enjoy photography of the past and present within the 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.

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	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue 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.

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

General Education/Discipline Studies List Request Form

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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	Kim Manchester	kim.manchester@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 243	Course Title:	The Photographic Portfolio

Course Credits:	3	Gen Ed Category:	Arts and Letters

Course Description:	Develops a strong artistic vision through the creating a professional portfolio. Develops critical skills necessary to expand perceptual and visual cultural awareness through critiques, discussions, reading, research and presentations of personal work. Creates a student-centered learning environment with an emphasis on collaboration, creative problem solving and service learning. Advances the student's knowledge of professional standards in the field of photography. Work in film and/or digital medium is supported. Requires access to a camera. Recommended: ART 143, ART 140 and/or ART 240 or instructor permission.

Course Outcomes:	• Navigate challenges & opportunities of working in a communal atmosphere. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others.

	• Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with making photographs.

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.	• Navigate challenges & opportunities of working in a communal atmosphere. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others.
B. Appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender	• Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters.

and by various cultures.	• Continue to understand, interpret and enjoy photography from past to present within a local as well as global context.

C. Understanding of themselves and their natural and technological environments.	• Navigate challenges & opportunities of working in a communal atmosphere. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with making photographs.

D. Ability to reason qualitatively and quantitatively.	• Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others.

E. Ability to conceptually organize experience and discern its meaning.	• Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with making photographs.

F. Aesthetic and artistic values.	• Navigate challenges & opportunities of working in a communal atmosphere. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context.

	• Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with making photographs.

G. Understanding of the ethical and social requirements of responsible citizenship.	• Navigate challenges & opportunities of working in a communal atmosphere. • Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies. • Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others.

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.*	• **1,3** Navigate challenges & opportunities of working in a communal atmosphere. • **1,2,3,4,5** Integrate the understanding that any photographic image is created and interpreted through the lens of both the artist and the viewer's own personal, social and cultural filters. • **1,2,3,4,5** Continue to understand, interpret and enjoy photography from past to present within a local as well as global context. • **1,2,3,5** Ask sophisticated, meaningful questions, identify ideas and issues, and develop increasingly articulate language to use when participating in critical dialogue about photography with others. • **1,3,4,5,** Create personal photographic artwork, which demonstrate a professional level of understanding photographic ideas and the processes, materials, and techniques associated with making photographs. • **1,3,5** Find and develop creative ways to solve problems with an increased understanding of the medium using a variety of professional photographic strategies.

***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 &	In this course students create personal photographic works, which demonstrate a more sophisticated level of understanding of photographic ideas, and the processes, materials, and techniques associated with both traditional and digital photography. By engaging in the process of learning about and creating photography they find and develop ways of solving problems using a variety of strategies and techniques of working within the photographic medium. 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 photography with others. Ultimately this course gives them the ability to understand,

Letters, making use of the creative process to enrich the quality of life"?**	interpret, and enjoy photography of the past and present within the 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.

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"?**	Photography has a rich past rooted in the sciences and communication as well as the visual arts, media and culture. The medium continues to evolve today as a prime tool in communication as well as visual culture and artistic practice, often crossing boundaries between media and art, which is unique to photography. As the students engage in learning about photographic practice and creating their own works of art they develop a heightened awareness of the world of visual communication, the nature of the relationship of their own culture as well as other's to it and the impact that the photographic image has on both creating and dismantling assumptions about truth, beauty & representation. They are able to solve conceptual and practical problems using a variety of strategies to work with the medium. They develop knowledge of the history of materials and their associated techniques. They are able to interpret and discuss how different cultures have employed photography aesthetically to express their values and about the power relationships between who is on what side of the camera's lens. Through the process of making photographic images, looking at historical and contemporary examples of photography, and participating in critical dialogue 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.
*__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	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
☐ 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.	Introduces alphabetic portion of computer keyboard by touch. Uses the numeric portion of the keyboard. Develops and improves basic keyboarding techniques to 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	12/13/2011
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
☒ 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.	Introduces the alphabetic portion of computer keyboard by touch. Develops and improves 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	12/13/2011
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
☒ 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. Includes the design and creation of accurate Gantt charts for use in project management. Recommend:

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.	Placement into RD 115 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	12/13/2011
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
☒ 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	Utilizes previous computer and business knowledge to create individual and group projects using integrated software, i.e. MS Office. Explores integrated software features to develop skills such as linking and embedding, email, Internet, and scanning. Recommended: 3 credits of

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.	word processing and 3 credit 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	12/13/12011
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:	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

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 continue to explore the complex questions pertaining to the Literature of War.
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, Concepts,	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 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*

Issues and Skills: **(from CCOG)**	*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

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:	Religious Studies (under Humanities SAC)	Submitter name Phone Email	Martha Bailey X3096 mbailey@pcc.edu
Course Prefix and Number:	R 201	# Credits:	4
Course Title: 60 characters max	Asian Religions	Transcript Title (30 characters max)	Asian Religions
Can this class be repeated? (for ART, cooperative ed, PE, independent study only)	☐ Yes ☐X No How many times?	Contact hours: PER TERM	Lecture: 40 Lec/lab: 0 Lab: 0

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**	

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

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:	Students will do some or all of the following: • Gain and express general knowledge of each of the Asian religions covered. • Develop skills in comprehending religious beliefs and practices. • Acquire language and perspective to discuss religious practices and beliefs with practitioners of that religion. • Acquire language and perspective to engage in dialogue about the role of religion in political and cultural settings. • Recognize their own attitudes toward individual religions and religion in general.
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)**	Examine the history and development of the religions of Asia, including their myths and doctrines, and personal and social ethics, as well as their interactions with each other and the surrounding cultures. Recognize and reflect on the impact of religion in relation to world events and cultures. Appreciate models of religious practice which allow simultaneous participation in multiple religious traditions. Participate in a pluralistic society and a world whose population is increasingly Asian with an understanding of the variety of religious beliefs practiced by that population. Interact appropriately with practitioners of Asian religions.
Course activities and design: **(from CCOG)**	The course may include lectures, audio-visual presentations, student presentations, large and small group discussions, guest lecturers, field trips and/or service learning activities.
Outcomes assessment strategies:	Assessment strategies will include some of the following: • Essays in the form of in-class exams, short papers or term papers • Student presentations on research, including site visits to religious settings • Short-answer or multiple choice exams • Group and individual projects, written or multi-media • Participation in classroom discussion and activities, including field trips • Portfolios and/or journals • Service Learning projects

	• Attendance
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG they should be connected to the outcomes)**	The course will focus on exploring the following topics and issues as an introduction to Asian religions. • The genesis and historical development of the religion, including its geographical reach. • The major doctrines and myths of the religion, including major teachers and sacred texts. • The rituals and traditions of the religion. • The social and personal ethical tenets of the religion. • The interactions between the various religions historically and today.
Reason for the new course	To provide a more focused and expanded study of religious traditions in Asia than can be done in the World Religions course. The class provides a complement to courses in culture, history, philosophy and literature of Asia.

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 Western Oregon University

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	☐X Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	R101 at University of Oregon R201 at Western Oregon University
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.	The closest course is Asian Philosophy. The Philosophy SAC has been approached and has agreed that the two courses, while covering similar areas, have different emphases and concerns, so that a student taking both Asian Philosophy and Asian Religions will study different aspects of Asian traditions.

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.	Yes, see above. There will inevitably be some content overlap, but the focus of a Religious Studies class is different from that of a Philosophy class. Students who are interested in one aspect are not necessarily interested in the other. Those who are interested in Asia generally will likely take both courses.

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.	See above.
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
James Harrison	jharriso@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

Opt-out of Standard Prerequisites Request

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	COMP/LI	Submitter:	Andrew Cohen
Course prefix and number	ENG 266	Submitter Phone and Email:	Andrew.cohen 8019
Course title	Literature of War		
Course description Including prerequisites	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. Pre-Requisite: Placement into WR121		
Describe the steps the SAC has taken to investigate the relationship between the DE levels of reading, writing, and math, and the skills needed to be successful in this course	After much discussion and thought, the Comp/Lit SAC voted to opt out of the standard Math requirement.		

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Writing

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in WR 115, or reading and writing placement scores for WR 121**.

WR 80. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.

WR 90. Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.

WR 115. By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing

for different audiences. They may practice paraphrasing, quotation, and documentation.

Prerequisite Requested	

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.
What instructional materials and other teaching methods are used in this course?
What assessments are used to measure outcomes?
What strategies do you employ to support students whose writing skills are deficient?

Reading
The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in RD 115, or college-level reading skills** demonstrated by an ASSET reading score of at least 45 (or a Compass score of 88). RD 80. Students are not print –oriented. Though they can read at a very low high school level, many have never read a book. They have limited ability to persist with a text and their comprehension skills are limited, but they often don't realize it. RD 90. Though students grow more confident with print material, they possess limited general knowledge. Comprehension, analysis, and retention of college-level material are poor. There is some improvement in reading frequency and persistence. RD 115. Students develop critical reading skills and apply them to excerpts from college-level texts. They need to continue building vocabulary, speed and comprehension. They have become fairly good at monitoring their own skills.

Prerequisite Requested	

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Reading 115 skills.
What instructional materials and other teaching methods are used in this course?

What **assessments** are used to measure outcomes?
What strategies do you employ to support students whose writing skills are deficient?

Math	
The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.** Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.	
Prerequisite Requested	
Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.	
No math is required for this course—as per all literature classes at PCC.	
What instructional materials and other teaching methods are used in this course?	
Literature.	
What **assessments** are used to measure outcomes?	
Essays and tests.	
What strategies do you employ to support students whose math skills are deficient?	

Other Considerations:
Is there any other information you would like the committee to consider regarding this request?
As noted: the SAC has long ago voted not to require the Math pre-req for its Literature classes.

Portland Community College

Opt-out of Standard Prerequisites Request

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department:	Art	Submitter:	Elizabeth Bilyeu and Mark Andres
Course prefix and number	ART 119	Submitter Phone and Email:	971-722-5097 ebilyeu@pcc.edu
Course title	Basic Design- 4D Foundations		
Course description Including prerequisites	Introduces the basic principles of time, as it relates to the creative arts, which include the notion of occurrence and the episodic, duration, tempo, intensity, scope and context. Introduces concepts, processes and basic use of related tools and technology in preparation for continuing fine and design art work at the 200 level. Uses a broad range of materials, techniques and projects to engage concepts with reference to historical and contemporary perspectives. Basic Design series 115, 116, 117 and 119 may be taken in any sequence. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Describe the steps the SAC has taken to investigate the relationship between the DE levels of reading, writing, and math, and the skills needed to be successful in this course	After consulting within the SAC among our colleagues who have been basic design courses to students whose skill levels in Writing, Reading and English might not allow them to place out of college prerequisite levels (WR 115, RD 115 and MTH 20), we conclude that students who succeed in studio art may or may not work equally well in math and writing, especially those returning to school after many years. We wish to continue to give them the chance to develop skills that may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math and writing. Anecdotal evidence from students themselves indicates also that students in Math 20 and Writing 115 who are allowed concurrently to take classes in studio art perform better for various possible reasons including integrating new skills through various learning styles and confidence building.		

Please complete all questions for each area (Writing, Reading, and Math) relevant to your opt-out request

Writing

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in WR 115, or reading and writing placement scores for WR 121**.

WR 80. Students practice writing well-developed paragraphs and sometimes short essays. They are introduced to campus computer resources and encouraged to word-process. Errors are pervasive and sentence structure is limited.

WR 90. Students practice multi-paragraph essays with main idea and support and variety in sentence structure. Word processing is required. Though grammar is a big focus, errors persist at the end of the term.

WR 115. By the end of WR 115, students should be able to write essays 2-3 pages in length with confidence. Students work further on writing skills by reading critically, responding to texts, and writing for different audiences. They may practice paraphrasing, quotation, and documentation.

Prerequisite Requested	

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Writing 115 skills.

Critical thinking, communication and analysis of meaning and means are among the skills we aspire to teach our students in the Art Department. The language for learning and demonstrating these skills is primarily visual and verbal; we teach critical thinking, communication and analysis by teaching visual literacy. Students in all of our studio art courses learn to create visual works that employ patterns of imagery or forms that are then examined and assessed in terms of their efficiency to communicate. In addition students scrutinize artwork from other students and artists of the present and past to identify patterns that do and don't work and learn to trace the steps in the development of an idea. Instructors may work with students to help them to enlist varied means of support through writing of texts when appropriate. However, students relatively unskilled in writing may find that instruction in visual literacy suits their learning styles; likewise concepts that are daunting in a writing class may come more easily through painting, sculpture, photography, drawing and design.

What instructional materials and other teaching methods are used in this course?

Studio teachers at all levels reference works of art by other artists to provide concrete examples of the elements of visual grammar and style. These provide a model of composition and good communication: varied logical patterns, varied styles, diverse kinds of visual syntax and diverse ways of thinking. Because art, like music, does not require literacy in foreign languages to be experienced, instructors can reference and present work by artists from other cultures and eras, so that students have the opportunity to feel at home in one work and to enter into another world (and understand another way of conceptualizing the world). Most instructors use group discussions and critiques that permit expression of each student's point of view; these do not require written skills, and in some instances, do not require verbal skills—some critiques can be conducted through students making analytical and critical drawings and diagrams. Instructors encourage students to appreciate their differences and practice the concepts they learn through various means, though the delivery of this does not *require* student writing skills.

What assessments are used to measure outcomes?

Studio art instructors assess student learning in a variety of ways: when a project is given to students the instructor can very quickly assess if the project is understood through the initial sketches and beginnings; instructors will engage in one-on one and group conversations to assess the works in progress and provide direction for development. Development can also be readily assessed through in-process discussion and critique. The presentation of the finished assignment allows for group assessment of development, communication and aesthetic qualities; the ability to think critically and express ideas is part of the critique. Students may also make verbal or visual presentations on the works of other artists, involving the use of research and analysis of the artist's visual syntax. These skills and the assessment of them do not require the student's proficiency in writing as visual analysis is made visually and verbally.

What strategies do you employ to support students whose writing skills are deficient?

It's likely that a studio art instructor will never know if a student is deficient in writing skills for three reasons. First, a student may readily grasp the structure and meaning of a work of art and may fully argue a point, when verbal expression may be more advanced than proficiency in writing. (Verbal expression does not always require writing proficiency.) Second, students who feel successful in the visual arts may use that confidence to enter into work involving writing that might intimidate the student in another setting in which they have repeatedly failed. Last, the best preparation for visual expression and literacy is the hands-on practice of visual expression; because proficiency in this language does not require writing skills, students who do not meet the prerequisites may have equal chance of success as students who do.

Studio art and writing and reading and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as studio art instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to reference end employ works of visual art that embody the very different ways that human groups use visual language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in writing surely need.

Reading

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in RD 115, or college-level reading skills** demonstrated by an ASSET reading score of at least 45 (or a Compass score of 88).

RD 80. Students are not print –oriented. Though they can read at a very low high school level, many have never read a book. They have limited ability to persist with a text and their comprehension skills are limited, but they often don't realize it.

RD 90. Though students grow more confident with print material, they possess limited general knowledge. Comprehension, analysis, and retention of college-level material are poor. There is some improvement in reading frequency and persistence.

RD 115. Students develop critical reading skills and apply them to excerpts from college-level texts. They need to continue building vocabulary, speed and comprehension. They have become fairly good at monitoring their own skills.

Prerequisite Requested	

Please explain how students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without Reading 115 skills.

Critical thinking, communication and analysis of meaning and means are among the skills we aspire to teach our students. The language for learning and demonstrating these skills is primarily visual and verbal; we teach critical thinking, communication and analysis by teaching visual literacy. Students in all of our studio art courses learn to create visual works that employ patterns of imagery or forms that are then examined and assessed in terms of their efficiency to communicate. In addition students scrutinize artwork from other students and artists of the present and past to identify patterns that do and don't work and learn to trace the steps in the development of an idea. Instructors may work with students to help them to enlist varied means of support in the reading of texts when appropriate. However, students relatively unskilled in reading may find that instruction in visual literacy suits their learning styles; likewise concepts that are daunting in a reading class may come more easily through painting, sculpture, photography, drawing and design.

What instructional materials and other teaching methods are used in this course?

Studio teachers at all levels reference works of art by other artists to provide concrete examples of the elements of visual grammar and style. These provide a model of composition and good communication: varied logical patterns, varied styles, diverse kinds of visual syntax and diverse ways of thinking. Because art, like music, does not require literacy in foreign languages to be experienced, instructors can reference and present work by artists from other cultures and eras, so that students have the opportunity to feel at home in one work and to enter into another world (and understand another way of conceptualizing the world). Most instructors use group discussions and critiques that permit expression of each student's point of view; these do not require reading skills, and in some instances, do not require verbal skills—some critiques can be conducted through students making analytical and critical drawings and diagrams. Instructors encourage students to appreciate their differences and practice the concepts they learn through various means, though the delivery of this does not *require* reading skills.

What **assessments** are used to measure outcomes?

Studio art instructors assess student learning in a variety of ways: when a project is given to students the instructor can very quickly assess if the project is understood through the initial sketches and beginnings; instructors will engage in one-on one and group conversations to assess the works in progress and provide direction for development. Development can also be readily assessed through in-process discussion and critique. The presentation of the finished assignment allows for group assessment of development, communication and aesthetic qualities; the ability to think critically and express ideas is part of the critique. Students may also make verbal or visual presentations on the works of other artists, involving the use of research and analysis of the artist's visual syntax. These skills and the assessment of them do not require the student's proficiency in reading as visual analysis is made visually and verbally.

What strategies do you employ to support students whose reading skills are deficient?

It's likely that a studio art instructor will never know if a student is deficient in reading skills for three reasons. First, a student may readily grasp the structure and meaning of a work of art and may fully argue a point, when verbal expression may be more advanced than proficiency in reading. (Verbal expression does not always require reading proficiency.) Second, students who feel successful in the visual arts may use that confidence to enter into work involving reading comprehension that might intimidate the student in another setting in which they have repeatedly failed. Last, the best preparation for visual expression and literacy is the hands-on practice of visual expression; because proficiency in this language does not require reading skills, students who do not meet the prerequisites may have equal chance of success as students who do.

Studio art and writing and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as studio art instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to reference end employ works of visual art that embody the very different ways that human groups use visual language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in reading surely need.

Math

The standard writing prerequisite for courses that are on the Gen Ed/discipline studies and/or AAOT Distribution lists will be a **"C" or higher grade in MTH 20 or placement into MTH 60.**

Math 20 teaches students how to use fractions, percents, charts and graphs, introduces concepts of basic statistics, along with other basic math concepts. In the process of learning these concepts, students are developing skills in logical thinking, including the ability to process information in a logical way, and to sort information in a step-by-step manner. Before requesting to opt-out of the Math 20 prerequisite, consider how mastery of these basic skills might be necessary for students to understand, for example, maps, graphs, statistics, and other data in this course. Consider how Math 20 skills could facilitate overall student success in this course.

Prerequisite Requested	

Please explain how the students can successfully achieve the intended **learning outcomes, competencies and skills** listed in the CCOG for this course without having obtained Math 20 skills.

Critical thinking, communication and analysis of meaning and means are among the skills we aspire to teach our students in the Art Department. The language for learning and demonstrating these skills is primarily visual and verbal; we teach critical thinking, communication and analysis by teaching visual literacy. Students in all of our studio art courses learn to create visual works that employ patterns of imagery or forms that are then examined and assessed in terms of their efficiency to communicate. In addition students scrutinize artwork from other students and artists of the present and past to identify patterns that do and don't work and learn to trace the steps in the development of an idea. Instructors may work with students to help them to enlist varied means of support when projects reference numerical data. However, students relatively unskilled in math may find that instruction in visual literacy suits their learning styles; likewise concepts that

are daunting in a math class may come more easily through painting, sculpture, photography, drawing and design.

What instructional materials and other teaching methods are used in this course?

Studio teachers at all levels reference works of art by other artists to provide concrete examples of the elements of visual grammar and style. These provide a model of composition and good communication: varied logical patterns, varied styles, diverse kinds of visual syntax and diverse ways of thinking. Because art, like music, does not require literacy in foreign languages to be experienced, instructors can reference and present work by artists from other cultures and eras, so that students have the opportunity to feel at home in one work and to enter into another world (and understand another way of conceptualizing the world). Most instructors use group discussions and critiques that permit expression of each student's point of view; these do not require math skills. Instructors encourage students to appreciate their differences and practice the concepts they learn through various means, though the delivery of this does not *require* student math skills.

What **assessments** are used to measure outcomes?

Studio art instructors assess student learning in a variety of ways: when a project is given to students the instructor can very quickly assess if the project is understood through the initial sketches and beginnings; instructors will engage in one-on one and group conversations to assess the works in progress and provide direction for development. Development can also be readily assessed through in-process discussion and critique. The presentation of the finished assignment allows for group assessment of development, communication and aesthetic qualities; the ability to think critically and express ideas is part of the critique. Students may also make verbal or visual presentations on the works of other artists, involving the use of research and analysis of the artist's visual syntax. These skills and the assessment of them do not require the student's proficiency in math.

What strategies do you employ to support students whose math skills are deficient?

It's likely that a studio art instructor will never know if a student is deficient in math for three reasons. First, a student may readily grasp the structure and meaning of a work of art and may fully argue a point, even when the symbolic logic of a math problem is beyond his or her reach. Second, students who feel successful in the visual arts may use that confidence to enter into work involving analysis of numerical data and math relationships that might intimidate the student in another setting in which they have repeatedly failed. Last, the best preparation for visual expression and literacy is the hands-on practice of visual expression; because proficiency in this language does not require math skills, students who do not meet the prerequisites may have equal chance of success as students who do.

Studio art and math teachers work toward very similar goals in very different ways: we want students to think imaginatively, logically and critically to achieve their goals. Our job as studio art instructors is easier, in some ways, since we and most of our students use and hear at least spoken language every day, and since we are able to reference end employ works of visual art that embody the very different ways that human groups use visual language to conceptualize the world. We offer another route toward learning that students who may not succeed readily in math surely need.

Other Considerations:

Is there any other information you would like the committee to consider regarding this request?

General statement: We argue that the impediment to our students posed by these prerequisites outweigh any possible benefit. Our CCOGs do not require our students to have basic math and writing skills in order to succeed in our studio art courses. Data provided by Institutional Effectiveness in Developmental Education which at first glace would seem to support the implementation of the lack of these prerequisites on student success are, on further examination, inconclusive: they make no distinction between studio art and art history classes, whose writing components are completely different (art history does not opt out); moreover, the

data do not track the much vaster number of untested students who succeed in our classes who on exit might still not pass the prerequisites classes of Math 20 and or writing 115. We conclude that students who succeed in studio art may or may not work equally well in math and writing, especially those returning to school after many years. We wish to continue to give them the chance to develop skills that may approach (and sometimes exceed) the college level, even as they learn or review basic concepts in math and writing. Anecdotal evidence from students themselves indicate also that students in Math 20 and Writing 115 who are allowed concurrently to take classes in studio art perform better for various possible reasons including integrating new skills through various learning styles and confidence building.

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	Art	Submitter name Phone Email	Charles Washburn 4244 cwashbur@pcc.edu
Current prefix and number	Art 253	Proposed prefix and number	
Current course title	Ceramics I	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)**
An introductory studio experience exploring ceramic form, processes, techniques and concepts while addressing historical and contemporary issues. Students will use a variety of techniques to develop and encourage	Explores ceramic processes, techniques and concepts while addressing historical and contemporary issues. Develops and encourages creative problem solving by utilizing various ceramic techniques. Includes critiques, discussions, and ceramic presentations to

creative problem solving. Critiques, discussions, and ceramic presentations establish critical skills necessary to evaluate ceramics, explore artistic intent, examine and structural solutions, and expand perceptual awareness. Course includes demonstrations, lectures, slides and audiovisual materials. May be taken three times for credit.	establish critical skills necessary to evaluate ceramics, explore artistic intent, examine structural solutions, and expand perceptual awareness. This is the first course of a two-course sequence. May be taken three times for credit.
Reason for change	To meet current course description standards.

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
* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Create personal works in clay, which demonstrate an introductory level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened 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 ceramics. * Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an introductory level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. * Continually develop a heightened 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 ceramics. *Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	To meet current course outcome standards.

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
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 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	Art	Submitter name Phone Email	Charles Washburn 4244 cwashbur@pcc.edu
Current prefix and number	Art 256	Proposed prefix and number	
Current course title	Ceramics II	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)**
Allows further exploration in all aspects of clay processes: development of ideas, care and preparation of clay, skills and understanding related to clay work on and off the potter's wheel, glazes and firing procedures. May be	Explores advanced ceramic processes. Develops and encourages creative problem solving by utilizing more advance ceramic techniques (i.e. work on and off the potter's wheel, glazes and firing procedures). Refines critical skills necessary to evaluate ceramics through

taken three times.	critiques, discussions, and ceramic presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of ceramics. This is the second of a two course sequence. Prerequisite Art 253. May be taken up to three times for credit.
Reason for change	To clarify and meet current course description standards.

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
* Begin to develop a personal expression in clay * Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Create personal works in clay, which demonstrate an intermediate level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened 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 ceramics. * Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.	* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an advance level of understanding of ceramic ideas, materials and techniques with ceramics. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. * Develop a heightened 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 ceramics. *Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

Reason for change	To clarify and meet current course outcome standards.

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: Art 253	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
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	Charles Washburn	cwashbur@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 253	Course Title:	Ceramics I

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

Course Description:	Explores ceramic processes, techniques and concepts while addressing historical and contemporary issues. Develops and encourages creative problem solving by utilizing various ceramic techniques. Includes critiques, discussions, and ceramic presentations to establish critical skills necessary to evaluate ceramics, explore artistic intent, examine and structural solutions, and expand perceptual awareness. This is the first course of a two-course sequence. May be taken three times for credit.

Course Outcomes:	* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an introductory level of understanding of ceramic ideas, materials and techniques. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. * Continually develop a heightened 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 ceramics. *Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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.	* Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. Narrative: Through the critique process students develop their own personal aesthetic and artistic values. Using historical and contemporary examples they develop a common vocabulary to discuss their creative work. Students participate in critical dialogue with their peers and learn how to understand and respond to the views of others.
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.	* Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. Narrative: As the students engage in creating their own works of art in ceramics 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.	* Continually develop a heightened 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 ceramics. Narrative: Through the process of making ceramics, looking at historical and contemporary examples of ceramics, 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 students 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.	

F. Aesthetic and artistic values.	*Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Narrative: Students create ceramic art pieces that are physical interpretations and responses to what they have learned and experienced from examples of the past and present. They react to and think about what they have created and then create again in response.

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. Find and develop creative ways to solve problems using a variety of strategies for making ceramics. 2. Creates personal works in clay, which demonstrate an introductory level of understanding of ceramic ideas, materials and techniques. 3. Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. 4. Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. 5. Continually develop a heightened 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 ceramics. 6. Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable	In this course students create personal works of ceramic sculpture and

a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	vessels, which demonstrate an introductory level of understanding of sculptural and vessel ideas, and the processes, materials, and techniques associated with ceramics. By engaging in the process of making sculptures and vessels they find and develop ways of solving problems using a variety of strategies and techniques of working with ceramics. 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 ceramic sculptures and vessels with others. Ultimately the course gives them the ability to understand, interpret, and enjoy ceramics 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 ceramics have been used by many different cultures for many thousands of years. This material continues 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 ceramics they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve physical problems using a variety of strategies to work with the material. They develop a knowledge of the history of ceramics and associated techniques. They are able to interpret and discuss how different cultures have employed ceramics aesthetically to express their values. Through the process of making ceramic sculptures and vessels, looking at historical and contemporary examples of ceramics, and participating in critical dialogue 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.
*__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	Charles Washburn	cwashbur@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 256	Course Title:	Ceramics II

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

Course Description:	Explores advanced ceramic processes. Develops and encourages creative problem solving by utilizing more advance ceramic techniques (i.e. work on and off the potter's wheel, glazes and firing procedures). Refines critical skills necessary to evaluate ceramics through critiques, discussions, and ceramic presentations by exploring artistic intent, examining aesthetic and structural solutions, and expanding perceptual awareness of ceramics. This is the second of a two course sequence. Prerequisite Art 253. May be taken up to three times for credit.

Course Outcomes:	* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an advance level of understanding of ceramic ideas, materials and techniques with ceramics. * Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. * Develop a heightened 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 ceramics. *Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.

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.	* Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. Narrative: Through the critique process students develop their own personal aesthetic and artistic values. Using historical and contemporary examples they develop a common vocabulary to discuss their creative work. Students participate in critical dialogue with their peers and learn how to understand and respond to the views of others.
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.	* Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding one's knowledge on the diversity of perspectives of the human experience. Narrative: As the students engage in creating their own works of art in ceramics 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.	* Continually develop a heightened 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 ceramics. Narrative: Through the process of making ceramics, looking at historical and contemporary examples of ceramics, 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 students 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.	

F. Aesthetic and artistic values.	*Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures. Narrative: Students create ceramic art pieces that are physical interpretations and responses to what they have learned and experienced from examples of the past and present. They react to and think about what they have created and then create again in response.

G. Understanding of the ethical and social requirements of responsible citizenship.	* Continually develop a heightened 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 ceramics. Narrative: Through the process of making ceramics and understanding the materials and their sources, students develop an awareness of the global relationships inherent contemporary ceramics. In learning to ask meaningful questions, identifying ideas and issues, students draws connections to build real world skills to engage in local and global issues.

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.*	* Find and develop creative ways to solve problems using a variety of strategies for making ceramics. * Creates personal works in clay, which demonstrate an advance level of understanding of ceramic ideas, materials and techniques with ceramics. * Ask meaningful questions, identify ideas and issues, and continue to develop a vocabulary so as to be able to actively participate in a critical dialogue about ceramics with others. * Understand, interpret, and enjoy ceramics of the past and the present from different cultures so as to be able to initiate a life long process of expanding knowledge on the diversity of perspectives of the human experience. * Develop a heightened 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 ceramics. * Establish self-critiquing skills so as to develop autonomous expression through ceramics while recognizing the standards and definitions already established by both contemporary and historical works of art from different cultures.
***Note:** It must be clearly evident that the above outcomes are addressed within the course's outcomes.	

How does the course enable	In this course students create personal works of ceramic sculpture and

a student to “interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life”?**	vessels, which demonstrate an introductory level of understanding of sculptural and vessel ideas, and the processes, materials, and techniques associated with ceramics. By engaging in the process of making sculptures and vessels they find and develop ways of solving problems using a variety of strategies and techniques of working with ceramics. 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 ceramic sculptures and vessels with others. Ultimately the course gives them the ability to understand, interpret, and enjoy ceramics 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 ceramics have been used by many different cultures for many thousands of years. This material continues 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 ceramics they develop a heightened awareness of the physical world, the nature of the relationship of human beings to it, and our impact on it. They are able to solve physical problems using a variety of strategies to work with the material. They develop a knowledge of the history of ceramics and associated techniques. They are able to interpret and discuss how different cultures have employed ceramics aesthetically to express their values. Through the process of making ceramic sculptures and vessels, looking at historical and contemporary examples of ceramics, and participating in critical dialogue 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.
*__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 AD 270 A
☐ title Practicum: Addiction
x☐ description (include requisites)
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	Alcohol and Drug Counseling	Submitter name Phone Email	Jonny Gieber 503 978 5254 jgieber@pcc.edu
Current prefix and number	AD 270 A	Proposed prefix and number	
Current course title	Practicum: Addiction	Proposed title (60 characters max)	
# Credits	1 – 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, 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)**
Practicum: Addiction Field placement in an addiction counseling or DUII educational facility. Students are required to complete a minimum of two six	Provides clinical educational experience in an addiction treatment or DUII educational facility under the supervision of personnel who meet ACCBO requirements. Provides the opportunity to meet the ACCBO work experience requirements. AD 102, AD152, AD153, AD154, AD155, AD156, AD157,

month placements for a total of 18 credits. Prerequisites: AD 102, 105, 151, 152, 153, 154, 155, 156. Corequisite: AD 270B.	AD 278 MP 201, Corequisite: AD 270B.
Reason for change	Correct error in pre-requisites: AD 105 is a typo and should be AD 150. Add prerequisite of MP 201 Electronic Medical Records. Add AD 157, it was an oversight that it was not previously listed. Eliminate AD 150 and AD 151 because they are prerequisites for AD 155/AD 157

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
The student will be able to perform the functions of a case manager in an addiction treatment and/or DUII educational facility. Specifically the student will be able to: 1) Conduct intake evaluations. 2) Co-facilitate groups. 3) Provide care management to clients. 4) Complete all record keeping obligations: evaluations, treatment plans, group progress notes, discharge summaries and other clinical notations. 5) Deliver educational presentations. 6) Contribute at clinical staff meetings. 7) Utilize clinical supervision.	1. Follow established professional addiction counseling standards and clinical procedures to conduct intake assessments and evaluations and co-facilitate addiction treatment groups in a clinical setting. 2. Follow established professional addiction counseling standards to perform case management functions and record keeping obligations in an addiction specific clinical setting. 3. Develop and deliver educational presentations for clients and their families in an addiction

	specific clinical setting. 4. Participate as a contributory team member in staff meetings in an addiction specific clinical setting. 5. Effectively utilize clinical supervision to hone and further develop their addiction specific counseling skills.
Reason for change	Modernize 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: AD 102, 105, 151, 152, 153, 154, 155, 156. Corequisite: AD 270B.	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: AD 102, AD152, AD153,	x☐ Prerequisite	☐ Corequisite	☐ pre/con

AD154, AD155, AD156, AD157, AD 278 MP 201, Corequisite: AD 270B.			
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.	
x☐ Yes ☐ No	Will require that available sections of MP 201 Electronic Medical Records be available for Alcohol and Drug Counseling Program. Contacted Department Chair of Medical Professions Joanne Harris and the developer of the course Jin Kim.
Implementation term	☐ Next available term after approval x☐ Specify term (if AFTER the next available term) Fall of 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 (type name)	Email	Date
Jonny Gieber	jgieber@pcc.edu	9/12/2011
SAC Administrative Liaison (type name)	Email	Date
John Saito	john.saito15@pcc.edu	9/12/2011
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:	Margaret Carter Skill Center	Submitter name Phone Email	Mary Smith-Abbott 971-722-5911 masmith@pcc.edu
Course Prefix and Number:	SC 25	# Credits	1
Course Title: (60 characters max)	Thought Patterns for a Successful Career	Transcript Title (30 characters max)	Thought Patterns for a Career
Can this course be repeated?	☐ Yes X☐ No How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab:22 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 Titles

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)	Develops effective verbal and written strategies to quickly and positively adjust self-concepts, reducing conditioned habits, attitudes, beliefs, and expectations that might otherwise block one's ability to move forward in their personal, academic, and professional life
Addendum to Course Description:	NO

General Education/Discipline Studies Standard Prerequisite Approval If this course is requesting approval for the Gen Ed/Discipline Studies list, it will have, as a default, the following standard prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the SAC wants to set the RD, WR and/or MTH prerequisites at a lower level on the Gen Ed/Discipline Studies list, you will need to use the Prerequisite Opt-out form available on the Curriculum website pcc.edu/curriculum			
☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain	The Margaret Carter Skill Center Uses CASAS assessment		

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)**	Utilize skills of self-reflection Utilize skills in responsibility, accountability, self-control, collaboration, and decision making to set ongoing academic and career goals and pathways. Communicate effectively to participate successfully in team environments Use self-reflection and positive self-talk to be successful in academic, professional, and personal life.
Course activities and design: **(from CCOG)**	Keep guided journal, to become more aware of your life-past, present and future and discover how to apply the success strategies to stay on course for your goals and dreams Answer reflective questions responses to understand the thoughts, habits, and behaviors that hold students back and how to change them. Read, write, and talk about how to create a successful life by reading Thought Patterns for a Successful Career and responding to Focused Videos. Participate in team and communicate appropriately. Understand Career Pathways
Outcomes assessment strategies:	Complete Journals evaluated with rubrics Compile a portfolio and make a presentation to the class Write personal and academic goals and strategies to achieve Complete Personal Behaviors and Reflective Exercises Complete Reflective Paper which describes Journey of Change from beginning of class to end of class.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Conditioning of Thoughts, habits, beliefs, attitudes Scotoma Negative self-talk Understand and revise self-defeating strategies

Reason for the new course	Based on results of the spring 2009 oral portfolio presentations for Assessment of Critical Thinking, a theme that was written and vocalized among students in a self-reflection portfolio assignment were comments such as, "I never thought I could do math. I didn't know what an essay was or how to write a letter. I never thought I could be successful in college," The Margaret Carter Skill Center added a new class in winter, 2011 to the curriculum: Thought Patterns for a Successful Career. This class develops positive self-talk that allows individuals to quickly adjust their self-concept: the conditioned, habits, beliefs, and expectations that might otherwise block their ability to change or transition to a future state for their personal, academic, and professional life. By understanding how their mind works, individuals begin to put predictability and stability back into their lives.

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	N/A
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	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:	N/A	
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:	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
Mary Smith-Abbott	masmith@pcc.edu
SAC Administrative Liaison	Email
James Bowles	jbowles@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	MUSIC	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS201A	Proposed prefix and number	MUS201
Current course title	Introduction to Music and Its Literature	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers music of the Medieval, Renaissance and Baroque eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Covers music of the Medieval, Renaissance and Baroque eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Reason for change	

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be expected to demonstrate their knowledge of musical terminology, important historical events in the arts, and relevant composers and their compositions. Application and understanding of concepts presented during lectures will be accomplished through examination of and listening to musical works representing various historical genres.	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the western music tradition. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.

Reason for change	Update format

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

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

Current prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery	jmery@pcc.edu	11/15/2011
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	11/15/2011
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	MUSIC	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS202	Proposed prefix and number	
Current course title	Introduction to Music and Its Literature	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers music of the Classic and Romantic eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Covers music of the Classic and Romantic eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be expected to demonstrate their knowledge of musical terminology, important historical events in the arts, and relevant composers and their compositions. Application and understanding of concepts presented during lectures will be accomplished through examination of and listening to musical works representing various historical genres.	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the classical and romantic era western music traditions. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.
Reason for change	Update format

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery	jmery@pcc.edu	11/15/2011
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	11/15/2011
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	MUSIC	Submitter name Phone Email	John Mery 4759 jmery@pcc.edu
Current prefix and number	MUS203	Proposed prefix and number	
Current course title	Introduction to Music and Its Literature	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Covers music of the Classic and Romantic eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Covers music of the Classic and Romantic eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be expected to demonstrate their knowledge of musical terminology, important historical events in the arts, and relevant composers and their compositions. Application and understanding of concepts presented during lectures will be accomplished through examination of and listening to musical works representing various historical genres.	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the post-romantic and 20th century western music tradition. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.
Reason for change	Update format

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
John Mery	jmery@pcc.edu	11/15/2011
SAC Administrative Liaison (type name)	Email	Date
Steve Ward	sward@pcc.edu	11/15/2011
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

Arts and Letters 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	Peter Zisa/John Mery	peter.zisa15/jmery@pcc.edu
SAC Chair	John Mery	jmery@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	MUS201A	Course Title:	Introduction to Music and Its Literature
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	MUS201a	Course Title:	Introduction to Music and Its Literature

Course Description:	Covers music of the Medieval, Renaissance and Baroque eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the renaissance and baroque eras of the western music tradition. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	All outcomes Course includes the music of cultures, historically and geographically diverse. Course reveals how the cultural and music traditions (from 500-1750 CE) - primarily of Europe - has contributed to language and cultural expression of contemporary musical works.

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.	All outcomes Course covers musical and cultural evolution of the Medieval, Renaissance, and Baroque periods (from 500-1750 CE) of western music. Learning experiences include how changes in attitudes and perspectives during this historic contributes to our modern perception and attitudes regarding culture gender, musical expression.

C. Understanding of themselves and/or their natural and technological environments.	All outcomes Course includes how science and technology contributed to changes in music notation, instrument design, understanding of acoustics, understanding of the natural world, as well as the religious and political issues that help define and shape cultural evolution.

D. Ability to reason qualitatively and/or quantitatively.	All outcomes How the changing aesthetic values of the evolving cultures throughout the ages has shaped the language and performance of music. While qualitative perception of the resulting musical changes is subjective and culturally shaped, the stylistic elements of the music may be empirically identified and described in study of music theory.

E. Ability to conceptually organize experience and discern its meaning.	All outcomes Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.

F. Aesthetic and artistic values.	All outcomes The aesthetic value of music is reflective of the standards of the listener and/or artist. In a broader sense musical norms represents of the cultural and historic values of their time.

G. Understanding of the ethical and social requirements of responsible citizenship.	All outcomes The music of each epoch is distinct in the artistic, social, religious and political conventions and traditions of its time. The ethical and social context of music and the arts in a community provides a deeper understanding of the cultural mores of the community.

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.*	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the western music tradition. Advocate before political, educational, and community members and organizations about the intrinsic value and importance of music in education.
***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"?**	Through students' listening experience and critical examination of music literature from the Medieval, Renaissance, and Baroque they can expatiate on the textural, stylistic, and structural characteristics of musical literature. This includes framing works through historical and sociopolitical contexts, thus allowing students to better understand the underlying influences upon the creative process as experienced by the notable composers of each period.

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"?**	The study of western art music provides students opportunities to critically examine the compositional developments in music literature during each historic period. Students use their skills and understanding to make discerning observations as well as draw reasoned conclusions. By way of a broad and extensive study of musical literature of each period students critically observe and analyze the stylistic and compositional attributes of individual works. Examining the cultural and political context of the compositional works during each music period, students learn how the cultural aesthetics and mores of each era contributes to its assessed worth. While the assessed value music is subjective, through the use of critical observation and analysis students arrive at a more objective understanding of musical literature. Focusing on the historic impact the local and global issues of the time, students learn how outside (religious, social, and political) influences impact the artistic expression of music. Drawing from their own experiences, students learn how these influences contribute to shaping contemporary musical literature.
*__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

Arts and Letters 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	Peter Zisa/John Mery	peter.zisa15/jmery@pcc.edu
SAC Chair	John Mery	jmery@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	MUS202	Course Title:	Introduction to Music and Its Literature
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	MUS202	Course Title:	Introduction to Music and Its Literature

Course Description:	Covers music of the Classic and Romantic eras of music history. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition of the represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the classical and romantic era western music traditions. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Course includes the music of cultures, historically and geographically diverse. Course reveals how the cultural and music traditions (from 500-1750 CE) - primarily of Europe - has contributed to language and cultural expression of contemporary musical works.

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.	Course covers musical and cultural evolution of the Medieval, Renaissance, and Baroque periods (from 500-1750 CE) of western music. Learning experiences include how changes in attitudes and perspectives during this historic contributes to our modern perception and attitudes regarding culture gender, musical expression.

C. Understanding of themselves and/or their natural and technological environments.	Course includes how science and technology contributed to changes in music notation, instrument design, understanding of acoustics, understanding of the natural world, as well as the religious and political issues that help define and shape cultural evolution.

D. Ability to reason qualitatively and/or quantitatively.	How the changing aesthetic values of the evolving cultures throughout the ages has shaped the language and performance of music. While qualitative perception of the resulting musical changes is subjective and culturally shaped, the stylistic elements of the music may be empirically identified and described in study of music theory.

E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.

F. Aesthetic and artistic values.	The aesthetic value of music is reflective of the standards of the listener and/or artist. In a broader sense musical norms represents of the cultural and historic values of their time.

G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is distinct in the artistic, social, religious and political conventions and traditions of its time. The ethical and social context of music and the arts in a community provides a deeper understanding of the cultural mores of the community.

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.*	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition of the represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the classical and romantic era western music traditions. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.
***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"?**	Through students' listening experience and critical examination of music literature from the Medieval, Renaissance, and Baroque they can expatiate on the textural, stylistic, and structural characteristics of musical literature. This includes framing works through historical and sociopolitical contexts, thus allowing students to better understand the underlying influences upon the creative process as experienced by the notable composers of each period.

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"?**	The study of western art music provides students opportunities to critically examine the compositional developments in music literature during each historic period. Students use their skills and understanding to make discerning observations as well as draw reasoned conclusions. By way of a broad and extensive study of musical literature of each period students critically observe and analyze the stylistic and compositional attributes of individual works. Examining the cultural and political context of the compositional works during each music period, students learn how the cultural aesthetics and mores of each era contributes to its assessed worth. While the assessed value music is subjective, through the use of critical observation and analysis students arrive at a more objective understanding of musical literature. Focusing on the historic impact the local and global issues of the time, students learn how outside (religious, social, and political) influences impact the artistic expression of music. Drawing from their own experiences, students learn how these influences contribute to shaping contemporary musical literature.
*__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

Arts and Letters 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	Peter Zisa/John Mery	peter.zisa15/jmery@pcc.edu
SAC Chair	John Mery	jmery@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	MUS203	Course Title:	Introduction to Music and Its Literature
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	MUS203	Course Title:	Introduction to Music and Its Literature

Course Description:	Covers music of the post-Romantic era and the 20th century. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the post-romantic and 20th century western music tradition. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	Course includes the music of cultures, historically and geographically diverse. Course reveals how the cultural and music traditions (from 500-1750 CE) - primarily of Europe - has contributed to language and cultural expression of contemporary musical works.

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.	Course covers musical and cultural evolution of the Medieval, Renaissance, and Baroque periods (from 500-1750 CE) of western music. Learning experiences include how changes in attitudes and perspectives during this historic contributes to our modern perception and attitudes regarding culture gender, musical expression.

C. Understanding of themselves and/or their natural and technological environments.	Course includes how science and technology contributed to changes in music notation, instrument design, understanding of acoustics, understanding of the natural world, as well as the religious and political issues that help define and shape cultural evolution.

D. Ability to reason qualitatively and/or quantitatively.	How the changing aesthetic values of the evolving cultures throughout the ages has shaped the language and performance of music. While qualitative perception of the resulting musical changes is subjective and culturally shaped, the stylistic elements of the music may be empirically identified and described in study of music theory.

E. Ability to conceptually organize experience and discern its meaning.	Music is an abstract and ephemeral art form – course content allows students to formally organize a work and to discern extra-musical meanings.

F. Aesthetic and artistic values.	The aesthetic value of music is reflective of the standards of the listener and/or artist. In a broader sense musical norms represents of the cultural and historic values of their time.

G. Understanding of the ethical and social requirements of responsible citizenship.	The music of each epoch is distinct in the artistic, social, religious and political conventions and traditions of its time. The ethical and social context of music and the arts in a community provides a deeper understanding of the cultural mores of the community.

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.*	Communicate effectively with musicians and non-musicians on the historic development of the western music tradition. Persuasively convey how the western music tradition represents a diversity of forms of music expression, cultural norms, social-political hierarchy, and religious dogma. Educate others about how remarkable individual musical accomplishments have impacted the cultural, religious, artistic, and musical traditions of their time, and still bear influence today. Perform and create music employing the period and stylistic characteristics of the post-romantic and 20th century western music tradition. Advocate before political, educational, and community member organizations about the intrinsic value and importance of music in education.
***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"?**	Through students' listening experience and critical examination of music literature from the Medieval, Renaissance, and Baroque they can expatiate on the textural, stylistic, and structural characteristics of musical literature. This includes framing works through historical and sociopolitical contexts, thus allowing students to better understand the underlying influences upon the creative process as experienced by the notable composers of each period.

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"?**	The study of western art music provides students opportunities to critically examine the compositional developments in music literature during each historic period. Students use their skills and understanding to make discerning observations as well as draw reasoned conclusions. By way of a broad and extensive study of musical literature of each period students critically observe and analyze the stylistic and compositional attributes of individual works. Examining the cultural and political context of the compositional works during each music period, students learn how the cultural aesthetics and mores of each era contributes to its assessed worth. While the assessed value music is subjective, through the use of critical observation and analysis students arrive at a more objective understanding of musical literature. Focusing on the historic impact the local and global issues of the time, students learn how outside (religious, social, and political) influences impact the artistic expression of music. Drawing from their own experiences, students learn how these influences contribute to shaping contemporary musical literature.
***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
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	Music	Submitter name Phone Email	Jason Palmer 7969 Jason.palmer@pcc.edu
Current prefix and number	MUS206	Proposed prefix and number	
Current course title	Intro to History of Rock Music	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)**
Introduction to the History of Rock Music Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective. Prerequisite/concurrent: WR 115 or equivalent placement test scores.	Introduces the History of Rock Music Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

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
• Students will be able to identify primary and secondary sources for Rock and Roll. • Students will be able to evaluate the significance of the recording and radio industries. • Students will be able to identify the roles of instruments of the rhythm section and front line. • Students will be able to identify common song forms including the 12-bar blues. • Students will be able to recognize and appreciate the contributions of early innovators. • Students will be able to discuss the cultural and sociological impact of rock and roll music. • Students will be able to recognize and identify the emergence of genres within specific eras. • Students will be able to discuss the on-going interrelationship between Rock and Roll music and American cultural life.	• Recognize the human motivation to create and how these creations reflect values and world views. • Analyze the relationship between rock music and the social, political, and economic trends of the 20th and 21st centuries to encourage life-long engagement with current events and its relation to the arts. • Experience rock music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. • Critically examine the impact of rock music on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs

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 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
John Mery	jmery@pcc.edu	11/5/2011
SAC Administrative Liaison	Email	Date
Steve Ward	sward@pcc.edu	11/5/2011

Arts and Letters 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	Jason Palmer	jason.palmer@pcc.edu
SAC Chair	John Mery	jmery@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	MUS206	Course Title:	Intro to History of Rock Music
Course Credits:	3	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	MUS206	Course Title:	Intro to History of Rock Music

Course Description:	Introduces the History of Rock Music Examines rock music's roots and development, its innovators and significant events through a cultural as well as musical perspective. Prerequisite/concurrent: WR 115 or equivalent placement test scores.

Course Outcomes:	• Recognize the human motivation to create and how these creations reflect values and world views. • Analyze the relationship between rock music and the social, political, and economic trends of the 20th and 21st centuries to encourage life-long engagement with current events and its relation to the arts. • Experience rock music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. • Critically examine the impact of rock music on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Experience rock music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. Course reveals how rock music synthesizes African American, European, and Latin American elements to create a unique art form.
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.	• Analyze the relationship between rock music and the social, political, and economic trends of the 20th and 21st centuries to encourage life-long engagement with current events and its relation to the arts. Course covers music spanning the 19th, 20th, and 21st centuries, including analysis of the historical, socioeconomic, and political background of various styles of music. Includes study of musical styles in relation to their regional, national, and international cultural influences.
C. Understanding of themselves and their natural and technological environments.	• Analyze the relationship between rock music and the social, political, and economic trends of the 20th and 21st centuries to encourage life-long engagement with current events and its relation to the arts. Course relates the technological advancements of the 20th century (Phonograph, Radio, Television, CD, Digital Media) to the development of the music industry and pop culture. Analyzes current and possible future technological trends.
D. Ability to reason qualitatively and quantitatively.	• Experience rock music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. Course introduces analytical models for listening to music both qualitatively, through description and emotional appeal, and quantitatively, through objective descriptions of meter, timbre, harmony, and formal structure.
E. Ability to conceptually organize experience and discern its meaning.	• Experience rock music "dynamically," that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. Music is an abstract and ephemeral art form –course content allows students to formally organize a work and to discern extra-musical meanings.
F. Aesthetic and artistic values.	• Recognize the human motivation to create and how these creations reflect values and world views. The aesthetic values of music changes over time and place, this allows students to be more objective listeners.
G. Understanding of the ethical and social requirements of	• Critically examine the impact of rock music on social interaction so as to encourage sensitivity and empathy toward people with different

responsible citizenship.	values or beliefs The music of each epoch is influenced by the social and political environments of the time, and this makes each genre unique. Music is a very powerful form of social protest.

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.*	• Recognize the human motivation to create and how these creations reflect values and world views. • Analyze the relationship between rock music and the social, political, and economic trends of the 20th and 21st centuries to encourage life-long engagement with current events and its relation to the arts. • Experience rock music “dynamically,” that is, to appreciate simultaneously the uniqueness of a work, its origins and precedent, its potential as an inspiration and influence on later music and its relationship to a particular cultural movement. • Critically examine the impact of rock music on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs
***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 content helps create enriched listening experiences for students. This includes framing works through historical and sociopolitical contexts that allow students to experience these influences upon the creative process used by the composer.

How does the course enable a student to “critically	The study of rock music contains a wide array of styles and genres which have evolved from its nineteenth century beginnings to the present. By

analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues"?**	examining the cultural and political origins of the works of each music period, students witness how aesthetics in music can be subjective, this in turn gives them tools to better understand how current local and global issues influence the music of their own time and aesthetic values.
*__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
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	Visual and Performing Arts TA (Theatre)	Submitter name Phone Email	Patrick Tangredi 971-722-4323 patrick.tangredi@pcc.edu
Current prefix and number	TA 101	Proposed prefix and number	
Current course title	Theatre Appreciation	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)**
This course exposes students to several live theatrical productions in the Portland area with the purpose of enriching the understanding and appreciation of the theatrical event. Students will attend productions, write critiques and learn to appreciate the production from the viewpoints of the actors, directors,	Explores live theatre productions in Portland, enriching the understanding and appreciation of the theatrical event. Includes reading, researching and evaluating a play to collaboratively create a unified design.

playwrights, designers and audience. Also, a brief history of the theatre is covered. Prerequisites: WR 115 and RD 115 or equivalent placement test scores. **Addendum to Course Description** Theatre Appreciation is a course which includes attendance at live theatre presentations as well as in-class discussions of such productions. It may include the reading of plays as well as guest speakers, slides and video to supplement such discussions.	Prerequisites: WR 115 and RD 115 or equivalent placement test scores.
Reason for change	Clarity of description, new tools in teaching, and to meet current Gen Ed requirements for both PCC Core Outcomes as well as State 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), 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
• appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies • relate themes and ideas presented in production to real life problems and situations. • enjoy the shared experience of participation in attendance at a theatrical production and recognize the uniqueness of it as distinguished from other art forms.	• Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies • Relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms.
Reason for change	Specifiy and clarify the outcomes, as the last were too vague.

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

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

Current prerequisites, corequisites and concurrent

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

☐ 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
Patrick Tangredi	Patrick.tangredi@pcc.edu	8/4/2011
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
☒ 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	Theatre	Submitter name Phone Email	Patrick Tangredi
Current prefix and number	TA 141	Proposed prefix and number	TA 141
Current course title	Fundamentals of Acting	Proposed title (60 characters max)	Fundamentals of Acting
# Credits	4	Proposed transcript title **(30 characters max)**	Fundamentals of Acting
Reason for title change	**No changes here.**		

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 actor's resources to develop physical and vocal expressiveness providing insight to the process of dramatic characterization and "believability" in a role. Includes two hours of group activity and two hours of lab time. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.	Introduces the actor to basic theatrical techniques. Develops text analysis and performance skills. Develops the beginning actor's awareness of the physical and vocal skills required of a stage performer. Includes reading and analyzing plays to develop acting skills. **Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.**
Reason for change	Vague description TA 141's description from an old CCOG.

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
* **Choose and perform character role from dramatic literature and prepare it for performance with a partner** * **Perform scenes for the class as required by the course** * **Attend a live performance and critique it** * **Demonstrate understanding of the preparation of a role.**	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines.
Reason for change	Strengthen outcomes to reflect more assessable skills and pertinent values.

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	These courses are taught at Cascade and Rock Creek by various part time faculty. These more specific changes will help in making these courses more consistent as students travel from campus to campus.
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
Patrick Tangredi	Patrick.tangredi@pcc.edu	05-12-2011
SAC Administrative Liaison	Email	Date

Arts and Letters 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	Patrick Tangredi	patrick.tangredi@pcc.edu
SAC Chair	Patrick Tangredi	patrick.tangredi@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	TA 101	Course Title:	Theatre Appreciation
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	TA 101	Course Title:	Theatre Appreciation

Course Description:	Explores live theatre productions in Portland, enriching the understanding and appreciation of the theatrical event. Includes reading, researching and evaluating a play to collaboratively create a unified design.

Course Outcomes:	• Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies • Relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. (These are revised and awaiting approval)

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. **Narrative:** In this outcome the student is required to assess their own cultural associations by comparing the cultural associations viewed in the theatre productions viewed during that term. Since the productions change each term, a set cultural comparison is impossible, but the readings chosen would certainly be chosen to offer variables in the comparison.

B. Appreciation of history both from a global perspective and from a	• Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies • Relate **historical** themes and **cultural** ideas presented in production to real life

personal perspective, including an awareness of the role played by gender and by various cultures.	problems and situations. • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. **Narrative: Through selected readings the multicultural playwrights often used (Hwang, Hurston, Chekhov) offer both historical and gender related issues for raising awareness and drawing comparitive assessmnets.**

C. Understanding of themselves and/or their natural and technological environments.	Outcome plus narrative. • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. **Narrative: With post show discussions and written critiques , students are required to explore the world of the play and it's connections to our own reality. The course also introduces the student to the brief but comprehensive technological aspect of the history of theatre (for example, a comparitive discussion about the pros and cons of the natural acoustics of Ancient Greek Amphitheatres versus modern digital sound scapes…)**

D. Ability to reason qualitatively and/or quantitatively.	• **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. **Narrative: The students are taken to see roughly 5 productions per term, and the selection of the productions vary due to availability and cost, but an emphasis is put on resources available, so that each student see's "high production values" (Portland Center Stage) vs. "minimal production values" (Shoebox Theatre) and must write about the variances in the expriences, using qualitative and quantitative measures ("Did the ticket prices reflect the quality? Was the production's value in it's meaning, or it's spectacle?" would be regular critique questions.)**

E. Ability to conceptually organize experience and discern its meaning.	• Relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. **Narrative: In writing organized criteria driven critiques (vs. Reviews) the student is required to organize their play going experience in writing while assessing it's intrinsic worth and meaning to both themselves and the audience at large.**

F. Aesthetic and artistic values.	• Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. **Narrative: These values are at the core of the class content. The students are engaged in writing exercises that introduce basic aesthetic values while asking themselves about their own criteria for artistic value.**

G. Understanding of the ethical and social requirements of responsible citizenship.	No answer.

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.*	• Appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies. (Adresses 1,2,3,5c) • Relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. (Adresses 2,4,5a, 5b) • **Participate in** the shared experience of a live theatrical production and recognize the uniqueness of it as distinguished from other art forms. (Adresses

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"?**	Theatre Appreciation is a "hands on" course. Students see plays in production while learning the "backstage story" of the culture of the performing artists who contribute to it. Through lectures and exercises the student is exposed to the numerous skill sets and creative processes needed to realize the designer's conceptual ideas into theatrical reality. The"deign assignment" requires both a critical thinking aspect (design the lights, costumes or scenery for a short play) and a creative process (bring in visual aids to represent the design ideas) in collaboration with 2 other students. This process empowers the student to engage directly in "theatre making" as an outgrowth of their new-found "appreciation" for the art-form. In this way, the student develops a deeper investment in theor own creative potential, and deepening the potential for richer quality of artistic life.

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"?**	By requiring regular critiques of productions, using criteria introduced and developed in class through lectures and discussions, the course requires critical analysis of the very values of the play attended, as well as the expression of those values by the producing company. By patronizing local theatres, both professional and amateur, the student devleops a more holistic sense of the city where they live, as well as it's artistic and cultrual community.

*__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

Arts and Letters 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.

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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	Patrick Tangredi	Patrick.tangredi@pcc.edu
SAC Chair	Patrick Tangredi	Patrick.tangredi@pcc.edu
SAC Admin Liaison	Steve Ward	sward@pcc.edu

7. Complete the following Course Information:

Course Prefix and Number:	TA 141	Course Title:	Fundamentals of Acting
Course Credits:	4	Gen Ed Category:	Arts and Letters

Save this document as the course prefix and number.

Send completed form electronically to curriculum@pcc.edu

Course Prefix and Number:	TA 141	Course Title:	Fundamentals of Acting

Course Description:	Introduces the actor to basic theatrical techniques by developing text analysis and performance skills. Develops the beginning actor's awareness of the physical and vocal skills required of a stage performer. Plays are read and analyzed for scene work. **Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.**

Course Outcomes:	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines.

8. Address PCC's General Education Philosophy Statement:

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

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

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

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

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

A. Understanding of their culture and how it relates to other cultures.	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • **Narrative: The student is required to examine their point of view in order to take on the point of view of a charcater in a play text, and work on exploring the differences to create a credible performance.**

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.	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. **Narrative: The student is required to write a text analysis in order to understand and utilize the given circumstances of a given play (or text). In this way the roles outside of themselves, which they enact, are ways in which they gain perspective beyond their own, while reminding them of their own point of view as a point to return to when completed.**

C. Understanding of themselves and their natural and technological environments.	• Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines. **Narrative: The student is required to examine their own unique characteristics so that they can depart from or utilize them while building a theatrical character from aplay. Building on that, they are encouraged to consider the "technological" environment of the stage, where the conventions of theatre are engaged with audiences to create a sophicticated community interplay.**

D. Ability to reason qualitatively and quantitatively.	•

E. Ability to conceptually organize experience and discern its meaning.	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines. • **Narrative: The student is required to create a structured text analysis that shows their understanding of the tools of acting process, including the meaning of details from the text that would support the erformative choices made in rehearsal and performance.**

F. Aesthetic and artistic values.	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines. • **Narrative: The student would undertake the task of discerning the aesthetic nature of any one of a series of playtexts that they would analyze and perfrom in class. By distinguishing genres (romantic comedy vs. topical drama) and writing style (monologue vs. dialogue acting) the student would have to exercise the concepts of aesthetic and artistic values in their work.**

G. Understanding of the ethical and social requirements of responsible citizenship.	

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.*	• Analyze, deconstruct and reconstruct selected texts in order to prepare for performance. • Read, perform or view plays of varying cultural backgrounds. • Communicate with self and others in a collaborative manner to achieve mutual goals on schedule to meet deadlines. • (Pending approval)
***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 interpret and engage through the artistic process of text analysis and character development. Turning the written word (by another author) into a performance (by oneself) is a creative process of varying sophictication. The ability to read a text, and it's numerous subtextual references (a character's motivation, their state of mind, their conscious and unconscious objectives, etc) would offer a stdent the skills to self reflectively look at their own life , relationships, and the world around them in a more analytical, and intuitive way.

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"?**	The text analysis exercises are based on criteria that require examination of the human experience. Observing human behaviors, as well as exercises that require direct engagement with each other (partnered acting exercises), the student is both enabled and empowered to analyze the human condition (ethics, values, and beyond) in collaboration with their peers, and the playwrights, audiences and members of their close community. Their engagment in local and global issues related to those observations is ultimately a part of their own depth of questioning.
*__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.

Social Sciences
Outcomes:
As a result of taking General Education Social Science courses, a student should be able to: • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Criteria:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to: 1. Understand the role of individuals and institutions within the context of society. 2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry. 3. Utilize appropriate information literacy skills in written and oral communication. 4. Understand the diversity of human experience and thought, individually and collectively. 5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	• appreciate the experience of attending live theatre, and use it to enrich life experiences as well as further exposure to differing cultures and philosophies (No change) • relate **historical** themes and **cultural** ideas presented in production to real life problems and situations. • **Participate in** the shared experience of participation of a theatrical production and recognize the uniqueness of it as distinguished from other art forms.
***Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes.	

How does the course enable a student to "apply analytical skills to social phenomena in order to understand human behavior"?**	

How does the course enable a student to "apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all five criteria.	

Science or Computer Science

Outcomes:

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria:

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition:

4a. A General Education course in Science should engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery.

4b. A General Education course in Computer Science should engage students in the design of algorithms and computer programs that solve problems.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	

***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 "gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions"?**	

How does the course enable a student to "apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner"?**	

How does the course enable a student to “assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment”?**	
Note: Between your answers to the three outcomes questions above, you need to address all of the first three criteria as well as the appropriate fourth criterion.	

Mathematics
Outcomes:
As a result of taking General Education Mathematics courses, a student should be able to: • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Criteria:
A collegiate level Mathematics course should require students to: 1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts. 2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results. 3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions. 4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis. 5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others. 6. Use mathematical terminology, notation and symbolic processes appropriately and correctly. 7. Make mathematical connections to, and solve problems from, other disciplines.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.*	
***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 "use appropriate mathematics to solve problems"?**	

How does the course enable a student to "recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results"?**	
****Note:** Between your answers to the two outcomes questions above, you need to address all seven criteria.	

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	Professional Music	Submitter name Phone Email	Allen Jones 5226 ajones@pcc.edu
Current prefix and number	MUC 154A	Proposed prefix and number	MUC 154A
Current course title	Band Performance Workshop	Proposed title (60 characters max)	Band Performance Workshop I
# Credits	2	Proposed transcript title **(30 characters max)**	**Band Performance Workshop I**
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Class chooses, rehearses, and performs a variety of musical styles, vocal and instrumental. Includes popular, jazz, and R&B. Rehearsal and presentation skills developed.	Chooses, rehearses, and performs in a variety of musical styles, vocal and instrumental. Includes popular, jazz, and R&B. Develops rehearsal and presentation skills.

Reason for change	Clarify description.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Student will be able to play in tune and phrase in a section. Students in the rhythm section will be able to play in time with appropriate dynamics. Student soloists will be able to solo in the context of the stage band arrangement. Students will learn proper rehearsal procedures and etiquette. Students will learn to present material for a live performance.	Upon completion of the course students will be able to: Perform in a variety of musical genres in a variety of styles. Employ proper stage rehearsal procedures and etiquette. Instrumental students will be able to rehearse employing basic dynamics, accompaniment and 12-bar solo cycles. Vocal students will be able to determine the most effective key for their voices and develop simple harmony parts where appropriate. Present a small set of cover material for a live performance.
Reason for change	To clarify and specify the outcomes for each of the MUC 154 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: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Allen Jones	ajones@pcc.edu	12/12/11
SAC Administrative Liaison (type name)	Email	Date
Kate Dins	kdins@pcc.edu	12/12/11
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

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Section #1 General Information			
Department	Professional Music	Submitter name Phone Email	Allen Jones 5226 ajones@pcc.edu
Current prefix and number	MUC 154B	Proposed prefix and number	MUC 154B
Current course title	Band Performance Workshop	Proposed title (60 characters max)	Band Performance Workshop II
# Credits	2	Proposed transcript title **(30 characters max)**	**Band Performance Workshop II**
Reason for title change	**Clarify that course is second in a three term sequence.**		

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)**
Class chooses, rehearses and performs a variety of music styles, vocal and instrumental, includes popular, jazz, and R&B. Rehearsal and presentation skills developed.	Chooses, rehearses, and performs in a variety of musical styles, vocal and instrumental. Includes popular, jazz, and R&B. Further develops rehearsal and presentation skills. Students are involved with set-up and flow of performance.

Reason For change	To specify the developing skill level in this, the second of a three term 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to choose performance material suitable for the available instrumentation and skill level. Students will be able to perform a variety of standards in a variety of styles. Instrumental students will learn to rehearse employing dynamics, accompaniment, and soloing. Vocal students will learn to determine the most effective key for their voices and develop harmony vocals where appropriate. Students will learn proper rehearsal procedures and etiquette. Students will learn to present material for a live performance.	Upon completion of the course students will be able to: Perform a variety of musical genres in a variety of styles. Instrumental students will be able to rehearse employing dynamics, nuances, ensemble roles and soloing techniques. Vocal students will be able to determine the most effective genre(s) for each individual's vocal style, create harmonies, and experiment with improvisation. Employ proper stage rehearsal procedures and etiquette. Present a full set of cover material for a live performance. Set up the flow of a live performance, prepare a song list order, segues, and visual choreography.
Reason for change	To clarify the more advanced activities in this, the second of a three term sequence.

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

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

Current prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Allen Jones	ajones@pcc.edu	12/12/11
SAC Administrative Liaison (type name)	Email	Date
Kate Dins	kdins@pcc.edu	12/12/11
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

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Section #1 General Information			
Department	Professional Music	Submitter name Phone Email	Allen Jones 5226 ajones@pcc.edu
Current prefix and number	MUC 154C	Proposed prefix and number	MUC 154C
Current course title	Band Performance Workshop	Proposed title (60 characters max)	Band Performance Workshop II
# Credits	2	Proposed transcript title **(30 characters max)**	**Band Performance Workshop II**
Reason for title change	**To clarify that this is the third in a three term sequence.**		

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)**
Class chooses, rehearses, and performs a variety of music styles, vocal and instrumental. Includes popular, jazz and R&B. Rehearsal and presentation skills developed.	Chooses, rehearses, and performs in a variety of musical styles, vocal and instrumental. Includes popular, jazz, and R&B. Develops rehearsal and presentation skills. Students are allowed to “front” band and submit original material.

Reason for change	To clarify that this is the third in a three term 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Students will be able to choose performance material suitable for the available instrumentation and skill level. Students will be able to perform a variety of standards in a variety of styles. Instrumental students will learn to rehears employing dynamics, accompaniment, and soloing. Vocal students will learn to determine the most effective key for their voices and develop harmony vocals where appropriate. Students will learn proper rehearsal procedures and etiquette. Students will learn to present material for a live performance.	Upon completion of the course students will be able to: Perform a variety of musical genres in a variety of styles. Instrumental students will be able to rehearse employing dynamics, nuances, ensemble roles, and variable soloing styles. Vocal students will be able to determine the most effective genre(s) for each individual's vocal style and create vocal charts and employ improvisation during rehearsals. Employ proper stage rehearsal procedures and etiquette and present a full set of original/cover material for a live performance. Set up the flow of a live performance, prepare song list order, segues, and visual choreography. Show leadership skills including count-offs, conducting and "fronting" the band.

Reason for change	To clarify the outcomes for the third of the three term sequence.

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Allen Jones	ajones@pcc.edu	12/12/11
SAC Administrative Liaison (type name)	Email	Date
Kate Dins	kdins@pcc.edu	12/12/11
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	EMS	Submitter name Phone Email	Mark Hornshuh 5540 mhornshu@pcc.edu
Current prefix and number	EMS 105	Proposed prefix and number	No change
Current course title	EMT Basic Part I	Proposed title (60 characters max)	EMT Part I
# Credits	5	Proposed transcript title **(30 characters max)**	**EMT Part I**
Reason for title change	**National title terminology change – "EMT-Basic" will no longer be a recognized certification level**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Designed to develop student skills in the recognition of symptoms of illness and injuries and proper procedures of emergency care. Students will also observe the EMT's role in the hospital emergency department and ambulance during clinical rotation and ride-along experience.	Develops skills for the recognition of symptoms of illness and injuries and proper procedures of emergency care.Requires passing criminal background check and drug screen before placement into mandatory clinical observation in hospital emergency department and ambulance ride-along experience. Part 1 of the 2-part Oregon EMT course.

Department permission required. Prerequisite: WR 115; MTH 20; RD 90	Department permission required. Prerequisite: WR 115; MTH 20; RD 90; current HCP CPR card.
Reason for change	Notification of mandatory criminal background check and drug screen. CPR certification was formerly included in the course, however due to National curriculum changes, we can no longer provide this content while complying with contact hour restrictions. Outcomes remain the same.

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. Integrate knowledge and observations in the clinical setting to delineate the EMT-Basic roles and responsibilities 2. Assess, treat, transport, document, and verbally report for a variety of medical emergencies.	1. Perform basic elements of patient assessment, in order to progress to EMS 106 2. Form a general field impression of patient condition based on basic patient assessment tools
Reason for change	Current outcomes are more relevant to EMS 106, which builds on EMS 105. Neither course can stand alone for professional progression.

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 90 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 90 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: HCP CPR certification	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☒ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	12/12/11
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	12/12/11
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Portland Community College

Course Revision

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

Save this document as the course prefix and number

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Section #1 General Information			
Department	EMS	Submitter name Phone Email	Mark Hornshuh 5540 mhornshu@pcc.edu
Current prefix and number	EMS 106	Proposed prefix and number	No change
Current course title	EMT Basic Part II	Proposed title (60 characters max)	EMT Part II
# Credits	5	Proposed transcript title **(30 characters max)**	**EMT Part II**
Reason for title change	**National title terminology change - "EMT-Basic" will no longer be a recognized certification level.**		

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)**
Part 2 of the Oregon EMT Basic course is a continuation of EMS 105, including preparation for state and national certification exams. Department permission required. Prerequisite: Successful completion of EMS 105 at PCC within the last year.	Continues EMS 105, Oregon EMT preparation. includes preparation for state and national certification exams. Department permission required. Prerequisite: Successful completion of EMS 105 at PCC within the last year; current HCP CPR card.
Reason for change	Reflect new National title terminology change and required maintenance of appropriate level CPR certification.

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
This course follows the design and objectives of the EMT-Basic National Standard Curriculum. The curriculum has seven modules with lessons contained in each module. The objectives of each lesson are an integral part of the curriculum as approved by the Oregon Health Division, and have not been modified in any way. At the completion of these lessons, the EMT-Basic student will be able to: MODULE 4 Medical Lesson 4-1 GENERAL PHARMACOLOGY Lesson 4-2 RESPIRATORY EMERGENCIES Lesson 4-3 CARDIOVASCULAR EMERGENCIES Lesson 4-4 DIABETES/ALTERED MENTAL STATUS Lesson 4-5 ALLERGIES Lesson 4-6 POISONING/OVERDOSE Lesson 4-7 ENVIRONMENTAL EMERGENCIES Lesson 4-8 OBSTETRICS/GYNECOLOGY MODULE 5 Trauma Lesson 5-1 BLEEDING AND SHOCK Lesson 5-2 SOFT TISSUE INJURIES Lesson 5-3 MUSCULOSKELETAL CARE Lesson 5-4 INJURIES TO THE HEAD AND SPINE MODULE 6 Infants and Children Lesson 6-1 INFANTS AND CHILDREN MODULE 7 Operations Lesson 7-1 AMBULANCE OPERATIONS	1. Integrate knowledge and observations in the clinical setting to delineate the EMT roles and responsibilities 2. Assess, treat, transport, document, and verbally report for a variety of medical emergencies.

Lesson 7-2 GAINING ACCESS Lesson 7-3 0VERVIEWS: SPECIAL RESPONSE SITUATIONS	
Reason for change	Old intended outcomes are not in current accepted format

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 90 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

☒ Standard prerequisites - WR 115, RD 90 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EMS 105	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Current HCP CPR card	☒ Prerequisite	☐ Corequisite	☐ pre/con

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 4-6 months to complete the approval process before scheduling the course. See the timeline for approval for details. www.pcc.edu/curriculum	

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Dennese Kelsay	dkelsay@pcc.edu	12/12/11
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	12/12/11
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:	Computer Applications & Office Systems		Submitter name phone and email	Patti DeAngelis Patricia.deangelis@pcc.edu 971-722-7683
Prefix and Course Number:	CAS 101		Credits:	1
Course Title: (60 characters max)	Introduction to Website Development & Design		Transcript Title (30 characters max)	Intro to Website Development & Design
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: Lec/lab: 20 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 different roles, skill sets, jobs, and tools associated with the website development and design industry. Introduces the Website Development & Design program, including course options, software, and equipment requirements. Introduces online portfolio requirements for Website Development & Design program. Recommended: CAS 133 or equivalent file management and word processing experience, placement into RD 115 or WR 115.

Addendum to course description:
Website Development and Design program students are advised to complete this course in their first term.

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)**	1. Apply an understanding of the Website Development & Design program to pursue a certificate or degree 2. Use knowledge of website development and design employment opportunities to pursue a specific focus area in the Website Development & Design program 3. Use software and technology tools in future required coursework 4. Develop an online portfolio which will contain artifacts from subsequent Website Development & Design courses
Course activities and design: **(from CCOG)**	• Review Website Development and Design degree requirements and courses • Research job opportunities from degree focus areas • Plan and map Gradplan • Discover software and tools used in program • Explore online portfolio software resources • Learn department online portfolio requirements
Outcomes assessment strategies: **(from CCOG)**	• Completion of assigned projects • Tests or quizzes • Student Advising to track student's progress in Website Development and Design program
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Examine Website Development & Design program certificate and degree options • Research job opportunities in Website Development & Design focus areas • Introduce students to course options for the Website Development & Design program • Research employment opportunities • Plan and map individual degree to GradPlan • Evaluate student's computer literacy • Introduce technology used in Website Development & Design program courses: o Using a FTP client o PCC's current course management system and MyPCC o Identify computer platform differences and requirements o Review course offering formats: Classroom, DL, CLWEB

	• Introduce online portfolio requirements o Discuss importance of online portfolio o Process to acquire and store artifacts from degree class o Review storage options for artifacts o Review online portfolio software resources

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 educate students in the Website Development & Design program about program requirements, technology, and course sequence. It will help them be more successful in the program because they will have necessary knowledge at the beginning of their education. They will also be shown how to create an online portfolio, which they will use throughout the program to compile artifacts from all their web courses.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	Web Assistant I Career Pathway Web Assistant II Career Pathway Website Development and Design	# credit: 14 24 58
Name of degree(s):	Website Development and Design	# credit: 95
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	No

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	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
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:	Computer Applications & Office Systems		Submitter name phone and email	Patti DeAngelis Patricia.deangelis@pcc.edu 971-722-7683
Prefix and Course Number:	CAS 285		Credits:	3
Course Title: (60 characters max)	Capstone for Website Dev/Design Degree		Transcript Title (30 characters max)	Capstone Website Dev/Design Degree
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:
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)

Encompasses producing a dynamic web project using industry standard software and technical tools. Includes planning, production, project review, and peer critiques. Includes completion of an online portfolio showcasing coursework artifacts from all completed courses. Includes development of a self-marketing statement emphasizing student web focus area. Prerequisite: Department Approval Required

Addendum to course description:
This course should be completed the final term of completing the degree

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: **Department approval**	☒ 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)**	1. Plan and produce dynamic web projects using industry standard software and technical tools 2. Integrate feedback from colleagues to enhance web projects 3. Continually improve and expand a comprehensive online portfolio to showcase one's web development and design skills 4. Verbally communicate a self-marketing statement of skills for employment in the website development and design industry
Course activities and design: **(from CCOG)**	• Plan & design capstone project • Provide constructive feedback to peers projects • Integrate feedback from peers and faculty • Produce a comprehensive web project • Complete and present online portfolio • Develop and present self-marketing statement
Outcomes assessment strategies: **(from CCOG)**	• Completion of a final web project • Presentation of a completed online portfolio • Presentation of a self-marketing statement
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	• Create a wireframe plan of the final project • Articulate plan verbally • Produce a final project demonstrating web design and development skills • Effectively troubleshoot technical issues • Participate in peer review process • Integrate faculty and peer feedback to improve final project • Complete portfolio that can be accessed online outside PCC • Develop and present self-marketing web skills statement

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 Website Development and Design program needs a capstone course for students to integrate all their knowledge from the degree courses into a final cumulative project. This course will allow students to

	take their knowledge, apply it, and prepare for entry into the workforce. Students will leave this course with tools to use to market themselves as prospective employees in the website development and design industry, thus improving their chances of obtaining employment.

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):	Website Development and Design	# credit: 95
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	
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: **Winter 2013**
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
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:	ABE (Adult Basic Education)	Submitter name Phone Email	Joe Michael Urbina 971-722-4728 jurbina@pcc.edu
Course Prefix and Number:	ABE 0786	# Credits:	0
Course Title: (60 characters max)	Foundations of Math I	Transcript Title (30 characters max)	Foundations of Math I
Can this course be repeated?	☐ No ☐x Yes How many times? As long as the student shows reasonable progress, between 4-6 times.	Contact hours: PER QUARTER	Lecture:40 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument. Central to Adult Basic Education is the concept of students progressing at their own pace in order to achieve the goals of the course. All of our classes allow students to repeat unless they do not show reasonable progress according to the CASAS assessment in 150 hours of instruction.			
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x☐ No	Course Number and Title

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

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

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

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the

phrases: *This course will* . . and/or *Students will.* . . Include course recommendations in the description.	
Course Description: (field will expand as needed)	Develops an understanding of estimating and computing of whole numbers, decimals, fractions and measurements. Includes practicing the application of whole numbers, decimals, fractions and basic measurements; creating and interpreting numbers in graphs (except circle graph), tables and charts. Prerequisite: Placement into RD 80 or higher and/or CASAS score of 221 or higher
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into:	☐ Placement into:		
course prefix & number: Placement into RD 80 or higher and/or CASAS Score of 221 or higher	x☐ 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)**	• Apply life experiences to identify questions or situations that can use a mathematical approach • Estimate and compute personal needs involving whole numbers, decimals, fractions and simple measurements • Solve problems and make decisions using multiple and effective math strategies • Understand, interpret and work with concrete objects and symbolic representation (e.g. pictures, numbers, graphs, computer representations) • Utilize technology to solve mathematical problems • Prepared for future math classes
Course activities and design: **(from CCOG)**	Demonstrate **whole numbers** computation and application • Read and write number values to millions • Compare and order whole numbers by values to millions • Round numbers from tens place to the millions • Apply the vocabulary of addition, subtraction, multiplication, and division • Add whole numbers • Subtract whole numbers • Multiply whole numbers • Divide whole numbers

	• Estimate answers by rounding numbers Demonstrate basic **decimal** number computation and application • Develop mastery of working, counting, comparing, and making transitions with U.S. Dollars and cents (Decimals to Hundredths) (Checking and Savings Accounts) • Add, Subtract, Multiply, and Divide decimals • Use rounding to estimate decimal answers • Solve one and two place application problems • Compute and compare unit pricing • Develop (decimal) problem solving skills by understanding the question, applying key vocabulary, drawing a picture or diagram, discarding unnecessary information, finding the necessary information, determining the arithmetic operation, and checking the answer Demonstrate basic **fraction** computation and application Develop understanding of fractional concepts and vocabulary, including part of a whole, part of a group, proper and improper fraction, mixed numbers, and equivalent fractions • Add and subtract fractions with like and unlike denominators • Multiply and divide simple fractions • Reduce answers to lowest terms • Estimate answers by rounding fractions • Review use of fractions in life applications, including reading a ruler to 1/16” • Develop problem solving skills Introduce basic **measurements** in computations and life applications • Calculate, write, and convert units of time (i.e., analog and digital time, 12- and 24-hour clocks, and convert minutes to decimal (work) time, calendar, and time zones) • Suggestions for life skill applications for measurements: *Ex: Reading a ruler, scale, or thermometer. Reading a food recipe or comparing metric clothing sizes.* Demonstrate understanding of **graphical information** • Read information from charts, tables, pictographs, line and bar graphs • Use measures of central tendency to calculate and interpret data • Find the mean and median for a set of data Introduce basic knowledge of **algebraic concepts**
Outcomes assessment strategies:	• Apply common types of mathematical information and concepts to real-0life and theoretical problems involving whole numbers, decimals and fractions. • Complete homework and/or computer-based assignments • Read and interpret common data and statistical information (mean and median) • Interpret and apply a few common patterns, functions and relationships using technology Move a level in the Math CASAS Post Test and teacher generated post test
Course Content: Themes, Concepts,	**Themes:** • Life (e.g. family and citizen) and employability (i.e. worker) planning • Life Long Learning

Issues and Skills: (from CCOG)	• Goal Setting **Concepts:** • Critical thinking • Math Vocabulary • Time Management • Problem Solving • Math Operations **Issues:** • Barriers to student success • Communication • Employability • Access to resources • Teamwork • Math Anxiety • Testing strategies • Basic Computer Literacy • Cultural Awareness • Motivation **Skills:** • Computation and application skills with whole numbers • Computation and application skills with decimals • Computation and application skills with fractions • Develop skills in estimation • Round a decimal and whole numbers to a specified place • Arrange numbers in numerical order • Read and understand data from bar, pictorial, line, tables, charts and various graphs. • Find statistical measures such as median and mean • Estimate to predict results and to check to see if results are reasonable • Communicate reasoning and results in a variety of ways such as words, graphs, charts, tables and simple algebraic models
Reason for the new course	**To determine the specific math level of ABE students and place them in appropriate math courses**.

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	
How does it transfer Check all that apply	☐ required or support for major ☐ general education distribution requirement ☐ general elective ☐ other (provide details)
Provide evidence of transferability: (minimum one, more preferred) Required for Gen Ed only	☐ Completed Transferability Status form ☐ E-mail correspondence with receiving institution ☐ Other - provide evidence
Identify comparables at Oregon schools	
Is General Education or Cultural Diversity designation being sought at this time?	☐ Yes – Submit the General Education form ☐ No

Section #3 Additional Information for new LDC courses		
How or where will the course be taught. Check all that apply	☐ on campus ☐ hybrid ☐ on-line (complete DL Modality form, obtain signature and submit) ☐ other (explain)	
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:		
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at PCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.		

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.	

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	☐ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Michael Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

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:	Adult Basic Education	Submitter name Phone Email	Judith Voth 971-722-5244 jvoth@pcc.edu
Course Prefix and Number:	ABE 0791	# Credits: Non-credit	0
Course Title: (60 characters max)	Advanced Integrated Reading and Writing	Transcript Title (30 characters max)	
Can this course be repeated? **PCC default is 0 repeats**	☐ No x☐ Yes until completed GED or ready for college coursework	Contact hours: PER QUARTER 6	Lecture: 60 Lec/lab: Lab:
If the course is repeatable then provide a compelling argument.		Students may repeat the course to improve basic skills required for GED test, college preparation coursework.	
Is this course equivalent to another? If yes, they must have the same description and outcomes.		☐ Yes x☐ No	Course Number and Title

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

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

	Check all that apply	Default (Choose one)
A-F (letter grade)	☐	☐
Pass/No pass	☐	☐
Audit in consultation with faculty	☐	☐
This course utilizes an alternate grading system.		

Begin the course description with an active verb and use such verbs throughout as applicable. Avoid using the phrases: *This course will . .* and/or *Students will. . .* Include course recommendations in the description.

Course Description: (field will expand as needed)	Integrates reading and writing skills to enhance critical thinking, analysis, and synthesis of information for understanding and effective communication. Prerequisite: CASAS Reading Placement 235 or higher
Addendum to Course Description:	

General Education/Discipline Studies Standard Prerequisite Approval

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

☐ Standard Prerequisites			
☐ Placement into:	☐ Placement into:		
course prefix & number: CASAS Reading Placement 235 or higher	x☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/co
None – please explain			

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

Learning Outcomes: **(Use observable and measurable verbs)**	Upon successful completion the student will be able to: • Use and understand the pre-writing and pre-reading strategies to identify, clarify, and or prepare for the purpose of any reading or writing activity • Incorporate fluency and new vocabulary into daily and academic reading and writing • Apply a range of strategies including activating prior knowledge and cultural understanding to monitor and enhance comprehension • Utilize steps in the writing process and apply the appropriate English language conventions to daily and academic writing • Apply critical thinking in written responses • Analyze, evaluate, and integrate writing style, ideas, arguments and themes from multiple complex sources into a written or oral response
Course activities and design: **(from CCOG)**	
Outcomes assessment strategies:	• Complete CASAS Reading Test • Pass GED Practice tests in Writing, Social Studies, Science and Reading • Take Compass Test (if college bound) • Create Writing portfolios, including reflections, drafts that show evidence of editing and

	revising • Write paragraphs ,essays ,letters, poems, resumes, journal entries • Graph Reading rate • Develop projects, presentations, and debates • Complete Reading with Understanding Diary • Assess Comprehension with quizzes, multiple choice questions, written response and discussion questions
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	Themes: Family, Citizen, Lifelong Learner, Worker Concepts :goal setting, critical thinking, decision making, confidence building, collaborative team work Issues: barriers to student success, access to resources, communication skills, learning differences, test and school anxiety Skills: • Awareness of writing as a process • Develop writing content and style in a way that serves the purpose • Understand distinct English conventions • Appraise own writing skills and abilities and those of others through revision process • Revise written work from peer or instructor feedback • Summarize and paraphrase ideas in a text • Read regularly for own purposes • Identify, clarify, and/or prepare for complex reading purpose • Pronounce “on sight” words, abbreviations, and acronyms found in everyday texts and a range of terms related to areas of interest or study • Recognize “on sight” syllable patterns/types, root words, and affixes in multi-syllabic words • Acquire and apply meanings of most words and phrases found in everyday and academic texts, including terms related to specialized topics • Accurately read text composed of dense or long, complex sentences and paragraphs with appropriate pacing, phrasing, and expression • Evaluate and/or apply prior knowledge of the content and situation, including cultural understanding, to support comprehension • Use strategies easily and in combination to pronounce and/or discern the meanings of unfamiliar words found in a complex text • Choose from a range of strategies, including some sophisticated ones, and integrate them to monitor and/or enhance text comprehension • Locate, analyze, and critique stated and unstated information, ideas/arguments, and/ or themes in a complex functional, informational, or persuasive text • Draw conclusions related to the structural elements of a complex literary work, using

	literary terms • Analyze and evaluate an author's style, attending to the use of language and literary techniques and to influences on the writing • Integrate the people/characters, events, information, ideas/arguments, themes, or writing styles in lengthy or multiple complex tests with each other and/or with knowledge of the world to address a complex reading purpose
Reason for the new course	Separating Reading and Writing from Comprehensive courses which also included math.

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

Section #3 Additional Information for new LDC courses

How or where will the course be taught. Check all that apply	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.	NA

Is there any potential impact on another department or campus? If yes, explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Implementation term:	X☐ Next available term after approval ☐ Specify term AFTER the next available
Allow 3-4 months to complete the new course approval process before the course can be scheduled. Note: Most LDC courses will implement in fall or spring terms depending on the formal approval process (see timetable linking request and review to implementation term). There may be exceptions for LDC disciplines that operate as CTE programs.	

Section # 4 Department Review	
This proposal has be reviewed at the SAC level and approved for submission.	
SAC Chair	Email
Joe Urbina	jurbina@pcc.edu
SAC Administrative Liaison	Email
Laura Horani	lhorani@pcc.edu
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.	

Portland Community College

Course Revision

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	HE	Submitter name Phone Email	Susanne Christopher ext. 6249 schristo@pcc.edu and Marshall Meyer ext 4014; mmeyer@pcc.edu
Current prefix and number	HE 110	Proposed prefix and number	HE 110
Current course title	CPR/AED for the Prof Rescuer	Proposed title (60 characters max)	CPR/AED for Professional Rescuers and Health Care Providers
# Credits	1	Proposed transcript title **(30 characters max)**	CPR/AED Professional
Reason for title change	**Provide clarity 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Provides education and training in infant, child, adult CPR, AED, and Bag-Valve masks. Provides training in bloodborne pathogens. For people who are responsible for delivering emergency card and/or ensuring the public safety. Upon successful completion of this course, students may	Provides education and training in infant, child, adult CPR, AED, and Bag-Valve masks for people who are responsible for delivering emergency care and/or ensuring the public safety. Provides training in bloodborne pathogens. Upon successful completion of this course, students may earn an American Red Cross CPR/AED for the Professional Rescuer and

apply for CPR/AED for the Professional Rescuer certification card. Recommend: RD 115 or equivalent test scores. Audit available.	Health Care Provider certificate or equivalent American Health Association. Recommend: RD 115 or equivalent placement test scores. Audit available.
Reason for change	Clarify 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), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course the student should be able to: Recognize, prepare for and administer CPR in emergency situations. Demonstrate and apply working knowledge of AED and BVM technology Apply Bloodborne Pathogen precautions in emergency situations	Recognize, prepare for and administer CPR in emergency situations. Apply working knowledge of AED and BVM technology Apply Bloodborne Pathogen precautions in emergency situations
Reason for change	Same outcomes with "upon completion" removed so we have consistent outcome language with each of our first aid 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: .			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	11/17/2011
SAC Administrative Liaison (type name)	Email	Date
Jenn Piper		
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
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	HE	Submitter name Phone Email	Susanne Christopher ext. 6249 schristo@pcc.edu and Marshall Meyer ext 4014; mmeyer@pcc.edu
Current prefix and number	HE 112	Proposed prefix and number	HE 112
Current course title	First Aid and Emergency Care	Proposed title (60 characters max)	Standard First Aid and Emergency Care
# Credits	1	Proposed transcript title **(30 characters max)**	Standard First Aid & CPR/AED
Reason for title change	**Provide clarity 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, 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)**
Describes emergency procedures and techniques of basic life support for adult, child, or infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Provides education and training in Automated External Defibrillator. Audit available. available.	Describes emergency procedures and techniques of basic life support for adult, child, or infant victims of airway obstruction, respiratory arrest and/or cardiac arrest. Provides education and training in Automated External Defibrillator. Upon successful completion of this course, students may earn an American Red Cross Standard First Aid and CPR/AED Adult/Child and Infant

	CPR certificate or American Health Association equivalent. Audit available.
Reason for change	Clarify 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), 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
• Recognize, prepare for and administer first aid in sudden illness and emergency situations. • Demonstrate working knowledge of AED technology.	Apply working knowledge of AED technology Evaluate first aid/CPR scenarios in the classroom that simulate real-life situations and apply appropriate first aid/CPR techniques to those scenarios.
Reason for change	Clarify outcomes of the 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. 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
Susanne Christopher	schristo@pcc.edu	11/17/2011
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 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
X title
X description (include requisites)
☐ outcomes
☐ prerequisites and co-requisites
Grade option change

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	HE	Submitter name Phone Email	Susanne Christopher ext. 6249 schristo@pcc.edu and Marshall Meyer ext 4014; mmeyer@pcc.edu
Current prefix and number	HE 113	Proposed prefix and number	HE 113
Current course title	First Aid and Professional CPR	Proposed title (60 characters max)	FirstAid&CPR/AED Professional Rescuers/HealthCare Providers
# Credits	1	Proposed transcript title **(30 characters max)**	First Aid & CPR Professional
Reason for title change	**Provide clarity 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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces basic first aid knowledge in the home, work, and community environment. Gain knowledge and skills to perform Professional CPR and AED for adults/children/infants. Upon successful completion of this course, students may apply for an American Red Cross First Aid	Introduces basic first aid knowledge in the home, work, and community environment. Increases knowledge and skills to perform Professional CPR and AED for adults/children/infants. Upon successful completion of this course, students may earn an American Red Cross Standard First Aid and CPR/AED for Professional Rescuers and Health Care Providers

card and American Red Cross Professional CPR/AED card. Recommend: RD 115 or equivalent placement test scores.	certificate or American Heart Association equivalent. Recommend: RD 115 or equivalent placement test scores.
Reason for change	Clarify 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), 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
• Recognize and apply appropriate citizen-level, basic first aid or cardiac care in sudden illness and emergency situations in the home, work, or community environment for infant, child, or adult Patient • Apply Professional CPR skills for adult, child and infant patient	
Reason for change	Same 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 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
Susanne Christopher	schristo@pcc.edu	11/17/2011
SAC Administrative Liaison (type name)	Email	Date
Jenn Piper		
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)
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	HE	Submitter name Phone Email	Susanne Christopher ext. 6249 schristo@pcc.edu and Marshall Meyer ext 4014; mmeyer@pcc.edu
Current prefix and number	HE 125	Proposed prefix and number	
Current course title	First Aid and Industrial Safety	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, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.

Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Presents overview of industrial safety regulations, accident prevention, ergonomics, hazardous materials, first aid and adult CPR. Successful students attain a First Aid and Adult CPR card. Audit available. available.	Presents an overview of industrial safety procedures, accident prevention, material safety data sheets (MSDS), hazardous materials, first aid, and CPR/AED. Upon successful completion of this course, students may earn an American Red Cross Responding to Emergency First Aid and Adult CPR/AED certificate and Blood Borne Pathogens Training: Preventing Disease Transmission

	Certificate or American Heart Association equivalent. Recommend: RD 115 or equivalent placement test scores.
Reason for change	Clarify course content and align with new American Red Cross certification categories

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon completion of this course the student should be able to: Recognize, prepare for and administer CPR in emergency situations. Demonstrate and apply working knowledge of AED and BVM technology Apply Bloodborne Pathogen precautions in emergency situations	Apply working knowledge of AED technology Evaluate first aid/CPR scenarios in the classroom that simulate real-life situations and apply appropriate first aid/CPR techniques to those scenarios Ability to complete an MSDS sheet correctly using current industry standards. Apply principles of machine safety to determine potential hazards and prevent them in the workplace.
Reason for change	Update outcomes to more accurately reflect course content and assessment

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

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

Current prerequisites, corequisites and concurrent

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

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

☐ Placement into: .

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

Proposed prerequisites, corequisites and concurrent

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

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes X no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Susanne Christopher	schristo@pcc.edu	11/21/2011
SAC Administrative Liaison (type name)	Email	Date
Jenn Piper		
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 ☐ 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	HE	Submitter name Phone Email	Susanne Christopher ext. 6249 schristo@pcc.edu and Marshall Meyer ext 4014; mmeyer@pcc.edu
Current prefix and number	HE 252	Proposed prefix and number	
Current course title	First Aid –Basics and Beyond	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces first aid and emergency knowledge and skills in the work, community, and home environment. Examines first aid care in remote and/or wilderness settings. A student who satisfactorily completes the course requirements receives an ARC Responding to Emergencies First Aid Card, Wilderness Emergency Card,	Introduces first aid and emergency knowledge and skills in the work, community, and home environment. Examines first aid care in remote and/or wilderness settings. Upon successful completion of this course, students may earn an ARC Responding to Emergencies First Aid Certificate, Wilderness and Remote First Aid Certificate, and CPR/AED Adult/Child, Infant CPR Certificate. Recommend:

and an adult/child/infant C.P.R and AED card. Recommend: RD 115 or equivalent test scores.	RD 115 or equivalent placement test scores.
Reason for change	Clarify course content and meet new ARC certificate guidelines

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
Analyze an emergency situation and apply appropriate first aid or cardiac care in sudden illness and emergency situations as a citizen responder in the home, work, or community environment for infant, child, or adult patient. Differentiate and apply first aid care required in remote and wilderness settings from care provided in settings where qualified medical personnel are readily available.	
Reason for change	Same 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 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
Susanne Christopher	schristo@pcc.edu	11/17/2011
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 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)
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 and Physical Education Departments	Submitter name Phone Email	Susanne Christopher and Janeen Hull schristo@pcc.edu ext 6249 Jan.hull@pcc.edu ext
Current prefix and number	HPE 295	Proposed prefix and number	
Current course title	Health and Fitness for Life	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, 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)**
nutrition and cardiovascular health in promoting an individual's health and well being. Fitness testing and fitness lab are included.	**Explores the interrelationship of the five components of physical fitness, basic nutrition concepts, and stress management activities to increase individual health and wellness. Includes lab sessions, fitness assessments, and fitness program development.**

Reason for change	Update and clarify course's description and intent to the student

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
• Apply decision-making skills to fitness and health concepts • Apply fitness concepts to the wellness dimensions • Improve physical condition and personal wellness • Ability to design a lifelong fitness program	**1. Apply behavior change theories to assess and self-reflect on health and fitness status** **2. Apply and evaluate wellness concepts that promote health and fitness** **3. Explore activity options to maintain and/or improve lifelong health and fitness**
Reason for change	To better align the outcomes with the course material, focus and assessment processes.

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	☐ yes

the inventory of related instruction templates.	x☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☐ 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
Susanne Christopher – Health SAC Chair Janeen Hull – PE SAC Chair	schristo@pcc.edu jan.hull@pcc.edu	11/28/2011
SAC Administrative Liaison (type name)	Email	Date
Jenn Piper	Jennifer.piper1@pcc.edu	11/28/2011
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:	Ophthalmic Medical Technology		Submitter name phone and email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Prefix and Course Number:	OMT 122		Credits:	2
Course Title: (60 characters max)	Practicum II		Transcript Title (30 characters max)	Practicum II
Can this course be repeated?	☐ Yes ☒ No	How many times?	Contact hours: PER QUARTER	Lecture: 0 Lec/lab: 0 Lab: 72
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ No	Prefix, number and title: N/A

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)	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)

Develops proficiency in the use and care of ophthalmic equipment, basic screening techniques, obtaining pertinent patient ocular/medical history, diagnostic and examination procedures, medication (pharmacology and administration) and handling of patients in an ophthalmic practice. Prerequisites: OMT 121, HE 113.

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: OMT 121, HE 113	☒ 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 students should be able to: 1. Exhibit fundamental skills of patient screening in the ophthalmic clinical setting. 2. Manage patient medical records properly in a clinical setting. 3. Use universal precautions relevant to patient care in the clinical setting. 4. Perform diagnostic and examination procedures in an accurate, timely manner. 5. Utilize communication skills necessary for working in a health care setting.
Course activities and design: **(from CCOG)**	Students are assigned to one office during the fourth term of the Ophthalmic Medical Technology program. The assignment is for a ten week rotation, the offices are selected by the course instructor. Insofar as possible, student requests for assignments will be taken into consideration. Office assignment will be scheduled for one eight hour shift per week in accordance with the program schedule. Hours of assignment are based on office requirements and will be indicated on a schedule published by the course instructor. Students are required to wear lab jackets conforming to the requirements set forth by the PCC Ophthalmic Medical Technology program.
Outcomes assessment strategies: **(from CCOG)**	Student performance is evaluated by the supervisor assigned to the student at the medical office. The grading system utilized for the course is "Pass" or "No Pass". In order to receive a "Pass" grade, the students must: 1. Satisfactorily complete the objectives listed for the ophthalmic technician. 2. Receive satisfactory evaluations from each of the work area supervisors. 3. Complete all of the time assigned. (72 hours)

Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	The goals are to enable the student to: 1. Gain experience in ophthalmic offices. 2. Make the transition from theory to practice as an ophthalmic technician. **3.** Gain direct work experience with experienced clinical office personnel and observe working relationships within an ophthalmic office.

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.	Accreditation requirements for addition clinical experience hours.	
Will this new course be part of an existing, currently approved PCC certificate and/or degree?		☒ Yes ☐ No
Name of certificate(s):	N/A	# credit:
Name of degree(s):	Ophthalmic Medical Technology	# credit:95
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ 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	

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) Clinical practicum
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:
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	10/12/11
SAC Administrative Liaison	Email	Date
John Saito	John.saito15@pcc.edu	10/12/11

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 (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 Professions	Submitter name Phone Email	Joanne Harris 971-722-5666 jmharris@pcc.edu
Current prefix and number	MP 201	Proposed prefix and number	MP 150
Current course title	Intro to Elec Health Records	Proposed title (60 characters max)	same
# Credits	3	Proposed transcript title **(30 characters max)**	same
Reason for title change	**Course number at 100 level more appropriate given the course content and lack of pre-requisites.**		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Introduces basic concepts of use and implementation of an Electronic Health Records (EHR) system. Provides exposure to basic navigation of an EHR. Explores issues around privacy, security, government regulations and ethical legal aspects of the	n/a

health information technology environment.	
Reason for change	

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners), One to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.	
Current learning outcomes **(required information for all course revisions)**	New learning outcomes
1. Incorporates knowledge of EHR’s and PHR’s into their personal health care decisions. 2. Use an understanding of federal and state regulations and policies that will facilitate EHR implementation and utilization in the Health Services industry. 3. Students will incorporate knowledge of EHR’s and PHR’s into their personal health care decisions. 4. Apply relevant ethical, legal, security, and policy principles to the use of EHR’s within the health information technology environment. 5. Analyze trends in EHR data and utilization to improve patient care and population health.	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:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☒ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Joanne Harris	jmharris@pcc.edu	12/9/2011
SAC Administrative Liaison (type name)	Email	Date
John Saito	John.saito15@pcc.edu	12/9/2011
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Portland Community College

CS162 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 Science	Submitter name Phone Email	Li Liang 971-722-4297
Current prefix and number	CS162	Proposed prefix and number	
Current course title	Computer Science 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, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Explores classes, pointers, dynamic memory, linear linked lists, multi-dimensional arrays, program correctness, verification, and testing. Recommended: MTH 112, WR 121 and CS 161. Audit available.	Explores classes, pointers, dynamic memory, linear linked lists, multi-dimensional arrays, program correctness, verification, and testing. Prerequisite: CS 161. Recommended: MTH 112 and WR 121. Audit available.

Reason for change	Change the recommended prerequisite CS161 to required prerequisite to make sure students are well prepared upon entering 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), not in the classroom outcomes. Three to six outcomes are recommended See the course outcomes guidelines on the curriculum webpage for more guidance on writing good outcomes.

Current learning outcomes	New learning outcomes
· Use an understanding of cultural differences in user populations and global software design requirements in order to design effective software. · Employ good software engineering practices and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). · Employ a deep knowledge of the procedural paradigm and a recognized software development methodology to develop computer programs that emphasizes usability and end-user compatibility. · Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. · Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs. · Construct appropriate user interfaces for simple programs, and design systems with minimal complexity and maximal functionality.	

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: CS161	☒ 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	12/16/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	12/16/11

Portland Community College

CS201 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 Science	Submitter name Phone Email	Li Liang 971-722-4297
Current prefix and number	CS201	Proposed prefix and number	
Current course title	Computer Systems	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, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Introduces computer systems from a software perspective. Provides an overview of C and assembly language programming and reading skills. Explores basic systems programming skills and tools to measure and improve program performance based on an understanding of key aspects of machine architecture. Recommended: CS 140U and CS 162. Audit available.	Introduces computer systems from a software perspective. Provides an overview of C and assembly language programming and reading skills. Explores basic systems programming skills and tools to measure and improve program performance based on an understanding of key aspects of machine architecture. Prerequisite: CS 162. Recommended: CS 140U. Audit available.

Reason for change	Change the recommended prerequisite CS162 to required prerequisite to make sure students are well prepared upon entering 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), 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
- Employ a deep knowledge of computer systems architecture to enhance the correctness, performance, and utility of the application or system software that they may write. - Identify how such programs work and how to troubleshoot and fix them when they break. -Be successful in subsequent college level Computer Science coursework.	

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: CS162	☒ 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	12/16/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	12/16/11

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 (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	Doug Jones 977 722 4089 cdjones@pcc.edu
Current prefix and number	CS 250	Proposed prefix and number	
Current course title	Discrete Structures I	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Discrete Structures I Introduces discrete structures and techniques for computing sets, graphs and trees. Construct	Introduces discrete structures and computational techniques in the areas of first-order logic, discrete proofs, number theory, sequences, induction, recursion, and set theory. Prerequisite: MTH 111

simple functions, and recursive definitions. Other topics include relational properties, equivalent, partial order, proof techniques, inductive proof, counting techniques and discrete probability. Student will not get credit for both (CS 250 and CS 251) and (MTH 231 and MTH 232). Recommended: MTH 111B or MTH 111C.	
Reason for change	Alignment with transfer partners, notably Portland State University

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon the successful completion of this course students will be able to:□Formulate, interpret, and apply mathematical concepts especially, techniques for computing sets, graphs and trees, recursive definitions, and discrete probability in real world contexts.□Use analytical problem solving strategies to solve problems using multiple approaches and to interpret the results in practical terms.□Utilize those techniques in discrete mathematics and logic that are used in the study and practice of computer science.□Be successful in	• Construct valid first order logic arguments • Construct valid mathematical proofs • Analyze algorithm correctness • Compute closed form solutions for sequences and series • Use Boolean algebra in developing algorithms for computer programs

subsequent coursework in the mathematical foundation of Computer Science.	
Reason for change	Alignment with transfer partners, notably Portland State University

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: MTH 111	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	
Implementation	☒ Next available term after approval

term	☐ 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
Li Liang	lliang@pcc.edu	12/05/2011
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	charmagne.ehrenhaus@pcc.edu	12/06/2011
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Course Revision

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

Save this document as the course prefix and number

Send completed form electronically to curriculum@pcc.edu

Section #1 General Information			
Department	Computer Science	Submitter name Phone Email	Doug Jones 977 722 4089 cdjones@pcc.edu
Current prefix and number	CS 251	Proposed prefix and number	
Current course title	Discrete Structures II	Proposed title (60 characters max)	
# Credits	4	Proposed transcript title **(30 characters max)**	
Reason for title change			

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin the course description with an active verb, i.e. covers, introduces, examines, explores, continues provides.. **Do not** use the words: course and/or student. Include recommendations in the description.	
Current Description **(required information for all course revisions. Include requisites)**	Proposed Description **(include requisites)**
Discrete Structures II Introduces formal logic including propositional calculus and first-order predicate calculus.	Introduces discrete structures and computational techniques in the areas of functions, relations, probability, graph theory, algorithm analysis, and finite state automata. Prerequisite: CS 250

Presents techniques of formal reasoning including natural deduction and resolution with application to program correctness and automatic reasoning. Introduction to algebraic structures in computing Recommend: CS 250	
Reason for change	Alignment with transfer partners, notably Portland State University

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

Current learning outcomes **(required information for all course revisions)**	New learning outcomes
Upon the successful completion of this course students will be able to: • Formulate, interpret, and apply properties of propositional and first-order predicate calculus in real world contexts. • Use analytical problem solving strategies to solve problems using multiple approaches and to interpret the results in practical terms. • Utilize those techniques in discrete mathematics and logic that are used in the study and practice of computer science. • Be successful in subsequent	• Prove properties of discrete functions, general relations, and equivalence relations • Compute set permutations and combinations • Compute conditional probabilities • Compute graph spanning trees and primary circuits • Prove mathematical properties of simple algorithms • Use finite state automata to define and analyze regular expressions

coursework in the mathematical foundation of Computer Science.	
Reason for change	Alignment with transfer partners, notably Portland State University

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: CS 250	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con

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

If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.

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

Please provide details, who was contacted and the resolution.

☐ Yes ☒ No	None
Implementation	☒ Next available term after approval

term	☐ 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
Li Liang	lliang@pcc.edu	12/05/2011
SAC Administrative Liaison (type name)	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	12/06/2011
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

CS260 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 Science	Submitter name Phone Email	Li Liang 971-722-4297
Current prefix and number	CS260	Proposed prefix and number	
Current course title	Data Structures	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, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Data structures including stacks, queues, lists, vectors, graphs, and trees. Algorithms including hash tables, sorting, searching and iterating over structures. Includes an in depth examination of recursion. Lab exercises. Recommended: CS 162 or CS 234u. Additional lab hours may be required.	Explores stacks, queues, lists, vectors, hash tables, graphs, trees and algorithms including sorting, searching, iterating over data structures and recursion. Prerequisite: CS 162. Audit available.

Reason for change	To follow the new requirements for course descriptions.

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
On completion of this course students should be able to: • Software Engineering Process o Follow the software development process (requirements analysis, design, implementation, and test) in the development of small programs. o Employ good software engineering practices such as incremental development, encapsulation, data integrity checking, and adherence to style guidelines. o Identify and use standard design patterns where appropriate. • Computer Science Theory o An understanding of lists, queues, stacks, heaps, trees, and graphs. o Ability to compute the computational complexity of algorithms and to express those calculations using the Big-O notation. • Technology and Tools o Effectively use software development tools including libraries, compilers, editors, linkers and debuggers. o The ability to implement algorithms using container classes from the C++ standard library. • Communication	· 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 and good software design, always applying Software Engineering Code of Ethics as determined by Association for Computing Machinery (ACM). · Employ a deep knowledge of various data structures when constructing a program. · Design and construct simple object-oriented software with an appreciation for data abstraction and information hiding. · Effectively use software development tools including libraries, compilers, editors, linkers and debuggers to write and troubleshoot programs.

Reason for change	To follow the new requirements for course 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: CS162	☒ 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	12/16/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	12/16/11

Portland Community College

CS261 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 Science	Submitter name Phone Email	Li Liang 971-722-4297
Current prefix and number	CS261	Proposed prefix and number	
Current course title	Programming Systems	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, i.e. covers, introduces, examines.. **Avoid** using the phrases: This course will and/or students will. Include recommendations in the description. Note: if you are only changing the prerequisites, please skip this section and go directly to requisite section below

Current Description	Proposed Description
Explores the theory and practice of object-oriented programming as embodied in both Java and C++. Introduces inheritance, polymorphism, virtual functions, templates, exceptions, operator overloading and the extensive libraries that are available as a standard part of Java and C++. Recommended: CS 260. Audit available.	Explores the theory and practice of object-oriented programming as embodied in both Java and C++. Introduces inheritance, polymorphism, virtual functions, templates, exceptions, operator overloading and the extensive libraries that are available as a standard part of Java and C++. Prerequisite: CS 260. Audit available.

Reason for change	Change the recommended prerequisite CS260 to required prerequisite to make sure students are well prepared upon entering 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), 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
· Employ a deep knowledge of the object-oriented paradigm and a recognized software development methodology to develop computer programs that demonstrate significant functionality and usability. · Design and construct object-oriented software with appropriate layers of abstraction and associated use of encapsulation, inheritance, polymorphism and interfaces. · Effectively use the extensive libraries that are available as a standard part of Java and C++. · Architect systems with minimal complexity and cost to attain maximal functionality, flexibility and maintainability.	

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: CS260	☒ 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	12/16/11
SAC Administrative Liaison	Email	Date
Charmagne Ehrenhaus	Charmagne.ehrenhaus@pcc.edu	12/16/11

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 (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 Hygiene	Submitter name Phone Email	Nancy Pilgrim
Current prefix and number	DH 203	Proposed prefix and number	DH 203
Current course title	Dental Hygiene Theory VI	Proposed title (60 characters max)	Dental Hygiene Theory VI
# Credits	3 (proposing a reduction to 2 credits)	Proposed transcript title **(30 characters max)**	
Reason for title change	**Removing 1 credit from DH 203 requires a change in course description.**		

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)**
Expansion of dental hygiene theory to include dental specialties and the role of the hygienist in specialty offices. Job search skills and stress management included.	The study of dental hygiene theory to include the emerging role of the dental hygienist in collaboration with general health providers in alternative settings including independent practice settings. Job search skills and stress management are included.

Reason for change	1. There are limited roles for dental hygienists in specialty offices. 2. There are increasing roles for dental hygienists to collaborate with general health providers and in alternative settings; with this comes additional need for knowledge in healthcare administration, electronic records, risk management, ethical issues.

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. Integrate concepts of dental hygiene theory and patient care in providing treatment to a variety of dental patients with increasingly complex treatment needs. 2. Apply job search skills and knowledge of a variety of work settings to find a position in the dental hygiene profession.	1. Integrate concepts of dental hygiene theory and patient care in providing treatment to a variety of dental patients with increasingly complex treatment needs. 2. Apply job search skills and knowledge of a variety of work settings to find a position in the dental hygiene profession.

Reason for change	No change

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

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

Current prerequisites, corequisites and concurrent

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

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

Proposed prerequisites, corequisites and concurrent

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

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

Is this course used for related instruction? Please confirm this by reviewing the inventory of related instruction templates.	☐ yes ☐ no
If yes. Check two things: 1) Outcomes – if you are changing course outcomes which relate to communication, computation and/or human relations and 2) the hours of student learning. Then this requires you to submit a related instruction in CTE course form at the same time as you submit this course revision form. Visit the comprehensive related instruction website for information and guidance.	

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

Section # 2 Department Review		
This proposal has been reviewed at the SAC level and approved for submission		
SAC Chair (type name)	Email	Date
Nancy Pilgrim	npilgrim@pcc.edu	12/15/11
SAC Administrative Liaison (type name)	Email	Date
This signature block is NOT to be used in lieu of the signature page. Please return the completed signature page with the pdf file to Curriculum – DC – 4th floor.		

Portland Community College

Contact and/or Credit Hour Change

Section #1 General Information			
Department	Dental Hygiene	Submitter name, phone, and email	Nancy Pilgrim 971-722-4123 npilgrim@pcc.edu
Course prefix and number	DH 128	Course title	Oral Histology

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	1	Lecture	2
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:	DH 128 Oral Histology is a heavy science course currently at 1 credit hour. The amount of work and time the students need to succeed in the course is equivalent to more than 1 credit hour.		

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☐ Specific term Winter 2013

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	Dental Hygiene	Submitter name, phone, and email	Nancy Pilgrim, npilgrim@pcc.edu 1-971-4123
Course prefix and number	DH 203	Course title	Dental Hygiene Theory VI

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	3	Lecture	2
Lecture/Lab		Lecture/Lab	
Lab		Lab	
Total contact hours/term	30	Total contact hours/term	20
Total credits	3	Total credits	2
Reason for change:	DH 203 is a lecture course during the final term of the dental hygiene program. This course focuses on career search and professional development. Now that the heavy science courses are completed, DH 203 does not require as many contact hours per week.		

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?

☐ Yes x☐ 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☐ Specific term Spring 2013

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
☐ x title
☐ x description (include requisites)
☐ 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	Electronic Engineering Technology	Submitter name Phone Email	Mike Farrell 971-722-4674 mike.farrell@pcc.edu
Current prefix and number	EET 241	Proposed prefix and number	EET 241
Current course title	Microcomputer Systems 1	Proposed title (60 characters max)	Programming for Electronics
# Credits	4	Proposed transcript title **(30 characters max)**	Programming for Electronics
Reason for title change	Assessment driven to keep the curriculum up to date with the latest relevant technologies.		

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 X86 assembly language programming for the IBM PC compatible computer including the use of BIOX and DOS function calls and the use of procedures. Structured programming	Introduces programming for electronics applications with emphasis on instrumentation control, robotics and automation. Includes writing programs, as well as troubleshooting and modifying existing code in assembly, C and/or specialized high-level computer

techniques will be used to write programs and accept keyboard input and freate displayed results. Appropriate program testing and debugging methods will be emphasized. Prequisites: EET 122 and either CS 133U or CS 161.	languages, such as LabVIEW. Prerequisites: EET 123 and CS 133U or CS 161. Recommended: EET178.
Reason for change	Assessment driven to keep the curriculum up to date with the latest relevant technologies.

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. Able to describe X86 microprocessor architecture and assembly language programming for PC-type computers including the use of BIOS and DOS functions calls and the use of procedures. 2. Able to use structured programming techniques to write programs that accept keyboard input and create displayed results. 3. able to perform program testing and debugging methods.	1. Select the appropriate programming language for the specific hardware application. 2. Write, test and debug programs to control electrical equipment. 3. Troubleshoot and modify existing electrical control programs.
Reason for change	Assessment driven to keep the curriculum up to date with the latest relevant technologies.

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

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

☐ Placement into: .

prefix & number: EET 122 and	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: either CS 133U or CS 161	X Prerequisite	☐ Corequisite	☐ pre/con

Proposed prerequisites, corequisites and concurrent

If you are **NOT** changing prerequisites or co-requisites **DO NOTHING** in this area			
☐ X Standard prerequisites - WR 115, RD 115 and MTH 20 or equivalent placement test scores			
☐ Placement into: .			
prefix & number: EET 123 and	X Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ~~either~~ CS 133U or CS 161. Recommended: EET 178.	x Prerequisite	☐ Corequisite	☐ pre/con

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

IMPACT ON OTHER DEPARTMENTS AND CAMPUSES – are there changes being requested that may impact other departments or campuses, such as academic programs that require this course for their program or as a prerequisite for courses or programs?	
Please provide details, who was contacted and the resolution.	
☒ Yes ☐ No	Discussed with ENGR SAC (Mike Farrell and Mike Kies). ENGR SAC does not have a problem with the change
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
Mike Farrell	Mike.farrell@pcc.edu	11/9/2011
SAC Administrative Liaison	Email	Date
Dieterich Steinmetz	dsteinme@pcc.edu	11/15/2011

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:	Microelectronics Technology		Submitter name phone and email	Shelton Fu, x7620, sfu
Prefix and Course Number:	MT108		Credits:	2
Course Title: (60 characters max)	Statistics for Process Control		Transcript Title (30 characters max)	Statistics for Process Control
Can this course be repeated? **PCC default is 0 repeats**	☒ No ☐ Yes	How many times?	Contact hours: PER QUARTER	Lecture: 20 Lec/lab: 0 Lab: 0
If the course is repeatable then provide a compelling argument.			na	
Is this course equivalent to another? They must have the same description, outcomes and credit.			☐ Yes ☒ 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)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐
Course or program fee: (Identify only fees which are independent of the standard lab fee)	na	

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 Statistical Process Control (SPC), including plotting and interpreting charts and dealing with disposition situations. Develops understanding of what is meant by common statistical quantities such as mean, median, mode, standard deviation, skew, and also understanding of how common distributions represent real populations. Integrates practice performing computer calculation of these structures and their application to SPC. Prerequisite: MTH60, WR115

Addendum to course description:

na

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: MTH60	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number: WR115	☒ 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)**	- Use SPC charts to determine if a process is in control and to disposition affected products and equipment - Apply common statistical structures used in quality control - Determine if data and statistical values are likely part of an expected population
Course activities and design: **(from CCOG)**	Course activities will include a variety of learning activities, such as: instructor delivered lectures, demonstrations, and/or student discussions stressing key topics in the course. In preparation for the lecture portion of the course, students will be expected to complete all reading and problem/question homework assignments.
Outcomes assessment strategies: **(from CCOG)**	Assessment of student performance in this course will consist of written examinations. Assessment may also include oral presentations, written reports, and other class projects.
Course Content: Themes, Concepts, Issues and Skills: **(from CCOG)**	SPC Process control Spec limits Control limits Average/mean Median Mode Standard deviation Histogram Probability Distributions Normal

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.	MTH243 is too in depth and increasing in credit. The MT degrees have to many credits. MT108 will replace MTH243 in the MT degrees
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):	MT AAS, MT AAS solar option	# credit:94, 91
Will this new course be part of a new, proposed PCC certificate or degree?		☐ Yes ☒ No
Name of new certificate(s):	Na	# credit:
Name of new degree(s):	Na	# credit:
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Na	Na

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.	MTH 243 covers the necessary statistics at an in depth level based on college algebra. MT108 will cover the basic statistics without the fundamental understanding, just what is necessary to understand their use in controlling processes with SPC. The Math department acknowledged that they would not dedicate the resources to providing such a course.
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	There will be a small reduction in the number of students from MT taking MTH243. The Math department indicated MTH243 is primarily for transfer students so indicated they were not concerned.

reached	
Implementation term:	☐ Next available term after approval ☒ Specific term AFTER next available: spring 2013
Allow 3-4 months to complete the new course approval process before the course can be scheduled.	

Section # 4 Department Review		
This proposal has be reviewed at the SAC level and approved for submission.		
SAC Chair	Email	Date
Shelton Fu	Sfu	
SAC Administrative Liaison	Email	Date
Erika Heider	Eheider	